

QKLG 2024 familiarisation and planning

Self-paced learning package: Workbook

December 2024

Module 3: Identifying considerations for planning

Use this workbook in conjunction with:

- Module 3 slideshow with notes
- Module 3: Considerations for planning — Example 1 (long-term) template
- Module 3: Considerations for planning — Example 2 (medium- and short-term) template

Activity 1: Considerations for planning

Read the practice Engaging in responsive planning and decision-making (p. 13) in your QKLG 2024.

Identify teaching and learning considerations for planning below.

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Activity 2: Consider context

Describe the contextual factors that inform your planning. You may consider:

- the service philosophy
- traditional custodians of the land
- connections to community
- kindergarten program delivery hours and days
- information about children and families, e.g. enrolment information, information shared from previous educators
- Australian Early Development Census (AEDC) data for your area
- any other considerations for your context.

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Activity 4: Purpose and intent

Describe the purpose and intent of learning at the start of the year (first block of time).

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Activity 5: Learning priorities

Use the QKLG 2024 to identify significant learnings you would prioritise to promote the described purpose and intent for learning.

Record the significant learnings you identify.

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Activity 6: Collaborative input

Make a note of how you document collaborative input in your planning.

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Activity 7: Assessment

- How do you make decisions about which evidence of learning to collect?
- How could shared understanding and teamwork be supported through your documentation?

Make a note of what you could continue, start or stop to support efficient ways of working.

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Activity 9: Reflect and evaluate

Drawing on your reflections in this module, what are the next steps you will take?

Write one thing you will continue, adapt, start, and stop.

Continue	Adapt
Start	Stop



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