

Prep and the Australian Curriculum

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Carolyn Harrod



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What's in this session

- Effective teaching in the early years
- The Australian Curriculum and Prep
- Using the 5 learning contexts with the Australian Curriculum
- Teaching literacy using the 5 learning contexts



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The context of changing curriculum

- Current curriculum resources for Prep
 - The *Early Years Curriculum Guidelines* and its resources
 - P-3 Literacy and Numeracy Indicators
- Australian Curriculum – Phase 1 – implemented by 2013
 - English
 - Mathematics
 - History
 - Science
- The Australian Curriculum provides content descriptors and achievement standards.
- The Australian Curriculum does not prescribe the pedagogy to be used.



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The principles for practice in P-3

1. Children are capable and competent and have been learning since birth.
2. Children build deep understandings when they learn through all senses and are offered choice in their learning experiences.
3. Children learn best through interactions, active exploration, experimentation and by representing their learning through a variety of modes.
4. Children's positive dispositions to learning, and to themselves as learners, are essential for success in school and beyond.

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The principles for practice in P-3... continued

5. Children learn best in environments where there are supportive relationships among all partners in the learning community.
6. Early childhood programs are most effective when they recognise, value and build upon the cultural and social experiences of children.
7. Building continuity of learning as children move to and through school provides foundations for their future success.
8. Assessment of young children is an integral part of the learning-teaching process and is not a separate activity.

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The characteristics of effective learning contexts in the early years

- active engagement – emotionally, socially, physically & cognitively
- opportunities to learn independently and with others
- negotiation and opportunities to make choices
- sense of shared ownership
- flexibility
- interactions that provide feedback
- opportunities to use all senses
- sense of connectedness
- respect for all learners
- learning invites attention, exploration, manipulation, elaboration & imagination.



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Contexts for learning



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Why are these contexts powerful for learning?

They:

- enable children to use their skills and understandings as capable learners
- enable children to have ownership of learning (locus of control/agency)
- enable links to be readily built to children's interests, knowledge and family & community experiences
- provide opportunities for choice
- provide opportunities for learning associated with the curriculum
- promote positive dispositions.



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Focused learning and teaching

- Takes place during play, real-life situations, investigations, and routines and transitions.
- Can be planned.
- Can occur spontaneously at the *teachable moment*.



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Play

Many types of play:

- socio-dramatic play
- fantasy play
- exploratory play
- manipulative play
- physical play
- games with rules



Most of these types of play are relevant beyond Prep.

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Function of play in learning – building up the brain

Play develops social and emotional competence as well as intellectual capacities.

Play extends and elaborates understandings of:

- social roles
- ways people interact — negotiating and cooperating
- properties of objects and materials
- ways of solving problems
- language purposes, conventions & vocabulary
- use of symbols
- planning, carrying out plans, reflecting.



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Investigations

Use children's questions and things that arouse their curiosity

Involve children in:

- inquiring, exploring
- questioning
- testing ideas
- using equipment
- observing
- solving problems



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Real-life situations

- making a garden
- celebrating events, e.g. a birthday, Fathers' Day, new baby, etc.
- sending news to Grandma
- sharing what we've done and learnt this week, or plans for the week
- community visits
- etc.



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Routines and transitions



Routines include daily experiences e.g. snack time, hygiene routines, reading to children, reflection times, making or listening to music, collaborative writing.

They develop independence and responsibility.



Transitions promote learning and help organise children as they move from one learning situation to another.

They can include short games that focus learning, provide practice and recall information, etc.

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Let's look at the Australian Curriculum

Early learning area	Australian Curriculum – Phase 1
Social & personal learning	
Health & physical learning	
Language learning and communication	English
Early mathematical understandings	Mathematics
Active learning processes •Investigating the natural world •Investigating environments	Science History

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Looking at the Australian Curriculum

English, Mathematics, History & Science

- **What's the same?**
- **What's different?**

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English teaching and learning

The *Early Years Curriculum Guidelines* promote a balance of child and teacher-initiated experiences.

Scenario

You have observed a group of children showing an interest in emergency services and rescue in their play.



This represents an opportunity for you and the children to plan some learning experiences, or perhaps a project, that focuses on this topic.

What opportunities might arise from these experiences for learning and teaching in the English area? Refer to the Australian Curriculum English content descriptors.

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Science teaching and learning

The *Early Years Curriculum Guidelines* promote a balance of child and teacher-initiated experiences.



What opportunities have arisen in your room for investigations that could involve learning and teaching in the Science area? Refer to the Australian Curriculum Science content descriptors.

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History & Mathematics teaching and learning

The *Early Years Curriculum Guidelines* promote a balance of child and teacher-initiated experiences.



What opportunities have arisen in your room for real-life experiences that could involve learning and teaching in the History or Mathematics area? Refer to the Australian Curriculum History and Mathematics content descriptors.

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A focus on English teaching and learning

Children do not become literate by osmosis but by intentional, focused teaching.

This can occur in play, investigations, real-life situations and routine experiences.

These contexts also provide important opportunities for children to practise and try out their developing understandings.

Ensure children have easy access to writing materials both indoors and outdoors. Provide texts and visual resources for children to refer to in their play, investigations and real-life experiences.



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A focus on English teaching and learning



Routines and transitions

Routine learning experiences promoting learning in English

Interactive listening to print and multi-media texts.

Discussion of experiences, focusing on sequence and vocabulary, etc

Collaborative reading with modelling

Collaborative writing with modelling

Playing with words – building word banks, sorting
– using words in multiple ways



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A focus on English teaching and learning

Strategies

Book talks

- purpose, audience, text type

Say something

- Connecting ideas
- Using a variety of strategies: to summarise, make predictions, comment, identify a possible problem, generate a possible solution, make cause/effect links, I wonder...

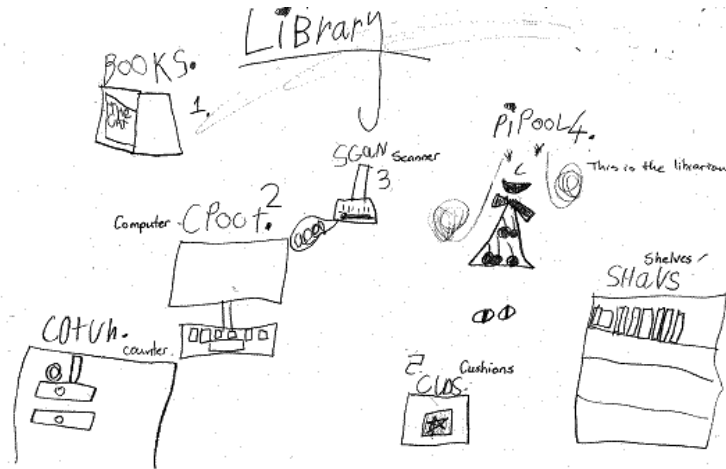
Visualising

- Using both the seen (words, diagrams, pictures) and unseen text (experiences, vocabulary knowledge)
- Forming 'mind pictures'



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“Write” to convey a meaning and approximate the appearance of different text types



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“Write” simple sentences using the most prominent sounds they hear to spell words, with some spaces between words.

Read back own texts immediately after writing

WAS TAWE LIVD a CAT
 BUT it WAS a WERE
 BOSE. CAT I WOT YOU
 TO CLEN THE FLOP POSIM
 SAW NO! CLEN THE
 WEDOS NO! CLEN THE
 RUBOL NO! CLEN THE
 CAR
 NO!

YOUV. NOT
 POSIM SED Nice The
 WOT TO LIV Dat
 YOU. WEL I AM NOT LIVINS,
 I WEL PING ON THE
 PHON MY SEF
 M VM OEU Day a MOO W
 it WAS nice CAM
 to the HOOS
 LOVE YOU.

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Access Early Years Curriculum Guideline resources @

Go to **QSA website** www.qsa.qld.edu.au

- Select 'Prep to Year 9'
- Select '*Early Years Curriculum Guideline*'