



## **Planning and Evaluating Children's Experiences**

### **Policy**

Cubby House on Campus – Early Learning Centre believes that children learn through play and positive social interactions which promote learning and development. Children's learning and development is enhanced through opportunities to make choices based on their interests through planned and spontaneous experiences. Please refer to our Vision Statement.

This policy outlines how we gather information about children's development and interests, and how we plan and evaluate children's experiences. This policy assists staff to consider, respond to and plan for children's:

- interests, strengths, ideas, and opinions
- relationships and interactions with their peers, families, staff, and the community
- ability to acknowledge and confidently express their emotions
- need to investigate, negotiate, problem solve and think critically, perspective of diversity, inclusion, social justice, and equity
- sense of identity and self-worth, and their relationship with the world and
- physical, social, cognitive, and linguistic development and learning needs.

Cubby recognises that the individual abilities and strengths of children and families are important factors when staff plan and evaluate children's experiences.

The service defines 'planning' as a continuous process that involves thinking clearly about what is being done and why. This process begins with the Educators who must observe the children in care and note their interests and develop ways to further enhance the child's learning. Plans must be written and based on written observations and be flexible enough to take advantage of unexpected changes to routines or spontaneous interests of the children.

Cubby defines 'evaluation' as reflecting on what happens each day and why it happened. It helps the Educator to measure the quality of their program by observing how the children reacted to the experiences offered to them throughout the day to

help them to decide what to do next time. This reflection should be shared with the children and their families through conversations and written documentation.

Cubby defines 'experiences' as day-to-day events and play activities which stimulate the children's interests. They can be planned or spontaneous.

Cubby recognises and acknowledges that staff and families have varying knowledge and skills regarding children's play experiences, and that all stakeholders' opinions, ideas and comments are respected and valued.

Cubby is committed to maintaining open, positive lines of communication when collaborating with children, families, staff/ and external agencies to meet the needs of children.

It is understood by staff, children, and families that there is a shared responsibility between Cubby and other stakeholders that the Planning and Evaluating Children's Experiences Policy is accepted as a high priority. (ACT Licensing Regulations).

## **Background**

Programming offers children educational opportunities individually and within a group context, that assist the child to learn to respect the rights of others and foster individual responsibility suited to his/her age and stage of development.

## **Strategies**

### **Individual developmental needs**

The Educator will provide activities that are age and stage appropriate to the children in care and provide a balance of indoor and outdoor activities, active and quiet activities and include activities that can be freely chosen by the child. Educators should include activities that foster the children's language, literacy, curiosity, mathematical thinking, and scientific exploration. These activities should challenge the children but be achievable.

Planning for each child's experiences is integral to providing a high-quality service. Each Educator must develop a style of care that enables them to gather information on each child that builds the children's strengths, interests, and needs. Information gathering tools can include but are not limited by the completion of forms, photos, diaries, paintings, audio media, surveys, observations and conversations with families' children and other stakeholders. This information gathering will provide the Educator with information on the child's relationships, family backgrounds, lifestyles, interests, language, culture, and community and assist in planning to meet the individual development needs of each child in care.

## Group needs

Cubby believes that group activities must be planned to:

- . Encourage interaction, learning and play
- . Respect individual differences
- . Reflect activities that assist the children to develop their individual needs and interests.
- . Respect the rights of others and foster individual responsibility suited to all ages and stages of development.
- . Have activities that develop the children's curiosity and instinct for exploring and problem solving.
- . Provide opportunities for Educators and administrative staff to socialise and network
- . Comply with National Quality Standards and Education and Care Services National Law & Regulations.

## Knowledge of children's development

Cubby provides ongoing training for Educators on child development and assists them in planning and evaluating experiences for children.

## Procedures

- Educators are to implement a Daily Routine for the children.
- Programming must reflect the activities that assist the child to develop in all areas including fine and gross motor, language, social, cognitive, emotional, and creative development.
- Cubby will arrange and encourage training in programming and offer ongoing support to Educators with ideas for activities etc.
- Educators are to keep records for example, notes, diaries, portfolios for all children in care.
- All participants, including families, children, Educators, and the Director are to participate in the development of the programme.
- Educators must ensure that programming is age appropriate and culturally relevant.

<i>Policy Action</i>	<i>Process Development</i>
Sources/ Further Reading	NCAC QA Templates ACT Conditions for Approvals in Principle and Licences NCAC QA Quality Practices Guide 2 <sup>nd</sup> Edition 2004

	<p>National Quality Standards 1.1, 1.1.1, 1.1.2, 1.1.3, 1.2, 1.2.1, 1.2.2, 1.2.3, 1.3, 1.3.1, 1.3.2, 1.3.3</p> <p>Education and Care Services National Regulations 73, 74, 75, 76, 168, 254</p> <p>Arthur, L., Beecher, B., Death, E., Dockett, S., &amp; Farmer, S. (2004). <i>Programming and planning in early childhood settings (3rd ed.)</i>. Victoria: Thomson.</p> <p>Owens, A. (2007). Keeping developmental records. <i>Family Day Care Quality Assurance Factsheet #12</i>. NSW: National Childcare Accreditation Council Inc.</p> <p><i>Assurance Factsheet #5</i>. NSW: National Childcare Accreditation Council Inc.</p> <p>Fleer, M., Edwards, S., Hammer, M., Kennedy, A., Ridgway, A., Robbins, J., &amp; Millikan, J. (2003). <i>Reflections: Reggio Emilia principles within Australian contexts</i>. NSW: Pademelon Press. Page 9 of 9</p> <p>Stonehouse, A., &amp; Gonzalez-Mena, J. (2004). <i>Making links: A collaborative approach to planning and practice in early childhood services</i>. NSW: Pademelon Press.</p>
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