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| Term three plan for learning and development |

***This form is to be completed by the child’s early childhood teacher***

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.

This plan is to be completed by the child’s early childhood teacher, in collaboration with the child’s parents/carers. *The Victorian Early Years Learning and Development Framework* is the reference for teachers for a description of the five learning and development outcomes 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.

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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. Early childhood teachers should make parents/carers aware of the requirement to complete an *Exemption from School Attendance in a Kindergarten Program form* and submit it to the relevant regional office of the department by 1 November in the year before the child turns six as appropriate. |

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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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| 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: * the child’s experience with early childhood services prior to attending funded Four-Year-Old Kindergarten, including playgroup, Three-Year-Old Kindergarten and childcare along with any relevant information provided by an early childhood educator regarding the child’s learning and development during this time
* a description of the funded Four-Year-Old Kindergarten 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 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 learning and development with regard to 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, 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 outcomes 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 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.

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 the *Victorian Early Years Learning and Development Framework*). 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. |
| **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**      |
| **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 acheived, 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 *Victorian Early Years Learning and Development Framework*). 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. |
| **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**      |
| **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 acheived, 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 *Victorian Early Years Learning and Development Framework*). 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. |
| **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**       |
| **Teaching and learning strategies focused on the child’s learning and development for term three**      |
| **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 acheived, 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 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 *Victorian Early Years Learning and Development Framework*). 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. |
| **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**       |
| **Teaching and learning strategies focused on the child’s learning and development for term three**      |
| **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 acheived, 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 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 *Victorian Early Years Learning and Development Framework*). 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. |
| **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**      |
| **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 acheived, 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      |

**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. If the child is placed in out-of-home care, early childhood teachers are encouraged to seek advice from the relevant LOOKOUT Early Childhood Learning Advisor. |
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