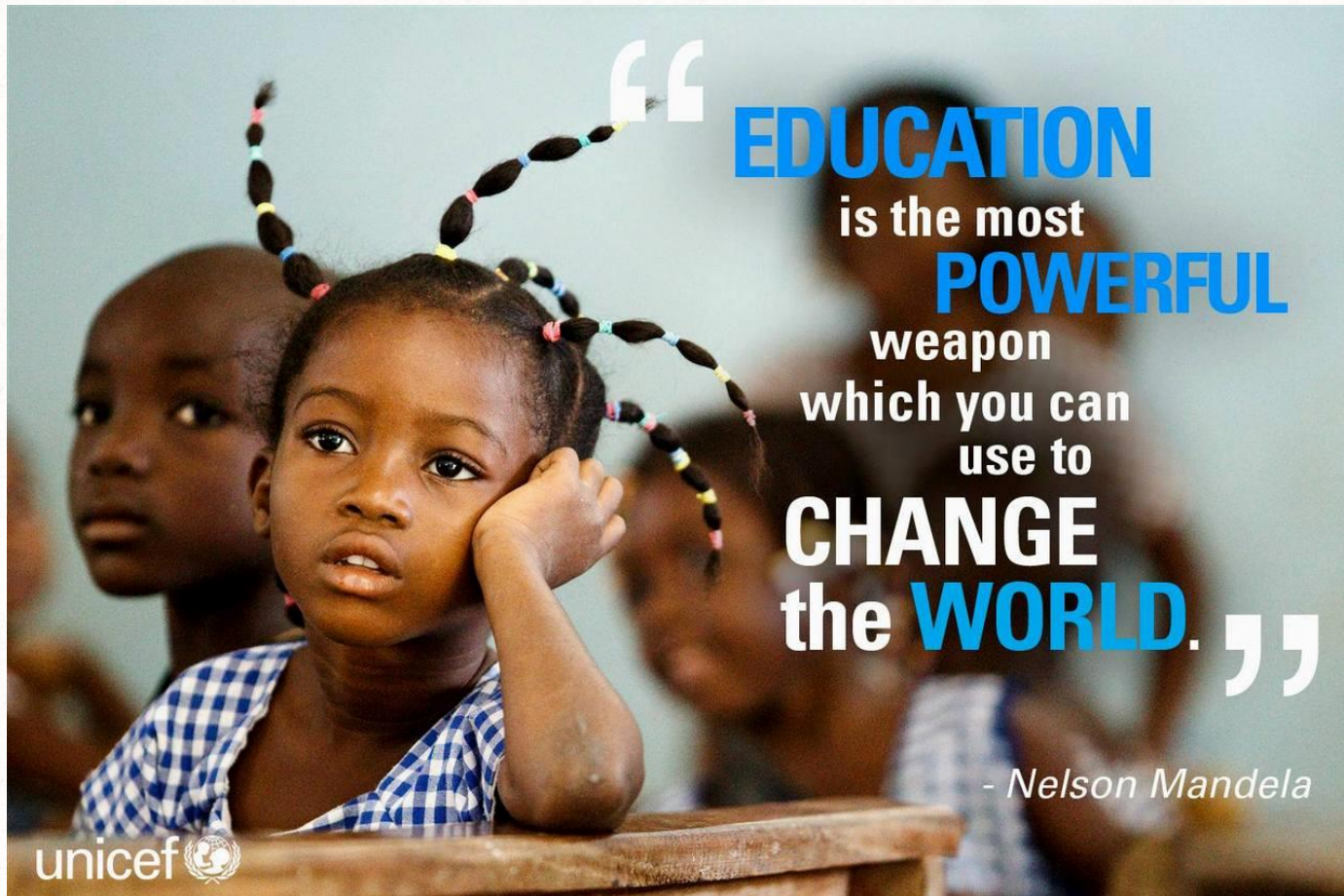


## An introduction To Program Planning



Documentation is not about pretty memorabilia for parents or a pictorial reflection for the child.

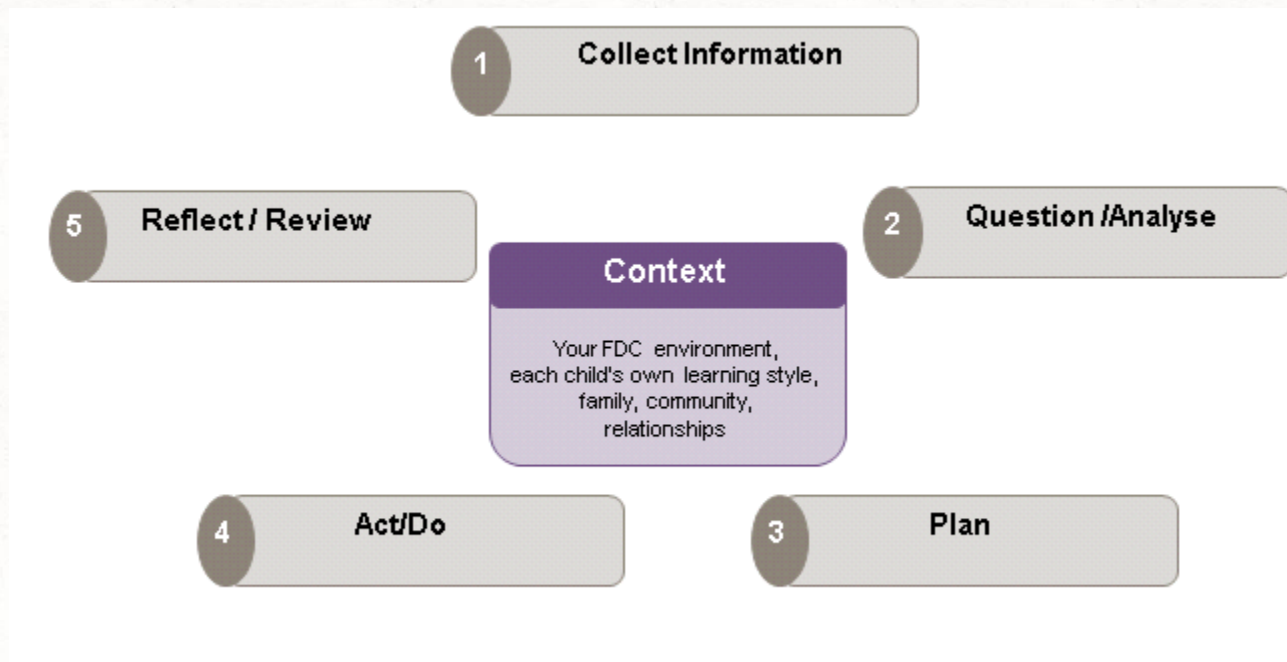
Documenting is about planning for children, enabling them to be confident in their learning, competent in their skills and the environment, a compassionate member of the community and a contented individual

We have a responsibility to uphold the law, however you shouldn't have to spend your weekends and holidays documenting.

Planning for the children in care can be done on a daily, weekly or fortnightly basis. This ensures that the program is current for the children's interests and abilities. This also ensures that the equipment and resources provided to the children are relevant to their current interests and development.

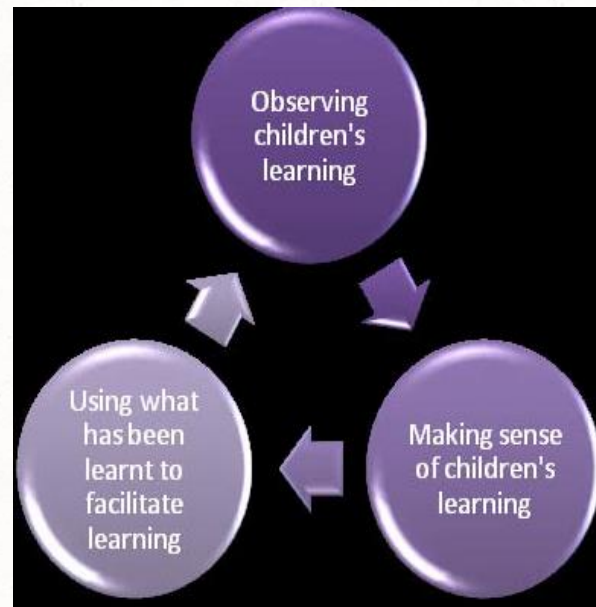






# Collecting information

Using what has been collected to facilitate ongoing learning



How do we capture and promote this?

# Meaningful Observations

Levi 18 months completing a puzzle and Levi 18month playing outside

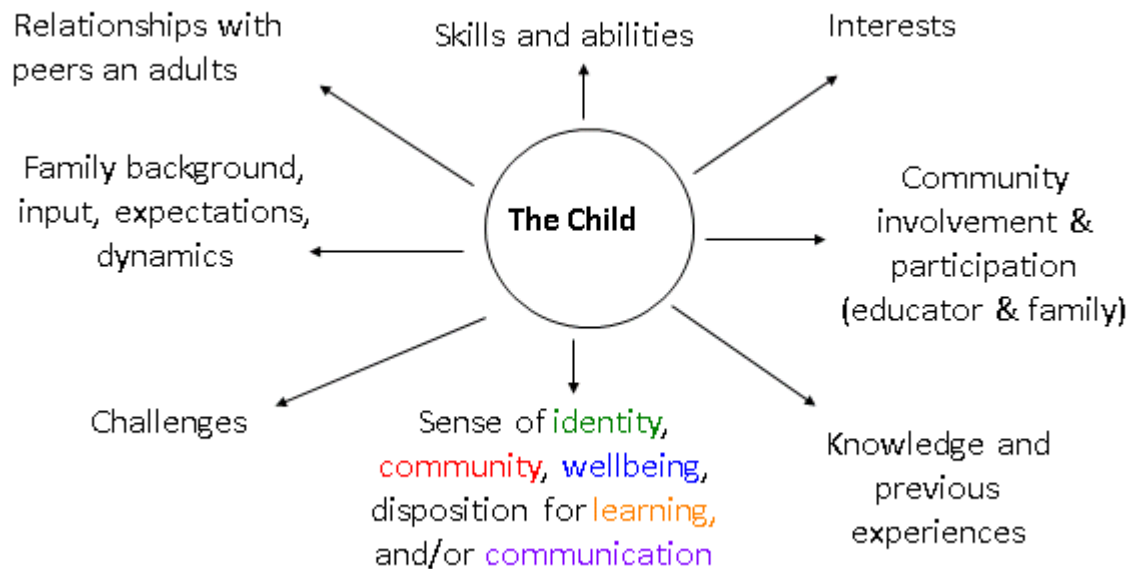




1. What does the information you have collected tell you?
2. What other resources inform my programming and practice?
3. How am I going to use this information?



## What do you know about the child's... ?



Identify **strategies, learning spaces and experiences** you will offer children; be **intentional**, set goals and think about balance across various domains (i.e. arts, language, numeracy, cognitive, manipulative, sensory, indoor/outdoor) and learning outcomes



**Write it up / have it available**

Must be available for families and children  
(e.g. A3/A4 book, pockets folder, wall poster, apps)

# ***The world is your programming oyster***



However, if you are unsure about which program is right for you, we have some samples here.



Implementing the plan and *offering* the learning/play spaces to children in a meaningful and engaging way

It is **seeing** the plan in **action**

**Interactions & discussions** with children

**Incidental experiences and learning**

**Daily reflections**

These can be documented into the planning book and/or children's portfolios with notes photographs, samples of art work, comments from families, etc.

Continue to **observe and document** children's responses and interactions to the program/planned experiences

## Questions to ask...

- ✓ Did the experience meet the intended outcome? for the child?
- ✓ Are children still engaged/interested?
- ✓ What learning has occurred?
- ✓ How could I extend children's knowledge, skills or the experience?
- ✓ Did the program include child and family voices?
- ✓ What are my future plans?

## So what are pieces of documentation every educator must have...

- Individual Observations
- Group Observations
- Reflections (Daily/weekly – summary of how the day or week has progressed, successes, areas for improvement?)
- Records of parents input/conversations
- Educational Program/Plan to be available – This is a live document, it should be out and easily accessible during the care session to be added to during the day.



## Embarking on the journey to strengthen your own way of documenting and planning



You are not alone, Educational Program Coordinators  
will join you and support you through the ride...  
it's meant to be fun!

# Questions?



Aussie Childcare Network

[www.aussiechildcarenetwork.com/online\\_tools/family\\_daycare\\_templates.php](http://www.aussiechildcarenetwork.com/online_tools/family_daycare_templates.php)

Australian Children Education and Quality Authority

[www.acequa.gov.au](http://www.acequa.gov.au)

Belonging, Being, Becoming – The Early Years Learning Framework for Australia (EYLF)

Early Childhood Australia

[www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)

Educator's Guide to the Early Years Learning Framework for Australia

My Time Our Place – Framework for School Age Care in Australia (MTOP)

Victoria Early Years Learning and Development Framework (VEYLDF)