

RE IN THE EARLY YEARS

(BUNBURY ~ KINDY)

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Resources from today can be downloaded from:

http://www.ceo.wa.edu.au/home/harris.joanne/RE_in_the_Early_Years_Kindy/



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This coming Sunday is the fifth Sunday of Easter. By using the image of a vine and its branches, in John's gospel, Jesus helped his listeners understand the interconnectedness of relationships between the Father, Jesus, and his followers. Jesus is the vine and we, the followers, are the branches that grow from the vine. The gardener, the one who provided the growth and did the trimming, was God. When we are living examples of God's love and act as Jesus did, we provide much fruit. When we fail to do this, we create a lot of dead wood and produce no fruit.

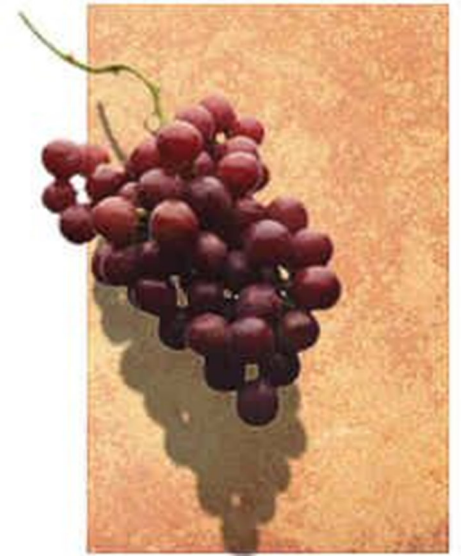
GOSPEL: John 15:1-8

Jesus said to his disciples:

'I am the true vine,
and my Father is the vinedresser.
Every branch in me that bears no fruit
he cuts away,
and every branch that does bear fruit he prunes
to make it bear even more.
You are pruned already,
by means of the word that I have spoken to you.
Make your home in me, as I make mine in you.
As a branch cannot bear fruit all by itself,
but must remain part of the vine,
neither can you unless you remain in me.
I am the vine,
you are the branches.
Whoever remains in me, with me in him,
bears fruit in plenty;
for cut off from me you can do nothing.
Anyone who does not remain in me
is like a branch that has been thrown away
- he withers;
these branches are collected and thrown on the fire,
and they are burnt.
If you remain in me
and my words remain in you,
you may ask what you will
and you shall get it.
It is to the glory of my Father that you should bear much fruit,
and then you will be my disciples.'

The Gospel of the Lord.

Praise to you, Lord Jesus Christ.



REFLECTION: When we get grapes, they usually come in a plastic bag from the supermarket. However, those grapes grew on the branches of a vine. They grew from tiny seeds into the luscious fruits that we can buy and eat or that are squeezed to make grape juice or wine. And, while they were growing, the vine grower cared for them everyday to see that they got enough sunlight and water and fertilizer to make them grow just right.

Jesus said that he is a vine, we are the branches of the vine, those people with whom we share God's love are the grapes or fruit of the vine, and God is the vine grower who cares for the vine, the branches and the fruit. And, if we follow this illustration to its conclusion, the Holy Spirit is God's love that is the growing force flowing through the vine and branches to give life and growth to the fruit, the grapes.

Today, most of us are not directly involved in growing grapes so this illustration seems a bit foreign. But, the idea that somehow, the love and power of God comes through Jesus to each of us is certainly valid. And, the idea that our calling as believers in Jesus is to spread God's love to each person that we meet is also true. When we produce fruit by loving others so much that they, too, become attached to Jesus, we have fulfilled our primary function as the branches of Jesus the vine.

What do I need to help my branch to be strong enough to fulfil my calling to tell the Good News to my students? To my colleagues? To my friends and family? To others?

PRAYER:

Almighty God,

We ask that the words which we have heard this day with our outward ears and eyes, may, through your grace, be so grafted inwardly our my hearts, that they may bring forth in us the fruit of good living, to the honor and praise of your name; through Jesus Christ our Lord.

Amen.

—Adapted from *The Book of Common Prayer*



Religious Education in the early years aims to provide students with the opportunity to discover God in people and creation by:

- experiencing the created environment, using all of their senses
- expressing basic ideas about the created environment in which they live
- sorting and classifying living and non-living things
- identifying signs of God's creation
- wondering at what God who created their world is like
- developing an awareness that by caring for living and non-living things they are living as God wants
- discovering things about themselves
- identifying significant others
- recognising people and places of importance
- wondering at all the ways God loves them
- developing an awareness that by caring for people they are living as God wants.

Religious Education in the early years aims to provide students with the opportunity to draw on human experiences of God by:

- identifying the many gifts that God has given them
- reflecting on experiences of family, love, care, forgiveness and community
- exploring a range of human interactions
- demonstrating socialisation into the early years community
- reflecting on experiences of play and work, likes and dislikes, belonging and celebrations
- wondering at God in the midst of human experiences.

Religious Education in the early years aims to provide students with the opportunity to know Jesus by:

- wondering at the person of Jesus in the Gospels
- wondering at Jesus' love for them
- hearing and being immersed in stories about the life of Jesus
- identifying significant people in the life of Jesus
- identifying the way that Jesus loved and cared for people
- engaging in play experiences based on the stories of Jesus
- responding to stories about Jesus
- exploring and making meaning of Scripture.

Religious Education in the early years aims to provide students with the opportunity to live like Jesus by:

- naming ways that people can show love and be considerate like Jesus
- identifying ways of including people based on how Jesus included them
- exploring ways of forgiving like Jesus forgave
- identifying ways of choosing to do good following the example of Jesus
- wondering at the love that Jesus had for all people
- using their special gifts to help others
- wondering at the ways they can use their gifts to help people
- knowing special people who like Jesus used their gifts to help others in particular ways
 - _ Mary, the mother of Jesus
 - _ Joseph
 - _ Some saints (patron saint of the school or founding order)

Religious Education in the early years aims to provide students with the opportunity to develop a basic understanding of Catholic life, prayer and Scripture by:

- knowing that prayer is the way that people talk to and listen to God
- recognising religious symbols including the cross, liturgical colours and holy water.
- knowing simple ways of praying - making the Sign of the Cross, joining hands in prayer, singing.
- engaging in informal prayer experiences i.e. prayers of praise, thanks, sorrow, petition, spontaneous prayers or through song or movement
 - participating in rituals (e.g. Children's Liturgy of the Word, having a set process of coming into prayer)
- appreciating the importance of Christmas and Easter as special celebrations for the followers of Jesus
- developing an awareness that God's family is called the Church
- coming to know of the relationship between Jesus and the Father
- developing an awareness that Jesus came to tell people about God's love
- meeting the parish priest and knowing of his role in the Church
- visiting the parish church and learning of its role as the place that gathers God's family
- knowing how God's family celebrates and experiencing liturgies and other appropriate school catechesis activities
- recognising the Bible as the special book that tells people about God's love
- observing, manipulating and retelling Scripture stories using pictures and other objects
- participating in ritual to listen to and respond to Scripture.

THE RE LEARNING AREA OUTCOMES AND THE EYLF OUTCOMES, PRINCIPLES AND PRACTICES

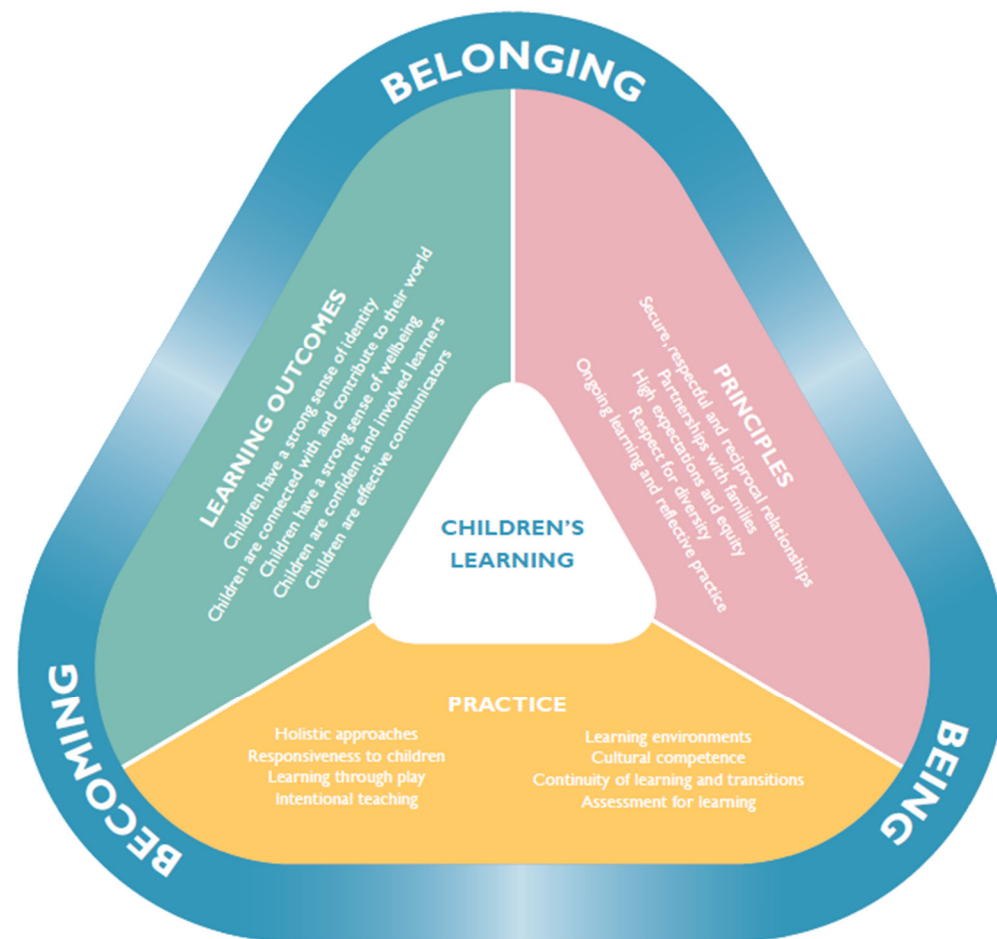


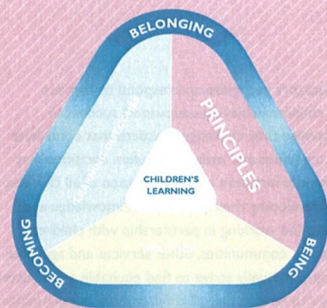
Figure 1: Elements of the Early Years Learning Framework

SHARING OF PLANNING

As you share your planning documents, note the common features you all have and any new features or ideas that you glean.

GROUP MEMBERS	COMMON FEATURES	NEW FEATURES/IDEAS
❖ _____		
❖ _____		
❖ _____		
❖ _____		
❖ _____		
❖ _____		
❖ _____		
❖ _____		
❖ _____		
❖ _____		

PRINCIPLES



The following are five Principles that reflect contemporary theories and research evidence concerning children's learning and early childhood pedagogy. The Principles underpin practice that is focused on assisting all children to make progress in relation to the Learning Outcomes.

1. Secure, respectful and reciprocal relationships

Educators who are attuned to children's thoughts and feelings, support the development of a strong sense of wellbeing. They positively interact with the young child in their learning.

Research has shown that babies are both vulnerable and competent. Babies' first attachments within their families and within other trusting relationships provide them with a secure base for exploration and learning.

Through a widening network of secure relationships, children develop confidence and feel respected and valued. They become increasingly able to recognise and respect the feelings of others and to interact positively with them.

Educators who give priority to nurturing relationships and providing children with consistent emotional support can assist children to develop the skills and understandings they need to interact positively with others. They also help children to learn about their responsibilities to others, to appreciate their connectedness and interdependence as learners, and to value collaboration and teamwork.

2. Partnerships

Learning outcomes are most likely to be achieved when early childhood educators work in partnership with families. Educators recognise

that families are children's first and most influential teachers. They create a welcoming environment where all children and families are respected and actively encouraged to collaborate with educators about curriculum decisions in order to ensure that learning experiences are meaningful.

Partnerships are based on the foundations of understanding each other's expectations and attitudes, and build on the strength of each others' knowledge.

In genuine partnerships, families and early childhood educators:

- value each other's knowledge of each child
- value each other's contributions to and roles in each child's life
- trust each other
- communicate freely and respectfully with each other
- share insights and perspectives about each child
- engage in shared decision-making.

Partnerships also involve educators, families and support professionals working together to explore the learning potential in every day events, routines and play so that children with additional needs are provided with daily opportunities to learn from active participation and engagement in these experiences in the home and in early childhood or specialist settings.

3. High expectations and equity

Early childhood educators who are committed to equity believe in all children's capacities to succeed, regardless of diverse circumstances and abilities. Children progress well when they, their parents and educators hold high expectations for their achievement in learning.

Educators recognise and respond to barriers to children achieving educational success. In response they challenge practices that contribute to inequities and make curriculum decisions that promote inclusion and participation of all children. By developing their professional knowledge and skills, and working in partnership with children, families, communities, other services and agencies, they continually strive to find equitable and effective ways to ensure that all children have opportunities to achieve learning outcomes.

4. Respect for diversity

There are many ways of living, *being* and of knowing. Children are born *belonging* to a culture, which is not only influenced by traditional practices, heritage and ancestral knowledge, but also by the experiences, values and beliefs of individual families and communities. Respecting diversity means within the curriculum valuing and reflecting the practices, values and beliefs of families. Educators honour the histories, cultures, languages, traditions, child rearing practices and lifestyle choices of families. They value children's different capacities and abilities and respect differences in families' home lives.

Educators recognise that diversity contributes to the richness of our society and provides a valid evidence base about ways of knowing. For Australia it also includes promoting greater understanding of Aboriginal and Torres Strait Islander ways of knowing and *being*.

When early childhood educators respect the diversity of families and communities, and the aspirations they hold for children, they are able to foster children's motivation to learn and reinforce their sense of themselves as competent learners. They make curriculum decisions that uphold all children's rights to have their cultures, identities, abilities and strengths acknowledged and valued, and respond to the complexity of children's and families' lives.

Educators think critically about opportunities and dilemmas that can arise from diversity and take action to redress unfairness. They provide opportunities to learn about similarities and difference and about interdependence and how we can learn to live together.

5. Ongoing learning and reflective practice

Educators continually seek ways to build their professional knowledge and develop learning communities. They become co-learners with children, families and community, and value the continuity and richness of local knowledge shared by community members, including Aboriginal and Torres Strait Islander Elders.

Reflective practice is a form of ongoing learning that involves engaging with questions of philosophy, ethics and practice. Its intention is to gather information and gain insights that support, inform and enrich decision-making about children's learning. As professionals, early childhood educators examine what happens in their settings and reflect on what they might change.

Critical reflection involves closely examining all aspects of events and experiences from different perspectives. Educators often frame their reflective practice within a set of overarching questions, developing more specific questions for particular areas of enquiry.

Overarching questions to guide reflection include:

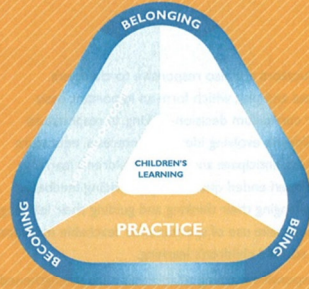
- What are my understandings of each child?
- What theories, philosophies and understandings shape and assist my work?
- Who is advantaged when I work in this way? Who is disadvantaged?
- What questions do I have about my work? What am I challenged by? What am I curious about? What am I confronted by?
- What aspects of my work are not helped by the theories and guidance that I usually draw on to make sense of what I do?
- Are there other theories or knowledge that could help me to understand better what I have observed or experienced? What are they? How might those theories and that knowledge affect my practice?

A lively culture of professional inquiry is established when early childhood educators and those with whom they work are all involved in an ongoing cycle of review through which current practices are examined, outcomes reviewed and new ideas generated. In such a climate, issues relating to curriculum quality, equity and children's wellbeing can be raised and debated.

RAISING RELIGIOUS AWARENESS AND THE EYLF PRINCIPLES PLANNER

RELIGIOUS EDUCATION OUTCOMES/EYLF PRINCIPLES	Secure, respectful and reciprocal relationships	Partnerships with families	High expectations and equality	Respect for diversity	Ongoing learning and reflective practice
<p>Discovering God in people and creation</p> <p>Drawing on human experiences of God</p> <p>Knowing Jesus</p> <p>Living like Jesus</p> <p>Catholic practices – prayer experiences</p>					

PRACTICE



The principles of early childhood pedagogy underpin practice. Educators draw on a rich repertoire of pedagogical practices to promote children's learning by:

- adopting holistic approaches
- being responsive to children
- planning and implementing learning through play
- intentional teaching
- creating physical and social learning environments that have a positive impact on children's learning
- valuing the cultural and social contexts of children and their families
- providing for continuity in experiences and enabling children to have successful transition
- assessing and monitoring children's learning to inform provision and to support children in achieving learning outcomes.

Holistic approaches

Holistic approaches to teaching and learning recognise the connectedness of mind, body and spirit⁴. When early childhood educators take a holistic approach they pay attention to children's physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of learning. While educators may plan or assess with a focus on a particular outcome or component of learning, they see children's learning as integrated and interconnected. They recognise the connections

between children, families and communities and the importance of reciprocal relationships and partnerships for learning. They see learning as a social activity and value collaborative learning and community participation.

An integrated, holistic approach to teaching and learning also focuses on connections to the natural world. Educators foster children's capacity to understand and respect the natural environment and the interdependence between people, plants, animals and the land.

Responsiveness to children

Educators are responsive to all children's strengths, abilities and interests. They value and build on children's strengths, skills and knowledge to ensure their motivation and engagement in learning. They respond to children's expertise, cultural traditions and ways of knowing, the multiple languages spoken by some children, particularly Aboriginal and Torres Strait Islander children, and the strategies used by children with additional needs to negotiate their every day lives.

Scaffold

the educators' decisions and actions that build on children's existing knowledge and skills to enhance their learning.

Educators are also responsive to children's ideas and play, which form an important basis for curriculum decision-making. In response to children's evolving ideas and interests, educators assess, anticipate and extend children's learning via open ended questioning, providing feedback, challenging their thinking and guiding their learning. They make use of spontaneous 'teachable moments' to scaffold children's learning.

Responsive learning relationships are strengthened as educators and children learn together and share decisions, respect and trust. Responsiveness enables educators to respectfully enter children's play and ongoing projects, stimulate their thinking and enrich their learning.

Learning through play

Play provides opportunities for children to learn as they discover, create, improvise and imagine. When children play with other children they create social groups, test out ideas, challenge each other's thinking and build new understandings. Play provides a supportive environment where children can ask questions, solve problems and engage in critical thinking. Play can expand children's thinking and enhance their desire to know and to learn. In these ways play can promote positive dispositions towards learning. Children's immersion in their play illustrates how play enables them to simply enjoy being.

Early childhood educators take on many roles in play with children and use a range of strategies to support learning. They engage in sustained shared conversations with children to extend their thinking⁵. They provide a balance between child led, child initiated and educator supported

Intentional teaching

involves educators being deliberate, purposeful and thoughtful in their decisions and action. Intentional teaching is the opposite of teaching by rote or continuing with traditions simply because things have 'always' been done that way.

learning. They create learning environments that encourage children to explore, solve problems, create and construct. Educators interact with babies and children to build attachment. They use routines and play experiences to do this. They also recognise spontaneous teachable moments as they occur, and use them to build on children's learning. Early childhood educators work with young children to promote and model positive ways to relate to others. They actively support the inclusion of all children in play, help children to recognise when play is unfair and offer constructive ways to build a caring, fair and inclusive learning community.

Intentional teaching

Intentional teaching is deliberate, purposeful and thoughtful.

Educators who engage in intentional teaching recognise that learning occurs in social contexts and that interactions and conversations are vitally important for learning. They actively promote children's learning through worthwhile and challenging experiences and interactions that foster high-level thinking skills. They use strategies such as modelling and demonstrating, open questioning, speculating, explaining, engaging in shared thinking and problem solving to extend children's thinking and learning. Educators move flexibly in and out of different roles and draw on different strategies as the context changes. They plan opportunities for intentional teaching and knowledge-building. They document and monitor children's learning.

Learning environments

Learning environments are welcoming spaces when they reflect and enrich the lives and identities of children and families participating in the setting and respond to their interests and needs. Environments that support learning are vibrant and flexible spaces that are responsive to the interests and abilities of each child. They cater for different learning capacities and learning styles and invite children and families to contribute ideas, interests and questions. Outdoor learning spaces are a feature of Australian learning environments. They offer a vast array of possibilities not available indoors. Play spaces in

⁴ Siraj-Blatchford, I., & Sylva, K. (2004). Researching pedagogy in English pre-schools. *British Educational Research Journal*, 30(5), 712-730.

⁵ Siraj-Blatchford, I., & Sylva, K. (2004). Researching pedagogy in English pre-schools. *British Educational Research Journal*, 30(5), 712-730.

natural environments include plants, trees, edible gardens, sand, rocks, mud, water and other elements from nature. These spaces invite open-ended interactions, spontaneity, risk-taking, exploration, discovery and connection with nature. They foster an appreciation of the natural environment, develop environmental awareness and provide a platform for ongoing environmental education.

Indoor and outdoor environments support all aspects of children's learning and invite conversations between children, early childhood educators, families and the broader community. They promote opportunities for sustained shared thinking and collaborative learning.

Materials enhance learning when they reflect what is natural and familiar and also introduce novelty to provoke interest and more complex and increasingly abstract thinking. For example, digital technologies can enable children to access global connections and resources, and encourage new ways of thinking. Environments and resources can also highlight our responsibilities for a sustainable future and promote children's understanding about their responsibility to care for the environment. They can foster hope, wonder and knowledge about the natural world.

Educators can encourage children and families to contribute ideas, interests and questions to the learning environment. They can support engagement by allowing time for meaningful interactions, by providing a range of opportunities for individual and shared experiences, and by finding opportunities for children to go into and contribute to their local community.

Cultural competence

Educators who are culturally competent respect multiple cultural ways of knowing, seeing and living, celebrate the benefits of diversity and have an ability to understand and honour differences. This is evident in everyday practice when educators demonstrate an ongoing commitment to developing their own cultural competence in a two way process with families and communities.

Educators view culture and the context of family as central to children's sense of *being* and *belonging*, and to success in lifelong learning. Educators also seek to promote children's cultural competence.

Cultural competence is much more than awareness of cultural differences. It is the ability to understand, communicate with, and effectively interact with people across cultures. Cultural competence encompasses:

- being aware of one's own world view
- developing positive attitudes towards cultural differences
- gaining knowledge of different cultural practices and world views
- developing skills for communication and interaction across cultures.

Continuity of learning and transitions

Children bring family and community ways of *being*, *belonging* and *becoming* to their early childhood settings. By building on these experiences educators help all children to feel secure, confident and included and to experience continuity in how to be and how to learn.

Transitions, including from home to early childhood settings, between settings, and from early childhood settings to school, offer opportunities and challenges. Different places and spaces have their own purposes, expectations and ways of doing things. Building on children's prior and current experiences helps them to feel secure, confident and connected to familiar people, places, events and understandings. Children, families and early childhood educators all contribute to successful transitions between settings.

In partnership with families, early childhood educators ensure that children have an active role in preparing for transitions. They assist children to understand the traditions, routines and practices of the settings to which they are moving and to feel comfortable with the process of change.

Early childhood educators also help children to negotiate changes in their status or identities, especially when they begin full-time school. As children make transitions to new settings (including school) educators from early childhood settings and schools commit to sharing information about each child's knowledge and skills so learning can build on foundations of earlier learning. Educators work collaboratively with each child's new educator and other professionals to ensure a successful transition.

Assessment for learning

Assessment for children's learning refers to the process of gathering and analysing information as evidence about what children know, can do and understand. It is part of an ongoing cycle that includes planning, documenting and evaluating children's learning.

It is important because it enables educators in partnership with families, children and other professionals to:

- plan effectively for children's current and future learning
- communicate about children's learning and progress
- determine the extent to which all children are progressing toward realising learning outcomes and if not, what might be impeding their progress
- identify children who may need additional support in order to achieve particular learning outcomes, providing that support or assisting families to access specialist help
- evaluate the effectiveness of learning opportunities, environments and experiences offered and the approaches taken to enable children's learning
- reflect on pedagogy that will suit this context and these children.

Educators use a variety of strategies to collect, document, organise, synthesise and interpret the information that they gather to assess children's learning. They search for appropriate ways to collect rich and meaningful information that depicts children's learning in context, describes their progress and identifies their strengths, skills and understandings. More recent approaches to assessment also examine the learning strategies that children use and reflect ways in which learning is co-constructed through interactions between the educator and each child. Used effectively, these approaches to assessment become powerful ways to make the process of learning visible to children and their families, educators and other professionals.

The five Learning Outcomes in this Framework, as outlined later, provide early childhood educators with key reference points against which children's

progress can be identified, documented and communicated to families, other early childhood professionals and educators in schools. Over time educators can reflect on how children have developed, how they have engaged with increasingly complex ideas and participated in increasingly sophisticated learning experiences.

Ongoing assessment processes that include a diverse array of methods capture and validate the different pathways that children take toward achieving these outcomes. Such processes do not focus exclusively on the endpoints of children's learning; they give equal consideration to the 'distance-travelled' by individual children and recognise and celebrate not only the giant leaps that children take in their learning but the small steps as well.

All children demonstrate their learning in different ways. Approaches to assessment that are culturally and linguistically relevant and responsive to the physical and intellectual capabilities of each child will acknowledge each child's abilities and strengths, and allow them to demonstrate competence.

Including children, families and other professionals in the development and implementation of relevant and appropriate assessment processes allows for new understandings to emerge that are not possible if educators rely solely on their own strategies and perspectives. Developing inclusive assessment practices with children and their families demonstrates respect for diversity, helps educators make better sense of what they have observed and supports learning for both children and adults.

Assessment, when undertaken in collaboration with families, can assist families to support children's learning and empower them to act on behalf of their children beyond the early childhood setting. When children are included in the assessment process they can develop an understanding of themselves as learners and an understanding of how they learn best.

When educators reflect on their role in children's learning and assessment they reflect on their own views and understandings of early childhood theory, research and practice to focus on:

- the experiences and environments they provide and how that links to the intended learning outcomes

- the extent to which they know and value the culturally specific knowledge about children and learning that is embedded within the community in which they are working
- each child's learning in the context of their families, drawing family perspectives, understandings, experiences and expectations
- the learning opportunities which build on what children already know and what they bring to the early childhood setting
- evidence that the learning experiences offered are inclusive of all children and culturally appropriate
- not making assumptions about children's learning or setting lower expectations for some children because of unacknowledged biases
- incorporating pedagogical practices that reflect knowledge of diverse perspectives and contribute to children's wellbeing and successful learning
- whether there are sufficiently challenging experiences for all children
- the evidence that demonstrates children are learning
- how they can expand the range of ways they assess to make assessment richer and more useful.

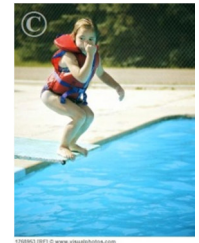
RAISING RELIGIOUS AWARENESS AND THE EYLF PRACTICE PLANNER

RELIGIOUS EDUCATION OUTCOMES/EYLF PRACTICE (See p. 1 for further elaboration)	Holistic approaches	Responsiveness to children	Learning through play	Intentional teaching	Learning environments	Cultural competence	Continuity of learning and transitions	Assessment for learning
Discovering God in people and creation								
Drawing on human experiences of God								
Knowing Jesus								
Living like Jesus								
Catholic practices – prayer experiences								

Reflections:



SHARING OF IDEAS/RESOURCES



NAME OF SHARER/SCHOOL	IDEA/RESOURCE/SPRINGBOARD

PLANNING FOR INTENTIONAL TEACHING

WEEKS:

EYLF PRINCIPLES AND OUTCOMES	Relationships	Partnerships	Expectations/ Equity	Respect/Diversity	Learning
	Outcome 1 – Identity	Outcome 2 – Connectedness	Outcome 3 – Wellbeing	Outcome 4 – Learning	Outcome 5 – Communication-Literacy
RE OUTCOMES	Discovering God in people and creation	Drawing on human experiences of God	Knowing Jesus	Living like Jesus	Catholic practices – prayer experiences

Child/Children's Interests, Provocations:

Routines/Transitions	
Constant Positives	
Child Initiated Learning Centres	
Table Top Activities	
Outdoor Learning Centres	
Texts/Prints	
Home/Community Links	
Others	
Reflection	

LEARNING CENTRE PLAN

Secure, respectful and reciprocal relationships		Partnerships with families		High expectations and equity			Respect for diversity	
Holistic Approaches	Responsiveness to children	Learning through play	Intentional Teaching	Learning Environments	Cultural Competence	Continuity of Learning and Transitions	Assessment for Learning	
1. Children have a strong sense of identity	Feel safe, secure and supported		Planned Concept/Focus: Possible Roles: Materials/Resources to add for further learning: What will chn do? What will educators do? Print: (Environmental, Recreational, Informational, Occupational) Reflection for further planning:					Discovering God in people and creation
	Dev. ...autonomy, interdependence, resilience and sense of agency							
	Dev. knowledgeable and confident self-identities							
	Learn to interact in relation to others with care, empathy and respect							
2. Children are connected with and contribute to their world	Dev. sense of belonging tofor active community participation							
	Respond to diversity with respect							
	Become aware of fairness							
3. Children have a strong sense of wellbeing	Become socially responsible and show respect for the environment							
	Become strong in their social and emotional wellbeing							
4. Children are confident and involved learners	Take increasing responsibility for their own health and physical wellbeing.							
	Chn. dev. cooperation, curiosity, creativity, confidence, commitment, enthusiasm, persistence, imagination and reflexivity							
	Dev. skills and processes such as problem solving, enquiry, experimentation, hypothesizing, researching and investigating.							
	Transfer and adapt what they have learned from one context to another.							
5. Children are effective communicators	Resource their own learning through connecting with people, place, tech. and natural & processed materials							
	Chn. interact verbally and non-verbally with others for a range of purposes							
	Chn. engage with a range of texts and gain meaning from these texts							
	Chn. express ideas and make meaning using a range of media							
	Chn. begin to understand how symbols and pattern systems work							
Chn. use information and communication technologies to access information investigate ideas and represent their thinking.								
								Knowing Jesus
							Living like Jesus	
							Catholic Practices – prayer experiences	

Constant Positives Planning

Weeks:

Date:

EYLF PRINCIPLES	Secure, respectful and reciprocal relationships	Partnerships with families	High expectations and equity	Respect for diversity	Ongoing learning and reflective practice			
EYLF OUTCOMES	Children have a strong sense of identity	Children are connected with and contribute to their world	Children have a strong sense of wellbeing	Children are confident and involved learners	Children are effective communicators			
EYLF PRACTICE	Holistic Approaches	Responsiveness to children	Learning through play	Intentional Teaching	Learning Environments	Cultural Competence	Continuity of Learning and Transitions	Assessment for Learning

RE OUTCOMES	Discovering God in people and creation	Drawing on human experiences of God	Knowing Jesus	Living like Jesus	Catholic practices – prayer experiences				
	Weeks	Blocks	Playdough	Sand Play	Water Play	Collage	Painting	Social Dramatic	Child Initiated
What do I want students to learn?	1								
	2								
Resources to add	1								
	2								
Roles students can play	1								
	2								

	Weeks	Blocks	Playdough	Sand Play	Water Play	Collage	Painting	Social Dramatic	Child Initiated
Vocab development	1								
	2								
Educators role	1								
	2								
Texts to add	1								
	2								
Special Learning Centre									
Reflections									

WEEKLY OVERVIEW:

BEING	BECOMING	BELONGING	INPUT: PARENT, COMMUNITY, CHN, STAFF	FOCUS CHILDREN:	
EDUCATOR LED EXPERIENCES: (whole or small group, individual) DAY OUTCOME DESCRIPTION EVALUATION & TIME			ENVIRONMENTAL CHANGES		
			INDOOR T1 T2 T3	BLOCKS	PROPOSED ASSESSMENT TECHNIQUES
				MANIPULATIVES	
				HOME CORNER	
			PAINTING		
			OUTDOOR	ROUTINES/TRANSITIONS	
			SAND		
			WATER		
			CLIMBING		LITERACY/NUMERACY
			FANTASY		

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EVLAAUTION AND REFLECTION

EVALUATION AND REFLECTION OF THE DAY	LEARNING OUTCOMES OBSERVED & DOCUMENTED	FOCUS CHILDREN	ENVIRONMENT & RESOURCES
		SELF REFLECTION (EYLF PRINCIPLES & PRACTICES)	SELF REFLECTION (EYLF PRINCIPLES & PRACTICES)- other educator in the room
		FUTURE PLANNING	

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LEARNING CENTRE:

WEEK	INTEREST/PROVOCATION	RESOURCES	OUTCOME (EYLF/RE)
ONE			
TWO			
THREE			
FOUR			
FIVE			
SIX			
SEVEN			
EIGHT			
NINE			
TEN			
ELEVEN			

I AM ME

Ideas for Wonder Questions

- I wonder who made me?
- I wonder why God made me the way I am?
- I wonder how much God loves me?
- I wonder what I was like as a baby?
- I wonder what Jesus was like as a baby?

Discovering God in People and Creation

- Provide mirrors, tape measures to compare and contrast hand prints, foot prints, hair colour, eye colour etc
- Children create a perspex easel painting of a partner
- I wonder why I've got (for example, brown hair) and you've got (for example, red hair)? Discuss differences and similarities.
- Read "*Whoever You Are*" by Mem Fox and discuss differences and similarities between students.

Drawing on Human Experiences of God

- Take photos of children doing their favourite things in and out of the classroom I wonder what Jesus liked to do when he was little
- I wonder what Jesus liked to eat/drink/play/wear/play with
- Tell the story of Jesus in the Temple as a boy and share similar stories. Wonder at how Mary and Joseph felt

Knowing Jesus (see *Bible Stories* chapter for Wonder Questions related to the stories)

- Tell the story of the Visitation (p.)
- Tell the story of the Annunciation (p.)
- Tell of the journey to Bethlehem (p.)
- Tell the story of the Birth of Jesus (p.)

Living Like Jesus

- Introduce children to the Parish priest
- Encourage children to use their gifts to help each other
- From the stories in **Knowing Jesus** introduce that Jesus is God's son
- Raise awareness that Jesus came to show us God's love

Catholic Practices - Prayer Experiences

- Display ultrasound baby pictures on the prayer table with a sign - Before you were born God knew you
- Say thank you prayers for the things that make you special
- Display a Bible, showing where we learn about how Jesus was born

I AM ME

PAINTING COLLAGE

Use mirrors for investigating and drawing facial features.

I wonder why God makes all our faces so different?

I wonder why we have different coloured eyes?

Take photos of the children - use this to create a collage of their faces

Create a painting of their favourite thing/the thing they like doing most

- Perspex screen paintings

INVESTIGATION TABLE

- Have mirrors, tape measures or wool, magnifying glasses to use in investigating and measuring
- Use a water trolley to investigate own reflection
- Make fingerprints and look at them through a magnifying glass. Compare fingerprints with a friend.
- Measure and compare hand size, foot size, height etc

I wonder how big Jesus' hands/feet were?

- Favourite storybooks about people

CONSTRUCTIVE PLAY (BLOCKS)

Incorporate people into the block corner

Create houses for the people

Create a tower as high themselves

I wonder if I will grow bigger than this tower one day?

I wonder what I will be when I grow up?

I wonder what God wants me to be when I grow up?

DRAMATIC PLAY

- Include hats, dolls, prams, home furniture
- Create outdoor or indoor cubby houses
- Include various phones to talk to God about "what I have been doing"
- Use computers to send God a message

I wonder what I should tell God about myself?

I wonder if God already knows everything about me?

DRAWING/WRITING CENTRE

Create a class big book of "Things We Love"

I wonder if other people love the same things we love?

I wonder what Jesus loves?

I wonder why God loves us so much?

Children create their own name label

Trace around a child's body and fill outline with pictures of things we love.

MANIPULATIVES

- Use Lego to create people and houses
- Face puzzles- children create a puzzle of their face from a photo. Swap with a friend and put photos back together.

I wonder what God looks like?

- Use peg people and other props for retelling the stories suggested in Knowing Jesus.

PLAY DOUGH - CLAY

- Use people shape cutters
- Create a face
- Create faces which express feelings - tired, mad, afraid, sad, surprised, happy
- nice/terrible taste, good/bad smell,

I wonder how God is feeling today?

- Create favourite things

FOCUS:

Ideas for Wonder Questions

-
-
-
-

Discovering God in People and Creation

Drawing on Human Experiences of God

Knowing Jesus

Living Like Jesus

Catholic Practices – Prayer Experiences

Songs

FOCUS:

PAINING COLLAGE

INVESTIGATION TABLE

CONSTRUCTIVE PLAY (BLOCKS)

DRAMATIC PLAY

DRAWING/WRITING CENTRE

MANIPULATIVES

PLAY DOUGH - CLAY

BIBLICAL STORYELLING

Bible story and reference –

Synopsis of the story –

Important contextual information to bring life to the story –

Important words or phrases –

Form of storytelling – *Godly Play, Storybags, Snip 'n' Tell, Gospels in Playdough, Other*

Props needed to tell the story – *consider symbolism of colour and props*



