

Learning outcome 1: children have a strong sense of identity.**Theorist: Bowlby, Rousseau**

Outcome	Date/Dates observed	Link, where can this evidence be found	How was this achieved?
1.1 Children feel safe, secure, and supported			
1.2 Children develop their emerging autonomy, inter-dependence, resilience, and sense of agency			
1.3 Children develop knowledgeable and confident self-identities and a positive self-worth.			
1.4 Children learnt to interact in relation to others with care, empathy, and respect			

Learning outcome 2: Children are connected with and contribute to their world**Theorist: Rousseau, Vygotsky, Stienner, Bronfenbrenner**

Outcome	Date/Dates observed	Link, where can this evidence be found	How was this achieved?
2.1 Children develop a sense of connectedness & understanding of their reciprocal rights and responsibilities as active and informed citizens'			
2.2 Children respond to diversity with respect			
2.3 Children become aware of fairness			
2.4 Children become social responsibly and show respect for the environment			

Learning outcome 3: Children have a strong sense of wellbeing.**Theorist: Vygotsky, Maslow, Stienner,**

Outcome	Date/Dates observed	Link, where can this evidence be found	How was this achieved?
3.1 Children become strong in their social, emotional, and mental wellbeing			
3.2 Children become strong in their physical learning and mental wellbeing.			
3.3 Children are aware of and develop strategies to support their own mental and physical health and personal safety			

Learning outcome 4: Children are confident and involved learners.**Theorist: Piaget, Gardner, Dewey, Steiner**

Outcome	Date/Dates observed	Link, where can this evidence be found	How was this achieved?
4.1 Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity. Commitment, enthusiasm, persistence, imagination, and reflexivity			
4.2 Children develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesizing, researching and investigation			
4.3 Children transfer and adapt what they have learned from one context to another			
4.4 Children resource their own learning through connecting with people, place, technologies, and natural and processed materials			

Learning outcome 5: Children are effective communicators.**Theorist: Vygotsky**

Outcome	Date/Dates observed	Link, where can this evidence be found	How was this achieved?
5.1 Children interact verbally and non-verbally with others for a range of purposes			
5.2 Children engage with a range of texts and gain meaning from these texts			
5.3 Children express ideas and make meaning using a range of media			
5.4 Children begin to understand how symbols and pattern systems work			
5.5 Children use digital technologies and media to access information, investigate ideas and represent their thinking			

Principles, Practices, and the National Quality Standards

Principles underpin practice that is focused on assisting all children to make progress in relation to the Learning Outcomes . Educators who are attuned to children's thoughts and feelings support the development of a strong sense of wellbeing. They positively interact with the young child in their learning.		Practices are children learning and thriving in early learning and care programs. Early childhood educators engage with children and their families on a daily basis, often over years. Through consistent engagement with families, educators have the opportunity to positively influence child and family well-being.		The National Quality Standards aim to promote: the safety, health, and wellbeing of children . a focus on achieving outcomes for children through high-quality educational programs. families' understanding of what distinguishes a educational and care settings.	
Principles	Date observed	Practices		National Quality Standards	
Secure, respectful, and reciprocal relationships		Holistic approaches		Educational program and practice	
Partnerships		Collaboration with children		Children's health and safety	
High expectation and equity		Learning through play		Physical environment	
Respect for diversity		Intentionality		Staffing arrangements	
Ongoing learning and reflective practice s		Environments		Relationships with children	
		Cultural competence		Collaborative partners with families and communities	

		Continuity and transitions		Leadership and service management	
		Evaluation of wellbeing			

Additional Notes:

THE EARLY YEARS LEARNING FRAMEWORK PLANNING CYCLE

The planning cycle describes the process educators follow in planning, documenting, responding to and supporting children's learning. Educators make many decisions about curriculum planning based on their professional knowledge, their knowledge of children and local contexts, and their understanding of the Vision, Principles, Practices and Learning Outcomes of the Framework. The steps, sequences and components of the planning cycle that are identified and explained in Diagram 2 can occur spontaneously, 'in the moment', throughout the day or over a period. Educators use these 5 components to inform their thinking about children's experiences and improvement of practice to develop and implement a curriculum that is inclusive of all children.

It is important to note that **documentation** occurs at every stage of the planning cycle.



	<p>OBSERVE / Listen / Collect information</p> <p>Educators use multiple sources of information to gather and document different aspects of children's learning, development and wellbeing. This can be undertaken across the whole curriculum and throughout the day, including during routines, planned and unplanned experiences, and interactions with peers, family members and other adults.</p> <p>Educators observe, listen to, engage with, and are attuned to children's dispositions, curiosity, discoveries, theories, perspectives, knowledge skills, involvement in learning and contributions to their own learning and the learning of others.</p> <p>Educators acknowledge, document and describe children's capabilities and unique ways of <i>belonging, being and becoming</i> ensuring children's and families' voices are sought, heard and included.</p>
	<p>ASSESS / Analyse / Interpret learning</p> <p>Educators draw on a range of sources of information including their professional knowledge and early childhood theories to clearly identify children's strengths and capacities and consider these in relation to the Learning Outcomes and/or other assessment criteria. This includes children's awareness and understanding of their own learning, including the embodied nature of very young children's demonstration of their own learning goals.</p> <p>Educators draw on their knowledge and the expertise of the children, families, communities and other professionals they work with, to interpret their collection of information.</p> <p>Educators assess children's learning and engagement in a variety of ways, in the moment and over time, and in diverse context for and with children.</p>
	<p>PLAN / Design</p> <p>Educators' planning is inspired and informed by their thoughtful analysis of the information collected and their documentation. Using this analysis, they plan how to consolidate, enrich and extend children's learning and thinking.</p> <p>Educators are intentional in their choice of appropriate learning and teaching strategies, content, resources, design of the use of time and indoor and outdoor learning environments.</p> <p>Educators ensure relational and place-based pedagogies are at the core of planning meaningful learning experiences for children and groups of children. Plans can be jointly constructed in collaboration with children and in partnership with families.</p>
	<p>IMPLEMENT / Enact</p> <p>Implementation is where the plans turn into action.</p> <p>Educators enact and review their planned learning experiences for individuals and groups of children throughout the day. They extend children's learning during structured and spontaneous adult-led experiences, child-led play, mealtimes and personal care routines, and indoor and outdoor environments.</p> <p>Educators' intentionality shines within the aspect of the planning cycle, where their learning and teaching strategies, engagement and thinking amplify children's learning.</p>
	<p>EVALUATE / Critically reflect</p> <p>Educators use their assessment of, as and for children's learning to evaluate the implementation of plans. Educators consider how meaningful and effective the plans have been for children's learning development and wellbeing, giving considerations to children's cultural and linguistic identities and diverse capabilities.</p> <p>Evaluation is a time of critical reflection to consider 'What worked well and why?', 'What will I do differently next time?' and 'How can I further extend children's learning?' Critical reflection is a powerful tool for educators to consider the learning possibilities moving forward.</p> <p>Educators' evaluation also identify areas for information sharing with colleagues and professional learning that will improve curriculum processes and practices.</p>