

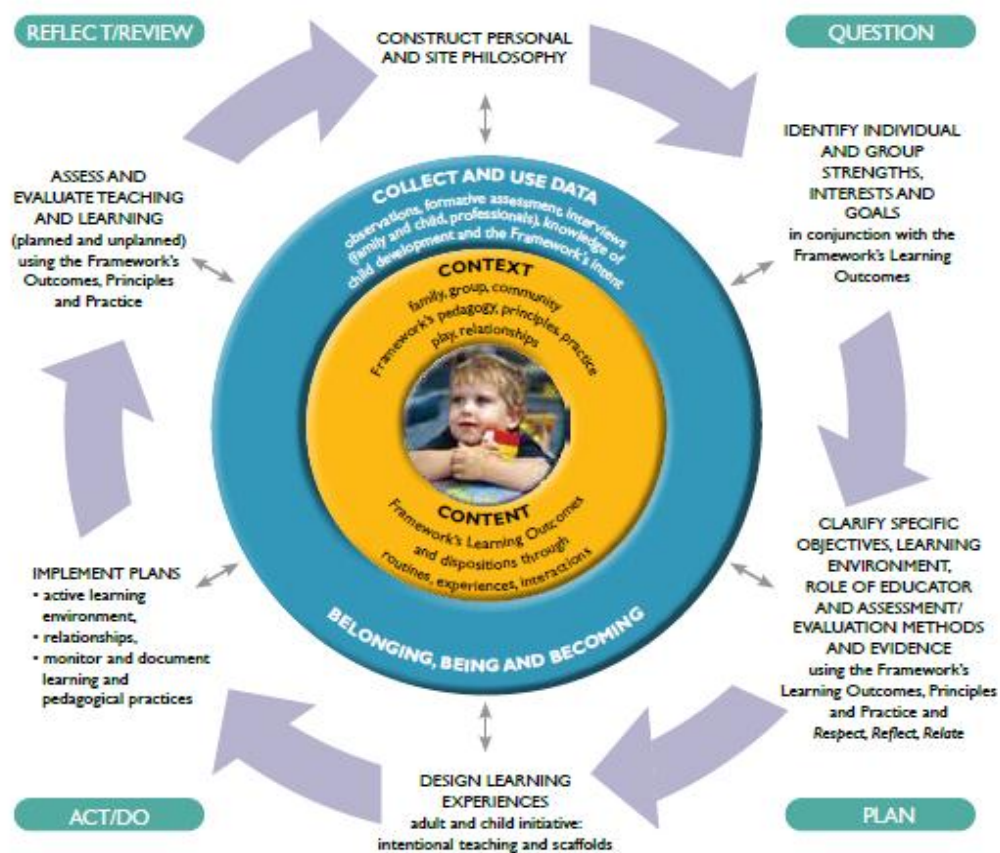
Examples of reflecting and reviewing

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

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?

From the *Educators' Guide to the Early Years Learning Framework for Australia* (2010) pages 11 and 12.