

## Tools for taking action: Detailed action plan template

Use this chart to record iterative cycles of planning throughout the inquiry.

Remember to focus on outcomes in terms of children's learning and your own practice.

Cycle 1: Planning				
Issue:			Desired Outcomes:	
Specific actions	Intended link to outcomes What hunches underpin your plan for action? (Use 'if, then' statements)	Timeframe	Resources needed	Measurement How will you determine whether your actions are resulting in improvements?
<b>Findings</b>				

<b>Actual outcomes:</b> What is going on for children as a result of your actions?		<b>Reflections / learning:</b> What have you learnt about your practice? What modifications are necessary? What different approaches could you try? What can you adapt, refine or revise in your understanding of the children's		
<b>Cycle 2: Modifications</b>				
<b>Specific actions</b>	<b>Intended link to outcomes</b> What hunches underpin your plan for action?	<b>Timeframe</b>	<b>Resources</b>	<b>Measurement</b> How will you determine whether your actions are resulting in improvements?
<b>Findings</b>				

<b>Actual outcomes:</b> What is going on for children as a result of your actions?	<b>Reflections / learning:</b> What have you learnt about your practice? What modifications are necessary? What different approaches could you try? What can you adapt, refine or revise in your understanding of the children's learning?

The following is a worked example of the first cycle of the detailed action plan tool, exploring the issue of unsatisfactory caregiving routines.

<b>Cycle 1: Planning</b>				
<b>Issue:</b> Children aren't co-operating with nappy changes.			<b>Desired Outcomes:</b> Nappy changes are a time for learning and shared engagement. I will share caregiving tasks with infants and toddlers, who will be responsive participants in their nappy changes.	
<b>Specific actions</b>	<b>Intended link to outcomes</b> What hunches underpin your plan for action? (Use 'if, then' statements)	<b>Timeframe</b>	<b>Resources needed</b>	<b>Measurement</b> How will you determine whether your actions are resulting in improvements?

<p>Invite children's engagement at each stage of their nappy changing routine.</p>	<p>If I invite children's engagement in each stage of nappy changing, then children will be more responsive and co-operative. Nappy changes will be enjoyed as a time for closeness and interaction.</p>	<p>Over the next month I will test this with my key children.</p>	<p>A plan for specific prompts and questions to use with each child, depending on their ability and understanding.</p> <p>Time to prepare this plan and to have my mentor look over it.</p>	<p>I should see children becoming more familiar with their role and expectations of them during nappy changes, and begin to see their anticipation of and delight in participation.</p>
<p><b>Findings</b></p>				

<b>Actual outcomes:</b> What is going on for children as a result of your actions?	<b>Reflections / learning:</b> What have you learnt about your practice? What modifications are necessary?
<p>Toddlers A and B seem happy to climb the ladder and select their nappy, so they are more keen to come for a nappy change. They have their own preferences for ways of doing things which is leading to really individualised and child-led routines, and the children seem quite empowered by having responsibilities. Toddler C is still resistant to come for a nappy change and insists on playing with a toy rather than engaging in the nappy change.</p> <p>Infant D: I'm still finding it hard to catch his cues, and to coordinate our actions. I know he can lift his legs in play, but he has yet to do it when asked during nappy changes.</p>	<p>I've learnt that slowing down and giving children time is really crucial. Often if I wait a little longer, I get a response. I've also learnt that intentionally planning what I will say and do to involve each individual child helps me in the moment of planning. Each child and I are developing our own little routines of action.</p> <p>Modifications for Toddler C: I could think about how to involve the toy in the nappy change. Perhaps choosing a special spot for it to watch how Child C helps me.</p> <p>Modifications for Infant D: Perhaps I need to combine language and gesture more clearly, or give more time. I could talk to my mentor about this.</p>