

# THE EARLY YEARS LEARNING FRAMEWORK PLANNING CYCLE

The planning cycle describes the process educators follow in planning, documenting, responding to and supporting children's learning.

When we think about planning, we should be thinking about the full planning cycle and keep in mind that documentation is only one part of that process.

It is important to note that documentation occurs at all of the five stages of the planning cycle.



- ① Are there any gaps?
- ② Have I documented at every step of the planning cycle?
- ③ Where are the clear links throughout the cycle?

## STAGE 1: OBSERVE / Listen / Collect information

- What do I know about this child, including:
  - » current knowledge, strengths, interests, skills, capabilities, abilities, and culture?
- How is information gathered on the child? Is there evidence of this?
- How does the information add value to outcomes for the child?
- How do I ensure that my observations are meaningful and more than just a description of what the child is doing or had done?
- How do I ensure that the voices of children and families are sought, heard, and included?
- How is documentation showcasing the child's dispositions, curiosity, discoveries, theories, perspectives, knowledge, skills, involvement in learning and contributions to their own learning?
- Where is the information that I collect documented?
- What formats do I use to document? Do the formats capture the essential information?

## STAGE 2: ASSESS / Analyse / Interpret learning

- What does the information tell me about what and how the child is learning?
- Where can this be found in my documentation?
- Do I address the 'what', 'why' and 'how' the child is learning?
- What learning is happening? Have I analysed what the child is learning, not just documented what the child has done?
- How is information about the child's strengths and capacities reviewed with children, families, communities and other professionals?
- How does this link to the EYLF?

## STAGE 3: PLAN / Design

- What are my intentions for furthering learning and development? What strategies and experiences will I provide?
- When and how do I plan?
- Is the planning visible?
- How are the resources decided upon?
- How will the learning opportunity be set up?
- Am I using what I have observed and analysed to extend the child's learning?
- Is it responsive to the child's interests, abilities and strengths?
- How can I build on the child's current knowledge, strengths, ideas, culture, abilities, capabilities and interests?
- How do I enrich and extend the child's learning, development and thinking?
- How do I design and plan learning experiences and learning environments?
- How are plans jointly constructed in collaboration with the child and in partnership with families?

## STAGE 4: IMPLEMENT / Enact

- How will I set up and deliver the learning activity and use the curriculum to support the child's learning and wellbeing, including routines, transitions, interactions, indoor and outdoor environments, group projects and investigations?
- Do I ensure program learning opportunities by using all aspects of the day?
- How do I put the plans into action in ways that meet the child's learning outcomes according to the EYLF? Is this visible?
- How does it reflect play-based learning?
- How does it allow for the child to make choices and display agency?
- How is it visible in the learning spaces so that the child can engage with it?

## STAGE 5: EVALUATE / Critically reflect

- How effective, meaningful and relevant were the:
  - » observations, analysis, and planning?
  - » responsive and intentional teaching strategies?
- How do my reflections give a picture of the whole child?
- How do they inform practice changes?
- How is the evaluation more than sharing how the child did or didn't enjoy the experience?
- What worked well and why? What will I do differently next time?
- How can I further extend the child's learning?
- What professional learning will improve curriculum processes and practices?
- How can I use the evidence I have collected to design a further plan to or continue to extend this learning?