

EYLF / NQS / NQF
What does it all mean?

What are all these acronyms about

What does it mean in your centre?

How does it inform your practice?

How does it affect you day to day?

How will you use this information to get your team up to exceeding national quality standards?

About Me

3rd Generation of ECEC

50 years + providing high quality ECEC in Sydney

Private centre

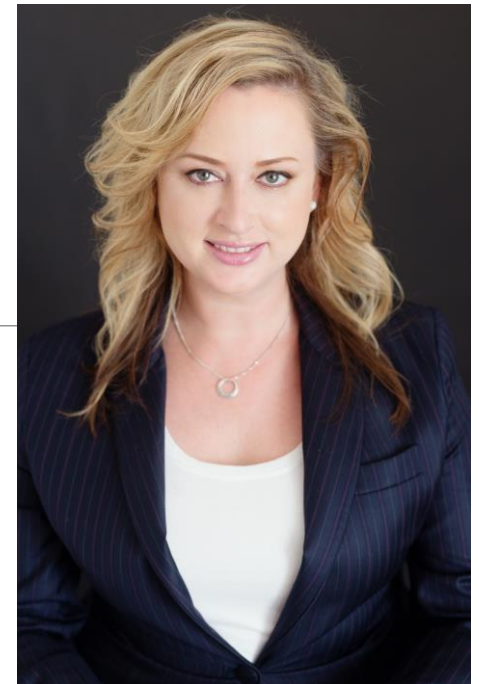
Psychologist

Mother of 2

BA (Psyc & Engl), MA (Psyc), MAPS, PGC Couns, PGC EC Spec Ed, Dipl Child Serv. Cert IV Training JP

Runs 2 high quality centres in Sydney's North West

President of ACA NSW



STELLAR
Learning Group

A

ABN - Australia

A unique 11 digit number used by businesses when dealing with other businesses.

www.abn.gov.au

ABS - Australian Bureau of Statistics

Australia's official source of statistical information on a wide range of social and economic issues.

www.abs.gov.au

ACCS - Australian Community Child Services

ACCS is a peak body representing community owned child care services.

www.accs.org.au

ACF - Australian Child Foundation

The Australian Child Foundation is a not-for-profit organisation that advocates for children's rights.

www.childhood.org.au

PAGE 2

ASD - Autism Spectrum Disorders

Autism spectrum disorders are characterised by marked difficulties in social communication, restricted and repetitive interests and sensory sensitivities.

www.autismspectrum.org.au

ASQA/VETAB Australia

National training body whose functions include accrediting vocational training providers.

www.asqa.gov.au

ATO - Australian Taxation Office

The ATO is the Government's tax authority that shapes tax, excise and superannuation services for Australians.

www.ato.gov.au

Auslan Australian Sign Language

Auslan is the language of the deaf community in Australia.

www.auslan.org.au

BBF - Budget Based Funding

Education and care services that are funded on the basis of the Commonwealth's Budget Based Child Care Service Support Program.

www.bbf.gov.au

Bicultural Support

Bicultural Support is free-of-charge and aims to help children and young people who are culturally and linguistically diverse (CALD) to access education and care services.

www.bicultural.org.au

Bicultural Support

Bicultural Support is free-of-charge and aims to help children and young people who are culturally and linguistically diverse (CALD) to access education and care services.

www.bicultural.org.au

CCB - Child Care Benefit

The Child Care Benefit is a payment that assists with the cost of child care for eligible families.

www.mychild.gov.au/pages/CCB

CCCC - Community Child Care Ltd. (NSW)

Community Child Care Co-op is a not-for-profit organisation that advocates for children's rights and provides services that meet the needs of children and young people.

www.ccccw.org.au

101 EDUCATION AND CARE ACRONYMS

ECA - Early Childhood Australia

A peak early childhood advocacy organisation representing the interests of young children, their families and the early childhood field.

www.earlychildhoodaustralia.org.au

ECCFCSC - Ethnic Child Care Facilitator Service

An organisation that is committed to ensuring that culturally and linguistically diverse (CALD) children and young people have access to relevant, sensitive and appropriate to their religious and lifestyle needs. They provide a range of services.

www.eccfcsc.org

ECEC - Early Childhood Education

Refers to the practice of providing care and education for young children.

ECEEN - NSW Early Childhood Education Network

ECEEN is a community of educators, families and service providers striving to encourage sustainable practices.

www.eceen.org.au

ECT - Early Childhood Teacher

A teacher who works with young children in an education and care service.

EEO - Equal Employment Opportunity

The principle of fair treatment in employment matters without regard to race, colour, gender, religion, age or disability.

EL - Educational Leader

A person with suitable experience and qualifications to lead the development of the educational program (or curriculum) in an education and care service.

ERIC - Educational Resources Information Centre

The world's largest digital library of education and training resources.

www.eric.ed.gov

ESL - English as a Second Language

This term usually refers to people who come from a background other than English or do not speak English as their main home language.

EYLF - Early Years Learning Framework

The EYLF describes the principles, practices and outcomes for children from birth to five years of age. Early education and care services are required to use this framework to deliver an education and care program to children in their care.

www.education.gov.au/early-years-learning-framework

FACS/DoCS - NSW Department of Community Services

Community Services is a NSW state funded department that promotes the safety and well-being of children and young people.

PAGE 4

I

IEU - Independent Education Union

The Independent Education Union represents teachers as well as teachers working in the independent education sector.

IHC - In Home Care

A flexible form of education and care where a provider provides care in the child's home.

Inclusion Improvement Plan

A document that must accompany any Inclusion Support Subsidy (ISS) application or Flexible Support Funding (FSF) application by the (ISP) and relevant staff members and care service.

IPSP - Inclusion & Professional Support

The Australian Government Department of Education and Training provides support for all children in eligible education and care services to ensure quality care that is culturally and linguistically appropriate.

www.ipsp.gov.au

IPSU - Indigenous Professional Support

Provides high quality, flexible and innovative professional advice and training to staff in eligible Indigenous education and care services to ensure quality care that is culturally and linguistically appropriate.

ISA - Inclusion Support Agency

Regional agencies responsible for managing an access to quality inclusion support that is relevant and timely for all eligible education and care services.

www.isa.gov.au/support/inclusion-support

ISF - Inclusion Support Facilitator

A person, employed by an Inclusion Support Agency, who works directly with staff in education and care services to provide practical advice and facilitate access to a range of services designed to strengthen the service's ability to create an inclusive environment for all children.

ISS - Inclusion Support Subsidy

A Federal Government program (through the Government Department of Education) that provides financial support to education and care services to include additional needs in a quality early childhood education and care program.

www.education.gov.au

ITAB - Industry Training Advisory Board

An organisation that offers advice and information on education and training.

www.training.nsw.gov.au/businesses/training-advice/index.html

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An organisation that offers advice and information on education and training.

www.training.nsw.gov.au/businesses/training-advice/index.html

101 EDUCATION AND CARE ACRONYMS

MCSA - Mobile Children's Services Association

The peak organisation which supports mobile education and care services.

MHC - Multicultural Health Communication Service

Provides information and services to assist health professionals to communicate with non-English speaking communities in New South Wales.

www.mhcs.health.nsw.gov.au

MTOP - Framework for School Age Care

The Framework for School Age Care is part of the NQF on the Early Years Learning Framework and extends the practice and outcomes to accommodate the interests of the children and young people who attend school age care.

www.education.gov.au

N

NAIDOC - National Aborigines and Islanders Observance Committee

This committee was once responsible for organising the activities during NAIDOC Week and its acronym has the name of the week itself.

www.naidoc.org.au

NAPCAN - National Association for Prevention of Child Abuse and Neglect

An organisation that advocates on behalf of children and young people and to promote positive change in attitudes, beliefs, policies, practices and the law to prevent abuse and neglect and ensure the safety and wellbeing of all Australian children.

www.napcan.org.au

NCOSS - NSW Council of Social Services

NCOSS provides independent and informal policy development, advice and review and plays a key coordination and leadership role in the non-government social and community services sector.

www.ncoos.org.au

NESB - Non-English Speaking background

Refers to a person or persons from a culture where English is not their primary language.

NISSP - National Inclusion Support Subsidy Provider

A national body responsible for the administration of the Inclusion Support Subsidy (ISS) funding for eligible services in education and care.

www.nissp.gov.au/inclusion-support

NQA - National Quality Agenda

The entire quality reform for the education and care sector.

www.nqa.gov.au

NQF - National Quality Framework

The Framework containing National Quality Standards and the National Quality Rating system.

www.nqf.gov.au

PAGE 6

PSC - Professional Support Coordinator

Professional Support Coordinators are funded by the Australian Government under the Inclusion and Professional Support Program (IPSP) to provide professional development and support to education and care services to enhance the provision of high quality services to children and families.

PSCA - Professional Support Coordinators Alliance

The PSCA is made up of representatives from the Professional Support Coordinators in each state and territory.

www.pscalliance.org.au

PSSP - Professional Support Service Provider

Professional Support Service Providers (PSSPs) deliver professional development, training, resources, support and advice to staff and management of eligible education and care services, Inclusion Support Facilitators and Bicultural Support Workers.

www.cscentral.org.au/about/our-providers.html

Q

QIP - Quality Improvement Plan

A process of self-assessment and planning for ongoing improvement that all eligible education and care services must undertake as part of the NQF.

www.acecqa.gov.au/quality-improvement-plan_1

R

RAM - Resource Allocation Method

A funding model for NSW preschools designed to match the funding allocated to the utilisation and users of the preschool.

S

RPL - Recognition of Prior Learning

Recognition of prior learning is the process of giving training candidates credit towards obtaining a qualification for skills, knowledge and experience gained through working and learning.

www.training.nsw.gov.au/training_providers/resources/skills/rpl_resources.htm

RTO - Registered Training Organisation

Providers and assessors of nationally recognised training.

SCAN - Supporting Children with Additional Needs

The Supporting Children with Additional Needs (SCAN) program aims to provide eligible state only funded education and care services with the resources they need, to assist children with additional needs to have equal access to a quality early childhood education and care experience.

www.dec.nsw.gov.au/what-we-offer/regulation-and-accreditation/early-childhood-education-care

SCCB - Special Child Care Benefit

Special Child Care Benefit is a special form of fee assistance that can be applied when there is a child at risk of serious abuse or neglect or for a family experiencing an exceptional case of short term financial hardship which has reduced their capacity to pay child care fees.

www.mychild.gov.au/pages/CCSpecial.aspx

SEP - Specialist Equipment Pool

Equipment that can be used by eligible education and care services according to inclusion support funding to support the inclusion of a child with additional needs in their care.

www.cscentral.org.au/support/specialist-equipment.html

101 EDUCATION AND CARE ACRONYMS

SNAICC - Secretariat of National Aboriginal and Islander Child Care

The national non-government peak body in Australia representing the interests of Aboriginal and Torres Strait Islander children and families.

www.snaicc.asn.au

TFN - Tax File Number

A unique number issued to individuals and organisations by the Australian Taxation Office (ATO) to help administer tax and other Australian Government systems.

www.ato.gov.au

V

VET - Vocational Education & Training

Training which focuses on skills required for work.

WHS - Work Health and Safety

Refers to legislation and/or policies, procedures and practices adopted by a workplace to ensure the safety and minimise risk of harm to their employees.

www.workcover.nsw.gov.au

WWCC - Working with Children Check

A mandatory criminal record check for persons who wish to work in paid child related employment (i.e. working with anyone under the age of 18).

www.kidsguardian.nsw.gov.au/working-with-children/working-with-children-check

DECS

ACECQA

QIP

EYLF

NQF

NQS

Competition Time

What words can you come up with for the acronyms?

The best one gets a prize at the end....

DECS

NQF

ACECQA

NQS

QIP

EYLF

Government Bodies

ACECQA – Australian Children's Education and Care Quality Authority. The national statutory authority responsible for promoting national leadership and promotion quality and continuous improvement in early childhood education and care and school aged care services across Australia.

DECs – Department of Education and Communities. Government agency providing leadership and regulation. Works at a federal level and a state level, with each jurisdiction operating in a slightly different manner. Responsible for compliance (with the law) and assessment (of quality). (ACO)

The other stuff....

EYLF – Early Years Learning Framework. The EYLF describes the principles, practices and outcomes essential to support and enhance young children's learning from birth to school age. Early education and care services are required to use this framework to deliver an educational program to children in their care.

NQF – National Quality Framework. The framework containing National Quality Standards and rating system.

NQS – National Quality System. The National Quality Standard sets a new national benchmark for the quality of education and care services. It contains 7 quality areas with two or three standards in each quality area.

QIP – Quality Improvement Plan. A process of self-assessment and planning for ongoing improvement that all eligible education and care services must undertake as part of the NQF.

The diagram consists of a large light orange oval labeled 'NQF' at the top. Inside this oval are two large orange circles. The left circle is labeled 'NQS' and contains a smaller orange oval labeled 'EYLF' at its bottom. The right circle is labeled 'Rating System' and contains a smaller orange oval labeled 'QIP' at its bottom. The entire diagram is set against a white background with a solid orange horizontal bar at the very bottom.

NQF

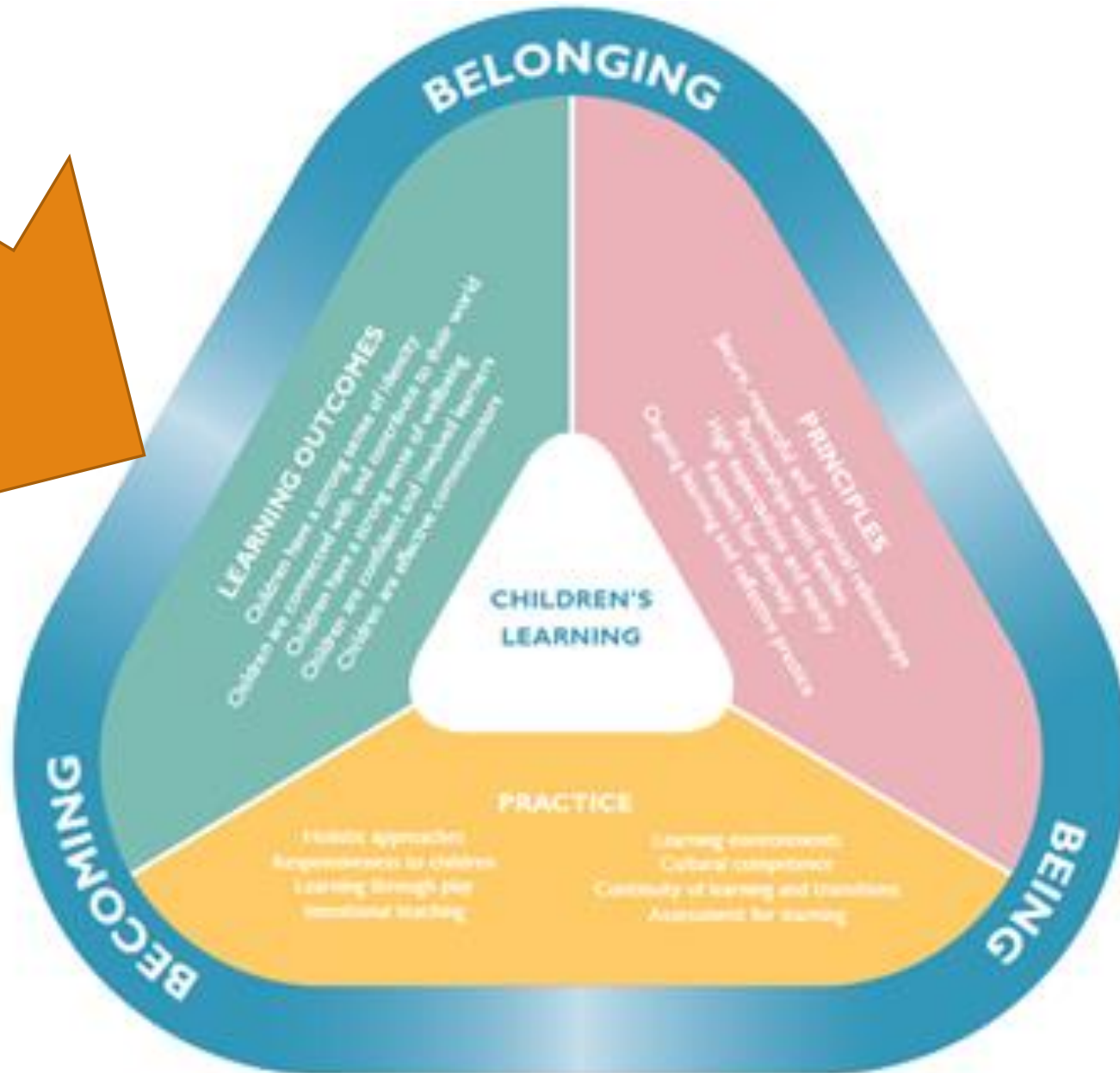
NQS

EYLF

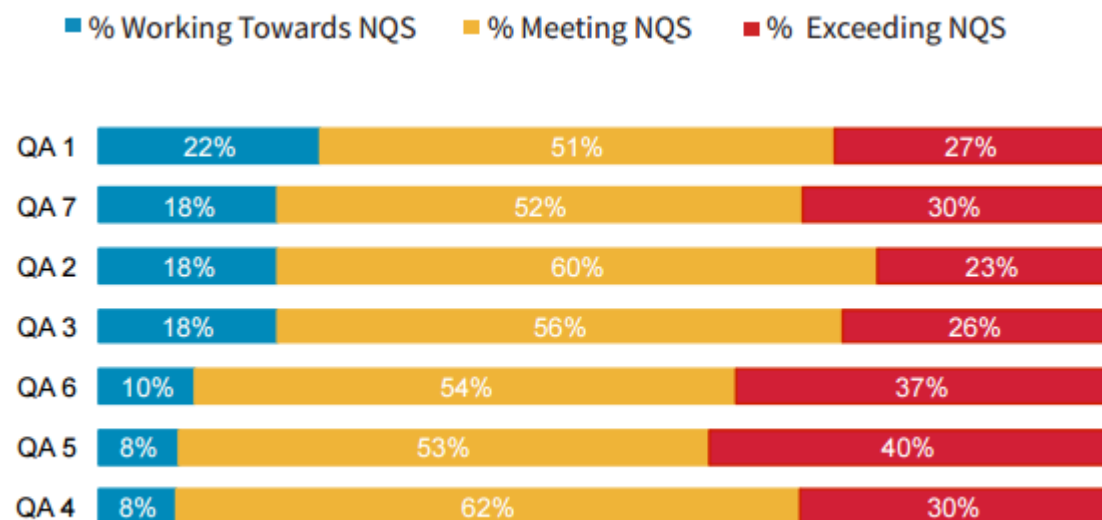
Rating System

QIP

EYLF



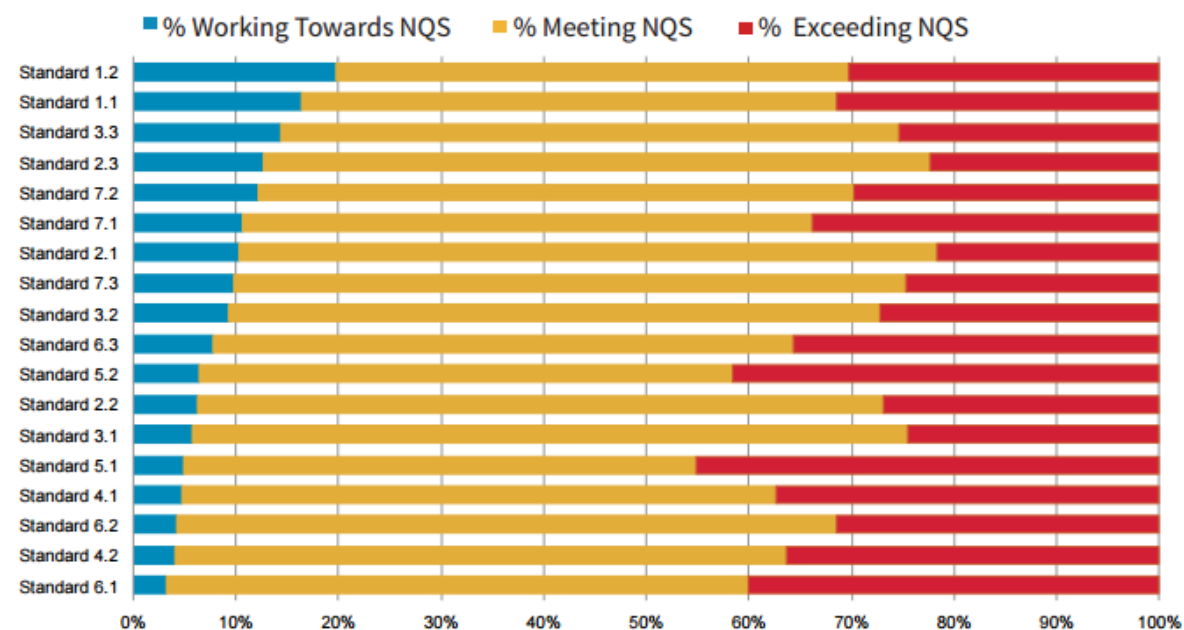
Why aren't we getting it right?



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



EDUCATORS

BELONGING, BEING & BECOMING



Educators' Guide to the
EARLY YEARS LEARNING
FRAMEWORK FOR AUSTRALIA

BELONGING, BEING & BECOMING



The Early Years Learning
Framework for Australia

Learning Outcomes

Children have a strong sense of identity

Children are connected with and contribute to their world

Children have a strong sense of wellbeing

Children are confident and involved learners

Children are effective communicators

OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

Experiences of relationships and participation in communities contribute to children's belonging, being and becoming. From birth children experience living and learning with others in a range of communities. These might include families, local communities or early childhood settings. Having a positive sense of identity and experiencing respectful, responsive relationships strengthens children's interest and skills in being and becoming active contributors to their world. As children move into early childhood settings they broaden their experiences as participants in different relationships and communities.

Over time the variety and complexity of ways in which children connect and participate with others increases. Babies participate through smiling, crying, imitating, and making sounds to show their level of interest in relating to or participating with others. Toddlers participate and connect with other toddlers through such gestures as offering their teddy to a distressed child or welcoming a new child enthusiastically. Older children show interest in how others regard them and understandings about friendships. They develop understandings that their actions or responses affect how others feel or experience belonging.

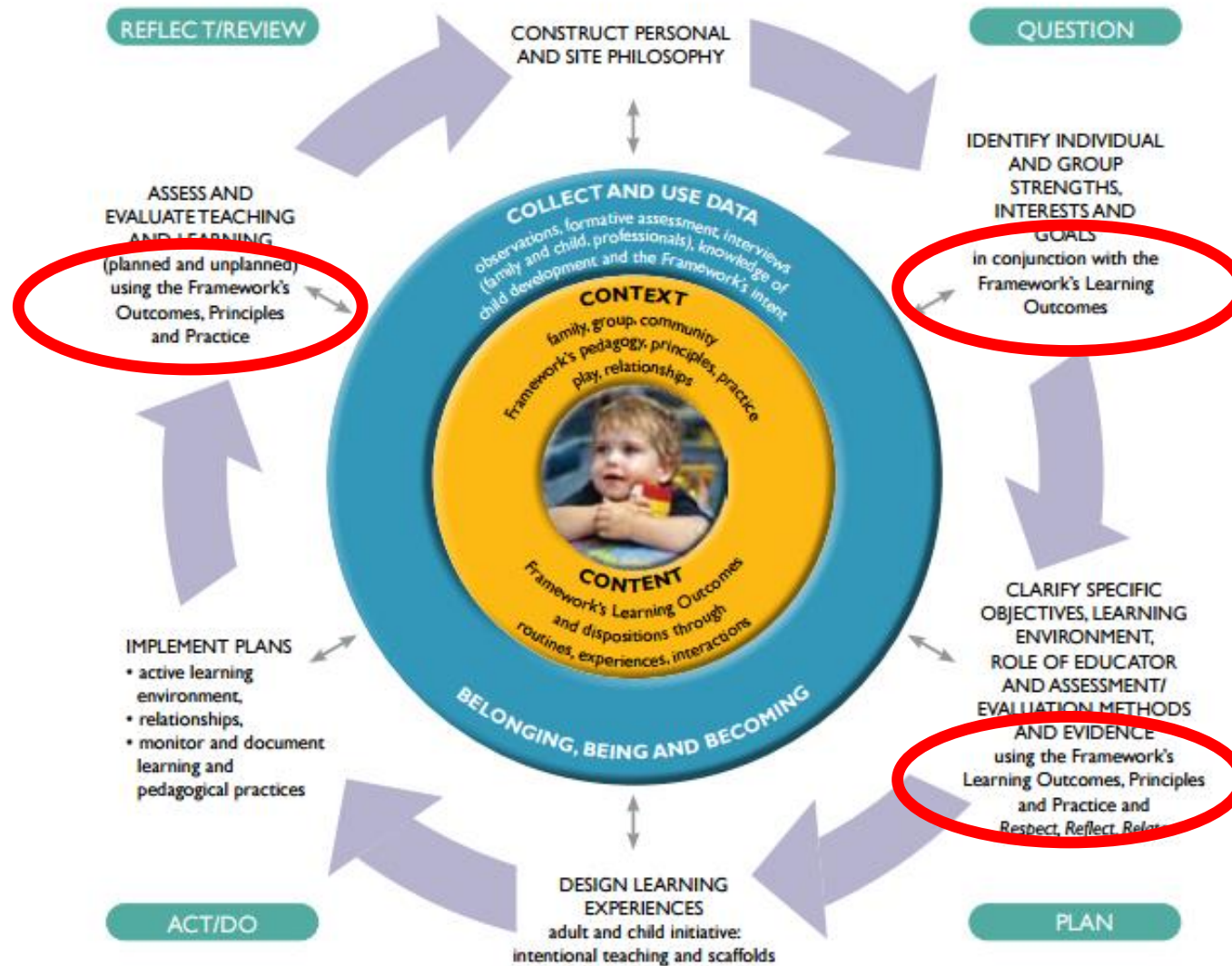
When educators create environments in which children experience mutually enjoyable, caring and respectful relationships with people and the environment, children respond accordingly. When children participate collaboratively in everyday routines, events and experiences and have opportunities to contribute to decisions, they learn to live interdependently.

Children's connectedness and different ways of belonging with people, country and communities helps them to learn ways of being which reflect the values, traditions and practices of their families and communities. Over time this learning transforms the ways they interact with others.



EARLY YEARS PLANNING CYCLE

Belonging, Being and Becoming



What does it mean to 'link' to the EYLF?

How do you do this at your centre?

Mind Maps



Learning Stories

Luke's Climbing Plan



Reflection
 I used to be creative you see. You have shown your ability to plan and design and build, as well as your awareness of shape and size (spatial concepts). You are able to share and have ideas and suggestions and communicate with your friends. You were able to concentrate on the task in hand for a long time, and you were very involved in what you were doing.

What next?
 Perhaps we could draw some designs next time. We could also see the "Wolf in the Hood" in bed with Luke might enjoy helping to set up an obstacle course in the climbing area!

Learning Stories

Elements of a Learning Story

- **Title**
- **Photo(s)**
- **Text**
 - Written in the first person 'I'
 - Begins with the educator's interest in the child/ren's actions
 - Describes the child/ren's action(s)
- **Section on 'What it means'**
- **Section on 'Opportunities and Possibilities'**
- **Links**
 - Centre Philosophy
 - EYLF Outcomes
- **A space for families and child/ren to comment**
- **Copy**
 - Service
 - Family

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Dramatic music with Sarah

Currently our room's programme planning is focussing on Dramatic Play. Every Monday morning we have a music session with the teacher Sarah. This week at music time with Sarah, the toddlers were engaged in dramatic play singing "Five Little Monkeys in a Tree". The children are eager to participate and take turns. Today Cohen, Scarlett, Sophie, Ethan H, and Ava acted as the monkeys and Eliza was dressed up as the alligator. Eliza would take the monkeys one by one until all were finished. In this song and dramatic play the children were also learning to count and think symbolically which works together with language development in dramatic play.

The children are quite familiar with monkeys and alligators. We have an alligator costume in the class which has become a daily dress up costume for the children especially Sophie, Isaac, Roxana and Renee and having Sarah making this experience meaningful in their lives was a bonus that added to their current experiences in the room.

The children are really getting the time, and support to explore roles, and relationships which is helping them to be involved in more uninhibited practice of role play and activities.

We will continue to add lots of props and equipment to enrich their dramatic play.



Sandy 16 January 2012

Sounds simple huh?

So why aren't we getting it right?

How To Write The EYLF Curriculum Plan

Written by [Lorina](#) | February 21, 2011 | Read 67346 times

[Print](#)

The Early Years Learning Framework describes the 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".

Please note: *I understand that the information in this article needs to be updated to make it more relevant and up to date with the EYLF. This article was written back in 2009-11 when the EYLF had just begun. Now from what we have learnt there are different ways and approaches in documenting the EYLF. This article will be updated over the next few weeks or so. Also remember to check out our collection of EYLF Templates available in this site for LDC, FDC and OOSH settings in this link here: [EYLF Templates](#)*

The Childcare Curriculum Plan is a planned sequence of activities and experiences, which are intended to achieve an outcome. This means, all the activities / experiences that the children engage in on a daily basis, have an aim / objective and are planned to be available for the group of children on that specific day.

What is a Curriculum Plan

The curriculum plan is a document that lists all the experiences, events and activities that are available for the children throughout the course of the day. The experiences and activities planned on the curriculum plan are follow up, extension ideas, based on children's interest, family input, intentional teaching etc. and are sourced from a variety of documents such as the daily diary, observations, learning stories and more.


As part of implementing a curriculum plan, documentation (daily diary, learning stories and observations) becomes a resource tool that is used to reflect on and extend upon the children's learning and development. This is done by linking further learning opportunities from these documents to the curriculum plan.

Each experience on the curriculum plan is intentional and must have a learning outcome (objective) based on the EYLF, a reason why that particular experience is being provided and clearly states where the experience originated from (through input keys). This provides a clear link to the learning objective and to the original source or specific documentation of where this experience originated from.

Collecting Evidence of Learning




Aussie Childcare Network

 Ads by Google

- [▶ Preschool Curriculum](#)
- [▶ Daycare Business Plan](#)
- [▶ Curriculum Development](#)


EYLF Templates

Welcome to our collection of free and premium EYLF Templates for Programming and Planning. We've got something to suit every need and we have created various templates for LDC, FDC and OOSH settings. Take a look through our templates and you'll be sure to find the design that's just right for you!




Sustainability Checklist - Energy
- Forms and Checklists -

5 Premium




Sustainability Checklist - Chemicals
- Forms and Checklists -

5 Premium




Sustainability Checklist - Water
- Forms and Checklists -

5 Premium




Sustainability Checklist - Waste
- Forms and Checklists -

5 Premium




Sustainability Checklist - Air
- Forms and Checklists -

5 Premium



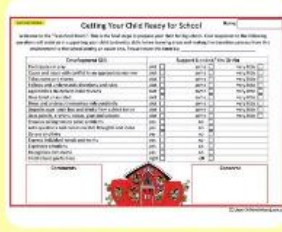
Interest Area - Dramatic Play
- Portfolio Template -

5 Premium




Observation Calendar
- Child Obs Template -

5 Premium




Getting Child Ready For School
- Portfolio Template -


5 Premium




Learning Story Scroll
- Learning Stories Template -




Child Monthly Development Summary
- Child Obs Template -



Developmental Milestones EYLF
- Child Obs Template -




Mothers Day Poem
- Portfolio Template -



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OUR PRODUCTS



Locketts

1) **Locketts** is a smart, efficient childcare software solution like no other. Locketts provides a company's educators, directors and managers a single secure platform for all of their documentation needs. This creates a collaborative environment where staff can inspire one another.

Find out more about Locketts and sign up for 7 day free trial by clicking on the logo above.



eObservations

2) **eObservations** is an easy to use app which assists Early Childhood Educators with their reporting requirements under the National Quality Framework (NQF), the Early Years Learning Framework (EYLF), My Time Our Place (MTOF) and the Queensland Kindergarten Learning Guide (QKLG).

This is a great tool for educators across the Early Childhood Education and Care (ECEC) sector and can be used by Family Day Care (FDC), Long Day Care (LDC) and Outside School Hours Care (OSHC) providers. eObservations works on both iPads and iPhones.

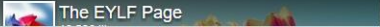
With eObservations you can:

- Easily write observations/reflections
- Create custom plans and programming
- Link plans and programs to your observations
- Link observations to outcomes from the EYLF, MTOF and QKLG or Te Wha-riki (New Zealand)
- Add unlimited children
- Categorise children into groups
- Add multiple observers and set default observer


3) **The EYLF Page** is a popular Facebook page dedicated to the Early Childhood Education and Care sector with a focus on the Australian Government's Early Years Learning Framework (EYLF). A wide range of issues are discussed on the page including regulatory requirements and updates, industry news and developments, and general collaboration on teaching practices.

The page was created in early 2013 and by the end of the year it had over 7,000 active followers, making it one of the fastest growing Early Childhood Education related Facebook pages in Australia.

Click [here](#) to visit the page.




The EYLF Page



Give Your Early Childhood Management a LIFT!


TRY LIFT FREE FOR 30 DAYS




Log In Here

Why Raise Learning's LIFT Tool?

Created by educators, 'LIFT' (Learning Involving Families and Teachers), has delivered amazing interactions with families, and managed the documentation required in quality early childhood services for over





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QKeYLM

Like

Martin Corkery and 1.5k others like this.

More than EYLF...Introducing QKeYLM

QKeYLM is a an exciting addition to the QK Technologies suite of products, providing QKKids customers with access to valuable tools to manage their portfolios, journaling, planning and curriculum.

More than just EYLF, QKeYLM allows a service to manage many areas within the NQF, providing educators with a framework to meet and exceed expectations within many areas of the Quality Assessment areas.

Parents can link to their child's portfolio through QK's My Family Lounge, quickly seeing observations and other information relating to their child's development.


Increase parent involvement with the My Family Lounge App! Parents are able to view their child/rens portfolios and photos anywhere, anytime!


Order QKeYLM

Request a Demo

Login to QKeYLM

QKeYLM - Online NQF Management





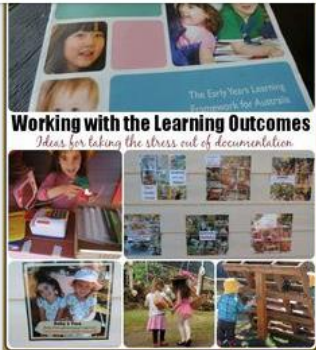
Program Overview

- Child Portfolios and Journaling
- My Family Lounge - Parent Portal

Alessandra Morrone

EYLF

Follow board



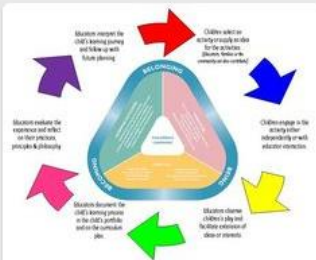
from The Empowered Educator

Working with the Framework Learning Outcomes - Part 1 LINKING

Mummy Musings and Mayhem: Working with the Framework Learning Outcomes - Part 1 LINKING

1.5k 115

Saved from mummymusingsandmayhem.com



EYLF - Being-Belonging-Becoming

957 55

Saved from



from Etsy

EYLF Programme Display Bubbles

EYLF Programme Display Bubbles

363 26

Saved from etsy.com

Full version - The 'Talking about practice' series- Cultural competency, designed to support discussion and reflection about the #EYLF and what educators in varied settings currently think, plan and do. It is intended for use in conversation between early childhood educators, in teams, as a whole staff, or as educators undertaking similar roles such as in Family Day Care Settings. www.earlychildhood.org.au

from Vimeo

51 2

Saved from vimeo.com



Downloadable planning documents using the Early Years Learning Framework (EYLF) from Lessons From a Teacher.

2.2k 115

Saved from lessonsfromateacher.com

Links between EYLF, NQS and practice

128 4

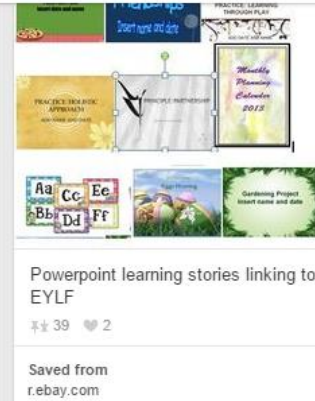
Saved from earlychildhoodaustralia.org.au

Early Years Learning Framework Outcomes

Early Years Learning Framework Outcomes 0-5 years Teacher Resources Go To www.skillsnetworking.com

Children have a strong sense of identity

- Children feel safe, secure, and supported
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledge and confident self-identities
- Children learn to interact in relation to others with care, empathy and respect



Powerpoint learning stories linking to EYLF

39 2

Saved from ebay.com

Dramatic & Social Play

When children:

- talk to each other
- give voices to toys
- play "house," "school," "doctor," or "restaurant"
- play with puppets
- pretend to be animals
- imitate adults

Children learn:

- how to communicate, negotiate and take turns
- new vocabulary and language skills
- about their environment, influence in the world and self-discipline
- about roles, responsibilities, and relationships
- care, compassion, empathy, and expressing emotions
- symbols: how things represent other things

Early Years Learning Framework

6.2k 314

Saved from eyi.org

Reflections Of Our Day

Date: Room: Project: Educators: L.A.



NQS PLP

12

Saved from earlychildhoodaustralia.org.au

Our Curriculum Plan

Date: Room: Project: Educators: L.A.

EYLF Curriculum Planning Documentation

28 2

Saved from aussiechildcarenetwork.com

Figure 3: A visual curriculum map

Adapted from work undertaken by staff at Clare Valley Children's Centre, South Australia

Principles underpinning our practice: This will be focusing on secure, respectful relationships while designing the curriculum we use with families and the diversity within our community (the following are some examples of what we will be focusing on for the moment)

Outcome 1: Children have a strong sense of identity

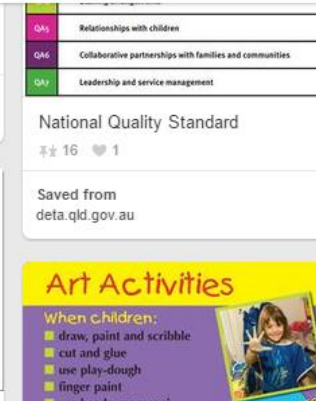
- Self confidence
- Persistence
- Resilience

Outcome 2: Children have a strong sense of belonging

- Encouraging a healthy lifestyle

Outcome 3: Children have a strong sense of well-being

Children will have the opportunity for both indoor and outside play throughout the day



National Quality Standard

16 1

Saved from deta.qld.gov.au

Art Activities

When children:

- draw, paint and scribble
- cut and glue
- use play-dough
- finger paint
- use beads, macaroni, objects and string

Children learn:

- to use small muscles - hands and fingers
- writing skills
- creativity and ways to express themselves
- colors
- about cause and effect
- patience

Art Activities-Play Posters

5.1k 276

Saved from eyi.org

BELONGING, BEING & BECOMING



awesome words for varied open ended questions!

21.5k 3k

Saved by Alessandra Morrone

Learning and teaching through play

Supporting the Early Years Learning Framework

Anne Kennedy and Lennie Bartlett

The Early Years Learning Framework: Learning and teaching through play focuses on The Early Years Learning Framework (EYLF) for Australia and explains how educators examine their understandings of play and how play-based approaches require

Ask yourself

Are you covering every outcome every day – and do you need to?

Are you observing every child every day? – and do you need to?

What happens if you aren't engaging a child in a particular outcome area? How would you know?

What role does assessment of the child play in your programming cycle? How often are you assessing the children?

How much paperwork are you doing? Is it necessary? Is it taking you away from actually interacting with the children? What proportion of your day is spent documenting vs engaging and educating?

How often are you having conversations with educators about the EYLF?

Early Years Learning Framework - Outcomes of Early Childhood Educators

When we're looking at the Early Years Learning Framework, there are 3 core outcomes that we are looking to facilitate in our children. It's worth stopping to take a moment and reflecting on what kind of an early childhood educator you are.

Have you achieved these outcomes, are you able to role model them for the children?

Early Childhood Educators
have a strong sense of identity



Early Childhood
Educators are connected with and
contribute to their world

Early Childhood Educators have a
strong sense of well being



Early Childhood Educators are confident
and involved learners

Early Childhood Educators
are effective communicators



A short video break....



Quality Improvement Plan

What's it all about?

How often do you review it?

Is it helpful or a burden?

Why do we have to keep improving?

Remember the regulations require that your current Quality Improvement Plan be:

Regularly reviewed, at least annually

Kept on the service premises or, in the case of a family day care service, at the principal office of the family day care service

Shared with the families of children enrolled at the service and families seeking to enroll at the service, if requested by them

Available to be viewed by an authorised officer or the regulatory authority at their request



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Appendix 2: Quality Improvement

Quality Improvement Plan (QIP)

The National Law requires education and care services to prepare a Quality Improvement Plan and keep it up-to-date. Quality improvement plans must include a service philosophy, a self-assessment component and a plan for improvement. Officers are required to consider a service's quality improvement plan when assessing and rating a service.

The Early Childhood Education and Care Directorate has developed a *Quality Improvement Plan template* that can assist services with preparing a Quality Improvement Plan. The template adopts a workbook approach that steps services through the requirements for a quality improvement plan under the National Law.

You can obtain a copy of the Quality Improvement Plan Template [here](#). 

NSW Quality Improvement Plan workbook



Your philosophy

Core values?

Educational approach?

Views of service community

Self assessment

Regulatory checklist

Identify strengths
• Showcase practices

Identify areas for improvement

Plan for improvement

Prioritise improvements

Develop strategies



Education

Education and Care Service

Quality Improvement Plan

Service Name	[Insert]
Service Number	[Insert]

"There is no end, this is an ongoing cycle and there is always room to improve"

Participant, ECECD Sector Focus Group May 2015

Section 1 – Your Philosophy

Your service's philosophy describes the core beliefs and values you hold for children and families as they apply to your delivery of quality education and care.

Your service philosophy should be the foundation for your approach to achieving quality outcomes for children and should be clear enough to guide your decision making and service practice.

Some things to think about when developing your service's philosophy:

- What are the core values of your service?
- Do you follow a particular educational approach?
- What is important to you, the staff, the children and the families using your service?
- Does your service reflect the wider community?

You can use these prompts to guide discussion amongst educators, the families and the broader service community to assist in articulating your service's philosophy

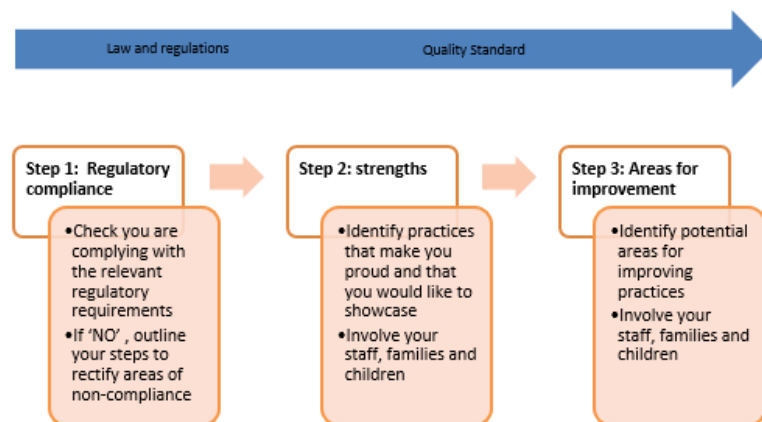
Insert (or attach) your service philosophy into the space below

Insert your philosophy here

Section 2 – Self-assessment

A quality benchmark for practice in education and care services is set by the Regulations and the National Quality Standard.

This section of the workbook helps you assess your service's practices by assisting you to reflect on those practices and how they contribute to achieving the quality outcomes for children described in the National Quality Standard.



Reflecting on your practices helps you gain a clear picture of the quality of the education and care being experienced by children and families using your service.

Think about

- Do you comply with regulatory requirements?
- What do you do really well?
- What could you do better?

These kinds of questions will help you reflect on how your service achieves quality outcomes for children as measured by the National Quality Standard. You do not need to address every standard each time you conduct a self-assessment.

The benefits of an honest self-assessment

It's important to be realistic and honest when reflecting on your service and how practices relate to the Regulations and the National Quality Standard.

Your QIP is an important tool for identifying areas that could be improved and extended.

Quality Area 1: Educational program and practice

This quality area focuses on ensuring that the educational program and practice is stimulating, engaging and enhances children's learning and development through play and leisure. In school aged care services, the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.

Step 1: Assess your compliance with the regulatory requirements

Refer to the relevant sections of the National Law and Regulations

Date of self-assessment: _____		
Ref. to Law (S) /Regulation (R)	Does your service meet these requirements?	Yes / No
S.323 S168 R.254	Is either the Early Years Learning Framework or My Time Our Place used to guide the development of the program?	
R.73	Have you developed a program that contributes to each child's learning and development outcomes outlined by the learning framework?	
R.74	If you have children who are preschool age or younger, do you document: <ul style="list-style-type: none"> • An assessment of each child's development, interests and participation in the program? • An assessment of each child's progress towards the program outcomes? 	
	If you have school age children, do you document: <ul style="list-style-type: none"> • An evaluation of each child's wellbeing, development and learning? 	
R.75	Is the information about the program displayed in a place at the service that is accessible to parents?	
	Is a copy of the program available for inspection on request. <ul style="list-style-type: none"> • At the service for long day care, preschool or outside school hours care, OR • At each educator's residence or venue for family day care? 	
R.76	If requested, do you provide families with: <ul style="list-style-type: none"> • Information about the content of the program and service routines and how they operate in relation to their children, including their participation? 	
	<ul style="list-style-type: none"> • A copy of their children's assessment/evaluation documentation? 	
If you answered 'No': <ul style="list-style-type: none"> • You are not meeting the regulatory requirements. You should take immediate steps to rectify this non-compliance. • Record your rectification actions in the <i>Response to non-compliance</i> table below. 		

Responses to non-compliance	
Regulation / description	Steps to comply

Step 2: Identify and record your strengths

What are the practices that make you proud and that you like to showcase?

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

Think about:

- How are children supported to participate in the program?
- How is information about the program and each child's progress shared with individual families or with all families, including those who do not regularly attend the service?

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

Think about:

- How do you ensure that the cycle of planning, assessing, documenting and evaluating used by educators are effective?
- How do educators scaffold and extend each child's learning?
- How is critical reflection used to review, revise and implement the program?

--

Step 3: Identify areas for improvement.

Identify the areas of your service's practices that you think could be improved or extended upon to raise quality outcomes for children.

How can you:

- Fill the gaps.
 - What don't you do now that you would like to do in the future?
- Improve what you do.
 - What do you do well now that you would like to do better?
- Explore interests.
 - What area of interest would you like to explore further?

Standard	Describe the area for improvement	What goal or outcome do you want to achieve? [Prioritise your area for improvement when you complete Section 3]	Priority (H, M, L)

(To add rows to the table, place your cursor in the last cell on the last row and press 'tab')

Section 3 – Our improvement plan

Step 1: Prioritising areas for improvement

Revisit your self- assessment (Section 2) and consider the areas you have identified for improvement. To help you decide where to focus your efforts and resources return Step 3 in each quality area to prioritise your identified areas for improvement as a **high, medium or low (H, M, L)** priority.

When prioritising you may want to consider:

- Should we address it immediately? For example if the issue is not addressed:
 - Does it pose a risk to the health, wellbeing or safety of children?
 - Will we be non-compliant with the Law and Regulations?
- Will addressing the issue result in significant improvements to the quality of our service delivery or in the outcomes of children?
- Should it be a long or short term goal?

Step 2: Developing your Improvement Plan

Once you have prioritised your areas for improvement you need to develop some strategies about how it is going to be done, who is going to do it, how long it is going to take and how you will monitor progress.

Transfer your prioritised areas for improvement from your self-assessment to either of the following planning templates:

(A) **Planning for Quality Improvement** template, to develop a detailed plan for each improvement initiative you propose to undertake.

- A new plan can be created for each improvement initiative
- Together, these individual plans combine to become your overall plan for improvement
- You can use the *Improvement Plan Summary* template to list or summarise these plans.

(B) **Improvement Plan Summary** template, to develop a basic plan.

EXAMPLE OF A PLAN

Here is an example:

Standard	Outcome/ Goal	Strategies	Person responsible	Timeframe	Progress notes
<i>Note the standard your goal relates to</i>	<i>Describe the outcome you want to achieve –try to be specific</i>	<i>List the steps you will take to reach the outcome you are seeking.</i>	<i>Who will take the lead at each step?</i>	<i>Think about how long each step will take and set a realistic timeframe</i>	<i>Recognise your achievements</i>
7.3	More families will be involved in the review of service policies	1. Identify families' areas of interest and/or expertise by considering: <ul style="list-style-type: none"> - enrolment forms - comments families make to educators during day to day conversations - complaint records - Minutes of parent meetings. 2. Target requests for input into policy reviews to family members with known interest or expertise in the policy area 3. Approach family members in person to ask for their input.	Nominated Supervisor Educators in all rooms	Identify families' areas of interest within 4 weeks. Request input from identified families during review of health and safety policies scheduled for completion within next 3 months.	Educators have been talking with family members about their areas of interest or expertise.

☐

Improvement Plan Summary (template)

Plan Ref.	NQS/ Reg.	Outcome/ Goal	Strategies	Person responsible	Timeframe /Date	Status

*To add more to the table, please copy across to the task cell in the task area and press 'Tab'

Do families need to know?

When it comes to the NQS / NQF / EYLF / QIP/ Assessment and Ratings:

- - What value is there in families being informed?
- Why might families need to know?
- When do they need to know?
- How will they get the information?
- Will it help our relationship with them?
- How does this impact on the children?



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Early Years Learning Framework

The Early Years Learning Framework is an early childhood curriculum framework, which will guide early childhood educators in developing quality, early childhood education programmes. The framework describes the principles, practice and outcomes to support and enhance young children's learning from birth to five years, as well as their transition to school. This will help ensure consistency in the delivery of learning programmes around Australia.

How will the framework help my child?

The Early Years Learning Framework has been developed collaboratively by the Australian and state and territory governments with substantial input from the child care and early learning sector and early childhood academics. The framework included feedback from an extensive consultation process, including two national symposiums, national public consultation forums, focus groups, an online forum and case-study trials. Parents can be confident that the framework supports early childhood educators to focus their practice on delivering quality learning opportunities for young children. The Early Years Learning Framework underpins universal access to early childhood education and has been included in the National Quality Standard to ensure delivery of nationally-consistent and quality early childhood programmes across the country. A Families' Guide to the Early Years Learning Framework has been developed and is available on the [Department of Education and Training](#) website.

What are the key elements of the framework?

The Early Years Learning Framework has a strong emphasis on play-based learning. The framework also recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development. In addition, the framework has a focus on successful transition to formal schooling.

Further information about the Early Years Learning Framework is available on the [Department of Education and Training](#) website. You can also [download a copy of the framework](#).

Last updated: 22 January 2016 - 1:30pm

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National Quality Framework



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What the NQF means for you

The National Quality Framework (NQF) for Early Childhood Education and Care helps ensure your child is given the best possible start in life. The NQF has new quality standards to improve education and care across long day care, family day care, preschools, kindergartens and outside school hours care services.

Benefits for families

- greater individual care and attention for children
- better support for children's learning and development
- educators with increased skills and qualifications
- improved educator to child ratios in most services
- a new rating system of education and care services.

New quality rating system

The National Quality Standard is part of the NQF. It sets a higher benchmark for all children's education and care services across Australia. Your service will be given a rating for each of these seven quality areas, and an overall rating.

- 1 Educational program and practice
- 2 Children's health and safety
- 3 Physical environment
- 4 Staffing arrangements
- 5 Relationships with children
- 6 Partnerships with families and communities
- 7 Leadership and service management

Ratings against the National Quality Standard

Your child's service will most likely receive one of the three middle ratings below.

The assessment and rating system has been designed so families and educators understand what quality education and care is, and that quality will grow and develop - this is continuous improvement.

You can be assured that services take health and safety seriously. Your child's safety and health are important all day, every day.

Significant Improvement Required

Service does not meet one of the seven quality areas or a section of the legislation and there is an unacceptable risk to the safety, health and wellbeing of children. Immediate action will be taken to address issues.

Working Towards National Quality Standard

Service may be meeting the National Quality Standard in a range of areas, but there are one or more areas identified for improvement.

Meeting National Quality Standard

Service meets the National Quality Standard. Service provides quality education and care in all seven quality areas.

Exceeding National Quality Standard

Service goes beyond the requirements of the National Quality Standard in at least four of the seven quality areas.

Excellent

Service promotes exceptional education and care, demonstrates sector leadership, and is committed to continually improving. This rating can only be awarded by ACECQA. Services rated Exceeding National Quality Standard may choose to apply for this rating.

To find out more about the NQF and how it affects you and your child, talk to your service or visit the Australian Children's Education and Care Quality Authority (ACECQA) website:

www.acecqa.gov.au/families

National Quality Standard



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- 1 Educational program and practice
- 2 Children's health and safety
- 3 Physical environment
- 4 Staffing arrangements
- 5 Relationships with children
- 6 Partnerships with families and communities
- 7 Leadership and service management

A program helps each child to learn and develop. Experiences stimulate and engage each child.

Examples of what to look for:

- Your child's interests and ideas are included in the program.
- Your child is supported by educators to participate in play and learning.

Your child's safety and health are important all day, every day. Your child will be safely supervised and will feel secure.

Examples of what to look for:

- Your child's service takes precautions to protect children from illness and hazards.
- Food and drinks provided by the service are nutritious and appropriate for children.

Indoor and outdoor spaces allow your child to play, learn and develop their skills.

Examples of what to look for:

- Outdoor and indoor spaces are welcoming and suitable for children.
- Buildings, furniture, equipment and resources are safe and well-maintained.
- Children can participate in a range of experiences.

Qualification requirements and educator-to-child ratios mean greater individual care and attention for your child.

Examples of what to look for:

- Educators know your child's interests.
- There are enough staff to ensure children are adequately supervised and receive the attention they need to learn and develop.

Your child will feel safe, secure and that they belong. Positive relationships with educators help your children to play and learn.

Examples of what to look for:

- Your child is made to feel supported and welcomed.
- Educators respond to the individual needs and interests of children.

When families and communities are part of a service, your child learns and develops better.

Examples of what to look for:

- Respectful and supportive relationships with families are encouraged.
- Your family's beliefs and values are respected by the service.
- The service builds relationships and engages with its local community.

The service is well managed and provides a safe and healthy learning environment.

Examples of what to look for:

- The service has a positive organisational culture.
- Educators are valued and have a clear understanding of the service's goals and expectations.

WHY IS IT IMPORTANT?

High quality education and care gives children the best start in life

Families can be confident that their children are in safe and healthy environments

Play and learning help develop skills for life

Quality care means your child will be educated and cared for by professionals

Children need quality care and attention that meets their individual needs

You should feel included and a part of your child's service

Quality education and care is built on effective leadership

www.acecqa.gov.au 1300 4 ACECQA = 1300 422 327

The National Quality Framework introduces a new quality standard to improve children's education and care services across Australia. Seven quality areas help ensure your child is given the best possible start in life. Over time, all Australian services will be rated against the National Quality Standard.

National Quality Framework Quality Area 1:



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educational program and practice



- 1 Educational program and practice
- 2 Children's health and safety
- 3 Physical environment
- 4 Staffing arrangements
- 5 Relationships with children
- 6 Partnerships with families and communities
- 7 Leadership and service management

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1

Your turn

Now that you have a better understanding of the EYLF and what it's all about, how are you going to communicate this to families?

How will you link your educational program to the EYLF?

Will your program (not the documentation) need to change somewhat in order to achieve this?

Will the activities and experiences you provide for the children be influenced by your understanding of the EYLF?

How will you reflect this in your documentation?



Action Plan

So what are you taking away from this?

Do you understand how the NQF and NQS affect your service?

Do you understand what the EYLF is about?

Do you understand what a QIP is about?

And from the things that you're thinking about now, do you think you have something to add to your QIP?

Competition time

What acronyms have you come up with?????

Thank you
