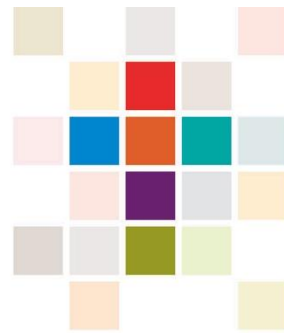


# Using the pedagogy of the Early Years Learning Framework to implement the Australian Curriculum



**CATHOLIC EDUCATION**  
WESTERN AUSTRALIA

# Using the Pedagogy of the Early Years Learning Framework to Implement the Australian Curriculum

## Objective

You to feel empowered to deliver the content of the Australian Curriculum through playful learning.



# Agenda

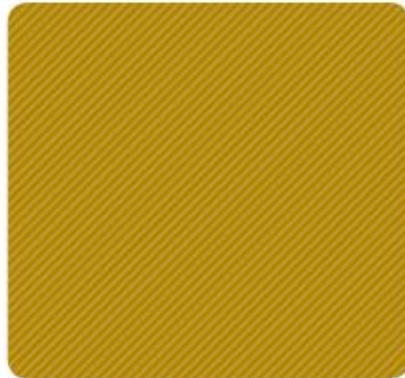
## Relationships between the planning frameworks

- National Quality Standard
- Play Pedagogies
- Intentional/Explicit Teaching
- Learning Centres
- Walker Learning Approach
- Programs





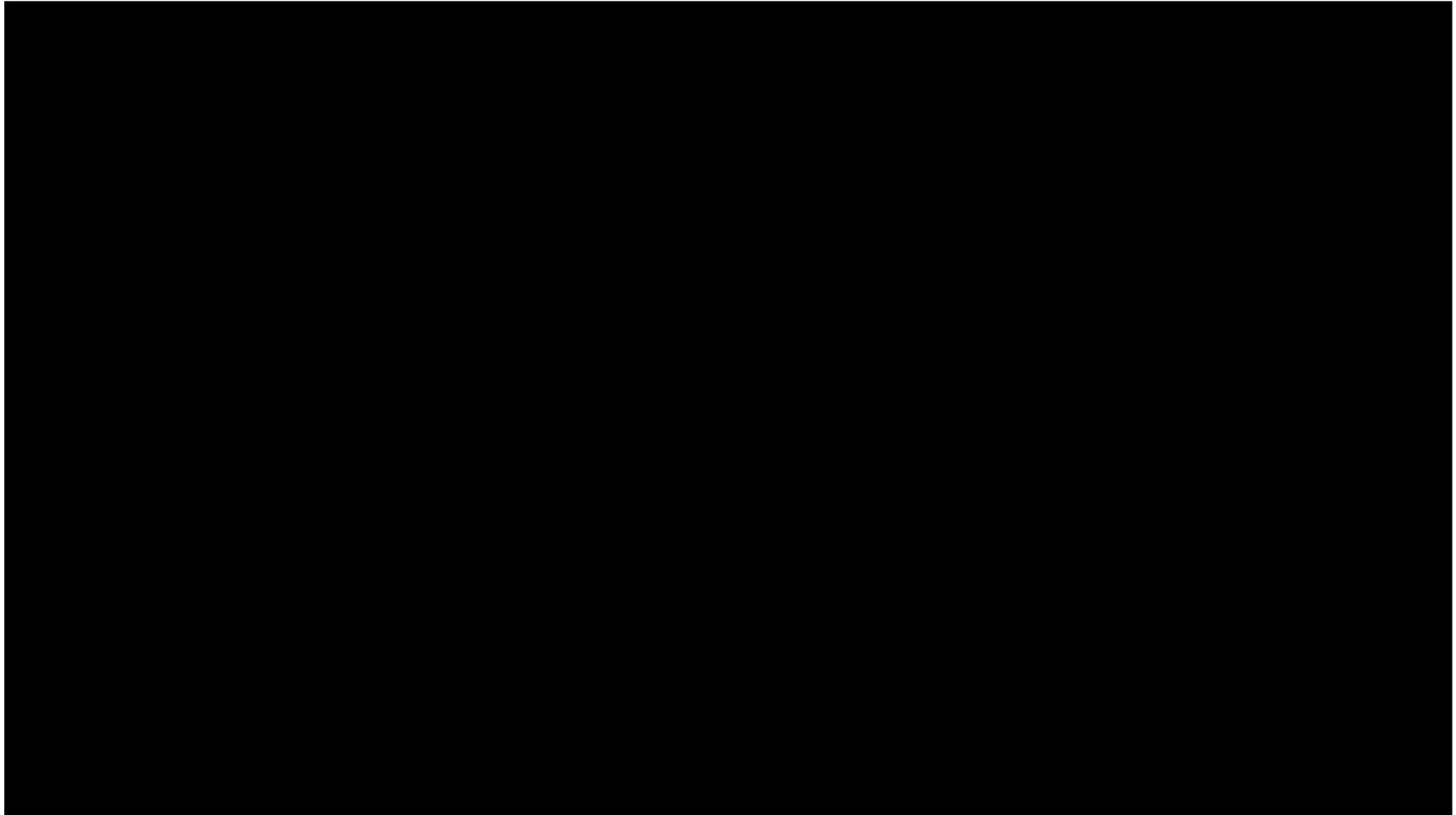
# BELONGING, BEING & BECOMING



Remote Indigenous Professional  
Development Package for the Early Years  
Learning Framework for Australia

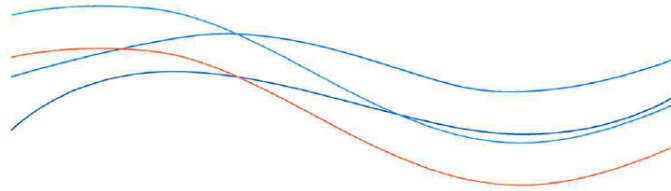


# UN Convention on the rights of Children



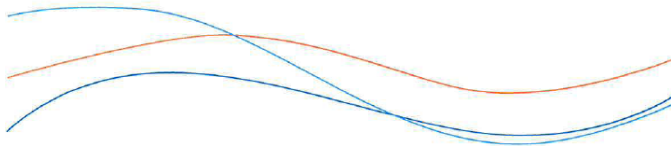
# The Shape of the Australian Curriculum

**acara** AUSTRALIAN CURRICULUM,  
ASSESSMENT AND  
REPORTING AUTHORITY



## The Shape of the Australian Curriculum

Version 2.0



December 2010

The  
Melbourne  
Declaration



The Shape of  
the Australian  
Curriculum



The Australian  
Curriculum

[http://www.acara.edu.au/verve/\\_resources/Shape\\_of\\_the\\_Australian\\_Curriculum.pdf](http://www.acara.edu.au/verve/_resources/Shape_of_the_Australian_Curriculum.pdf)



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# The Australian Curriculum

- Curriculum content – discipline based knowledge and understanding.
- General capabilities – knowledge, skills, behaviours and dispositions that can be developed and applied across the curriculum.
- Cross curriculum priorities – contemporary issues about which young Australians should learn.







# K-10 Outline

Welcome to the new look Western Australian Curriculum and Assessment Outline. The structure has been updated and during 2015 further functionality development work will continue as we prepare for the implementation of the remaining Pre-primary to Year 10 Western Australian Curriculum. Please note the P-10 curriculum, assessment and reporting content has not changed. We appreciate your patience and understanding.

The Western Australian Curriculum and Assessment Outline is for all students from Kindergarten to Year 10 in Western Australia.

It sets out the curriculum, guiding principles for teaching, learning and assessment and support for teachers in their assessment and reporting of student achievement.



## P-10 Curriculum

The Western Australian Curriculum is the Pre-primary to Year 10 curriculum that provides a coherent and comprehensive set of prescribed content and achievement standards.



## Judging Standards

Judging standards is a tool to support teachers when reporting against the Achievement Standards; when giving assessment feedback; and when explaining the differences between one student's achievement and another's.

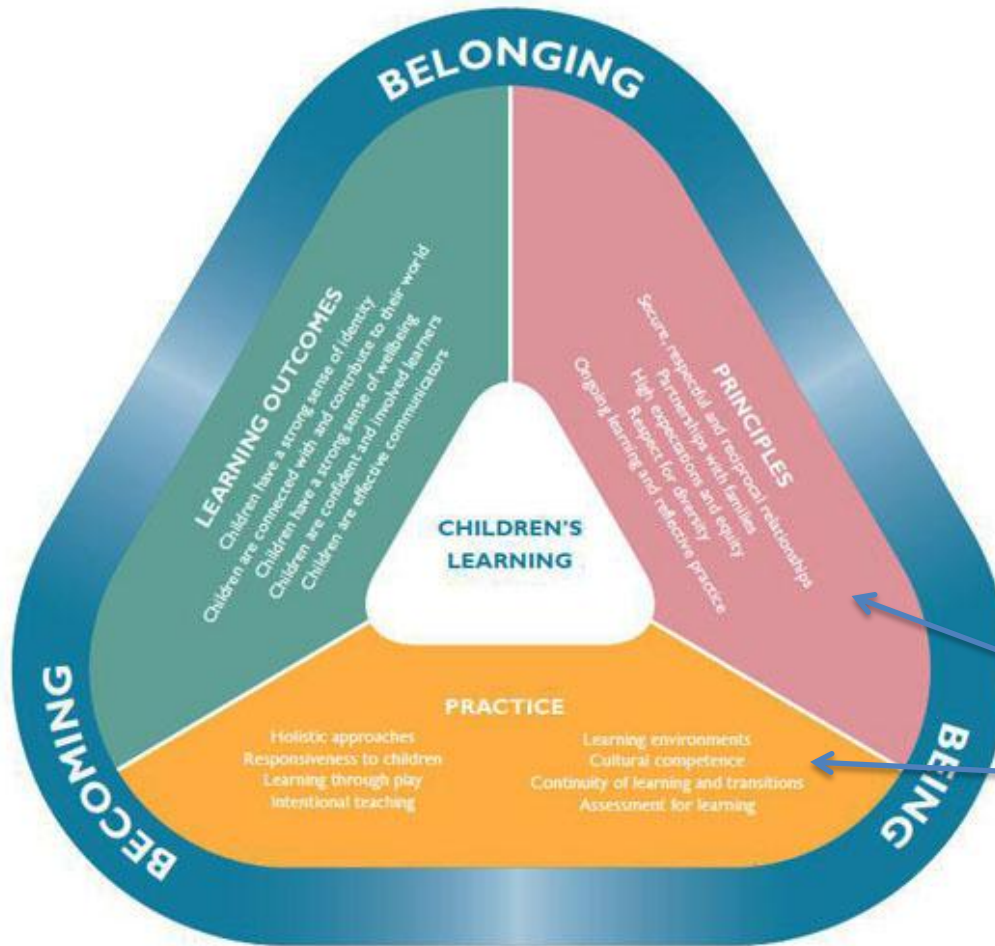


## Download/Print

The Curriculum and Assessment Outline is also available in printable PDF format.

See the list at [Outline Downloads](#)

# EYLF



**PP, Year 1  
and  
Year 2**



# A reminder...

Principles	Practices
Secure, respectful and reciprocal relationships	Holistic approaches
Partnerships with families	Responsiveness to children
High expectations and equity	Learning through play
Respect for diversity	Intentional teaching
Ongoing learning and reflective practice	Learning environments
	Cultural competence
	Continuity of learning and transitions
	Assessment for learning





This resource is aimed at providing Aboriginal and Torres Strait Islander staff with a place to start their discussions about how they work with each other, children, families and the community. These ideas were developed by Chris Tayler while working with Indigenous people in their communities. We hope it will help to begin the thinking and discussions about how you can and already do implement the EYLF in your services. This resource is closely linked to the National document.

The screenshot shows the 'PRINCIPLE' section of the EYLF document, featuring a large blue and white graphic of a water drop with a person inside. The text is dense and organized into columns.

The words in the pink box are the same as the words from the National document. The Green box has our summarised words.

The screenshot shows 'PRINCIPLE 1' with a pink box containing the text 'I like being with the people that look after me because they respect me'. A green box contains the text 'Create loving, respectful, warm relationships with children'. There are illustrations of a woman with a child and a group of children.

The screenshot shows the 'PRACTICE' section of the EYLF document, featuring the same water drop graphic. The text is organized into columns and includes a list of practice points.

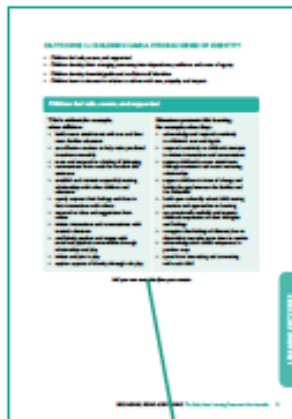
The words in the yellow box are the same as the words from the National document. The mauve box has our summarised words.

The screenshot shows the 'PRACTICE' section with a grid of six boxes labeled: Language, Physical, Cultural, Emotional and social, Creative, and Cognitive or thinking. Each box contains small illustrations related to that domain.





Each learning outcome has a symbol and colour representing that outcome. There are 5 outcomes.



These words are from the National Document

**Outcome 2**  
Children are connected and contribute to their world

**My world**

2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

2.2 Children begin to learn about belonging in a group in a family, at school and elsewhere

What does this mean for children and families?	How could you do that?	Here is an example
Children have rights in their community	Put up a poster that shows that children have the right to be safe to be heard for and give a good education	
Children learn about the rules and relationships	The children learn about what the teachers and the staff are and build healthy relationships with them	
Children learn to tell someone when they don't like what is happening	Ask if you can be children who might be sad. Maybe they need to tell you that someone has taken something from them that they were playing with.	

Page 6

These are our summarised words.

This table contains summaries for each outcome and what that outcome means for children and families, how you could implement that outcome and an example of this.



# The National Quality Standard

Improve the quality of education for young children

It sets a national benchmark standard for early childhood education and care

Create a culture of continuous improvement

# National Quality Standard

## Quality Area 1

The Quality Area Educational program and practice requires education and care services to have an educational program that meets children's individual learning and development needs.





# Standard 1.1

## Standard 1.1

An approved learning framework informs the development of a curriculum that enhances each child's learning and development.

### Element

- |       |  |
|-------|--|
| 1.1.1 | Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. |
| 1.1.2 | Each child's current knowledge, ideas, culture, abilities and interests are the <b>foundation of the program</b> .   |
| 1.1.5 | Every child is <b>supported to participate in the program</b> .  |
| 1.1.6 | Each child's <b>agency is promoted, enabling them to make choices and decisions and to influence events and their world</b> .  |





# Standard 1.2

## Standard 1.2

Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.

### Element

- |       |  |
|-------|--|
| 1.2.1 | Each child's learning and development is assessed as part of an <b>ongoing cycle</b> of planning, documenting and evaluation.                  |
| 1.2.2 | Educators <b>respond to children's ideas and play</b> and use <b>intentional teaching</b> to <b>scaffold</b> and extend each child's learning. |
| 1.2.3 | Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.     |



**What is your image of the child?**



**When you are finished place it on the gallery wall**



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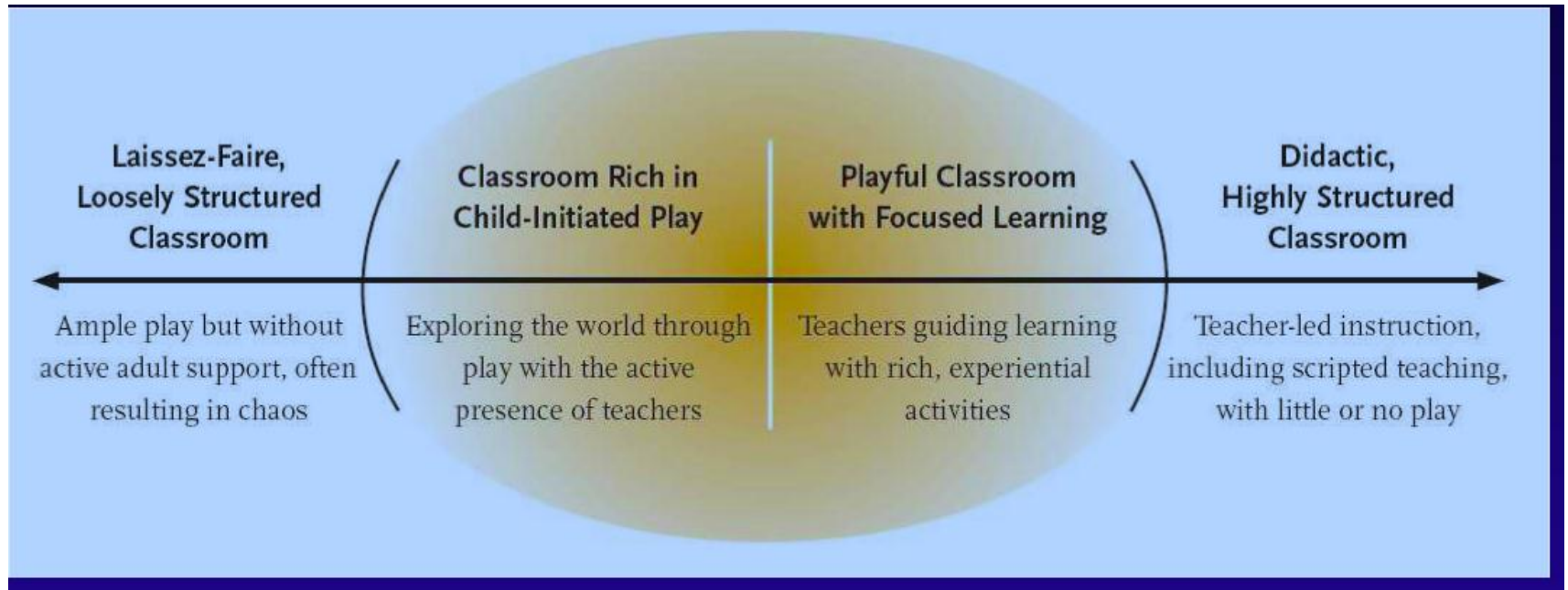
*how* **EARLY YEARS LEARNING FRAMEWORK**



**AUSTRALIAN CURRICULUM** *what*



# The Pedagogical Continuum



## Crisis in the Kindergarten Why Children Need to Play in School

Edward Miller and Joan Almon

Foreword by David Elkind Afterword by Vivian Gussin Paley

Alliance for Childhood





# The Shape of the Australian Curriculum

## FOUNDATION TO YEAR 2

In the early years of schooling children have a natural curiosity about their world and their desire to make sense of it provides a platform to construct and review their learning through interactions with others, experimentation, scaffolding, explicit teaching, practice and play in the classroom and beyond.

This helps them to make sense of a world that is outside their immediate experience, as they connect new knowledge with what they already know or believe.

The Shape of the Australian Curriculum, December 2010, p.11



# What is the Australian Curriculum?

- The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students
- The Australian Curriculum describes the learning entitlement of children as a foundation for their future learning, growth and active participation in the Australian community
- It makes clear what all young Australians should learn as they progress through schooling

*Source: Australian Curriculum, Assessment and Reporting Authority (ACARA)*



# Learning Through Play

What does it look like in your context and your year level?

Complete Column 1





# GROUP TIME!

**Make an MAB robot worth 146.  
Make a robot of your own value.**

Build an attribute block train using 5 blocks and changing one attribute for each carriage.

Now build one that changes 2 attributes each carriage.

**Sight word Jenga – these are our sight words for this term – as you remove a block you must correctly say the word before you place it on top. Play until the tower falls!**

**Flyswat vocabulary – you will play with me**





## DIY Jenga

Literacy  
Mathematics

The uses are limited  
only by your  
imagination



# What does the Reggio Emilia educational project tell us about children

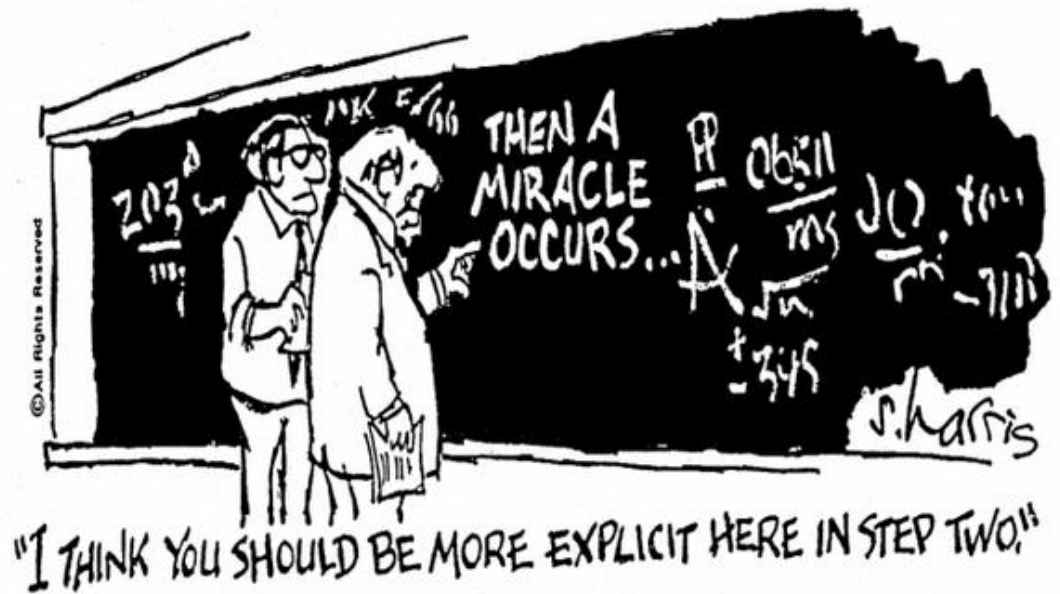


# Intentional Teaching

To be intentional is to act purposefully, with a goal in mind and a plan for accomplishing it.  
-Ann Epstein

## Explicit teaching

What does it all mean?







The 'craft' of teaching - how teachers plan and provide timely learning experiences and lessons - is what determines how well children learn in pre-primary and early primary classes.


Prof Collette Taylor




# Word Families

www.KidZone.au  
Word Families


Name: \_\_\_\_\_




\_\_it




\_\_it



\_\_it



\_\_it



\_\_it






Use the letters below to fill in the blanks for the "it" word family.

h  
kn  
p  
s  
spl

www.KidZone.au  
Word Families

Name: \_\_\_\_\_

"in" Family: Draw a line to match the picture and the word.

bin

grin

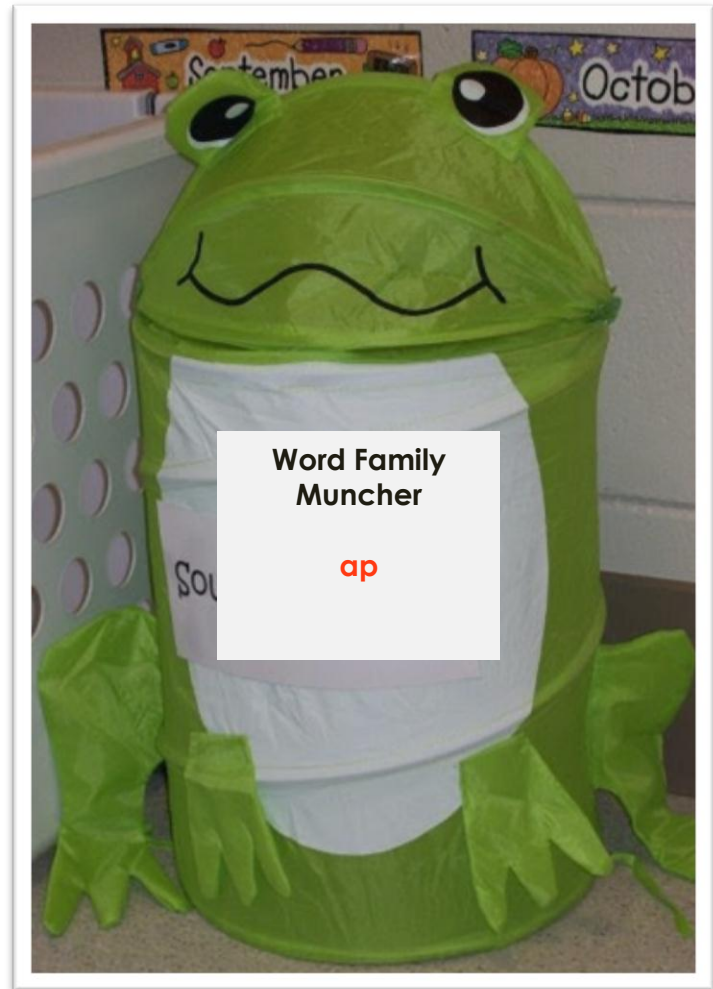
pin

tin

win



# Word Family Sorting



# Compound Words 1

Use a word from the word box below to make a compound word. Use the pictures as clues.

cake paste robe paper berry ball plane

news + \_\_\_\_\_ = \_\_\_\_\_



pan + \_\_\_\_\_ = \_\_\_\_\_



bath + \_\_\_\_\_ = \_\_\_\_\_



air + \_\_\_\_\_ = \_\_\_\_\_



straw + \_\_\_\_\_ = \_\_\_\_\_



tooth + \_\_\_\_\_ = \_\_\_\_\_



basket + \_\_\_\_\_ = \_\_\_\_\_







gas	Liquid
solid	Molecules
evaporation	Condensation
reversible	Irreversible
heat	Fuel
oxygen	Physical change
Chemical change	prediction
gas	Liquid



Words learnt and recorded in a Floorbook can be displayed inside and out.

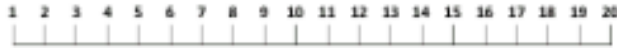


Mindstretchers™



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Use the number line to help you add these three numbers.

1.  $2 + 4 + 1 =$

2.  $3 + 2 + 4 =$

3.  $5 + 3 + 3 =$

4.  $3 + 6 + 5 =$

5.  $7 + 2 + 4 =$

## Exercises

1) Fill in the boxes.

a)  groups of

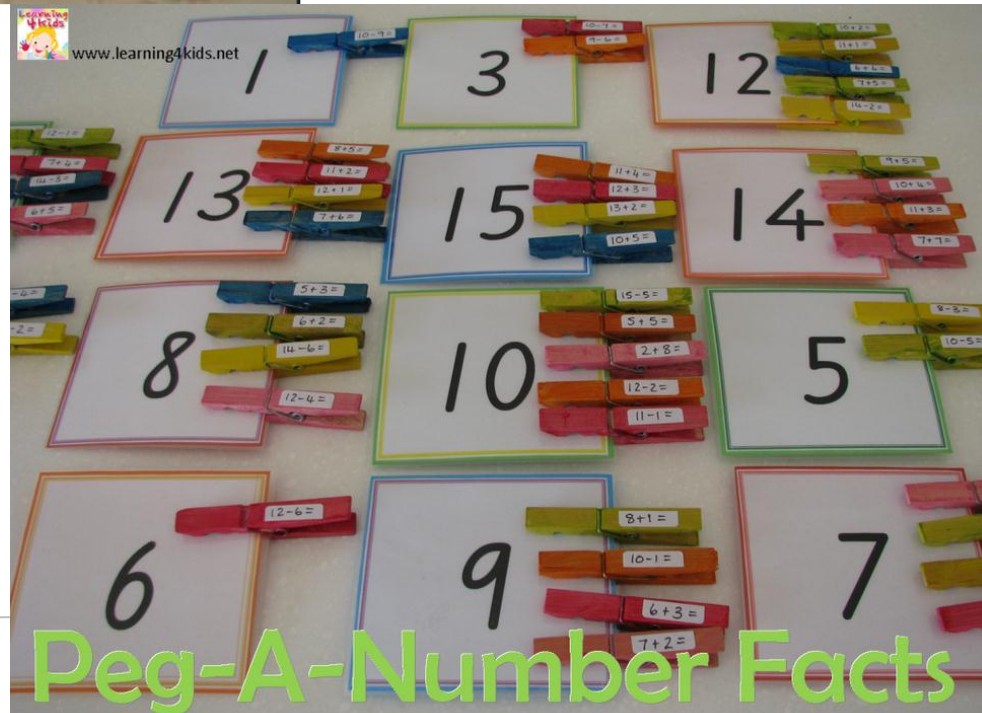
b)  groups of

c)  groups of

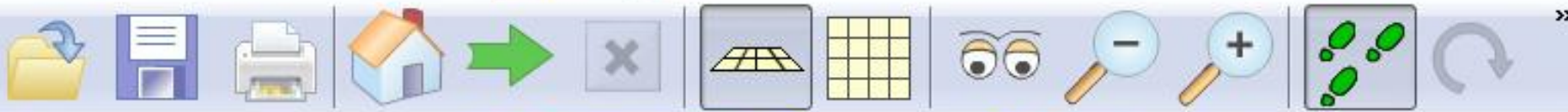
d)  groups of

e)  groups of









Navigation

Command 5 of 5

Delete Insert Edit

- ▲ Move forward
- ▲ Move forward
- ▲ Move forward
- ◀ Turn left
- ◀ Turn left



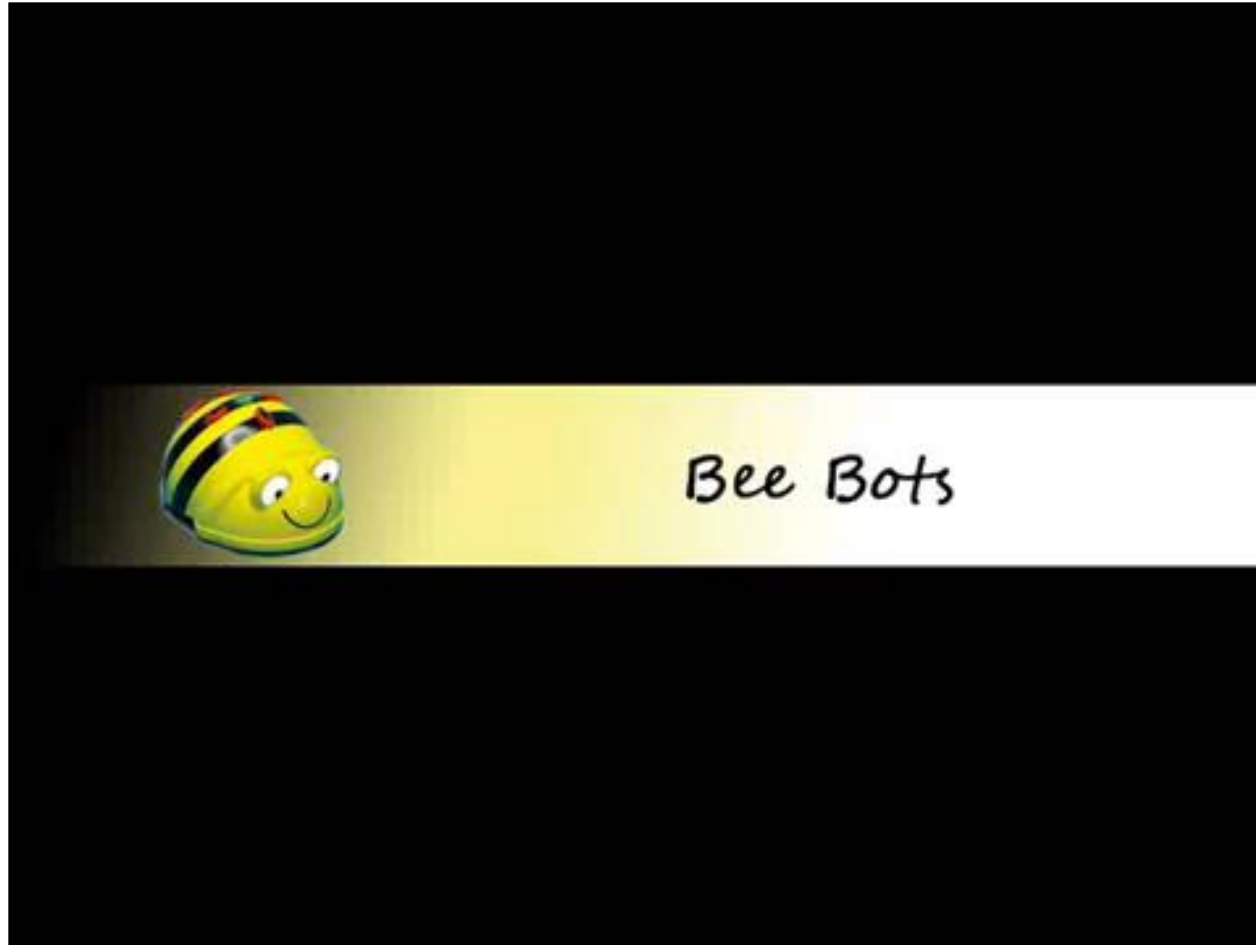
Flash card

Index 3D objects


CVC


Money

# Bee Bots



$$4 + 1 = 5$$



kids activities blog



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**TIME TO PLAY!**





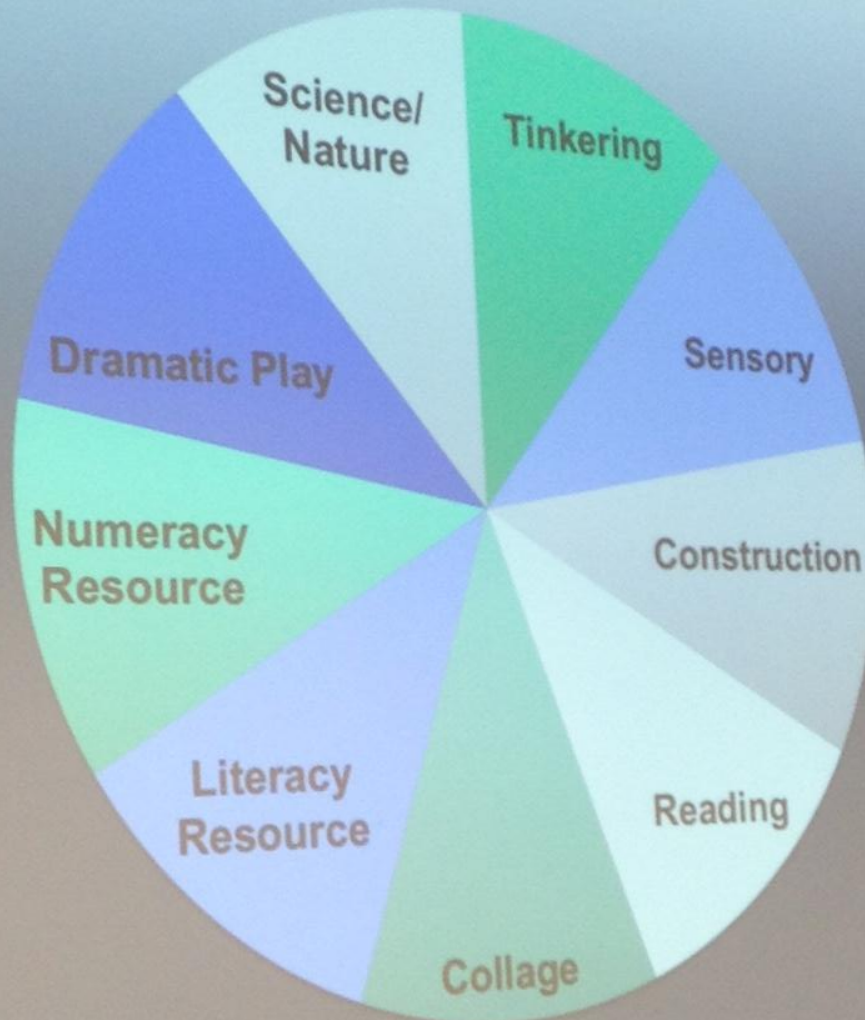
# Walker Learning Approach

Play pedagogy – personalised learning





# Key Learning Areas





## Sensory

Children need tactile, hands-on experiences. Sensory areas provide fine motor and hand-eye coordination, creativity, and allow children to be in tune with not just their academic skills, but their sensory perception areas. Sensory is extremely important and is often neglected. This area of play-based learning is extremely important for children in relation to therapeutic, psychological, cognitive, creative, language, and explorative. These experiences provide a richness of perception, the senses, are soothing, exploratory and can be part of other curriculum areas and skill development.









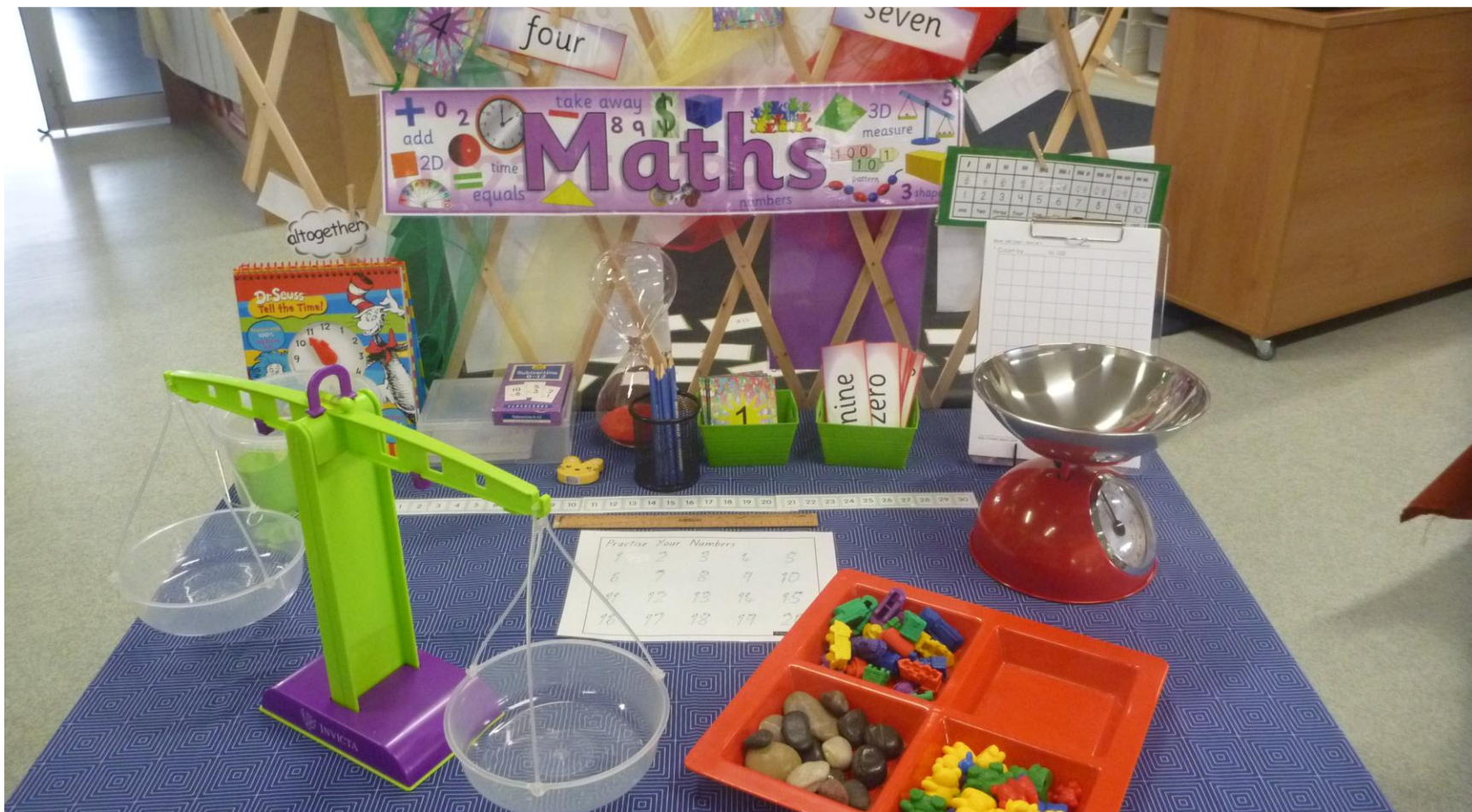


















♥ a cupcake for the teacher



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Year 2 classroom environment

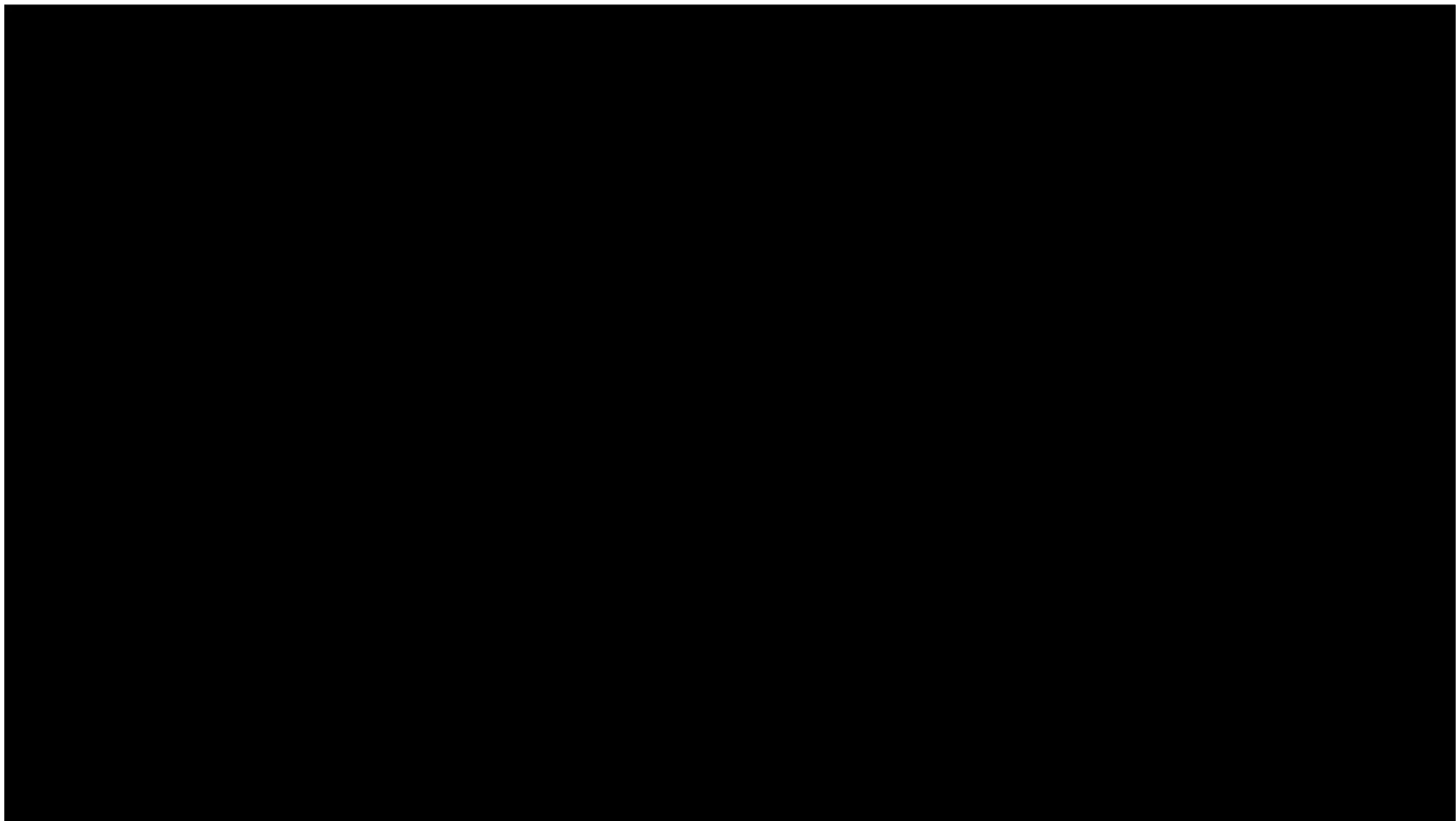




Year 2



# Joyful Learning



Preprimary Statement of Intent  
**Week 5,6 Term 3**

EYLF/Developmental Domain Objectives For the children to ...	Australian Curriculum/Learning Intentions For the children to ...	Children's Current Interests	Staff-School-Community Interests	Related Investigation/Learning Centres	Modifications
<p><b>Emotional</b> Understand emotions of sad and angry</p> <p><b>Social</b> Initiate conversation with others.</p> <p><b>Language</b> Use language appropriate to the situation and audience.</p> <p><b>Cognitive</b> Make decisions about where they will investigate and verbalise it. Where and why?  Make decisions about beginning or continuing work.</p> <p><b>Physical</b> Bilateral movement/cross midline of body</p>	<p><b>Literacy</b>  <b>Speaking/listening</b>            To be an active listener            Use clear/audible speech during class conversations</p> <p><b>Writing</b>            Position letters on lines.            Write simple sentences using capital letters and full stops.            Use knowledge of onset and rime when writing</p> <p><b>Reading</b>            Decoding simple <del>one</del> words            Use knowledge of onset and rime to decode            Use beginning comprehension strategies</p> <p><b>Numeracy</b>  <b>Number</b>            Identify and match numerals to number words            Construct number stories for addition            Use + and = symbols to write addition sentences</p> <p><b>Measurement</b>            Use informal measures to measure a variety of objects            Use formal measures-ruler, scales</p> <p><b>Science</b>            Identify weather changes and how it affects</p>	<p><del>Scissors</del> Gardens</p> <p>Storms Nature</p> <p>Cutting</p> <p>Collage</p> <p>Making books</p>	<p><del>Book-week</del> Dress up day</p> <p>Visiting Author</p> <p>Languages week</p> <p>Languages lunch</p> <p>International dress day</p>	<p><b>Writing Centre</b>            Chalkboard table cloth            Chalk            Words            Letters</p> <p><b>Mathematics Centre</b>            Numeral cards            Number word cards            Ruler            Tape measure            Maths Grab Mat            Variety of objects to use for addition            100 hundred charts</p> <p><b>Collage/Transient Art</b>            Wooden Shapes            Items from nature walk – acorns <del>etc.</del>            Mirrors</p> <p><b>Construction</b>            Big blocks            Loose parts from re-use storeroom            Small blocks            Architecture book</p> <p><b>Tinkering Table</b>  <b>Rainmakers</b>            Cardboard tubes            Nails, hammers            Variety of dried lentils, rice, beans for inside rainmaker</p>	

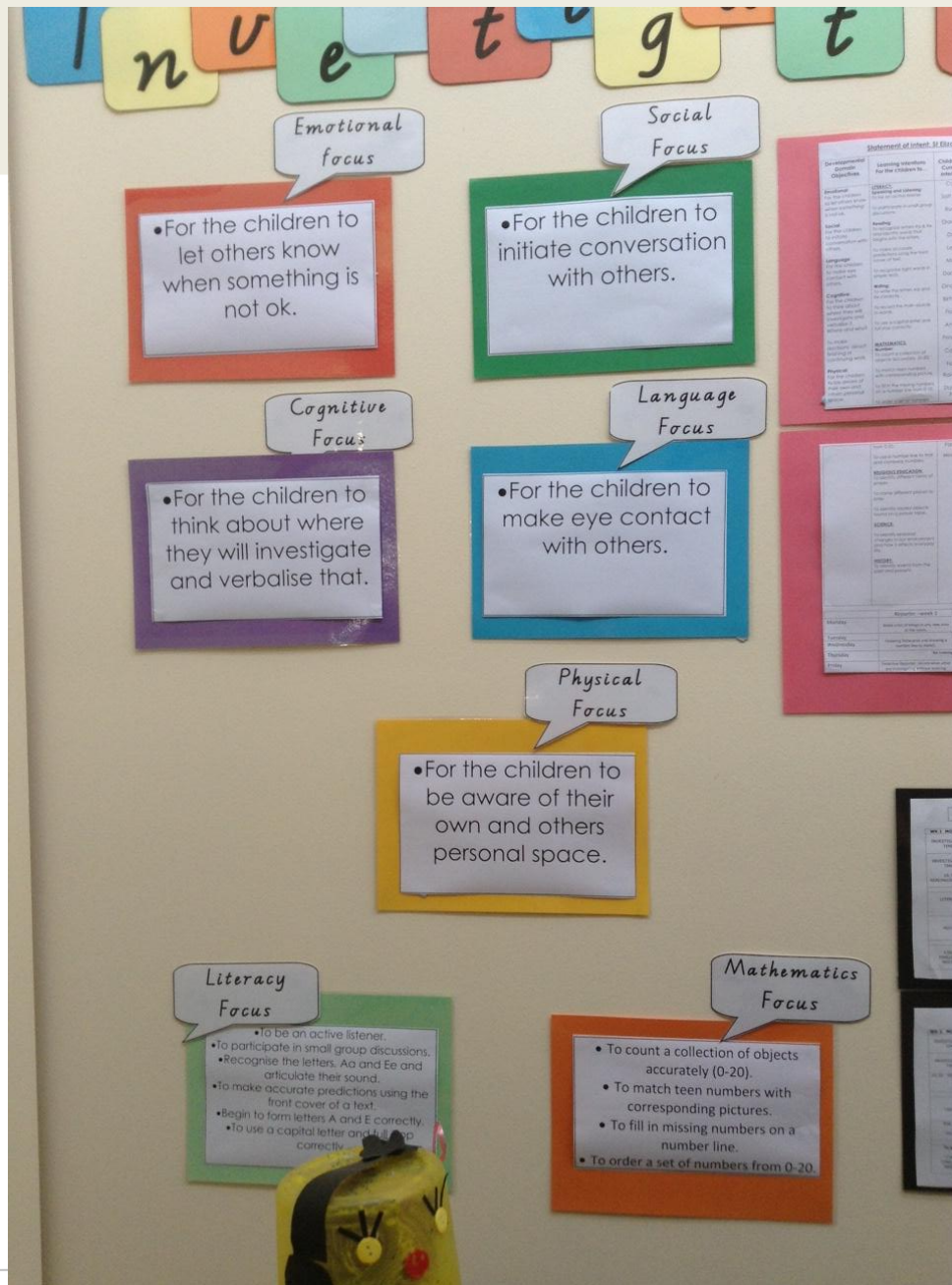
Compiled by Jan Flemming [adapted from Play Matters 2<sup>nd</sup> Ed Kathy Walker]



	<p>everyday life</p> <p>Investigate properties of water cycle: evaporation, condensation, precipitation</p> <p>Vocabulary development</p> <p>Read and write current temperature</p> <p>Read and write current rainfall</p> <p>Read and write wind direction</p>		<p>Variety of materials for decorations</p> <p>Making tapelmilk bottle lids to seal ends</p> <p><b><u>Sensory (touch)</u></b></p> <p>Water beads</p> <p>Acorns, pine nuts, various textures from the environment</p> <p>Textured paper</p> <p>Feely boxes with various textures inside</p> <p><b><u>Science Centre</u></b></p> <p>Condensation experiment</p> <p>Weather words</p> <p>What will the Weather be today? Book</p> <p>Whiteboard to record temperature and rainfall from weather station in garden</p> <p>Calendar month</p> <p><b><u>Technology Centre</u></b></p> <p>loads – use <del>Artmaker</del> for storytelling</p> <p><del>Eggy</del> Words</p> <p><b><u>Reading</u></b></p> <p><del>Zac</del> catalogue</p> <p>Weather Books</p> <p>Craft Books</p> <p><b><u>Explicit teaching sessions</u></b></p> <p>Number Words</p> <p>Recognition dollar sign</p>	<p>Use recording of experiment for portfolio</p>
--	---	--	--	--







Emotional focus

- For the children to let others know when something is not ok.

Social Focus

- For the children to initiate conversation with others.

Cognitive Focus

- For the children to think about where they will investigate and verbalise that.

Language Focus

- For the children to make eye contact with others.

Physical Focus

- For the children to be aware of their own and others personal space.

Literacy Focus

- To be an active listener.
- To participate in small group discussions.
- Recognise the letters, Aa and Ee and articulate their sound.
- To make accurate predictions using the front cover of a text.
- Begin to form letters A and E correctly.
- To use a capital letter and a small letter correctly.

Mathematics Focus

- To count a collection of objects accurately (0-20).
- To match teen numbers with corresponding pictures.
- To fill in missing numbers on a number line.
- To order a set of numbers from 0-20.



<p><i>Our Cognitive Goal</i></p> <p>For the children to have conversations with their teacher and peers about their learning.</p>	<p><i>Our Community Goal</i></p> <p>For the children to move safely around the classroom.</p>	<p><i>Our Identity Goal</i></p> <p>For the children to recognize the feelings of others in the community.</p>
<p><i>Our Social Goal</i></p> <p>For the children to learn to support others by encouraging them "I like the way you.."</p>	<p><i>Our Communication Goal</i></p> <p>For the children to speak in full sentences, particularly when answering questions.</p>	<p><i>Our Emotional Goal</i></p> <p>For the children to persist even when they find a task difficult.</p>
<p><i>Our Wellbeing Goal</i></p> <p>For the children to use their imagination when creating investigation projects.</p>	<p><i>Our Language Goal</i></p> <p>For the children to take turns when engaging in conversations with their peers.</p>	<p><i>Our Learning Goal</i></p> <p>For the children to identify the feelings and needs of other children.</p>





## Pre Primary Writing Assessment

Pre-primary students engage in writing opportunities on a daily basis. They write for a purpose in authentic and meaningful contexts.

When writing the students are encouraged to:

- Demonstrate they know print goes from left to right and top to bottom of a page.
- Demonstrate they understand the one to one correspondence between spoken and written words.
- Read back their writing.
- Use their knowledge of initial sounds, rhyme and print resources in the classroom to produce writing that conveys meaning.
- Experiment with full stops and capital letters.
- Write spontaneously for self or chosen audience.

When writing:

<b>Beginning</b>	<b>Developing</b>	<b>Achieved</b>
Uses upper and lower case letters indiscriminately with no punctuation.	experiments with capital letters and full stops.	uses punctuation accurately
Correctly forms some letters.	correctly forms known upper- and lower-case letters.	legibly writes unjoined upper- and lower-case letters.
Attempts familiar forms of writing and realizes print conveys a message.	uses familiar words and phrases and images to convey ideas	creates texts, drawing on their own experiences, their imagination and information they have learned.
Writes random strings of letters on the page.	shows evidence of sound and letter knowledge, beginning writing behaviours	accurately spells familiar words and attempts to spell less familiar words.



Try something new: plan to change something about your practice and critically reflect on how it went – repeat! Take small steps





Please complete the survey monkey



Thank you

