

NATIONAL QUALITY FRAMEWORK

HOLISTIC WORKBOOK

 QA1

|  |
| --- |
| Quality Area1 – Educational Program and Practice |
| **Approved Learning Framework**  |
| 1.1.1 | What evidence do you have about curriculum decision-making contributing to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators? | **Embedded Evidence** | **Critical Reflection Evidences** | **Partnerships with Families***
 |
| **Child-Centred**  |
| 1.1.2 | What evidence do you have about each child’s current knowledge, strengths, ideas, culture, abilities and interests being the foundation of the program? | **Embedded Evidence** | **Critical Reflection Evidences** | **Partnerships with Families** |
| **Program Learning Opportunities**  |
| 1.1.3 | How do you demonstrate that all aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning? | **Embedded Evidence** | **Critical Reflection Evidences** | **Partnerships with Families** |
| **Intentional Teaching**  |
| 1.2.1 | How do Educators demonstrate that they are deliberate, purposeful, and thoughtful in their decisions and actions? | **Embedded Evidence**  | **Critical Reflection Evidences** | **Partnerships with Families** |
| **Responsive Teaching and Scaffolding**  |
| 1.2.2 | What evidence do you have of Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback? | **Embedded Evidence**  | **Critical Reflection Evidences** | **Partnerships with Families**  |
| **Child-Directed Learning**  |
| 1.2.3 | How is each child's agency promoted, enabling them to make choices and decisions that influence events and their world? | **Embedded Evidence** | **Critical Reflection Evidences** | **Partnerships with Families** |
| **Assessment and Planning Cycle**  |
| 1.3.1 | How is each child’s learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection? | **Embedded Evidence** | **Critical Reflection Evidences** | **Partnerships with Families**  |
| **Critical Reflection**  |
| 1.3.2 | What evidence do you have that critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation? | **Embedded Evidence** | **Critical Reflection Evidences** | **Partnerships with Families**  |
| **Information for Families**  |
| 1.3.3 | How are families informed about the program and their child's progress? | **Embedded Evidence** | **Critical Reflection Evidences** | **Partnerships with Families**  |