ROSE Way Planning Individual Teachers

PART 1: RESEARCH FOCUS

The research focus is used as an educator professional growth tool. The focus identifies areas of practice that are placed at the forefront of critical thinking to examine current practices and how these position themselves against current early childhood theory. This research provides educators 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 changed to practice building professional knowledge from current EC perspectives.

PART 2: ENVIRONMENT

The meticulous and intentional design of the room environment 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

PART 3: PLANNING JOURNAL

Group planning through the Planning journal is how educators 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 rituals of the day.

PART 4: CRITICAL REFLECTION

Twice over the term, educators stop to critically think about how the foundations of the planning has had positive impacts on individuals and the group as a community.

Individual planning is completed by the educator themselves and is not part of this framework.