

Information sheet

BELONGING, BEING & BECOMING

Assessment and evaluation for learning, development and wellbeing

Assessment and evaluation are part of an ongoing cycle that includes observing, documenting, analysing, planning, implementing and critical reflection.

Through assessment, educators gather information, describe and interpret children's actions, interactions and communications to consider their achievements, capabilities and wellbeing.

Through evaluation educators critically reflect on the effectiveness of their planning and implementation of curriculum for children's learning as part of the planning cycle, both for and with children and families.

This information sheet provides a summary of the amendments made to the *Belonging, Being and Becoming: The Early Years Learning Framework for Australia V2.0, 2022* (EYLF V2.0) Practice, Assessment and evaluation for learning, development and wellbeing. It provides you with reflective questions as you consider your practice, service philosophy and children's 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 EYLF V2.0 Practice, Assessment and evaluation for learning, development and wellbeing 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.

In collaboration with children, families and other professionals, educators can use assessment and evaluation information to develop short and long term learning goals for each child.

What is the change?

- The Practice, Assessment for learning has been renamed Assessment and evaluation for learning, development and wellbeing.
- 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 including describing three broad types of assessment:
 - » 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 family feedback to improve aspects of practice. It includes prompts to support educators to engage in assessment and evaluation of learning and teaching.

Rationale for the change

- Reflects contemporary understandings of authentic and meaningful assessment approaches including children's roles 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 and acknowledge each child's abilities, strengths and competencies. In addition, it is important to use assessment strategies that promote the child's voice and contribution.

What this looks like in practice?

Assessment for children's learning:

- Educators use a variety of strategies to collect rich and meaningful information that depicts children's learning in context, describes their progress and identifies their strengths, learning dispositions, skills and understandings.

Assessment of children's learning:

- Educators review children's achievements and capabilities at specified or selected timepoints and make professional judgements about children's learning progress over time, to show the 'distance travelled' by learners.
- Educators critically reflect on how children have engaged with increasingly complex ideas and participated in increasingly sophisticated learning experiences.

Assessment as learning:

- Children's voices and contributions to assessment are captured using strategies such as documentation or project journals developed with and for children.

Evaluation:

- Educators evaluate and critically reflect using strategies that include engaging in discussions with colleagues, watching others practice, coaching, mentoring and professional journaling.
- Educators review how well they are doing, learn from their experience and identify gaps and priorities. They also consider how they can build on successes and take action to improve their practices.

Reflective questions and provocations

- How does your service philosophy guide and reflect quality practice assessment and evaluation for learning, development and wellbeing?
 - » Australian Institute of Families Studies – [Planning an evaluation – step by step](#)
- What strategies are in place to ensure children, families and other professionals are included in the development and implementation of relevant and appropriate assessment processes?
 - » Early Childhood Australia – [Engaging with children's voices](#)
- How do educators critically reflect on the experiences, resources, strategies and environments they provide and how these link to the intended EYLF Learning Outcomes? How regularly is this undertaken?
 - » ACECQA – [Educational leadership videos](#)
- How do educators question their assumptions and unacknowledged biases about children's learning and expectations for children?
 - » Australian Institute of Family Studies – [What is an evidence-informed approach to practice and why is it important](#)
- What strategies are in place to support educators to incorporate pedagogical practices that reflect knowledge of diverse perspectives and contribute to children's wellbeing and successful learning? How do educators ensure these strategies are inclusive and appropriate for each child or group of children?
 - » Vic Government – [Three-Year-Old Kindergarten teaching toolkit – reflective practice](#)

ACECQA references and resources

- Australian Government Department of Education – [Belonging, Being and Becoming: The Early Years Learning Framework for Australia V2.0, 2022](#)
- ACECQA – [Guide to the National Quality Framework](#)
- ACECQA – [What is critical reflection?](#)
- ACECQA – [Critical reflection in practice – Video](#)
- ACECQA – [We hear you blog – Documentation – what, why, how](#)
- ACECQA – [The Early Years Learning Framework planning cycle](#)
- ACECQA – [Quality Area 1 - Unpacking the planning cycle](#)

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 an evaluation – step by step](#)
 - Early Childhood Australia – [The Spoke blog – Documentation: Do you document too much, too little or too late?](#)
 - Early Childhood Australia – [Engaging with children's voices](#)
 - Early Childhood Australia – [The Spoke blog – Find the time for meaningful documentation](#)
- The Spoke Blog is © Copyright Early Childhood Australia, All Right Reserved.
- Vic Government – [Three-Year-Old Kindergarten teaching toolkit – reflective practice](#)