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

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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.

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| 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] |

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