|  |
| --- |
| Considerations for planning: Long-term planning decisions  QKLG 2024 Module 3 self-paced learning — Example 1 template |

snip

This example resource is provided as a draft to support self-paced learning *Module 3: Identifying considerations for planning* when recording and reflecting on considerations for long-term planning decisions.

|  |
| --- |
| Context and group considerations |
| Considerations for planning in a context and group may include:   * + the service philosophy and how it will inform your planning   + traditional custodians of the land   + connections to community   + kindergarten program delivery hours and days   + information about children and families that may assist in responsive planning, e.g. enrolment information, information shared from previous educators   + Kindy uplift priorities   + Australian Early Development Census (AEDC) data for your area   + any other considerations for your context.   [Insert description of the context and group considerations] |

| **Whole group learning** | | [Title]  [Timeframe] | [Title]  [Timeframe] | | [Title]  [Timeframe] | | [Title]  [Timeframe] |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | [Insert description of the purpose and intentional decisions for learning in this timeframe] | [Insert description of the purpose and intentional decisions for learning in this timeframe] | | [Insert description of the purpose and intentional decisions for learning in this timeframe] | | [Insert description of the purpose and intentional decisions for learning in this timeframe] |
| Identity | Key focus: Building a sense of security and trust | | | | | | |
| * shows confidence that others can provide support |  |  | |  | |  |
| * shows willingness to engage in new learning experiences |  |  | |  | |  |
| Key focus: Acting with independence and perseverance | | | | | | |
| * organises self and belongings to manage routines |  |  | |  | |  |
| * makes decisions about learning |  |  | |  | |  |
| * perseveres when trying challenges |  |  | |  | |  |
| * works toward goals, recognising effort and success |  |  | |  | |  |
| **Key focus: Building a confident self-identity** | | | | | | |
| * shares aspects of own cultural experiences |  |  | |  | |  |
| * recognises own achievements and strengths and works to extend them |  |  | |  | |  |
| **Connectedness** | **Key focus: Building positive relationships** | | | | | | |
| * engages with others |  |  | |  | |  |
| * develops skills in cooperating, sharing and turn-taking |  |  | |  | |  |
| * responds to others with care and concern |  |  | |  | |  |
| * builds awareness of rights and fairness |  |  | |  | |  |
| * understands responsibilities |  |  | |  | |  |
| **Key focus: Showing respect for diversity** | | | | | | |
| * shows respect for others |  |  | |  | |  |
| * develops awareness of stereotypes |  |  | |  | |  |
| * develops understanding of the cultural experiences of others |  |  | |  | |  |
| * develops understanding of Aboriginal peoples’ and Torres Strait Islander peoples’ ways of knowing and being and their connection to Country |  |  | |  | |  |
| **Key focus: Showing respect for environments** | | | | | | |
| * shows interest in the natural world |  |  | |  | |  |
| * develops sustainable practices to care for the environment |  |  | |  | |  |
| * develops awareness of problems and actions to protect environments |  |  | |  | |  |
| **Wellbeing** | **Key focus: Building increasing autonomy and resilience** | | | | | | |
| * recognises and expresses feelings |  |  | |  | |  |
| * develops strategies to regulate emotions |  |  | |  | |  |
| * develops strategies to respond to change |  |  | |  | |  |
| Key focus: Engaging with ways to be healthy and safe | | | | | | |
| * recognises ways nutrition, physical activity, rest, and relaxation contribute to being healthy |  |  | |  | |  |
| * manages self-care |  |  | |  | |  |
| * develops awareness of body autonomy and personal space |  |  | |  | |  |
| * develops awareness of safe and unsafe risks to make safe choices |  |  | |  | |  |
| **Key focus: Building physical wellbeing** | | | | | | |
| * develops gross motor skills |  |  | |  | |  |
| * develops fine motor skills |  |  | |  | |  |
| * develops spatial awareness |  |  | |  | |  |
| * uses senses for discovery |  |  | |  | |  |
| **Active learning** | **Key focus: Building positive dispositions toward learning** | | | | | | |
| * shows curiosity and enthusiasm for learning |  |  | |  | |  |
| * responds to the arts creatively and imaginatively |  |  | |  | |  |
| * creates and communicates through the arts |  |  | |  | |  |
| **Key focus: Showing confidence and involvement in learning** | | | | | | |
| * plans and carries out learning projects |  |  | |  | |  |
| * develops awareness of inquiry processes |  |  | |  | |  |
| * builds problem-solving strategies |  |  | |  | |  |
| * reflects on learning |  |  | |  | |  |
| * shares ideas and discoveries |  |  | |  | |  |
| **Key focus: Engaging with technologies for learning and communication** | | | | | | |
| * shows interest in technologies |  |  | |  | |  |
| * uses technologies purposefully |  |  | |  | |  |
| **Key focus: Engaging with and expanding language** | | | | | | |
| * communicates verbally and non-verbally with others |  |  | |  | |  |
| * expands vocabulary |  |  | |  | |  |
| * builds awareness of sounds and letters |  |  | |  | |  |
| **Communicating** | Key focus: Building literacy in personally meaningful ways | | | | | | |
| * interacts by communicating and responding purposefully with others |  |  | |  | |  |
| * engages with a range of texts for purpose and meaning |  |  | |  | |  |
| * makes connections between texts and personal experiences |  |  | |  | |  |
| * builds awareness of ways images add meaning to print |  |  | |  | |  |
| * develops writing behaviours |  |  | |  | |  |
| **Key focus: Building numeracy in personally meaningful ways** | | | | | | |
| * uses everyday language to describe measurement |  |  | |  | |  |
| * uses everyday language to describe shapes and spatial relationships |  |  | |  | |  |
| * develops awareness of number and counting |  |  | |  | |  |
| * develops awareness of patterns |  |  | |  | |  |
| * develops mathematical problem-solving skills |  |  | |  | |  |
| **Reflection and evaluation** | | | | | | | |
| Considerations may include:   * + What does the assessment evidence indicate about the group and individuals in relation to the learning priorities?   + How can the next timeframe for learning build on prior learning? | | [Insert considerations] | | [Insert considerations] | | [Insert considerations] | [Insert considerations] |
| **Next steps** | | | | | | | |
| Considerations may include:   * + What purpose and intentional choices for learning can be based on assessment evidence and reflection?   + What key focuses and significant learnings will consolidate, enrich and progress children’s learning in the next planning timeframe? | | [Insert considerations] | | [Insert considerations] | | [Insert considerations] | [Insert considerations] |

[](https://www.qcaa.qld.edu.au/copyright) © State of Queensland (QCAA) 2025

**Licence:** <https://creativecommons.org/licenses/by/4.0> **| Copyright notice:** [www.qcaa.qld.edu.au/copyright](https://www.qcaa.qld.edu.au/copyright) — lists the full terms and conditions, which specify certain exceptions to the licence. **| Attribution** (include the link): © State of Queensland ([QCAA](https://www.qcaa.qld.edu.au/copyright)) 2025 [www.qcaa.qld.edu.au/copyright](http://www.qcaa.qld.edu.au/copyright).