



Catholic
Education
Commission
Tasmania

Documenting and Sharing Learning in Kindergarten Policy

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1 AUTHORITY AND APPLICATION

Date of approval	24 August 2021
Source of approval	Catholic Education Commission Tasmania
Start date	8 November 2021
Date of review	August 2024
Date of amendments	N/A
Previous policies replaced by this Policy	N/A

SIGNED:



Chair of the CECT

DATE:

4 November 2021

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2 RELATED DOCUMENTS

This Policy should be considered in conjunction with the following related documents:

Policies and Procedures	<ul style="list-style-type: none">• CET Online Feedback Guidelines (01:2021)• CET Narrative Reporting Guidelines• The Early Years Learning Framework (EYLF)• The National Quality Standard (Quality Area 1)
Applicable Laws	<ul style="list-style-type: none">• <i>Education and Care Services National Law (Application) Act 2011 (Tas)</i>• Education and Care Services National Amendment Regulations 2018• <i>Privacy Act 1988 (Cth)</i>

3 PURPOSE

The aim of this Policy is to:

- (a) **advise schools and colleges of the requirements for documenting and sharing the learning of children in Kindergarten.**

Catholic Education Tasmania (CET) is committed to aligning with the National Quality Standard (NQS) ensuring that Kindergarten educational programs and practices are stimulating and engaging, and meet children's individual learning and development needs.

Since 1 January 2012 the Tasmanian Department of Education (DoE) Kindergartens have been required to mirror the National Quality Standards for Early Childhood Education and Care as outlined in the National Quality Framework (NQF). From January 2018, DoE is working toward Australian Children's Education & Care Quality Authority (ACECQA) accreditation for their Kindergartens. As part of the NQS Quality Area 1, Kindergarten educators are required to continuously maintain quality documentation of each child's learning program, progress, and development. It is a requirement for Catholic Education Tasmania Kindergartens to align practices with the NQS Quality Area 1.

The knowledge, ideas, culture, abilities and interests of each child are incorporated into the learning program, with continuous assessment and documentation of their learning and development. Documentation makes learning visible to children, educators and families and promotes shared learning and collaboration. Parents/Guardians should be provided the opportunity to engage with and provide feedback in relation to documentation.

Sharing of documentation with parents/guardians forms part of quality practice and is the basis for ongoing reporting to parents/guardians.

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4 DEFINITIONS

For the purposes of this policy:

- **Kindergarten:** 15 hours of early learning experiences in a school setting for children who turn 4 years of age on or before 1 January of the year they start Kindergarten.
- **Early Years Learning Framework (EYLF):** is an early childhood curriculum framework, which guides early childhood educators in developing quality, early childhood education programs. The framework describes the principle, practice and outcomes to support and enhance children's learning from birth to five years.
- **Good News for Living (GNfL):** is the curriculum framework mandated for the religious education of students in the Archdiocese of Hobart
- **The Australian Children's Education and Care Quality Authority (ACECQA):** is the national body jointly governed by the Australian Government and state and territory governments. ACECQA guides and oversees the implementation of the National Quality Framework (NQF).
- **National Quality Framework (NQF):** The NQF applies to long day care, family day care, preschool/Kindergarten and out of school hours care and aims to raise the quality of education and care across Australian early childhood services.
- **National Quality Standard (NQS):** The NQS is divided in to 7 quality areas, which aim to promote the safety, health and wellbeing of children and; a focus on achieving outcomes for children through high-quality educational programs.
- **A-E Report:** a student report that assesses student achievement against the year level Australian Curriculum achievement standard.
- **Documentation:** is a cumulative record of a child's growth, development and learning. Documentation includes information and feedback from the family, is readily available to families and forms the basis of conversation.

5 COVERAGE

It is an expectation that this policy informs the practices and procedures for documenting and sharing learning in Kindergarten for all schools and colleges within Catholic Education Tasmania.

6 GENERAL PRINCIPLES

- a) Catholic Education Tasmania (CET) values underpin rigorous assessment and reporting procedures for all children and young people in Tasmania. This includes children in Kindergarten.
- b) CET acknowledges families as the children's first and most influential teacher and encourages parents/guardians to work in partnership with educators and schools.

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- c) Practices and procedures in CET Kindergartens align with the National Quality Standard (NQS) and are guided by the Early Years Learning Framework (EYLF) and the Good News for Living Curriculum Framework (GNfL).
- d) Each child's learning and development is assessed as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
- e) Documentation provides information about children's learning and development, and is the basis for informing parents/guardians about their child's progress.
- f) Informing parents/guardians about their child's progress is an ongoing process throughout the Kindergarten year.
- g) Schools/educators will have structures in place to ensure that documentation is accessible to parents/guardians.
- h) Children in Kindergarten are not assessed using an A-E rating or a 5-point equivalent.
- i) Children in Kindergarten do not receive a formal progress report.
- j) Parents/Guardians will be extended the opportunity to attend a parent/teacher conference whenever these are available to the rest of the school community. These will be based on the documentation of children's learning and development.

7 OBLIGATIONS AND ACCOUNTABILITIES

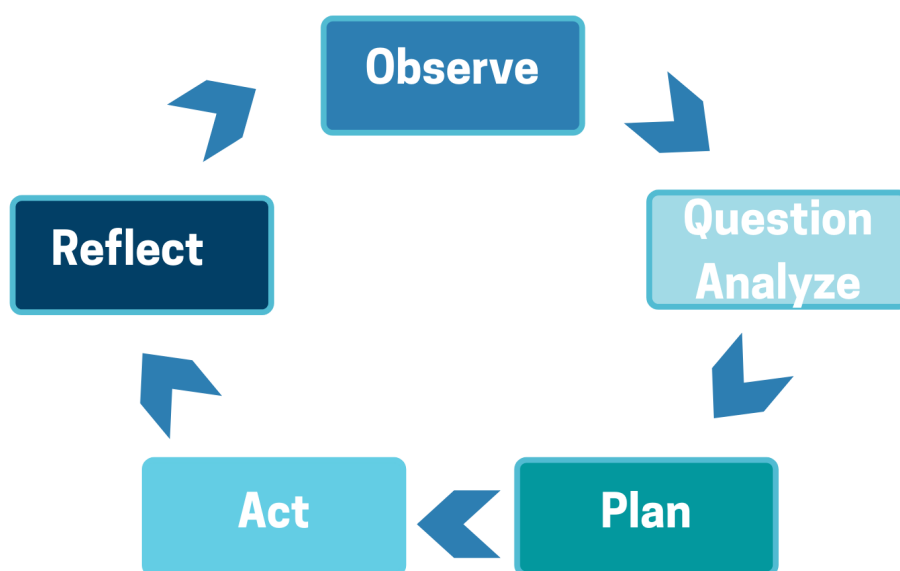
- a) Kindergarten educators use the EYLF planning cycle to assist in developing high quality early childhood education programs for children.
- b) The first two stages of the planning cycle, observation and analysis, provide information which informs the planning of rich learning and development opportunities for children.
- c) Educators document observations of children's learning and development to form an understanding of each child. Observations can take many forms including: brief notes, transcripts of conversations, anecdotal notes, annotated photos, running records, videos. (Note: 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*.)
- d) Using documentation, educators determine the best course of action to support children in their learning and development. This is referred to as the learning program. The learning program is underpinned by students' strengths, needs and interests and is developed in response to observation and analysis.
- e) The learning program is readily available to parents/guardians with opportunity for them to provide ongoing input and feedback. Schools/educators can determine what works best for their children, families, service and community. There are no mandated templates or programs for documenting children's learning or educational experience. However, documentation should not be reduced to a checklist, 'tick and flick', approach.

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- f) Educators engage in a continuous cycle of inquiry and reflection, which is responsive to individual, small group and whole group learning needs and interest.
- g) The ongoing sharing of each child's learning is the source of feedback to parents/guardians regarding their child's progress. A twice-yearly school progress/achievement report is not provided in Kindergarten.
- h) Kindergarten parents/guardians should be included as part of scheduled parent/teacher conferences with the learning program the basis for discussion.

The EYLF Planning Cycle
(Aligned with the system improvement inquiry cycle)

Scan and Assess



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