

ROSE Way Planning Explainer

Part 1 - Professional growth and development

The research focus is used as an educator professional growth tool. Each term our team identifies areas of practice that collectively we will place at the forefront of our critical thinking to examine current practices and how these position themselves against current early childhood theory. This research provides us opportunities to enhance our policies, practices and pedagogy with the intention to strengthen quality. Critical reflection is used as a tool to capture the new learnings and how this influences changes to practice building our professional knowledge from early childhood perspectives.

Part 2: Room Design

The meticulous and intentional design of the room environments lays the foundation of autonomous and independent learning for all the children. This is what the ROSE WAY planning identifies as the every day planning, not needing to be written, rather critically thought about ongoing. Spaces are developed to engage children's curiosity and thirst to learn through self regulation.



Part 3 - Group planning through the Educator Journal

Group planning through the educator journal is how we consider the children as a community of learners, their play trends, connections to each other and social co-construction of knowledge. This collection of information is used to plan an inquiry based curriculum for exploration. This will grow and build week after week to provide the children as individuals as well as a community of learners, to evolve their skills and develop new understandings collectively. This is a space where children have the capacity to move into their 'zone of proximal development' and find the MKO (more knowledgeable other) as a way to learn. This work also reflects and when identified, will plan work around routines and rhythms of the day. Twice over the term, we as educators stop to critically think about how the foundations of the planning has had positive impacts on individuals and the group as a community.



Part 4. Individual child planning

Our individual work is outlined through 3 components of the framework; the engagement the individual child has within the group planning, the emerging image document which focus's on children's wholistic growth and development, understanding each child's unique perspective, capabilities and strengths and finally the summative assessment, identifying the child's progress over 5-6 months outlining their growth against all 5 outcomes.

At all times as we plan and analyse the child's learning our considerations are underpinned by the multi-faceted layers of each child, reflecting on their emotional well-being, family complexities, strengths, culture, play perspectives and support needs.

