

<b>Name:</b>
<b>Setting:</b>
<b>Date:</b> <b>Child(ren):</b>
<b>Learning experience:</b>
<b>OBSERVE - Information gathering:</b> <i>Educators use multiple sources of information to gather and document different aspects of children's learning.</i>
<b>ASSESS - Interpret learning:</b> <i>Educators draw on a range of sources of information to clearly identify children's strengths and capacities.</i>
<b>EYLF Learning Outcomes:</b>
<b>PLAN – Design:</b> <i>Educators plan how to consolidate, enrich, and extend children's learning and thinking.</i>
<b>Key planning considerations prior to implementing learning experience -</b>
<b>Learning space set-up:</b>
<b>Resources:</b> <ul style="list-style-type: none"><li>•</li></ul>
<b>Planning for children's voice:</b> <ul style="list-style-type: none"><li>•</li></ul>
<b>Planning for inclusion:</b> <ul style="list-style-type: none"><li>•</li></ul>
<b>Planning for Indigenous perspectives:</b> <ul style="list-style-type: none"><li>•</li></ul>
<b>IMPLEMENT – Enact:</b> <i>Educators enact and review their planned learning experiences.</i>
<b>Learning experience description:</b>

<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>What the child/ren did:</b>	<b>What the educator/s did:</b>
<p><b>EVALUATE – Critically reflect:</b> <i>Educators consider how meaningful and effective the plan has been for children’s learning, development, and well-being.</i></p> <p><b>Children’s learning:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Pedagogies:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> <p><b>Future planning:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Supervising teacher’s comments:</b>	

For more information, visit: [EYLF-planning-cycle-A3.pdf \(acecqa.gov.au\)](https://www.acecqa.gov.au/eylf-planning-cycle-A3.pdf)