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| Considerations for planning: Medium- and short-term planning decisions  QKLG 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   + learning 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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