Term Three Plan for Learning and Development

## This form is to be completed by the child’s early childhood teacher for children being considered for an additional year of funded kindergarten. This is the first form to be completed as per the [additional funded year process.](https://eduvic.sharepoint.com/%3Aw%3A/r/sites/A4L/Shared%20Documents/Additional%20Year%20Funded%20Kindergarten%20Policy/Second%20Year%20Policy%20Implementation%202026/Draft%20document%20updates%20for%20approval/Draft%20Documents/2025%20Draft%20Website%20landing%20page%20Additional%20year%20of%20funded%20kindergarten.docx?d=w872175512a80450a8fd952fec94e163c&csf=1&web=1&e=pDEM2c)

The *Term three plan for learning and development* summarises the child’s abilities, skills, identifies their interests and indicates how they can be supported to continue their learning journey. This plan should be guided by *Victorian Early Years Learning and Development Framework* (VEYLDF) which provides clear guidance for teachers on the five learning and development outcomes that apply to kindergarten. Please allow up to 45 minutes to complete this form.

This plan is to be completed by the child’s early childhood teacher, in collaboration with the child’s parents/carers in preparation prior to Term three and must then be reviewed towards the end of Term Three.

This plan should be retained on the child’s file and be available for audit by officers of the Department of Education (the department). You will be required to provide evidence of all the information listed in the plan in an audit.

Privacy statement

*The Department is committed to protecting the privacy, confidentiality and security of personal information. The Department, and all service providers funded by the Department, are required to comply with the Privacy and Data Protection Act 2014 (Vic) and the Health Records Act 2001 (Vic).*

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| Child information |
| Child’s first name:  |        |
| Child’s last name:  |       |
| Child’s date of birth\*:  |    /    /      | [ ]  Male | [ ]  Female | [ ]  Other |
| \*Please note: Children are required to be enrolled in school in the year they turn six (compulsory school age). Where relevant, early childhood teachers should make parents/carers aware of the requirement to complete an *Exemption from School Attendance due to attendance in a funded kindergarten program* form and submit it to the relevant regional office of the department by 1 November the year prior.Where a child is attending an additional funded year of Three-Year-Old Kindergarten, the family may need prompting again about this requirement the year their child attends Four-Year-Old Kindergarten/ Pre-Prep.  |

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| Service information |
| Name of early childhood education and care service:  |       |
| Name of child’s teacher:  |       |
| Date plan was prepared:  |    /    /      |

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| Term three plan for learning and development |
| The sections below are to be completed by the child’s early childhood teacher in consultation with their parents/carers and other early childhood professionals as relevant to the individual. |
| **The context of the early years setting**Please include or attach: * a description of the child’s experience with early childhood services prior to attending this funded kindergarten program including playgroup, Three-Year-Old Kindergarten and childcare along with any relevant information that may have been provided by an early childhood teacher or educator regarding the child’s learning and development from during this time
* a description of the current funded kindergarten program delivery e.g. the program age group (Three- or Four-Year-Old Kindergarten or Pre-Prep), key experiences that the kindergarten program offers, the hours/sessions that this child attends, average number of children in a session and whether the program is within a long day care setting
* attendance history of child.
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| **The child’s interests and skills**Include a high-level summary of the child’s interests and skills. |
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|  **What experiences are planned to further enhance the child’s learning and development in Term three?** Include additional resources and how the program or equipment may be modified to account for the child’s level of learning and development. Please note that this information may be expanded in the outcomes section below. |
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**Assessment**

This section asks the child’s early childhood teacher to assess the child’s level of learning and development in the five learning and development outcome areas identified in the *Victorian Early Years Learning and Development Framework (VEYLDF)*. Please indicate areas where the child is developing as you would expect, and areas where their ~~level of~~ learning and development may need additional support. Include learning goals for meeting outcomes and intentional teaching and learning strategies that will be implemented to build the child’s abilities and skills.

In completing this section, please consider what support services the child may need to achieve the learning goals in the plan. This may involve engaging early childhood professionals in the assessment process e.g. allied health professionals and/or LOOKOUT Early Childhood Learning Advisors for a child placed in out-of-home care.

Use of assessment data, such as the learning reports and teaching strategies generated by the Early Years Learning and Assessment Tool (EYALT), would be a suitable way to provide evidence and set goals throughout this section.

This section also asks the early childhood teacher to record a child’s progress at the end of Term three with input from the child’s parents/carers as appropriate.

**Outcome 1: Children have a strong sense of identity**

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| Please provide the early childhood teacher’s assessment of the child in this outcome area (see *VEYLDF*). Include key learning goals and intentional teaching and learning strategies that will be used to extend the child’s abilities and skills in this outcome area. EYALT assessment data from the ‘Learning and Identity – Thinking Skills’ module may be used to support answers.  |
| **Initial assessment: OUTCOME 1. Identity**Children have a strong sense of identity, and* feel safe, secure and supported
* develop their emerging autonomy, interdependence, resilience and sense of agency
* develop knowledgeable and confident self-identities
* learn to interact in relation to others with care, empathy and respect.
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| **Learning goals for the child’s learning and development for Term three**       |
| **Teaching and learning strategies focused on the child’s learning and development for Term three.** *The ‘Teaching and Learning Strategies’ of the EYALT Learning Report can be used here.*       |
| **Teacher’s assessment at the end of Term three** (after the plan has been in place for Term three)Please include an assessment of the child’s progress in learning and development against the outcome including whether learning goals where achieved, and whether the teaching and learning strategies that were put into place were effective. Include consideration for why they were or were not effective.       |
| **Parent/carer comments** about their child’s progress in learning and development during Term three      |

**Outcome 2: Children are connected with and contribute to their world**

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| Please provide the early childhood teacher’s assessment of the child in this outcome area (see the *VEYLDF*). Include key learning goals and intentional teaching and learning strategies that will be used to extend the child’s abilities and skills in this outcome area. EYALT assessment data from the ‘Identity and Community – social’ module may be used to support answers. |
| **OUTCOME 2: Community**Children are connected and contribute to their world, and* develop a strong sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active civic participation
* respond to diversity with respect
* become aware of fairness
* become socially responsible and show respect for the environment.
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| **Learning goals for the child’s learning and development for Term three**       |
| **Teaching and learning strategies focused on improving the child’s level of learning and development for Term three.** *The ‘Teaching and Learning Strategies’ of the EYALT Learning Report can be used here.*       |
| **Teacher’s assessment at the end of Term three** (after the plan has been in place for Term three)Please include an assessment of the child’s progress in learning and development against the outcome including whether learning goals where achieved, and whether the teaching and learning strategies that were put into place were effective. Include consideration for why they were or were not effective.      |
| **Parent/ carer comments** about their child’s progress in learning and development during Term three      |

**Outcome 3: Children have a strong sense of wellbeing**

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| Please provide the early childhood teacher’s assessment of the child in this outcome area (see the *VEYLDF*). Include key learning goals and intentional teaching and learning strategies that will be used to extend the child’s abilities and skills in this outcome area. EYALT assessment data from the ‘Wellbeing – movement’ and ‘Wellbeing – emotion’ modules may be used to support answers. |
| **OUTCOME 3: Wellbeing**Children have a strong sense of wellbeing, and* become strong in their social, emotional and spiritual wellbeing
* take increasing responsibility for their own health and physical wellbeing.
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| **Learning goals for the child’s learning and development for Term three**       |
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| **Parent/carer comments** about their child’s progress in learning and development during Term three      |

**Outcome 4: Children are confident and involved learners**

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| Please provide the early childhood teacher’s assessment of the child in this outcome area (see the *VEYLDF*). Include key learning goals and intentional teaching and learning strategies that will be used to extend the child’s abilities and skills in this outcome area. EYALT assessment data from the ‘Learning disposition’ and ‘learning and communication – numeracy’ modules may be used to support answers. |
| **OUTCOME 4: Learning**Children are confident and involved learners, and* develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
* develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesizing, researching and investigating
* transfer and adapt what they have learnt from one context to another
* resource their own learning through connecting with people, place terminologies and natural and processed materials.
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| **Learning goals for the child’s learning and development for Term three**       |
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| **Parent/carer comments** about their child’s progress in learning and development during Term three      |

**Outcome 5: Children are effective communicators**

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| Please provide the early childhood teacher’s assessment of the child in this outcome area (see the *VEYLDF*). Include key learning goals and intentional teaching and learning strategies that will be used to extend the child’s abilities and skills in this outcome area. EYALT assessment data ‘communication – interactions’ and ‘communication – symbols and text’ modules may be used to support answers. |
| **OUTCOME 5: Communication**Children are effective communicators, and* interact verbally and non-verbally with others for a range of purposes
* engage with a range of texts and get meaning from these texts
* express ideas and make meaning using a range of media
* begin to understand how symbols and pattern systems work
* use information and communication technologies to access information, investigate ideas and represent their thinking.
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| **Learning goals for the child’s learning and development for Term three**       |
| **Teaching and learning strategies focused on the child’s learning and development for Term three.** *The ‘Teaching and Learning Strategies’ of the EYALT Learning Report can be used here.*       |
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| **Parent/carer comments** about their child’s progress in learning and development during Term three      |

**Additional information (optional)**

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| Include or attach here other factors that may impact on the child’s learning and development, such as their family situation, illness or social demographics. |
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