**Play based Pedagogy in Prep- Yes we can!!**

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**Session Agenda**

- Intro to Jo & Rochedale State School  
- Changes in Prep  
- Age Appropriate Pedagogies  
- Intentional Play Based Learning (what and how)  
- Knowing the curriculum  
- Learning Adventures
In the beginning.....

- Social Interaction
- Play
- Early Years Curriculum Guidelines
- Active Investigation
- Inquiry & Discovery
- Thinking & Problem Solving
- Social & Personal Learning valued
- Development focussed

Now........

- Increasing workload & expectations
- Overcrowded Curriculum
- Performance Pressure
- GTMJ’s & Report Cards
- Reading levels
- C2C & ACARA
- "Play" - a dirty word!
- Writing Moderation
## Important Facts to know about the Australian Curriculum

| Fact 1 | “The Australian Curriculum does not specify how the content must be taught. The final decision lies with the teacher which means they can teach the curriculum in accordance with requirements and needs of their school and individual students.” |
| Fact 2 | “For any year of schooling, the Australian Curriculum is written with the intention that it should not take up more than 80% of the total teaching time available in schools.” |


## Contexts for learning:

- **Focussed Teaching & Learning**
- **Routines and Transitions**
- **Investigations**
- **Real Life Situations**
- **Play**
**Age Appropriate Pedagogies**

- Department of Education & Training commissioned Griffith University to develop Foundation paper
- Specific review of 10 international longitudinal studies – impact over time of specific pedagogical approaches

**GOALS**
- Review of research literature to identify age appropriate modes of teaching & learning in early years = effective learning outcomes
- Make links between age appropriate pedagogy to existing departmental expectations

"Age Appropriate Pedagogies for the Early Years of Schooling: Foundation Paper". 2015, Griffith University: Associate Professor Bev Flückiger, Associate Professor Julie Dunn and Dr Elizabeth Wheeley

**Age Appropriate Pedagogies**

**BACKGROUND**
- Growing trend towards comparisons between educational outcomes (standardized testing eg. NAPLAN)
- Play based & active learning approaches increasingly rejected/reduced in favour of more formalised activities
- Transition to school become far more difficult for some children
- Successful transition to school potential to impact child’s early learning & future academic success

(DET Strategic Plan 2014-2018 & Supporting Successful Transitions)
Age Appropriate Pedagogies

CHARACTERISTICS-

- **Active** - physical engagement, indoor/outdoor (moving & doing)
- **Agenic** - children’s voice, extend possibilities
- **Collaborative** - social & co constructed, shared thinking/action
- **Creative** - investigation, inquiry, new possibilities
- **Explicit** - learning purpose, process, skills, understandings
- **Language rich** - by teachers/children, meaningful dialogue
- **Learner focused** - differentiation, individual characteristics
- **Narrative** - important role of personal/written/oral/digital stories
- **Playful** - making connections through imagination, creativity
  - **Responsive** - willingness to be flexible, balance structure & spontaneity
- **Scaffolded** - modelling, encouraging, questioning, feedback, support

Age Appropriate Pedagogies

FINDINGS-

- **Children’s holistic development** (social, emotional, physical, linguistic, creative, academic) - important drivers of school/lifetime success
- **Range & balance** of age appropriate pedagogies needed - responsive teaching
- **Provide continuity** as children transition to school
- **Teachers need** time, resources & support to implement effectively

**Teacher’s role** - guide, facilitate, think critically, purposeful, deliberate decision making, balance planned/spontaneous, encourage children’s voice
How do we meet curriculum expectations and still deliver programs that engage children in meaningful & purposeful ways?

Intentional Play Based Learning!

Know the Curriculum

Make the curriculum work for you

Intentional Play Based Learning What & How?
Intentional Play Based Learning
What/How?

- Children’s natural way of learning
- Platform to deliver curriculum content
- Lead by children - Guided by teacher
- Children making choices
- Teacher as active participant
- Physical Space - promotes investigation
- Blocks of time to play & develop ideas
- Documenting & sharing learning

Our Week in Prep B (Term 2, 2015)

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Documenting & sharing learning
Children making choices - teacher as co constructor

Intentional Play Based Learning What & How?

Know the Curriculum

Make the curriculum work for you
The boys have built a race track with blocks. Identify the content descriptors! What would be your next step?

CONTENT DESCRIPTORS
• Sort, describe & name familiar 2D shapes
• Language & processes of counting- ordinal position
• Direct & indirect comparisons- length
• The way objects move depend on factors such size/shape
• Create short texts (signs/labels- words & numerals)

The children are performing a puppet show. Identify the content descriptors! What would be your next step?

CONTENT DESCRIPTORS
• Understand that language can be used to explore ways of expressing needs
• Respond to texts
• Retell familiar texts through performance
• Listen and respond orally to the communication of others- interaction skills
Child X has just completed the skeleton puzzle on the table and is now using the poster on the wall as a reference to create a skeleton on the lightbox. Identify the content descriptors! What would be your next step?

**CONTENT DESCRIPTORS**
- Science involves exploring & observing the world using the senses
- Making observations using the senses
- Share observations & ideas
- Poster- Identify the differences between imaginative & informative texts
- Puzzle- spatial concepts & problem solving

**Intentional Play Based Learning What & How?**

**Know the Curriculum**

**Make the curriculum work for you**
Learning Adventures

Curriculum at Play

Learning Adventure 1:

“Ancient Egypt”

Provocation: Griffin said “Mrs Broadbent, I want to learn about the desert. There are pyramids in the desert you know!”
Australian Curriculum Focus Areas:

**GEOGRAPHY:**
- The representation of the location of places & their features on maps & a globe
- The reasons why some places are special to people & how they can be looked after
- Represent the location of features of familiar places on pictorial maps and models

**HISTORY:**
- How stories of families and the past can be communicated
- Identify and compare features of objects from the past and present

**ENGLISH:**
- Understand that text can take many forms

(https://www.curriculum.edu.au/subjects/arts/English/There-are-many-ways-to-tell-a-story)
Investigating Ancient Egypt
Mapping, culture, traditions, adventure!

Researching & sharing Mrs Broadbent’s holiday experiences

Writing names & sight words with hieroglyphs

Making papyrus paper for writing

Making mummies

Building pyramids

How will we share what we have learnt?

Egyptian Museum

Link to Assessment: ACARA Humanities and Social Sciences - Geography
- The reasons why some places are special to people & how they can be looked after
- Represent the location of features of familiar places on pictorial maps and models
Curriculum at Play

Learning Adventure 2:

“Journey to Space”

**Provocation:** A few children had recently seen a TV news segment about a comet moving past Earth. Someone then posed the question “What would happen if a comet hit the Earth?”
Australian Curriculum Focus Areas:

**SCIENCE:**
- Living things have basic needs including food and water
- The way objects move depends on a variety of factors including their size & shape
- Explore and make observations using the senses

**MATHS:**
- Establish understanding of language & processes of counting - number sequences, counting forward/backwards (1-0), ordinal position
- Sort, describe and name familiar 2D shapes & 3D objects in the environment

**TECHNOLOGY:**
- Think, plan, make, reflect

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Making the Solar system with play dough
Making Comets
2D Shape Rockets
Investigating Craters
Space Station
Space Buddies Assessment Task:
What will your Space Buddy need for an adventure into outer space?

**TASK** - Choose a space buddy and research what it needs to survive. Share your discoveries with your friends and then create an enclosure for your space buddy to live in during their time in the space shuttle.

**ACARA Assessment:**

**SCIENCE:** Living things have basic needs including food & water

**MATHS:** Sort, describe and name familiar 2D shapes & 3D objects in the environment

**TECHNOLOGY:** Is the child’s design reflected in their constructed enclosure?

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**Play based learning** + **Australian Curriculum** = **Meaningful engagement with curriculum content**

Play doesn’t have to be an add-on to our already busy workload. It can be a meaningful part of what we do everyday!!

**THANKS!!**
Interactive Learning Task

Have a go at creating your own learning adventure with your own teaching team!

- Choose a child initiated learning experience that has occurred in your classroom.

- Use the ACARA documents to identify appropriate content descriptors that make meaningful links to curriculum. Think about appropriate assessment tasks & create GTMJs.

- Think about a variety of learning activities - focussed teaching, partner, small group, discovery play session.

- Resources - materials, time, space, people?