The Early Years Learning Framework Professional Learning Program

Reviewing Practice Reflection Tool
> Planning, documenting and assessing children's learning

This reflective tool is designed to assist early childhood educators to review their current procedures and programs and identify any gaps.

It speaks directly to educators and assumes that the tool will be used by individuals, teams and members of a service, including family day care services, which may operate from different sites but come together to reflect on and improve practice.

Our philosophy	
The philosophy of your setting underpins all that you do and guides policies, procedures and practice. It should be a living document that is reviewed annually, when new documents such as the EYLF are released, or if there are major changes in staff, leadership or management.	
Things to think about	**Any action required**
▪ How do you ensure your philosophy is current? ▪ In what ways does it reflect the core elements of the EYLF (Belonging, Being, Becoming; the Principles, Practices and Learning Outcomes)? ▪ How does it reflect the educators' current values and beliefs? ▪ How has it canvassed the views of families and other stakeholders? ▪ Are these views reflected in the statement of philosophy?	

Are all parts of the EYLF planning cycle evident in your practice?

Assessment for children's learning refers to the process of gathering and analysing information as evidence about what children know, can do and understand. It is part of an ongoing cycle that includes planning, documenting and evaluating children's learning (EYLF, p. 17).

Gathering and documenting information	Action required
- In what ways do you gather and document information about children's learning? - Does the documentation record what children know and can do (their strengths, interests and abilities), as well as indicate areas where children may need additional support? - Does the information that is collected and documented create a record of each child's learning and development that can be shared with them and their families? - Is the information in a form that can be shared with other professionals who work with the child and family (e.g. early intervention professionals or any other allied professionals)? - Does the information collected reflect children's and families' perspectives? - How are children's ideas and points of view heard and respected? - How is the family's perspective collected, respected, responded to and recorded? - How are these views shared with families? - Is information recorded about all aspects of the day, including relationships, play experiences, transitions, routines, small and large group experiences? - How do you document and record information about individual children or children as a group of learners? - Do you collect information from sources such as: - information from families - observations, learning stories, running records, narratives, comments, explanations - photos, sketches of children's experiences - dated examples of children's work, event samples, transcripts of children's conversations, and audio and/or video recordings.	

Analysing the information that has been gathered	Action required
▪ What systems do you have in place to regularly analyse the information you have gathered about each child's learning? ▪ How do families, children and other professionals help to interpret the information and how are their perspectives documented? ▪ Does the analysis give you sufficient information about the progress that each child is making in relation to the Learning Outcomes? ▪ Does it show you clearly the distance each child has travelled as a learner? ▪ How do you make children's progress visible and meaningful to both children and their families?	

Planning for learning	Action required
▪ How do you use the information you have gathered to guide your planning? ▪ How do you use the information gathered to support further learning towards each of the five Outcomes? ▪ How does the environment, both indoor and outdoor, promote and support children's engagement with learning? ▪ To what extent do your planning processes ensure that you incorporate the Vision, Principles and Practices of the EYLF? ▪ In what ways can families contribute to your planning and programs? ▪ How is their input visible in written plans and in what happens? ▪ How are children's ideas and points of view heard, respected and reflected in what happens? ▪ In planning the program, do you use a holistic approach to children's learning? (Does it nurture children's physical, social, emotional and spiritual wellbeing as well as cognitive aspects of learning?) ▪ Is the program responsive to what is happening in children's lives and expanding and building on their learning outside the setting? ▪ Does your planning encompass 'all the interactions, experiences, activities, routines and events … designed to foster children's learning and development'? (EYLF p. 45). For example, does it enable planned, intentional and spontaneous teaching? ▪ Does the written documentation for individuals and/or groups of children record what actually took place and indicate how future planning will build on children's learning and interests? ▪ Does the written plan show how educators will differentiate the program or experiences for individuals or groups of children (adaptations, extensions, additional resources, support from other professionals)?	

Reflecting on the program—evaluate/reflect/review	Action required
▪ What systems are in place to support educators to reflect on the program, including their own practice, and how do they share and record these insights? ▪ How are these reflections used to provide guidance for future planning and practice: ▪ to support the interests and learning of individual children? ▪ to support group interests and learning? ▪ to seek advice and support for children with additional needs? ▪ Does the documentation show what is working well in your space and what might need to be changed and/or added to better meet the needs of the children and/or the EC setting? ▪ Do educators, both individually and as a group, reflect regularly to affirm good practice and discuss the need to change or challenge practices? ▪ Does your environment (indoors and outdoors) provoke every child's interest, wonder, thinking, choice making and engagement in learning about others, the natural world and themselves? ▪ Do the indoor and outdoor environments provide diverse spaces, materials, and experiences that invite and support children's engagement with each other, educators and the environment?	

Additional Notes:

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For further EYLF resources go to: www.earlychildhood.org.au/eylfplp