

## Documentation To Support Quality Area 1

Documentation	Yes	No	Comments
Documentation that has been gathered in a variety of ways about children's progress towards the learning outcomes and planning that establishes further learning goals.	Y		
Documented programs that include planned experiences and/or strategies to support individual children's goals.	Y		Check to see individual child goals are all included.
Documented programs demonstrating that an assessment of the learning outcomes has led to goals being identified for the group of children that are designed to intentionally support aspects of learning.	Y		
Examples of how educators plan programs that are responsive to children's knowledge, strengths, ideas, culture, abilities and interests.	Y		
Evidence that information about each child, their family, culture and community is collected and used to plan programs.	Y		Check to see culture and community are included.
Evidence that information about each child, their family, culture and community is collected and used to plan programs that promote children's learning, development and wellbeing.	Y		
Policy documentation outlining routines and the written program, including examples of how educators plan programs that are maximising opportunities for learning.	Y		Add examples of how educators plan program
The written program.	Y		
Team meeting minutes when intentional teaching strategies have been discussed.		N	This needs to be included from next meeting
Documented examples of reflective practice.	Y		
Planning documentation that identifies resources to support ongoing learning.		N	Documentation needs to be developed.

Documentation that monitors children's learning, wellbeing and engagement.	Y		
Documented reflective practice.	Y		
Documentation and monitoring of children's learning, development, wellbeing and engagement.	Y		
Project or inquiry work where children are given the opportunity to take the lead in an investigation or collaborate with peers, teachers, family members and other members of the community.	Y		Start discussing using Floor Books
The service's philosophy statement that recognises children's rights and describes their role in decision-making.	Y		Needs to be updated.
Documented reflections that demonstrate changes in practice to support children's agency.		N	These need to be included.
Work developed by children with minimal educator input.	Y		Add child's voice to art work.
Use of open-ended resources and materials that allow children to express themselves (rather than using templates, stencils or resources that limit children's capacity to create, interpret, experiment and explore).	Y		We have a mixture of open ended resources and stencils and templates which are incorporated into the children's learning.
Information gathered about each child that shows that educators understand each child and their learning and development including their learning styles and any identified support for that child.	Y		
Examples of children's representation of their learning and other work is documented and displayed in sensitive and respectful ways.	Y		Check to see Child's Voice is included for all.
Examples of families and children having opportunities to comment on or provide feedback about the program.		N	Need to add feedback area on the program.

Documented analysis of each child's learning and development, using the learning outcomes as points of reference, that assists in planning for each child information about what has occurred during the program so that families know the learning opportunities and experiences that have been offered to their children.

Y

Documented evidence of each child's developmental needs, interests, experiences and participation in the program.

Y

Documentation that shows evidence of critical reflection, such as reflection journals or diaries.

Y

Documentation that reflects on all aspects of the program.

Y

Confirm in the daily reflections.

Jottings about - the effectiveness of arrivals/departures, interactions, responsiveness and relationships with particular children, transitions and routines, planned experiences and spontaneous child-directed learning, incidental and planned group times, the environment and experiences provided, intentional teaching strategies, communication with colleagues and families, any other aspects of practice to prompt further thinking and discussion, the effectiveness of resources and equipment used, experiences and learning outcomes achieved, review of curriculum content and pedagogy.

N

No jottings on arrivals/departures  
No jottings on transitions/routines  
No jottings on transitions  
No jottings on intentional teaching  
No jottings on resources and equipment

If the service has a Strategic Inclusion Plan, how the service reflects on, adaptations made to reduce barriers to participation.

N

Documentation (such as a communication plan) that demonstrates that families have been consulted about how they would like to receive information about their child's progress.	Y		
A range of strategies being implemented to share information with families in meaningful and useful ways.	Y		
Documented expectations about the ways educators share information with families such as through conversations, emails, phone calls, communication books, offering meetings at mutually convenient times.	Y		
Documented expectations about how educators record information from families.	Y		
Transition statements for children transitioning to school.		N	Needs to be done
The educational program, including planning and reflections for families about the experiences and learning that have occurred.	Y		
The educational program displayed in an accessible location for families to view and understand documented information about each child's developmental needs, interests, experiences, participation and progress that is shared with families.	Y		