

Curriculum decision-making map

Listening Thinking

What is happening here?
Who are we* paying attention to and why? What are our* images of this child^?
How do these images influence our listening?

What is this child curious about?
What working theories is this child exploring?
What understandings, skills, strengths and interests are evident?

What is this child communicating and how?
How can we make the most of this moment?
In what ways will we respond?

What is our professional knowledge initially telling us? What information is meaningful to gather and why? How and where will we document this information?
And who for?

How effective are the current learning experiences for enriching and extending this child's learning?
What experiences would further enhance learning? What changes to teaching approaches and the environment might enhance learning?

How is this child's learning progressing in relation to their learning goals? How are we evaluating this progress and who is involved?
Where is this information documented and how are we sharing it with the child and family?

What questions do we still have about this child's learning? Are there any factors impacting this child's learning? Is any additional support required?

In what ways are our teaching practices impacting children's learning? What further research and partnerships will improve teaching practice and strengthen the program? What transformations are possible?

What is our evolving understanding of this child and their learning? What key understandings, dispositions and learning processes is this child developing?

How are we interpreting and assessing this child's learning? How is the child involved in assessing their own learning? What theories support and challenge our analysis of learning? Where is this information documented?

What learning goals and aspirations are important for this child? Who is involved in developing these goals-child, family, colleagues? How do the goals link to learning outcomes?

What professional knowledge, resources and collaborations can we draw on to deepen our thinking about this child's learning?

What are some possibilities for enriching and extending this child's learning? What multiple ways of knowing and doing will enhance this child's learning?

How will we engage in collaborative decision-making with the child, family, colleagues and community? What are the cultural, participation, rights and ethics issues that are important to consider?

What learning experience plans will be implemented with this child and why? How do these plans link to goals, prior learning and assessment? Where are these plans documented and how is it shared with the child and family?

What teaching strategies are most relevant for this child's learning? What resources, people, spaces, ideas, environments and time considerations will best support learning? How will this child be supported to be an active agent in their learning?

Revising Acting

* We/our refers to educators and may also involve collaboration with children, families, colleagues and communities

^ Child and/or children

© Copyright all rights reserved 2019