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| Considerations for planning: Medium- and short-term planning decisionsQKLG 2024 Module 3 self-paced learning package — Example 2 template  |

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 medium- and short-term planning decisions.

**Planned learning:** [Insert description]

**Timeframe:** [Insert date range]

**Group:** [Insert the group this plan is for, e.g. Mon–Fri]

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| Collaborative input |
| Considerations may include:* + what children have been curious about
	+ what children have expressed they would like to understand or know how to do
	+ strengths and interests children have demonstrated
	+ input from partners on the program, e.g. parents/carers, colleagues, community members.

[Insert considerations] |

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|  | Whole group learning priorities | Teacher-initiated and guided learning experiences | Role of teachers and educators | Assessing children’s learning |
|  | Select the QKLG significant learnings identified in the planning overview that will be the focus for learning in this timeframe.[Insert learning priorities] | Considerations for identification of play-based learning experiences relevant to the identified learning priorities may include:* + opportunities to authentically embed Aboriginal and Torres Strait Islander perspectives
	+ holistic opportunities to engage in social, emotional, language, physical and cognitive learning
	+ earning environments, indoor and outdoor
	+ resourcing
	+ routines, transitions, or community events.

[Insert considerations] | Considerations may include:* + which intentional teaching strategies could support the identified learning
	+ opportunities for children to contribute to shared thinking and planning
	+ how all children are supported to access, participate, and engage in learning experiences offered.

[Insert considerations] | Considerations may include:* + what evidence will need to be gathered to understand what children know, understand and can do in relation to the learning priorities
	+ which strategy, or strategies, will support meaningful and purposeful evidence to be gathered
	+ how the continua of learning and development informs observation and analysis in assessment
	+ collaboration and teamwork to gather evidence
	+ how children may be involved in assessment processes
	+ how learning will be shared with children and families.

[Insert considerations] |
|  | [Insert learning priorities] |
|  | [Insert learning priorities] |
|  | [Insert learning priorities] |
|  | [Insert learning priorities] |

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| Child-initiated and spontaneous learning opportunities  | QKLG learning and development areas | Intentional response and follow-up |
| Description of learning may include learning that is:* + initiated by children
	+ that spontaneously occurred.

[Insert learning opportunities] | Significant learnings facilitated and guided during child-initiated and spontaneous learning.[Insert learning and development areas] | Strategies to build on child-initiated and spontaneous learning.[Insert strategies] |

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| **Reflection and evaluation** | **Next steps** |
| Considerations may include:* + what was challenging and why
	+ strengths and gaps in practice the challenge/s identified
	+ effectiveness of assessment strategies
	+ inclusiveness and range of assessment over time, allowing multiple opportunities for children to demonstrate strengths and capabilities
	+ children’s access, engagement and participation in a range of learning experiences.

[Insert considerations] | Considerations may include:* + what children are ready to learn next
	+ changes to individual learning priorities
	+ changes to whole group learning priorities
	+ professional learning or understanding to support practice improvement
	+ improvements to environments, resourcing, planning or assessing that could enhance teaching and learning.

[Insert considerations] |

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