Quality Area One:
EDUCATIONAL PROGRAM AND PRACTICE

Self-Assessment Tool &
Quality Improvement Plan Summary

Quality Area 1: Educational program and practice

The educational program and practice is stimulating, engaging and enhances children's learning and development. In services for children over preschool age, the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.

Quality Area 1 focuses on ensuring that the educational program and practice of educators are child-centred, stimulating and maximise opportunities for enhancing and extending each child's learning and development. It recognises that a quality program that builds on children's individual knowledge, strengths, ideas, culture, abilities and interests is likely to have long-term benefits for children and for the broader society.

Additional information and resources about Quality Area 1 are available in the Guide to the National Quality Framework and on the ACECQA website.

Quality Area 1: Standards and elements

Standard 1.1		The educational program enhances each child's learning and development.
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
Standard 1.2		**Educators facilitate and extend each child's learning and development.**
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3		**Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.**
Assessment and planning cycle	Element 1.3.1	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.
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child's progress.

Law and Regulations

The table below includes the sections of the National Law (S) and National Regulations (R) underpinning Quality Area 1.

Please assess whether your service is compliant or non-compliant in accordance with the National Law and Regulations, relevant to your service type.

 NOTE: If a law or regulation is not applicable to your service or service type, you are not required to select whether you are compliant or non-compliant.

Law (S) / Regulation (R)	NQS	Does your service meet legislative requirements?	Compliant / Non-compliant
S168	STD1.1	Is either the Early Years Learning Framework (EYLF) or My Time, Our Place: Framework for School Age Care used to guide the development of the program?	◉ Compliant ○ Non-compliant
R.73	STD1.1	Have you developed a program that contributes to each child's learning and development outcomes outlined by the learning framework?	◉ Compliant ○ Non-compliant
R.75	STD1.3	Is the information about the program displayed in a place at the service that is accessible to parents? Is a copy of the program available for inspection on request: • at the service for long day care, preschool or outside school hours care, OR • at each educator's residence or venue for family day care?	◉ Compliant ○ Non-compliant
R.76	STD1.3	If requested, do you provide families with: • information about the content of the program and service routines and how they operate in relation to their children, including children's participation? • a copy of their children's assessment/evaluation documentation?	◉ Compliant ○ Non-compliant

R.74	STD1.3	If you have children who are preschool age or younger, do you document: • an assessment of each child's development, interests and participation in the program? • an assessment of each child's progress towards the program outcomes? If you have school age children, do you document: • how and why the education program has been developed to support all children to participate in the program.	◉ Compliant ◯ Non-compliant

If you answered 'non-compliant': you are not meeting regulatory requirements and should take immediate steps to rectify this non-compliance. Use the box below to note the relevant Law/Regulation with your action.

Standard 1.1 The educational program enhances each child's learning and development

Record up to five evidence points and/or key practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Approved learning framework	ELE1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.	1. The curriculum's learning outcomes are key to the construction of our weekly planning cycles & implementation of program. Educators are resourced with clear informative packages regarding intentional teaching focuses & supporting learning theories, to be used in supporting children's learning & development. This continues into our documentation via Kinderloop, wherein educators engage with learning outcomes through linking 'learning tags' with diary posts, observations, & follow-ups. 2. During all stages of staff development, from induction, into orientation, and ongoing appraisal and training, educators are supported in developing their understanding and practice under the guidelines of the My Time Our Place curriculum. This includes discussions regarding the NQF, MTOP and how these vital concepts and practices are outworked at NWOOSH 3. The curriculum's strong focus on each child's wellbeing in Outcome 3 is strongly supported through the provision of designated 'safe places' i.e. quiet areas/times & chill out tents/teepee's in both age groups. Our planning cycle concentrates on providing activities to connect with children's sense of self, emotions & enable self-regulation. This is realised through use of musical devices for dancing & relaxing, literacy creations to explore & process internal states, & 'mood card' check ins	● Met ○ Not Met

			4.	Children's connection with community is encouraged through planning and engaging with various literacy and musical experiences such as Storybook time with Jess - the founder of the Koori Curriculum, and music obtained from Spotify Kids' Australian artist playlists. Engaging with these resources has nurtured children's learning and development through fostering awareness, respect and celebration of diversity.	
			5.	The planning cycle is implemented according to the My Time Our Place key principle of building secure, respectful and reciprocal relationships. This entails providing engaging activities in a group-orientated setup through stations in both inside and outside environments. This implementation design reinforces relationships and the development of effective communication skills both verbal and non-verbal.	
Child-centred	ELE1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	1.	The foundation of the program is the planning cycle and is made up of elements incorporating both individual and group observations. This planning cycle is child-centric as it is constructed according to each child's current knowledge, strengths, ideas, culture, abilities and interests with learning theorists' supporting implementation.	⦿ Met ◯ Not Met
			2.	The rostering of supernumerary staff ensures children's experiences and interactions are communicated effectively to families driving a child-centric focus through these conversations. An example of this was a child having a strong interest in the subject of science and suggested that a club be designed regarding this; this club took place and then further developed into a science-themed vacation care day in which the staff and families coordinated so that this child could attend.	
			3.	Our planning cycle is strongly concerned in providing a tailored learning and play experience which extends upon each child's knowledge, abilities and interests. Educator debriefing at end of sessions are essential in gauging children's various interests and level of interaction with both programmed and spontaneous activities, these conclusions debriefs are communicated with educational leaders to ensure continuation of the planning cycle.	

			4.	Identifying each child's strengths & abilities through observations & suggestions ensures children are provided programmed opportunities to lead & participate in, further developing these skills. An example of this is an older child suggesting netball which was then programmed. This activity was implemented so that the child would enjoy the activity and also develop their leadership & communication skills by directing peers in playing according to the rules & positions.	
			5.	Children's connection with culture and the world around them has been promoted through the initiative of language club in which the leading educator has responded to the children's current knowledge, interests and abilities to engage in a customised program. This has expanded to include languages such as Japanese, Spanish and mandarin which are all cultures that are present in our centre's cultural composition.	
Program learning opportunities	ELE1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.	1.	The tailoring of the routine through many reflections was structured to ensure that children were given appropriately timed opportunities to participate in their choice of both programmed & spontaneous activities. This was shaped according to the needs & interests of the age groups, for example, our SKOOSH rollcall developed from a multi-stage event into a more fluid arrangement allowing for the rollcall, headcount, washing of hands, & announcements to be as efficient & effective as possible.	
			2.	The adaptation of traditionally inside/outside programmed activities ensures that the learning environment is arranged to promote agency & access within both inside & outside areas. This intentional implementation offers children opportunities to maximise their learning regardless of preference of play environment & age group. E.g. Recycled craft stations set up in the COLA area where children are inspired by their natural surroundings both in construction & play with their creations.	● Met ○ Not Met
			3.	Educators are highly involved in the programming of vacation care days as they provide unique perspective & experience to the planning cycle for these extended care days. This unique voice ensures a bespoke experience for our families, providing care and experiences which extend both children's learning & development. E.g. Our sustainability leader developing a program engaging children with their local environments where they built a "frog hotel" to be taken home for their own backyards.	

| | | | | 4. | Our weekly club programs are designed to continuously expand on children's interests, abilities & knowledge through a comprehensive program which increases in difficulty & challenges over a school term. This structure supports children's engagement, determination & resilience with a supernumerary educator dedicated to its implementation. E.g. Science club: there was consistency in the experimental process each week, however the complexity of the experiments increased throughout the term. | |
| | | | | 5. | Routines have been refined to allow for appropriate preparation of children's bodies/minds for play & learning. Afternoon tea is served following arrival of children from school, which flows into Homework Club time or for those who are not required to complete homework, literacy time. The structure of the younger children's afternoon sessions are communicated & prompted through visual cues/programs to ensure accessibility & engagement with all programmed activities on offer for that session. | |

Standard 1.2 Educators facilitate and extend each child's learning and development

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

 NOTE: You have already indicated your services compliance with the National Law and Regulations. This evidence should demonstrate key practices that reflect the elements in this National Quality Standard.

Concept	Element ID	Element	Identified evidence and key practices	Confirm
Intentional teaching	ELE1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.	1. Educators' decisions & actions operate under a code of conduct, which underpins staff interactions with children, colleagues, families & community. Our professional development systems facilitate self-reflection enabling growth in awareness & improvement/maximisation of performance in areas such as MTOP key practices, relationship development & program implementation. This process of thoughtful practice begins at orientation/induction & continues under the appraisal group structure. 2. Educational leaders communicate purposefully with educators through the staff Facebook page & the Deputy app newsfeed; where key information is highlighted for providing quality care and supporting learning & development. This information is reinforced in commencement of session age group huddles where educators engage in thoughtful discussions regarding appropriate setup of areas & activities. This ensures effective planning, implementation & practice that maximises learning opportunities. 3. Appraisal group leaders engage educators in reflective conversation on intentional teaching moments. Through these conversations, Educators are given an opportunity to reflect on their intentional teaching and include these comments through daily diary posts and observations on Kinderloop. Educational leaders are deliberate in incorporating this information in their construction of planning cycles & identification of intentional teaching focuses for the coming weeks.	● Met ○ Not Met

			4.	Educators are deliberate in their role in children's activities to guide/extend learning & development. Educators engage in intentional teaching by encouraging children to think & act beyond their present level of knowledge & ideas. E.g. The leader of the language club corresponded the intentional K-3 teaching focus: creativity into that week's programmed activity. Children were learning Chinese Mandarin words for colours & had to translate the characters in order to decorate an illustration.	
			5.	In our K-3 age group, the educational leader selected the key focus "spreading kindness around like confetti" particularly with regards to peer interactions. The kindness credit scheme was intentionally developed by educators to support children's social & emotional wellbeing, encouraging a culture of kindness at NWOOSH by providing a tangible feedback system.	
Responsive teaching and scaffolding	ELE1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.	1.	An active supervision plan was developed in collaboration with coordinators and educators in order to maximise educators' opportunities for engagement and responsiveness to extending children's play. This plan supports educators ability to actively supervise, scaffolding children's learning through providing appropriate proximity, leadership & structure - identifying the necessary needs of children in the variety of environments we offer at NWOOSH.	
			2.	Responsive teaching is a vital tool for our educators in nurturing each child's mind through scaffolding i.e. open-ended questions & thoughtful reflective comments. These interactions are supported by resources both re: present & future planning cycles. E.g. An exchange with a child led to the discovery of a budding zeal for hockey, this interest was incorporated into the following week's planning cycle where an activity was programmed to engage this child with key concepts about this sport.	◉ Met ◯ Not Met
			3.	Open-ended questions prompt discussions regarding children's understanding of the impact of different types of food such as fruit, vegetables and proteins upon physical health & wellbeing. Children's ideas & feedback from these discussions are documented through comments made on the menu posts on the Deputy app to be incorporated into the weekly menu development at NWOOSH.	

			4.	To extend children's learning in areas of interests identified by follow ups within the planning cycle and which required additional resourcing, we enhanced our planning cycle/program to include termly clubs. The development of these clubs increased opportunities for our children to broaden their understanding and skills under the direction of specialised educators scaffolding learning through dedicated programs and implementation.	
			5.	Children's play is extended through engaging children with higher skilled peers/adults through 'peer vs peer' & 'educators vs children' tournaments. These activities are scheduled according to observation & follow-up feedback to encourage & engage children in broadening their skills & abilities through events e.g. handball tournaments, basketball games & Pokémon tournaments. These activities provide opportunity to scaffold children's problem-solving, motor skills, communication & resilience.	
Child directed learning	ELE1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	1.	The implementation of the planning cycle & program into the various play environments enables children's agency by providing visual & tangible awareness of choice, wherein they are empowered to determine how they wish to spend their time at NWOOSH. Each play environment is intentionally designed and set up to provide stations for programmed activities that guides children's learning through different experiences as well as stations which resource child-led spontaneous activities.	◉ Met ◯ Not Met
			2.	Within play culture at NWOOSH there is a strong focus on free self-expression through spontaneous activity opportunities, wherein children are appropriately resourced & their interests/feedback are responded to immediately where possible or incorporated into the planning cycle when additional resource is required. This child-directed play & learning culture is crucial to our practice & educators are inducted into our service according to this pedagogy, strongly communicating its importance.	
			3.	To support agency children's feedback is paramount to providing appropriate resourcing. To facilitate, educators' ensure child's voice is focal to compiling resource wish lists & purchasing choices using informal surveys, consulting diary entries for activity popularity, & direct feedback. An example is the hyper-popular activity of Hama beads constantly topping this purchasing list & developing age group stationary kits due to feedback to ensure access for inside & outdoor play areas	

				4.	The flexible nature of our play environments ensures set up & implementation is suitable for child-directed learning and development of independence. Barriers, furniture and resources are set up according to the requirements of the planning cycle's various stations ensuring appropriate play environments are available and children's movement between activities is optimised for safe engagement and awareness of boundaries	
				5.	The older children's agency is crucial to the creation of the SKOOSH program, which after consideration and feedback was developed to engage these children in a tailored planning cycle encouraging age-appropriate conversations, activities, and play environment. SKOOSH excursions and incursions were also put into action to assist children in developing their use of agency providing "real-life" decision making experiences through activities that engaged local businesses & hospitality services.	

Standard 1.3 Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

Record up to five key evidence points and/or practices that are currently occurring at your service. Identify if these practices meet the National Quality Standard.

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Concept	Element ID	Element	Identified evidence and key practices	Confirm
Assessment and planning cycle	ELE1.3.1	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.	1. At NWOOSH we have established processes that focus on each child's learning. This is done through the practice of having individual observations completed for each child, complemented with a corresponding individual follow-up for that specific child and activity. These form the basis of activities set out in the centre's weekly programs, which are split into the age groups of K-3 and 4-6 to allow for an age-based focused delivery. This is documented through the use of Kinderloop. 2. NWOOSH engages the educators to assess the learning & implementation of the program, as achieved through the use of staff huddles at the beginning of session. These huddles consist of focusing on the implementation of the framework through understanding & discussion of the program & cycle, and continuation of children's learning. The educators are engaged with key practices & outcomes for that period, which includes intentional teaching focuses selected from the planning cycle for both programs. 3. NWOOSH uses the structure of staff appraisal groupings to support children's learning and development. The informal frequent nature of these appraisal groups allow for continuous reflection and improvement. These groups allow for collaboration of reflective discussion of the program, practices and children's engagement. This reflection assists in creating a more tailored approach to each child's development.	◉ Met ○ Not Met

			4.	NWOOSH uses the online tools available in Kinderloop to ensure outcomes are being met. Educators use the 'learning tag' system in Kinderloop to ensure that documentation not only meets the principles, practices and outcomes in the framework, but assists in a stronger basis for the program. This links back to educational theorists building on the analysis of children's learning and through a reporting system guiding the programming cycles.	
			5.	NWOOSH conducts debriefing with educators on programmed activities which enables the educational leader to guide improved practice. An example of this is the conduct of a SKOOSH (Year 4-6) excursion by a Certified Supervisor that was not the area's educational leader. The educational leader discussed with educators their thoughts on the excursion such as learning outcomes being met, if the intended reason and purpose of the excursion was met as well as improvements for future excursions.	
Critical reflection	ELE1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	1.	NWOOSH completes a Kinderloop diary for each session that allows for critical reflection of the individual & groups. This documentation is reviewed by educational leaders and informs programming choices for upcoming periods and determining intentional teaching and other practices. For example, in response to a group reflection, an excursion was planned in which educators supported our older children to strengthen their numeracy skills and awareness of financial responsibilities.	⦿ Met ◯ Not Met
			2.	NWOOSH conducts regular staff meetings to support educators through a critical reflection in matters of children's development delivered by the educational leader. During this time, educators also contribute to these discussions. An example of this reflection resulted in the change of the display of the program for the younger children to increase accessibility through a visual orientated approach from a smaller word orientation approach.	
			3.	The availability of planning cycles to educators before the commencement of the first session of the period, enables educators to critically reflect upon children's previous learning and development and prepare for the implementation of future programming, optimising educators' performance in supporting children's learning and development.	

			4.	Through critical reflection on the environment and program, resources are procured to assist in the implementation of the program which enables inclusion and accessibility for all children. For example, educators discussed about the activities being conducted outside and saw a need to increase the resource due to the popularity of the activity. This resulted the purchasing of equipment of various sizes, shapes and textures to be used in the outdoor environment.	
			5.	NWOOSH conducts critical reflection of the program by including the children's voice and interests. An example of this process is through the use of online surveys conducted after the completion of an activity, such as excursions. The responses from the children guide changes to future programmed activities to meet their needs and assist in their further development.	
Information for families	ELE1.3.3	Families are informed about the program and their child's progress.	1.	NWOOSH uses the online tool of Kinderloop to make accessible to parents information pertaining to their child's progress. This change to the online tool was brought about to increase ease of accessibility for families, as it was noted that families were not always able to engage due to their busy lifestyles and demanding work-life balance. It was observed that families that commuted on a regular basis using public transport are now able to engage through the online access of Kinderloop.	
			2.	NWOOSH enhances the belonging of our families in our community by increasing the accessibility of the program through the Kinderloop tool. Each session has a visual and written post completed which discusses the programmed activities for the day, informing parents of what has occurred, giving opportunities for parents to start discussions with their children of what they've learned, and also encourage further development.	◉ Met ◯ Not Met
			3.	NWOOSH operates a Facebook page to keep families informed of upcoming and current programmed activities, particularly SKOOSH excursions, clubs and the vacation program. Additional information is "spotlighted" to assist families in preparation for approaching Vacation Care activities. Parents are also informed of any current amendments to programmed activities due to environmental hazards, such as the 2019/2020 Bushfire Season.	

				4.	NWOOSH engages families by informing them of the program through our newsletters. This includes focuses for the term such as our safety week activities and topics for discussion. It also includes specialised learning opportunities including our SKOOSH Termly program, our tailored clubs and Vacation Care activities.	
				5.	The display of the program online and at the centre creates opportunities for the educators to discuss child's progress with families. By referring to children's individual posts on Kinderloop, educators can have an in-depth discussion with families of how this links to children's continuous development regarding learning and wellbeing and the learning theories behind our practice.	

Quality Area One: EDUCATIONAL PROGRAM & PRACTICE

Standard 1.1 - The educational program enhances each child's learning & development.

Standard 1.2 - Educators facilitate and extend each child's learning and development.

Standard 1.3 - Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

The creation of the planning cycle including programs and its implementation is essential to providing a service which cares for each child, supporting their individual learning and development. To provide this care at a high level it is vital to reflect upon current practice, recognise areas of improvement and develop S.M.A.R.T. goals to implement these changes. The focuses of improvement for this area include:

- From reflection by educators in a brainstorming NQF workshop, it was found that there was room for improvement in the construction of programs regarding the basis of culture. This is a significant area to focus on increasing influence as incorporating increased awareness and engagement with the individual cultures of the children at NWOOSH is essential for developing inclusive practice wherein diversity is celebrated, and each child's identity is highly valued.

- Reflection from appraisal group discussions regarding intentional teaching led to a shift in focus within the informal weekly catchups. In order to reflect and highlight the importance placed upon this quality practice, the format shifted from a generalised check-in to a format wherein educators were expected to share stories of intentional teaching and scaffolding; especially regarding selected intentional teaching focuses by educational leaders. This process will also grow educators' confidence through the guidance of appraisal leaders in workshopping scenarios.

   Progress Notes: This expectation has inspired and motivated educators and appraisal group leaders in their professional development towards providing support for children's learning through scaffolding and responsive teaching.

- Through the adoption of the Kinderloop Reporting tool, there was an increased awareness by educational leaders and educators of the need to increase regularity of documentation for each child. This goal requires a system wherein observation targets and follow ups are easily accessible for educators in sessions as well as diligence in completing this documentation every session so that the

program can reflect the interests, knowledge, abilities, strengths, ideas and culture of each child attending the centre.

Progress Notes: Both K-3 and SKOOSH age groups have adopted observation targets and follow up targets for each session, in accordance to each child's bookings. These targets are now included in commencement of session information huddles. There are warnings put out to educators 30 minutes before their end of shift times to remind educators to take time and complete this documentation. Educators are now recording completion of observations and follow ups through the Deputy App timesheets.