

# MY TIME, OUR PLACE PLANNING CYCLE

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

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. For educators using the [My Time Our Place: Framework for School Age Care in Australia V2.0](#) (MTOPE), the following table includes helpful questions to explore at each stage of the cycle.



- ⌚ Are there any gaps in our current processes?
- ⌚ Have I documented each step of the planning cycle?
- ⌚ 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 and interests, skills, capabilities, abilities, and culture?
- How is information gathered on the child and young person? Is there evidence of this?
- How does the information add value to outcomes for the child or young person?
- How do I ensure that my observations are meaningful and more than just a description of what the child or young person is doing or has done?
- How do I ensure that the voices of the child or young person and their families are sought, heard, and included?
- How is documentation showcasing the child or young person's dispositions, curiosity, discoveries, theories, perspectives, knowledge skills, involvement in play and leisure?
- 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 or young person plays, learns and participates?
- Where can this be found in my documentation?
- Do I address the 'what', 'why' and 'how' the child or young person plays, learns and participates?
- What is happening? Have I analysed what the child or young person has done?
- How do educators support a child or young person's awareness of their own wellbeing and understanding of others' learning?
- How is information about the child and young person's strengths and capabilities reviewed with children and young people, families, communities and other professionals?
- How does this link to MTOPE?

## STAGE 3: PLAN / Design

- What are my intentions for furthering wellbeing, 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 leisure and play opportunity be set up?
- Am I using what I have observed and analysed to extend the child or young person's wellbeing, learning and development?
- Is it responsive to the child or young person's capabilities, interests and curiosities?
- How can I build on the child or young person's current interests, curiosities, culture, strengths and capabilities?
- How do I design and plan leisure and play opportunities and environments?
- How are plans jointly constructed in collaboration with the child or young person and in partnership with families?

## STAGE 4: IMPLEMENT / Enact

- How will I set up and deliver the leisure and play experiences and use the curriculum to support the child and young person's wellbeing, learning and development, including mealtimes, personal care routines, and in indoor and outdoor environments?
- Do I ensure program learning, wellbeing and leisure opportunities by using all aspects of the session?
- How do I put plans into action in ways that meet the MTOPE learning outcomes?
- How does it reflect play, leisure, inclusivity and intentionality?
- How does it allow for the child or young person's agency and choices?
- How is it visible in the learning environment so that child or young person can engage with it?
- How do I provide feedback to strengthen social interaction and wellbeing?
- How do I support secure relationships with and among children and young people?

## STAGE 5: EVALUATE / Critically reflect

- How effective, meaningful and relevant were the:
  - » observations, analysis, and planning?
  - » strategies for intentionality and responsiveness?
- How do educators collaborate with children and young people to evaluate their implementation of plans?
- How meaningful and effective have these plans been for the child and young person's learning development and wellbeing?
- How do my reflections give a picture of the whole child or young person?
- How do they inform practice changes?
- How is the evaluation more than sharing how the child or young person did or didn't enjoy the experience?
- What worked well and why? What didn't work? What were the benefits? What will I do differently next time?
- How can I further extend the child or young person's wellbeing, learning and development?
- 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?