

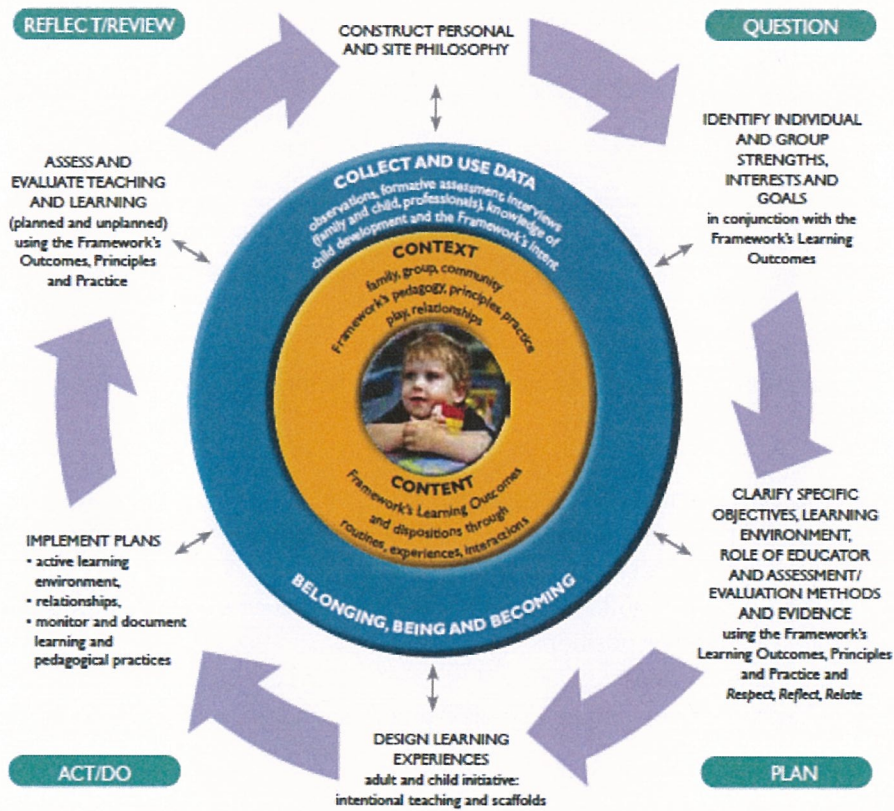


Examples of reflecting and reviewing

What is relevant in the service philosophy?

Examples of questioning

EARLY YEARS PLANNING CYCLE *Belonging, Being and Becoming*



Examples of acting and doing

Examples of documenting / evaluating

Examples of planning



Using the Early Years Planning Cycle

Reflect

- Reflect on your professional knowledge, which includes your knowledge of each child and family and children's strengths and interests
- Reflect on what the children and families are bringing/contributing, saying, doing
- Reflect on different cultures, ways of knowing and being
- Reflect on what the group and overall community priorities are for your setting
- Collate and show evidence of this thinking

Question

- How can we use children's prior learning, interests and strengths in conjunction with the Learning Outcomes to guide planning for children's learning?
- How are we working in partnership with families to plan for children's learning?
- How can we engage children actively in learning?
- What are appropriate teaching strategies/practices?
- How are we holding high expectations that all children will be successful learners?
- How are we striving for effective and equitable ways, ensuring that each child has opportunities to achieve the Learning Outcomes?

Plan

- Plan for children's holistic learning using the Learning Outcomes
- Plan the pedagogical learning environment and teaching strategies, using the Practices and Principles of the Framework
- Design and set up the physical learning environment
- Plan for ways to monitor and assess children's learning consistent with the Principles and Practices of the Framework

Act

- Engage with children and families using relevant scaffolds
- Co-construct meaning with children – ensure there are sustained interactions and thinking experiences with all children in secure, respectful and reciprocal relationships
- Take a supportive role in children's play, guided by the Framework's Practice Learning through Play
- Model and promote enabling learning dispositions
- Listen and respond to the children's voices
- Monitor and reflect on children's learning and pedagogical practices and refine as you go

Reflect

- What is working and what could we improve?
- In what ways are we ensuring that we are considering each child's belonging, being and becoming?
- In what ways do we know which children or groups of children are being privileged or disadvantaged by our curriculum? In what ways are we addressing this?
- How do we accommodate children's many learning styles?
- In what ways are we assessing children's learning and how are we scaffolding and extending learning?
- In what ways are we gaining feedback from peers, children, families and the community?
- How are we involving children and families in the assessing process?
- How are we documenting the learning journey for children and educators and how are we sharing this with children, families and community?