

Documentation To Support Quality Area 5

Documentation	Yes	No	Comments
Examples of information gathered from - families to support their child during the settling-in process, other professionals or support agencies that work with children, including children who require additional support and those from culturally and linguistically diverse backgrounds.	Y		Gather father input forms and add them to a separate folder. One section per room.
The service's approach to equity and inclusion, documented in the statement of philosophy.	Y		Add statement of philosophy onto staff notice board.
Plans for the inclusion of children who require additional support.	Y		
Evidence that educators and co-ordinators draw on the diverse knowledge, experiences and views of their colleagues when reviewing their teaching strategies and experiences planned for children, to ensure that all children have opportunities to achieve learning outcomes.		N	Have an "Educator Input" in each room to encourage all Educators in the room to put forth ideas that will benefit all.
Evidence of planned and spontaneous experiences and routines where educators support the engagement of individual children and groups of children in experiences of their own choosing.	Y		
Documentation of children's learning that shows evidence that educators' interactions with children are used to support children's developing ideas, skills and relationships.	Y		
Documentation that shows that diverse views, including family backgrounds and values, are considered in planning and programming for each child.	Y		
The United Nations Convention on the Rights of the Child displayed.		N	Add this to the wall.
Documented reflections on children's experiences at the service including whether all children's rights are being upheld.	Y		
The service's policy on interactions with children and behaviour guidance.	Y		

Evidence that the program and routines include regular opportunities for children to engage in social play and collaborative experiences, educators identify children's shared interests and use this information to plan.	Y		
Further collaborative learning opportunities.	Y		
The program includes collaborative and challenging learning experiences that are responsive to children's interests.	Y		
The service's policies and procedures on interactions with children and behaviour guidance.	Y		
Planned and spontaneous experiences that support children to develop and practice the skills required to participate in group discussions and negotiate shared decision-making with their peers.	Y		Add a chart book in the toddler and preschool room for documentation of group discussions, so it's all gathered in one book.
Collaboration with schools, other professionals or support agencies that work with children who have diagnosed behavioral or social difficulties.	Y		
Examples of information gathered from families about their children's social skills and relationship preferences.	Y		Check the enrolments forms.
Documented communication with families that shows their views, ideas and preferences have been considered when planning appropriate strategies to support their child's positive inclusion in the program.	Y		Parent input needs to be documented once collected.
The service's policy on interactions with children that outlines a clear process for guiding children's behaviour, based on current recognised approaches and with a focus on children's rights.	Y		
Individual behaviour guidance plans for children, including evidence of consultation with their families and if appropriate, input and suggestions from other professionals and support agencies.	Y		