



2016 Early Childhood Education & Care Conference
Facing the Future - Together

Early Childhood Curriculum and Pedagogy



In this session.....



- The introduction of the National Quality Framework
- The intention of the National Quality Framework
- Are we there yet?
- The National Quality Standard
- Quality Area 1 of the NQS & implications for:
 - Curriculum
 - Pedagogy & the cycle of planning
 - Documentation of children's learning
 - QA 1 is not alone! The interrelated nature of the NQS



The introduction of the National Quality Framework



*SO YOU THINK YOU
KNOW THE NQF*

The introduction of the National Quality Framework

- COAG agreement in 2009
- The NQF includes:
- The National Law and National Regulations
- The National Quality Standard
- The Assessment and rating process
- National learning frameworks



The introduction of the National Quality Framework

Benefits for children and families

Quality education and care shapes every child's future and lays the foundation for development and learning.

- Better health outcomes
- Better education outcomes
- Better employment outcomes

How?

- Improved educator to child ratios
- Educators with increased skills and qualifications
- Approved learning frameworks
- More transparent information to families



Who's who in the NQF?



Australian Children's
Education & Care
Quality Authority™

The Australian Children's Education and Care Quality Authority (ACECQA) oversee and guide its implementation



Department of
**Local Government
and Communities**

State and Territory Regulatory Authorities for service approval, monitoring, and quality assessment (The Department of Local Government and Communities through the Education and Care Regulatory Unit in WA)

Guiding principles

- The rights and interests of the child are paramount
- Children are successful, competent and capable learners
- Equity, inclusion and diversity
- Valuing of Aboriginal and Torres Strait islander cultures
- The role of parents and families is respected and supported
- High expectations for children, educators and service providers



A photograph of two young children sitting in a car seat, both crying. The child on the left is a girl with dark hair, wearing a colorful patterned shirt, with her eyes closed and mouth open in a cry. The child on the right is a boy with light hair, wearing a grey shirt, with his head buried in his hands. The car seat is dark grey. The text "Are we there yet Australia?" is overlaid in white in the center of the image.

Are we there yet
Australia?

The current landscape in Australia

Snapshot highlights

15 417

children's education and care services operating across Australia

12 286 (80%)

services with a quality rating

8655 (70%)

services are Meeting or above the National Quality Standard

7506

approved providers operating services

6246 (83%)

approved providers operating only one children's education and care service

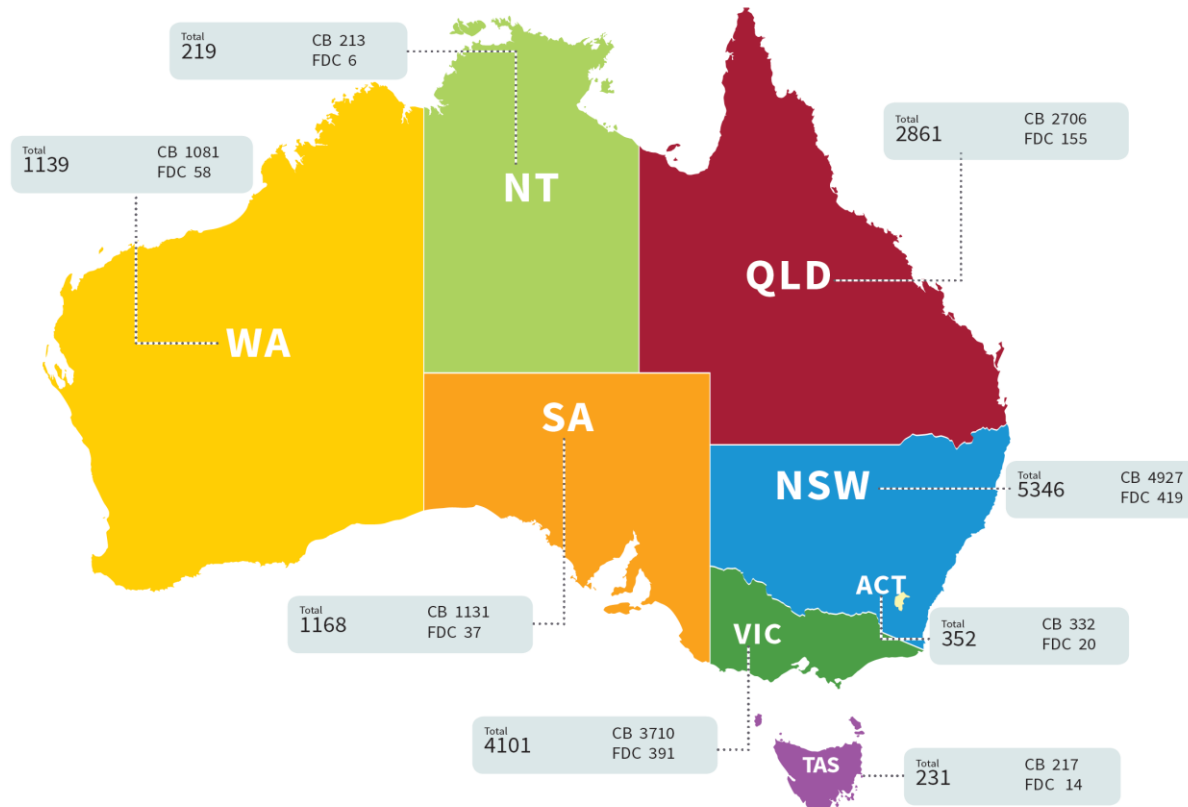
49

services rated Excellent by ACECQA

The current landscape in Australia

Profile of the sector

Figure 2: Number of approved services by jurisdiction and service type

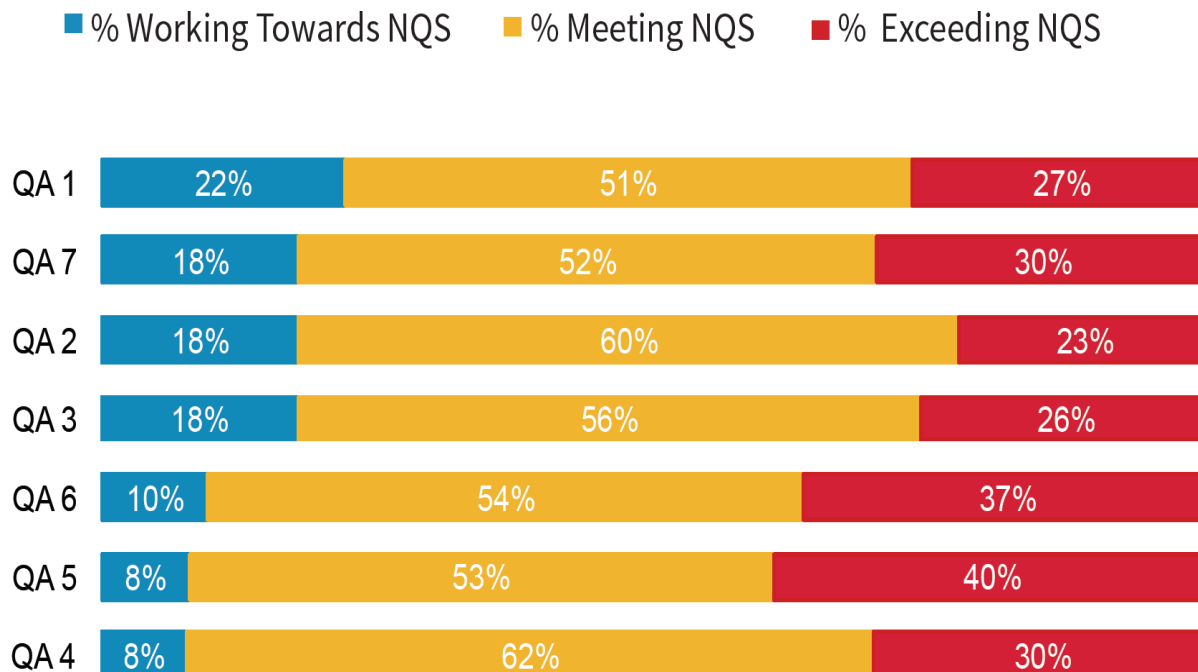


The current landscape in Australia

Quality area ratings

Figure 11: Quality ratings by quality area

Figure 11 ranks the seven quality areas of the NQS in descending order based on the proportion of services rated Working Towards NQS in each quality area.

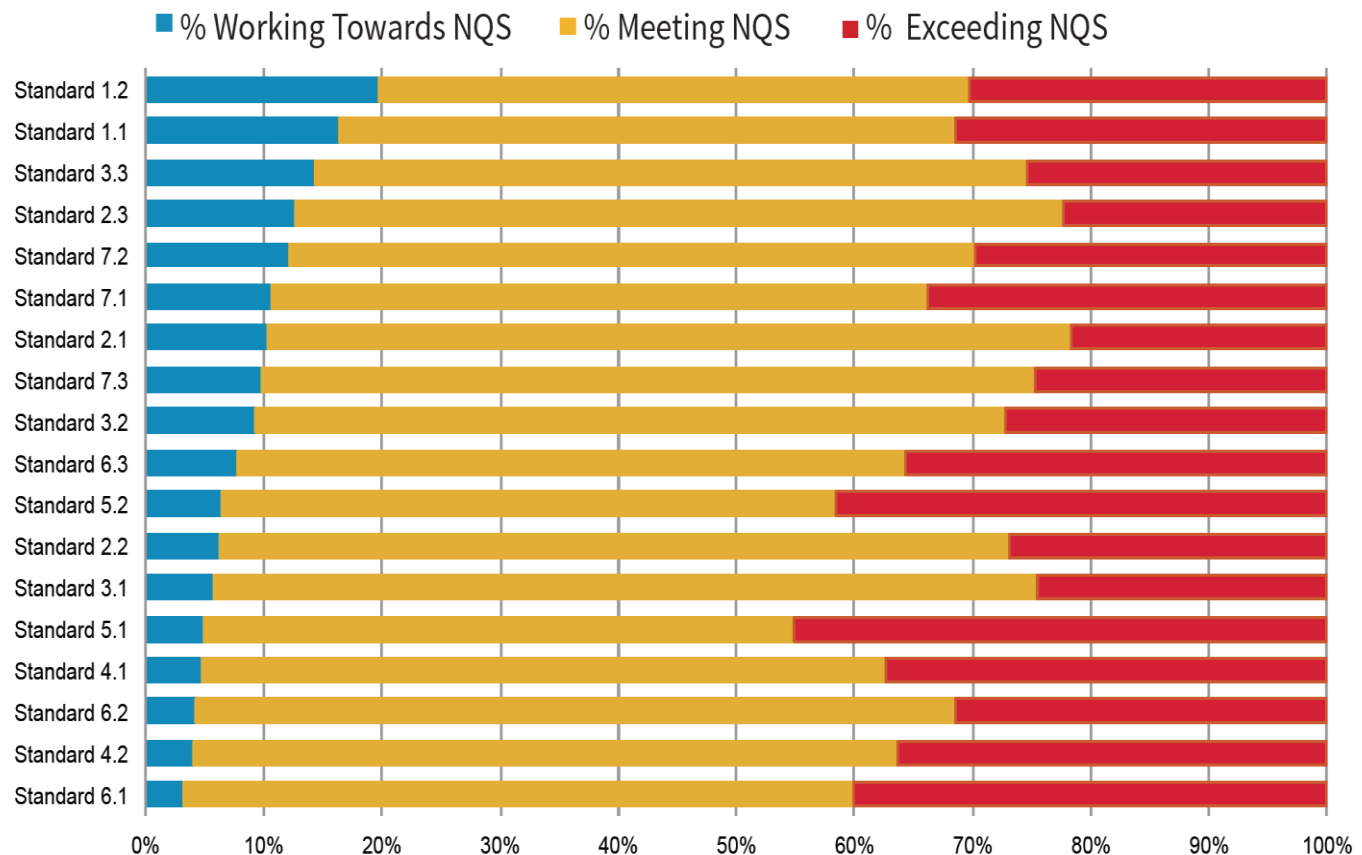


The current landscape in Australia

Standard level ratings

Figure 12 ranks the 18 standards of the NQS in descending order based on the proportion of services rated Working Towards NQS in each standard.

Figure 12: Standard level ratings



A photograph of two young children sitting in a car seat, both crying. The child on the left is a girl with dark hair, wearing a colorful patterned shirt, with her mouth open in a cry and her hand reaching out. The child on the right is a boy with light hair, wearing a grey shirt, with his face buried in his hand. The text "Are we there yet WA?" is overlaid in white. The background shows the interior of a vehicle with grey car seat upholstery.

Are we there yet WA?

Progress of A & R in WA

Table 3: Quality ratings by jurisdiction

Table 3 includes all approved services. A small proportion of these services will only recently have been approved and may not have started operating or may have only been operating for a short period of time. In general, regulatory authorities will not assess and rate newly approved services which have been operating for less than 12 months, therefore the proportion of services with a quality rating will not reach 100% at any one time.

	Number of services	Proportion of all services	Number of services with a quality rating	Proportion of services with a quality rating
ACT	352	2%	304	86%
NSW	5346	35%	4124	77%
NT	219	1%	193	88%
QLD	2861	19%	2447	86%
SA	1168	8%	646	55%
TAS	231	1%	217	94%
VIC	4101	27%	3639	89%
WA	1139	7%	716	63%
TOTAL	15 417	100%	12 286	80%

National comparison

Table 6: Overall quality rating results by jurisdiction

	Significant Improvement Required	Working Towards NQS		Meeting NQS		Exceeding NQS		Excellent rated	TOTAL
ACT	1	129	(42%)	63	(21%)	106	(35%)	5	304
NSW	7	1496	(36%)	1607	(39%)	1004	(24%)	10	4124
NT	0	117	(61%)	55	(28%)	19	(10%)	2	193
QLD	0	612	(25%)	1063	(43%)	758	(31%)	14	2447
SA	0	211	(33%)	158	(24%)	269	(42%)	8	646
TAS	0	61	(28%)	88	(41%)	68	(31%)	0	217
VIC	5	714	(20%)	1708	(47%)	1204	(33%)	8	3639
WA	0	278	(39%)	263	(37%)	173	(24%)	2	716
TOTAL	13	3618	(29%)	5005	(41%)	3601	(29%)	49	12 286

Quality Areas & elements to work on....

1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development.

1.1.3 The program, including routines, is organised in ways that maximise opportunities for each child's learning.

1.1.4 The documentation about each child's program and progress is available to families.

1.2 Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.

1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.

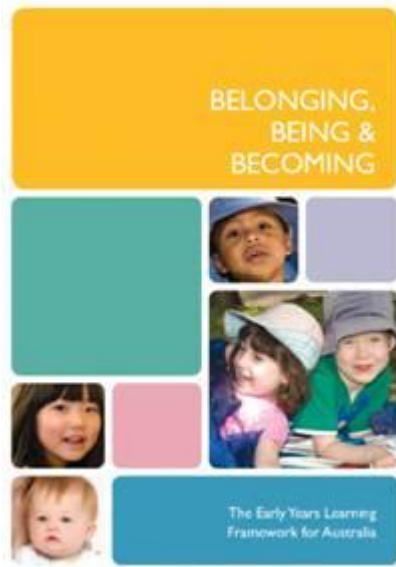
1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

Quality Area One

1.1 An approved learning framework informs the development of a ***curriculum*** that enhances each child's learning and development



Curriculum



The Early Years Learning Framework defines curriculum as:

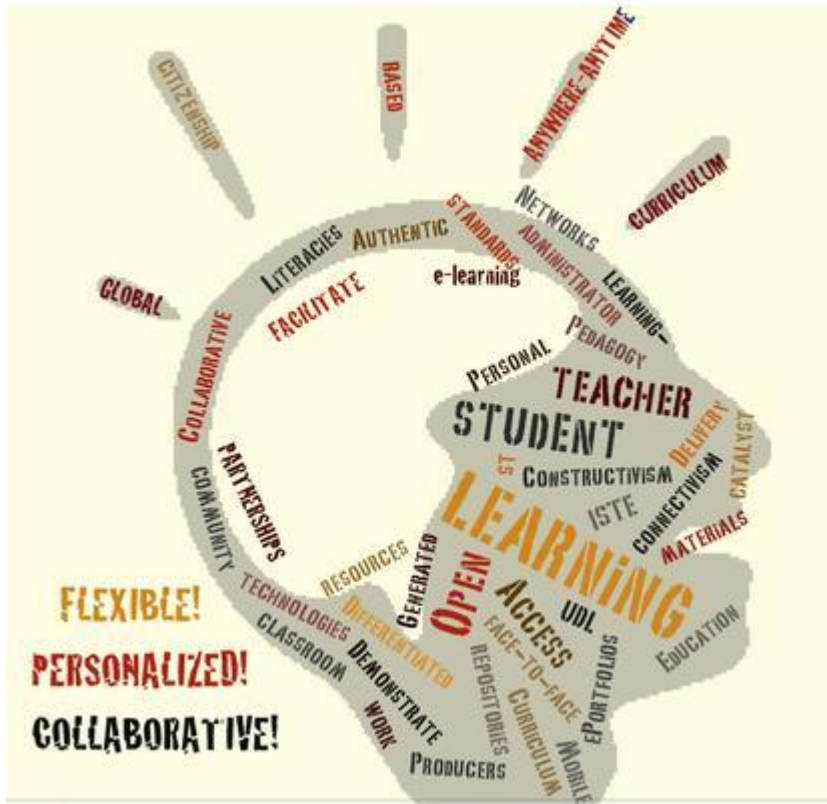
'All the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development.' (p 45)

That is, curriculum in early childhood settings refers to all the things that children experience.

Curriculum

Curriculum is a dynamic, ever-changing series of planned and unplanned learning. Curriculum is everything learners experience in a setting. It is even more: It should also value independent thinking in the context of the widest sense of social responsibility

Smith, Stanley & Shores



Curriculum – back to QA1

1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development.

1.1.3 The program, including routines, is organised in ways that maximise opportunities for each child's learning.

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Curriculum – back to QA1

1.1.3 The program, including routines, is organised in ways that maximise opportunities for each child's learning.



Curriculum – back to QA 1

1.1.3 The program, including routines, is organised in ways that maximise opportunities for each child's learning.

Think critically about your practice (in this case, the images)

Look at the principles & practices in the EYLF

Children actively construct their own understandings and contribute to others' learning. They recognise their agency, capacity to initiate and lead learning and their rights to participate in decisions that affect them, including their own learning. (EYLF page 9)

Decide what to do

Observe the change

Continue it, **change** it, **improve** it

Curriculum – back to QA1

1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development.

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Curriculum – back to QA1

1.1.4 The documentation about each child's program and progress is available



Today we painted Rainbows after Miss Jess read us the book Esther's Rainbow. We learnt about the shape of the rainbows and the colours of the rainbow.



Curriculum – back to QA 1

Think critically about your practice (in this case, the images)

Look at the principles & practices in the EYLF

Children develop understandings of themselves and their world through active, hands-on investigation. A supportive active learning environment encourages children's engagement in learning which can be recognised as deep concentration and complete focus on what captures their interests. Children bring their being to their learning. They have many ways of seeing the world, different processes of learning and their own preferred learning styles. (EYLF page 22)

Decide what to do

Observe the change

Continue it, **change** it, **improve** it



The next standard that demands attention

1.2 Educators and coordinators are focused, active and reflective in designing and delivering the program for each child.

- 1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
- 1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

Pedagogy and the planning cycle

What's pedagogy anyway?

“Whoever teaches learns in the act of teaching, and whoever learns teaches in the act of learning.”

~ Paulo Freire, *Pedagogy of Freedom*

getkahoot.com

The planning cycle

1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.

Think critically about your practice

Look at the principles & practices in the EYLF

Decide what to do

Observe the change

Continue it, **change** it,

improve it



The planning cycle

1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

Think critically about your practice

Look at the principles & practices in the EYLF

Decide what to do

Observe the change

Continue it, **change** it,

improve it



Documentation – the rumours....

- What's required?
- Why?
- Who says?
- How much do you have to document?
- What formats/systems do you have to use?
- How often?



Documentation - the truth

What's required?

The requirements for documentation are outlined in Quality Area 1 of the NQS and in regulations 73 to 76 of the Education and Care Services National Regulations and section 168 of the Education and Care Services National Law.

Part 4.1 Educational program and practice

R73 Educational program

R74 Documenting of child assessments or evaluations for delivery of educational program

R75 Information about educational program to be kept available

R76 Information about educational program to be given to parents

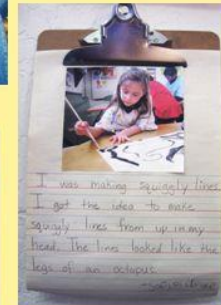


Documentation of children's learning

Documentation is not only the process of gathering evidence, but also the reflection on and analysis of the collection, and the presentation of that collection, in a way that makes the children's learning visible to the children, the teachers and other adults.
(Rinaldi in Wurm 2005, p.98)

Documenting

Documenting children's learning describes all the ways in which information is gathered and presented to build a unique and lively picture of the child including their progress in learning and development over a period of time.

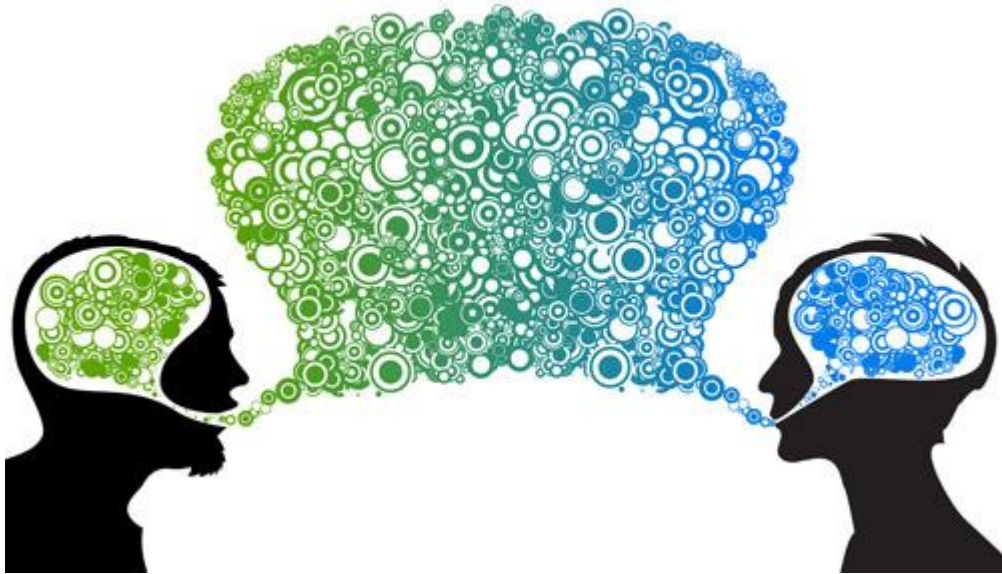


What is documentation for?

Discuss.....



Two key elements



TEACH
encourage
instruct
MENTOR
PRAISE
influence
GUIDE
INSPIRE

Learning versus doing
in documentation

Focus on learning,
versus a focus on
doing....

Lets consider



Learning Story – or not?

Sarah was happily jumping on the big square foam blocks. She used her hands while she jumped from one block to another to support her balance. Sarah smiled and laughed with her friends, pushing the blocks and running away, coming back and pushing them again over and over, encouraging more friends to join in by saying 'your turn'.

- LO2:- Children develop knowledgeable and confident self-identities
- LO4: Children develop disposition for learning such as curiosity, cooperation, creativity, enthusiasm, persistence, imagination and reflexivity



How about this one?

Sarah was confident while jumping on the big square foam blocks. She used her hands while she jumped from one block to another to support her balance. Sarah knew that she was capable of jumping from one block to another and delighted in her strength and abilities.

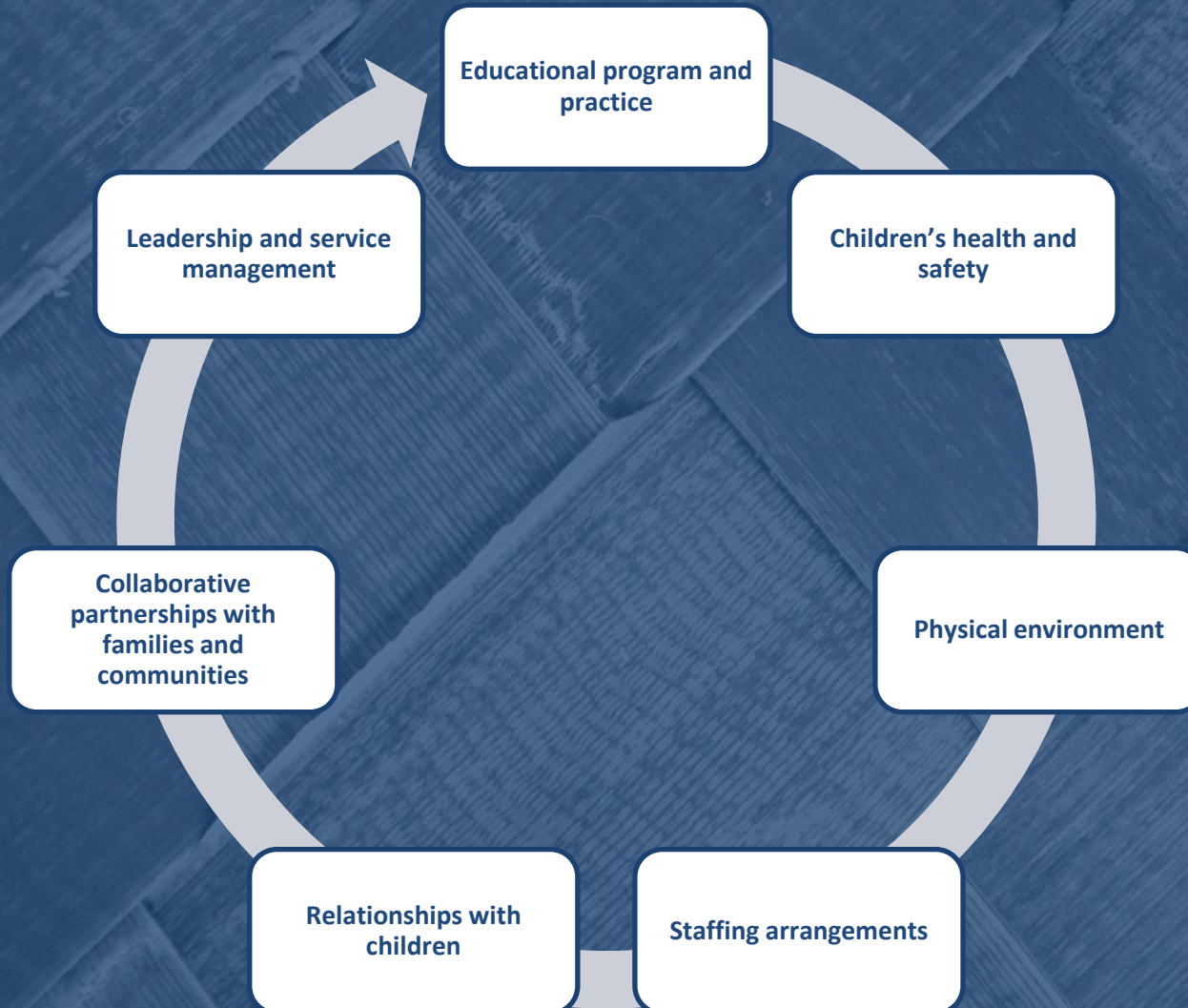
Sarah pushed the blocks over and ran away, repeating this over and over. She watched her friends as they laughed and joined in, curious about how they would respond. She invited her friends to push the blocks over as well, saying 'your turn' demonstrating her creativity and cooperation.





A final word on the National
Quality Standard...

Woven possibilities



Is there anything that I've missed?





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