

Information sheet

MY TIME, OUR PLACE

Assessment and evaluation for wellbeing, learning and development

Assessment and evaluation are part of an ongoing cycle that includes observing, documenting, analysing, planning, implementing and critical reflection. Assessment refers to the gathering of information about children and young people's wellbeing, learning and development, using a range of strategies. Evaluation refers to educators' critical reflection on and analysis of this information and consideration of the effectiveness of their planning and implementation of curriculum.

This information sheet highlights the changes made to the My Time, Our Place: Framework for School Age Care in Australia V2.0, 2022 (MTOF V2.0) Practice, Assessment and evaluation for wellbeing, learning and development. It provides you with reflective questions as you consider your practice, service philosophy and program in relation to this practice.



Links to the [National Quality Standard \(NQS\)](#)

The NQS recognises the potential of the educational program and practices to enhance each child's learning and development. The MTOF V2.0 Principle, Aboriginal and Torres Strait Islander perspectives is reflected in several quality areas of the NQS, with a particular focus in:

QA1: Educational program and practice

Standard 1.3: Assessment and planning – Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

QA4: Staffing arrangements

Element 4.2.1: Professional collaboration – Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.

Element 4.2.2: Professional standards – Professional standards guide practice, interactions and relationships.

QA6: Collaborative partnerships with families and communities

Element 6.1.2: Parent views are respected – The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.

QA7: Governance and Leadership

Element 7.2.1: Continuous improvement – There is an effective self-assessment and quality improvement process in place.

Element 7.2.2: Educational leadership – The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.

Assessment and evaluation are important because these processes enable educators in partnership with children and young people, their families and other professionals to learn about the capabilities and curiosities of children and young people and engage in self-awareness of their practice.

What is the change?

- The Practice, Evaluation for wellbeing and learning has been renamed to Assessment and evaluation for wellbeing, learning and development.
- The terms ‘assessment’ and ‘evaluation’ have been clearly defined, so the difference between the two is more apparent.
- The section on Assessment has been strengthened and describes three broad types of assessments:
 - » Assessment for children’s learning, also known as formative assessment
 - » Assessment of children’s learning, also known as summative assessment
 - » Assessment as learning to facilitate children’s awareness, contributions and appreciation of their own learning.
- The section on Evaluation has been revised to emphasise the role of educators’ critical reflections and feedback from children, young people and families to improve aspects of practice. It includes question prompts to support educators to engage in assessment and evaluations of wellbeing, learning, and development.

Rationale for the change

- Reflects contemporary understandings of authentic and meaningful assessment approaches including children’s role in assessing their own learning.
- Description of assessment strategies reflects contemporary understandings that they are inclusive, culturally and linguistically relevant, responsive to the physical, emotional, social, intellectual and regulatory capabilities of each child or young person and acknowledge their abilities, strengths and competencies. In addition, it is important to use assessment strategies that promote the child or young person’s voice and contribution.
- The role of the educators in critical reflection and gathering feedback from children and young people and their families is important to improve practice. Prompts for critical reflection are included that assist in practice improvement.

What will this change look like in practice?

- Educators include children and young people in the assessment process and select strategies to involve them in documenting their own learning. Educators enable children and young people to reflect on their learning and develop an understanding of themselves as learners, what they like to learn, and how they learn best.
- Educators review children and young people’s achievements and capabilities at selected timepoints to describe progress over time. Educators reflect

on how children and young people have engaged with increasingly complex ideas and participated in increasingly sophisticated learning experiences.

- Educators use a variety of strategies to collect rich and meaningful information that depicts children and young people’s learning dispositions, skills and understandings.
- Approaches to assessment and evaluation are culturally and linguistically relevant and responsive to the social, physical and intellectual capabilities of children. The approaches support the acknowledgment of children and young people’s abilities and strengths and allow them to demonstrate competence.
- Educators incorporate pedagogical practices that reflect knowledge of diverse perspectives and contribute to children and young people’s wellbeing, successful learning and development.
- Educators, children, young people and families evaluate the effectiveness of strategies, schedules, environments, resources and experiences offered and the approaches taken to nurture and enrich children and young people’s wellbeing, learning and development.

What might this look like for school age children?

- Educators use effective assessment strategies to make visible the different pathways that children and young people take in their learning journeys.
- Assessment and evaluation are viewed as a collaborative process between educators, children and young people and are contextually relevant.
- Educators support and empower children and young people to see themselves as capable and foster their independence and initiative.
- The voices of children and young are considered when educators critical reflect on the service’s programs, practices and philosophy.

Reflective questions and provocations

- Reflecting on current practice, how has your school age care service involved children and young people in documenting their thinking, ideas and learning?
 - » ACECQA – [Information sheet – Documenting programs for school age children](#)
- What strategies have you used to collect rich and meaningful information that depicts children and young people’s learning dispositions, skills and understandings?
 - » ACECQA – [We hear you blog - Documentation – what, why and how](#)

- How are your approaches to assessment and evaluation inclusive of cultural and linguistic differences? How are they relevant and responsive to the social, physical and intellectual capabilities of all children and young people attending the service?
 - » ACECQA – [Standard 1.3 Assessment and planning – Case study 1](#)
- When educators make choices about their practices with children and young people, they reflect on their own views and understandings of theory, research, values and perspectives. What strategies do you use to build your understanding of how children and young people learn individually and collectively?
 - » Australian Institute of Family Studies – [What is an evidence-informed approach to practice and why is it important?](#)
- How do educators, children, young people and families decide on the how, what and why of assessment and evaluation? What strategies are used to inform decisions?
 - » Australian Institute of Family Studies – [Planning and evaluation](#)
- How is the wellbeing of children and young people promoted, recognised as fundamental right and included in the service philosophy?
 - » Be You [Wellbeing - Be You](#)

ACECQA references and resources

- Australian Government Department of Education – [My Time, Our Place: Framework for School Age Care in Australia V2.0, 2022](#)
- ACECQA – [Guide to the National Quality Framework](#)
- ACECQA – [Disability Discrimination Act 1992 \(DDA\) resources](#)
- ACECQA – [We hear you blog - Documentation – what, why and how](#)
- ACECQA – [Information sheet – Documenting programs for school age children](#)
- ACECQA – [Standard 1.3 Assessment and planning – Case study 1](#)
- ACECQA – [Critical reflection in practice \(YouTube\)](#)

Other references and resources

- Australian Institute of Family Studies – [What is an evidence-informed approach to practice and why is it important?](#)
- Australian Institute of Family Studies – [Planning and evaluation](#)
- Australian Institute of Family Studies – [What is evaluation](#)
- Australian Institute of Family Studies – [Building a positive evaluation culture](#)
- Be You - [Be You Wellbeing](#)

