

**Educational Leader:** Lorina

**Room Of Check:** Preschool

**Room Leader:** Tiffany

**Date:** 26/09/2016

<b>Program</b>		<b>Comments</b>
<p>Program includes knowledge, ideas, culture, abilities, interests of individual children.            Spontaneous experiences/intentional teaching is added to scaffold children's learning.            Does it support service philosophy and inclusive practice?            Routines are included onto the program.            Program shows the ongoing cycle of planning, documenting and evaluating children's learning.            Curriculum decision making contributes to each child's learning and development.            Information about the children's family, culture and community is collected and used to inform the program.            Critical reflection (individual, groups) used to implement the program.</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<p>Educators need to collect information from families to inform the program. Only limited parents share information about their child's interests and events that are happening outside of the service. Educators will need to document input gathered from families (on the program/daily dairy) to extend ideas and interests on the program for children.</p>
<p><b>Observations</b>            Child's name and date of observation is shown.            Observation is unbiased and non judgmental.            Evaluation includes the outcomes being met or outcomes child is working towards.            Follow up experiences/comment is shown to continue child's learning.            Different observation methods used to show child's progress.</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<p>Only one observation method (anecdotal record) has been used within the past 2 months for all children. Jottings, time samples and photo obs will be included for the following months. Some children have more observations than others depending on how often they are in care for.</p>
<p><b>Learning Story</b>            Are children's names visible?            Are quotes from the children included to show their understanding, thoughts, ideas?            Are the children's actions recorded?            Are educator's thoughts (reflection) visible within the learning story?            Are learning outcomes, principles, practices identified?            Are educators names included?            Intentional teaching is detailed within the learning story.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<p>Educators need to reflect on the children's learning throughout the learning story by linking it the learning outcomes. More details and quotes need to be included by both children and educators. While learning outcomes are identified, principles and practices will need to be included. A sample of a learning story will be given to assist educators on what to include within the learning story.</p>
<p><b>Portfolio</b>            Information from educators recorded regularly.            Information from families recorded and included.            Evidence of Learning is gathered in a variety of different ways (photos, art, obs, etc.).            Documentation gathered is linked to the outcomes.            Educator's reflection (evaluating child's learning, interactions etc.) is included within the portfolio.</p>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<p>Portfolios have not been updated for the past 2 months. No new samples have been added. Parents have not seen portfolios or have had access to the portfolio over the past month. No new information has been provided by parents in regards to their child for the last month. Meeting to discuss.</p>
<p><b>Planning</b>            Do educators reflect and document children's experiences and learning?            Are children's learning visible when educators document children's experiences?            Educators use outcomes to guide planning for children's learning.            Does planning involve observing, gathering and interpreting information about the children?            Educators assess learning to inform further planning.            Are arrangements made with families to exchange information with educators for planning?            Are there opportunities for families/child to comment or provide feedback to inform future learning?</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Planning and documentation needs to be formatted and shared with families on a regular basis. Educators need to collaborate with families to share information about the child's learning. Emails, weekend sheets, communication notes will be used for the room to get feedback from parents which can be used to inform planning and documenting. Post it notes will also be included on the room parent bulletin board.</p>