

FDC Individual/Group Learning Cycle **GUIDE**

Name of child/ren:	Age range:	Date and Time:
---------------------------	-------------------	-----------------------

 **STAGE 1: Observe/ Listen/ Collect information.**

What is the context of the learning experience, for example:

- Who else was involved?
- Was the experience child initiated or introduced by you? What was your involvement? for example – Intentional teaching or scaffolding, taking a role in play. What did you say, ask, do?
- What learning dispositions were demonstrated: imagination, persistence, cooperation, curiosity....
- What learning processes were demonstrated: experimenting, questioning, problem solving, trying out.....
- What types of materials, resources or spaces were used and how were they used?
- What was the length of time spent engaged in the experience?

Include the voice of the child:

- What did the children say? Both verbally and non-verbally
- What did the children ask, question, and think about?

Describe the child's:

- Facial expressions
- Body language
- Tone of voice

Include any relevant photos/images that support this observation. Remember: does the photo/image add value to you?

 **STAGE 2: Assess/Analyse/Interpret learning.**

What does the above information tell me, for example:

- What was important and why?
- What does the observation reveal about the child?
- What was the child focused on, and what were they trying to do or understand?
- What does this say about their learning, development, or wellbeing?
- What learning dispositions did you notice (e.g., curiosity, persistence, cooperation)?
- What stage of learning were they at (e.g., beginning, exploring, practicing, consolidating)?
- What type of social play did the child show (e.g., solitary, parallel, associative, cooperative, rule-based)?
- Are there any areas where the child may need more support?
- Can the child's interests help their learning in other areas?
- How does this link with the EYLF Practices, Principles and Learning Outcomes?



STAGE 3: Plan/Design.

What do I plan on doing with this information, for example:

- Use the language of the EYLF/MTOP learning outcomes to support your plan.
- Think deeply about what you may provide to support and extend this area of learning.
- How will you provide uninterrupted time for children to fully explore and develop skills, concepts and interests?
- What resources, materials, experiences and play opportunities might build on this area of learning/interest?
- How can you plan the learning environment to support this child's learning and development?
- What intentional teaching strategies will you use to support the learning? What is my role here? Am I using questioning, role modelling, am I the facilitator?
- How could you use routines, interactions, intentionality, in play-based learning to support this learning?

Can I add this to my program?



STAGE 4: Implement/ Enact.

How did you carry out your plan, what was the context for this, for example:

- Record the date when you implemented the plan.
- What did you notice/ hear?
- What did this reveal?



STAGE 5: Evaluate/Critically reflect.

Think deeply about what you have come to understand within the whole cycle, for example:

- Did the learning experience extend the child's ideas, interest, knowledge or development?
- What do I know now about the child(ren)?
- How do you plan and create opportunities for children to collaborate with others to progress their learning?
- Would you change anything? If so, what?
- Who may have been advantaged or disadvantaged? How will I use this learning to guide my practice and inform decision making?
- Can the program, experiences, routines, practices be improved or extended?
- What questions do I have about my work? What am I challenged by? What am I curious about? What has confronted me?

What next?

