

NQS & EarlyWorks

Meeting and or exceeding National Quality Standards requires a service wide commitment to all seven quality areas. Management and Educators must have a thorough understanding of the National Quality Framework inclusive of the standards and elements of the NQS, the EYLF, the National Law & National Regulations.

EarlyWorks is a tool that can assist Educators and Managers to implement & evidence various National Quality Standards.

QA1.1.1

Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators – evidenced in EarlyWorks through the program and child profile.

Program - Kindy

Outcome Group 1: Children have a strong sense of identity	Outcome Group 2: Children are connected with and contribute to their world	Outcome Group 3: Children have a strong sense of wellbeing	Outcome Group 4: Children are confident and involved learners	Outcome Group 5: Children are effective communicators
1.1 Children feel safe, secure, and supported 1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency Outcome 1.1.1 - Child has familiar relationships 1.3 Children develop knowledgeable and confident self identities 1.4 Children learn to interact in relation to others with care, empathy and respect	2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation 2.2 Children respond to diversity with respect 2.3 Children become aware of fairness 2.4 Children become socially responsible and show respect for the environment	3.1 Children become strong in their social and emotional wellbeing 3.2 Children take increasing responsibility for their own health and physical wellbeing	4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity 4.2 Children develop a range of skills and processes such as problem solving inquiry, experimentation, hypothesising, researching and investigating 4.3 Children transfer and adapt what they have learned from one context to another 4.4 Children resource their own learning through connecting with people, place technologies and natural and processed materials	5.1 Children interact verbally and non-verbally with others for a range of purposes 5.2 Children engage with a range of texts and gain meaning from these texts 5.3 Children express ideas and make meaning using a range of media 5.4 Children begin to understand how symbols and pattern systems work 5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking

Experience	Details	Link to Children	Evaluation
Exploring Bugs	From observation on 10 Feb 2015 We are going to investigate the life cycle of bugs Intended Outcomes: 1.1, 1.2, 1.3, 1.4	17 Feb 2015: Matt, Paul 10 Feb 2015: Matt, Paul 10 Feb 2015: Matt, Paul	
Light & Shadow	From observation on 6 Feb 2015 who's fleece was white as snow	10 Feb 2015: Matt, Paul 6 Feb 2015: Matt, Paul	
My Shadow follows me	We will explore light and shadow Intended Outcomes: 1.1		
Teddy Bear Corner	From observation on 17 Feb 2015 WE will explore the different aspects of space and earth	17 Feb 2015: Matt, Paul	
What is Earth?	From observation on 5 Feb 2015 extension	16 Feb 2015: Matt, Paul 5 Feb 2015: Matt, Paul	
What is Earth?	From observation on 5 Feb 2015 We will explore spatial awareness Intended Outcomes: 2.1, 2.2, 2.3, 2.4	5 Feb 2015: Matt, Sarah	

Individual Child Profile

Programs



Comments



Observed Outcomes



	Relevant Observations	Quarter Ending Sep 2014	Quarter Ending Dec 2014	Quarter Ending Mar 2015	Quarter Ending Jun 2015
Outcome Group 1: Children have a strong sense of identity					
1.1 Children feel safe, secure, and supported	30 Nov 2014 What is an observation (Standard Observation) 30 Nov 2014 Title Ob (Standard Observation) 09 Dec 2014 Teddy Bear Corner (Standard Observation) 09 Dec 2014 Possum Corner (Standard Observation) 06 Feb 2015 Mary Had a Little Lamb (Standard Observation) 10 Feb 2015 Dancing Bugs (Standard Observation) 16 Feb 2015 Water Play (Standard Observation) 14 Apr 2015 We love bugs (Standard Observation)		✓ (4)	✓ (3)	✓
1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency	30 Nov 2014 What is an observation (Standard Observation) 30 Nov 2014 Title Ob (Standard Observation) 05 Jan 2015 My Shadow follows me (Standard Observation)		✓ (2)	✓	
Outcome 1.1.1 - Child has familiar relationships					
1.3 Children develop knowledgeable and confident self identities	30 Nov 2014 What is an observation (Standard Observation) 30 Nov 2014 The Reggio Approach (Standard Observation) 30 Nov 2014 Title Ob (Standard Observation) 10 Feb 2015 Dancing Bugs (Standard Observation) 14 Apr 2015 We love bugs (Standard Observation)		✓ (3)	✓	✓

QA1.1.2

Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program: in EarlyWorks the program is created from observations of the children and should therefore reflect children's current knowledge, strengths, ideas, culture, abilities and interests.

QA1.3

Educators and co-ordinators take a planned and reflective approach to implementing the program for each child – using EarlyWorks educators and co-ordinators can contribute to each child's learning through adding comments. These comments can then be used as tools for reflection, planning and showing each child's progression.