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| Term three plan for learning and development |

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 on their learning journey. The early childhood teacher and parents/guardians should work together to complete this plan.

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| Child information |
| Child’s given name:  |       |
| Child’s family name:  |       |
| Child’s date of birth:  |    /    /      | [ ]  Male | [ ]  Female | [ ]  Other |
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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 |
| This plan is to be completed by the child’s early childhood teacher, in collaboration with the child’s parents/guardians. Teachers may find it useful to refer to the *Victorian Early Years Learning and Development Framework* for a description of the five outcome areas when completing this plan. This plan should be retained on the child’s file and be available for audit by officers of the Department of Education and Training (the Department). You will be required to provide evidence of all the information listed in the plan for an audit. It is recommended that this template be used; however other programming templates are acceptable as long as all the information listed in the plan is provided.  |
| **The context of the early years setting**Please include or attach a: * philosophy of the learning environment
* description of program delivery (e.g. the key experiences that the kindergarten program offers, the sessions that this child attends, average number of children in a session, part of long day care program)
* attendance history of child.
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| **The child’s interests and skills**Include a high level summary of the child’s learning and development with regard to the child’s interests and skills |
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| **What experiences, activities are planned to further enhance the child’s learning and development in term three?** (e.g. additional resources, how the program or equipment may be modified to account for the child’s level of learning and development) |
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**Assessment**

This section asks you to assess the child’s level of learning and development in the five outcomes areas identified in the *Victorian Early Years Learning and Development Framework*. 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 goals for meeting outcomes and strategies that will be implemented to build the child’s abilities and skills.

NOTE: Include support services that the child may need to achieve this. Consider also if these services could be provided through a school.

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

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| Please provide below the teacher’s assessment of the child (see the *Victorian Early Years Learning and Development Framework*), including key goals/milestones and strategies that will be employed to build the child’s abilities and skills in this outcome area. |
| **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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| **Goals for the child’s level of learning and development for term three**       |
| **Strategies focused on the child’s level of learning and development for term three**      |
| **Teacher’s assessment at the end of term three** Please include an assessment of the child’s level of learning and development against the key goals and milestones, including whether the strategies that were put into place were effective. Why/why not?      |
| **Parent’s/guardian’s comments** about their child’s level of learning and development during term three      |

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

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| Please include below the teacher’s assessment of the child (see *Victorian Early Years Learning and Development Framework*), including key goals/milestones and strategies that will be employed to build the child’s abilities and skills in this outcome area. |
| **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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| **Goals for the child’s level of learning and development for term three**       |
| **Strategies focused on improving the child’s level of learning and development for term three**      |
| **Teacher’s assessment at the end of term three** Please include an assessment of the child’s level of learning and development against the key goals and milestones, including whether the strategies that were put into place were effective. Why/why not?      |
| **Parent’s/guardian’s comments** about their child’s level of learning and development during term three      |

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

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| Please include below the teacher’s assessment of the child (see *Victorian Early Years Learning and Development Framework*), including key goals/milestones and strategies that will be employed to build the child’s abilities and skills in this outcome area. |
| **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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| **Goals for the child’s level of learning and development for term three**       |
| **Strategies focused on the child’s level of learning and development for term three**      |
| **Teacher’s assessment at the end of term three** Please include an assessment of the child’s level of learning and development against the key goals and milestones, including whether the strategies that were put into place were effective. Why/why not?      |
| **Parent’s/guardian’s comments** about their child’s level of learning and development during term three:      |

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

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| Please include below the teacher’s assessment of the child (see *Victorian Early Years Learning and Development Framework*), including key goals/milestones and strategies that will be employed to build the child’s abilities and skills in this outcome area. |
| **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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| **Goals for the child’s level of learning and development for term three**       |
| **Strategies focused on the child’s level of learning and development for term three**      |
| **Teacher’s assessment at the end of term three** Please include an assessment of the child’s level of learning and development against the key goals and milestones, including whether the strategies that were put into place were effective. Why/why not?      |
| **Parent’s/guardian’s comments** about their child’s level of learning and development during term three:      |

**Outcome 5: Children are effective communicators**

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| Please include below the teacher’s assessment of the child (see *Victorian Early Years Learning and Development Framework*), key goals/milestones and strategies that will be employed to build the child’s abilities and skills in this outcome area. |
| **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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| **Goals for the child’s level of learning and development for term three**       |
| **Strategies focused on the child’s level of learning and development for term three**      |
| **Teacher’s assessment at the end of term three**Please include an assessment of the child’s level of learning and development against the key goals and milestones, including whether the strategies that were put into place were effective. Why/why not?      |
| **Parent’/guardian’s comments** about their child’s level of 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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