



DOCUMENTATION OF THE EDUCATIONAL PROGRAM

Quality Area 1

At Parkdale Preschool, we understand pedagogy as a dynamic interaction between knowledge gained between educator and learner. Further we see great merit in ensuring that our pedagogical endeavours are captured in ways that honours the process of knowledge acquisition. Pedagogical documentation within our program includes:

1. **Educational program** for each group (floor book and journal)
2. **Educational records** for each individual child

We define the **educational program** as the documents that forms the basis for future teaching and learning. These documents are both retrospective and prospective. Retrospective given that it captures the learning that has taken place over a period of time. This in most cases is captured in the narrative form and may include photographic images. Prospective in that it paves the way forward for how we as educators might make best use of the learning that has taken place.

We acknowledge that not all learning is based on the interests of children, and that as educators we often need to engage our practice wisdom to ensure that curriculum content is both contextual and relevant. Hence we embrace the idea that we need to include content that does not always emerge out of previous experiences or children's interests.

The floor book is written for families and children and is available in the kinder room or foyer. The educational program journal is written by and for staff and is available upon request for families to view and discuss with the teacher. Our educational program is written a minimum of fortnightly during the term and we see this as the main document that informs our curriculum. Information about the educational program can also be found in displays throughout the classroom and in the termly newsletter reports.

Our **educational records** include a range of documents such as observations, children's work samples, correspondence from families, reports from other professionals and detailed records of learning.

Combined these documents capture the learning journey undertaken by a child. Central to these individual educational records is the mapping and tracking of individual goals for children. Educational summaries are also recorded to capture children's learning over a select period of time and these are discussed with families at our mid-year parent – teacher interviews. For children who are going to school the following year, these educational records form the basis of the Transition Learning and Development Statements.

Both the educational program and the educational records are influenced by a range of documents and theorists including the Victorian Early Years Learning and Development Framework, however we are cognizant not to reduce all our teaching and children's learning to the outcomes as outlined in the Framework.

We recognise that scrapbooks and portfolios are a lovely keepsake and that preschool holds special memories for many families. We are, however, aware that this does not fulfil the requirements for documentation of children's learning and so our efforts are focused on the educational program and educational records. To support families with keeping these special memories and capturing the essence of their child's preschool year we provide each child with an empty art folio at the beginning of the year to collect their favourite pieces of work and photos and a DVD of memorable photos from the class at the end of the year.