

Observing/collecting information

What do I know about this child, including:

- current knowledge
- skills and abilities
- strengths and interests
- culture?

- How is information gathered on children? Is there evidence of this?
- How does the information add value to outcomes for the children?
- How do I ensure that my observations are meaningful and more than just a description of what children are doing or have done?
- How can I ensure that the information is relevant to individual children and reflects the whole child?
- Where is the information that I collect documented?
- What formats do I use? Do they capture the essential information?

Reflecting/evaluating

How effective, meaningful and relevant were the:

- observations and analysis
- responsive and intentional teaching
- planned program?

- 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 children did or didn't enjoy the experience?

Analysing 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' children are learning it?
- How does this link to the EYLF/FSAC?

THE PLANNING CYCLE



Implementing

How will I use the curriculum to support children'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?
- Is this visible?
- How does it reflect play-based learning?
- How does it allow for children's agency and choices?
- How is it visible in the learning spaces so that children can engage with it?

Planning

What are my intentions for furthering learning and development? What strategies and experiences will I provide?

- When do I plan?
- How do I plan?
- Is the planning visible?
- Is it responsive to the children's interests, abilities and strengths?
- How do I design and plan learning experiences and learning environments?
- How are the resources decided upon?

Are there any gaps?

- What do I need in order to improve?
- Where are the clear links throughout the cycle?