Children's observations, planning, program & portfolios procedures

Observations
All staff members will undertake observations of all children in their care and document these in the provided format. Observations are to be of an objective nature and cover all areas of development in order to assess a child's developmental level.

Forms of observations will include –
- developmental checklists/learning stories
- anecdotal records/running records
- comments/feedback and conversations with parents
- group observations/photos

Observations on children are kept strictly confidential (see privacy policy) and remain the property of the ELC. They will all be placed into their portfolios which can be taken home by parents on request.

Individual Planning
Based on observations, staff will devise long and short-term goals for each child that will assist in their overall development. These goals will be displayed in their portfolios. Experiences are then chosen that will enable the child to achieve the stated goals.

Group Planning
The group developmental program/plan incorporates children's individual planning as well as the developmental needs and interests of the group as a whole. The group plan will also take into consideration the following aspects –
- Emphasis on learning as an interactive process between materials, people and the environment
- Provide a balance of experiences – indoor/outdoor, quiet/active, individual/small group, child initiated/adult initiated, spontaneous/planned
- Allow children choice in experiences to participate
- Allow flexibility within the program to extend children's interests and play
- Provide and facilitate the incorporation of children with additional needs
- Reflect and represent cultural/religious/linguistic diversity
- Include greater gender equity

Outdoor Programs
The outdoor area is another equally important learning environment and experiences for this area need to be planned and implemented accordingly. Outdoor experiences will be planned to allow –
- Development of all areas
- Learning about outdoor environments through the provision of experiences which stimulate curiosity and avenues for experimentation
- Freedom of movement that are not possible indoors
• Active and passive areas – which extend from the indoor environment and experiences
• Flexibility to accommodate changes in routines

During outdoor experiences, staff will ensure children are adequately sheltered from weather, and are dressed appropriately. They will also ensure children are outside at the most appropriate times in respect to climate and seasonal changes, and in accordance with the BGS ELC Sun Smart policy.

Program Evaluation
Individual child evaluations will be done in the allocated planning sessions. Group plans will be evaluated by staff on a daily/weekly basis and will be displayed in the reflection journal. As we are incorporating an emergent curriculum, modifications and extensions can be made at anytime during the fortnightly plan. The effectiveness of the programs will be continually evaluated on the following criteria:

• achievement of goals – individual and group
• suitability of resources
• desired outcomes
• review of goals
• recording and evaluation of all experiences
• children’s responses to experiences
• adults’ responses to experiences
• parent feedback

The planning process is a continual cycle, and is a combined effort of staff, children and parents.

Child Portfolios
Child portfolios are a record of your son's learning throughout his year. It is a purposeful collection of his work that tells the story of his efforts, progress, and achievements in all developmental areas. It includes work samples, records of various forms of observations of what and how he has gone about his learning, how he thinks, questions, creates, and how he interacts intellectually, emotionally and socially with others. Portfolios enable children to participate in assessing their own work; keep track of development; and provide a basis for evaluating the quality of individual growth and development. The use of a portfolio ensures that classroom practice and policies meet the wide range of each child’s developmental needs.