

# MY TIME, OUR PLACE FRAMEWORK PLANNING CYCLE

The planning cycle describes the process educators follow in recording, responding to and supporting children and young people's experiences in school age care settings. Educators make many decisions about curriculum planning based on their professional knowledge, their knowledge of children and young people, local contexts and their understanding of the Vision, Principles, Practices and Outcomes of the Framework. The steps, sequences and components of the planning cycle that are identified and explained in Diagram 2 can occur instantaneously, 'in the moment', throughout the day, or over a period. Educators use these 5 components to inform their thinking about children and young people's experiences and their reflection on practice to develop and implement a curriculum that is inclusive of all children and young people.

It is important to note that **documentation** occurs at every stage of the planning cycle.



## OBSERVE / Listen / Collect information

Educators use a variety of methods to gather information on different aspects of children and young people's wellbeing, learning and development as they engage in planned and unplanned play and leisure experiences, participate in routines and interact with other children, young people and adults. Educators work together with children and young people to generate and record information that is relevant and meaningful to them and captures their ideas and interests across the whole curriculum.

Educators notice, listen to and engage with children and young people's dispositions, curiosity, discoveries, theories, perspectives, knowledge, skills, involvements in play and leisure. Further, they observe children and young people's leadership of their own learning and contributions to the learning of others.

Educators acknowledge and describe children and young people's capabilities and unique ways of engaging in leisure and play and developing a strong sense of identity, ensuring that children, young people and their families' voices are sought, heard and included.



## ASSESS / Analyse / Interpret learning

Educators draw on their professional knowledge and theories to identify children and young people's strengths and capacities and consider these in relation to the outcomes and/or other assessment criteria.

Educators draw on their knowledge and the expertise of the children and young people, families and communities they work with, to interpret their observations and collection of information.

Educators assess and analyse play, leisure, learning and participation in a variety of ways. This is done for and with children and young people in consideration of diverse contexts and can be undertaken in the moment and over time. In particular, educators pay attention to children and young people's awareness of their own wellbeing and learning.



## PLAN / Design

Educators' planning is inspired and informed by their thoughtful analysis of observations and conversations with children and young people. Using this analysis, they plan how to consolidate, enrich and extend wellbeing, learning and development through leisure and play experiences.

Educators are intentional in their choice of appropriate experiences, strategies, content, resources, use of time, and their design of indoor and outdoor leisure and play environments. They consider the benefits of risk and challenges in experiences.

Educators ensure relational and place-based pedagogies, which are at the core of planning meaningful leisure and play opportunities for individuals and groups. Plans are jointly constructed in collaboration with children and young people and recognising families as valuable/knowledgeable sources of information. Plans are differentiated to maximise opportunities for all children and young people's wellbeing, learning and development. Children and young people's views are visible in the program plan.



## IMPLEMENT / Enact

Implementation is where the plans turn into action.

Educators enact and extend play and leisure activities that are both active and passive, structured and spontaneous, include mealtimes, personal care routines, and indoor and outdoor environments.

Educators interact and respond collaboratively and thoughtfully, using pedagogical strategies to engage children and young people in inclusive play and leisure experiences. Educators support secure relationships with and among children and young people. They provide feedback to strengthen social interaction and wellbeing.



## EVALUATE / Critically reflect

Educators collaborate with children and young people to evaluate their implementation of plans. Educators consider how meaningful and effective the plans have been for children and young people's learning, development and wellbeing, giving consideration to children and young people's cultural and linguistic identities and diverse capabilities.

Evaluation is a time of critical reflection to consider 'What worked well and why?', 'What didn't work?', 'What were the benefits?', 'What will I do differently next time?' and 'How can children and young people's wellbeing and learning be further extended?' Critical reflection is a powerful tool for educators to consider the learning possibilities moving forward.

Educators' evaluation also identify areas for information sharing with colleagues and professional learning that will improve curriculum processes and practices.