

## K-2 Pedagogy Agreement

Goal: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

Our Beliefs about how the Children at Applecross learn best (Measuring Our Effectiveness in the Context of Our School)

### **Classroom Environment**

- Learning Centre layout
  - Child access to materials and tools
  - Provide variety and choice for investigations
  - Link learning centre experiences to learning intentions
  - Encourage development of independence, cooperation, resilience, perseverance, problem solving
  - Types of learning centres should reflect the terms learning intentions and can be linked to any learning area (consider Science, HASS, Technology and Health topics)
- Print rich
- Working spaces
  - Desks, mat space, clipboards, whiteboards, ipads, interactive whiteboard
- Inviting, welcoming, a place to belong, be and become (EYLF)

### **Lesson Format**

All lessons include some version of Tuning In, Learning (teaching and practice), and Reflection

#### Tuning In

- Review previous learning
- Focus on learning intentions
- Use provocations (hook) to engage learning

#### Reflections

- Support students to reflect on the learning that come out of their experiences

#### Explicit Teaching

- WA Curriculum
- Whole school programs
- Differentiated learning for individual students

#### Investigations

- At least 3 times a week for an extended period (minimum 50 minutes) to allow for deep learning (exploring and applying class learning and interests)
- Develop students skills in planning and carrying out investigations both independently and cooperatively (working towards inquiry based learning)
- Children should be given some agency to choose activities building independence etc.
- Teachers can plan centres that link to concepts in learning areas and therefore all children will be expected to engage in that experience over a period of time
- Teachers and Education Assistants play a role in drawing out the learning by engaging in the Investigations

## Focus Children

Ensure teachers focus on every child over a period of time for specific scaffolded learning and sharing of learning. This should occur throughout the day/week either as individuals or small groups in both investigations and other lessons.

A record of Focus Children (including reporter/photographer) ensures each child has a time in the “focus” of the teacher and other students. It is also an opportunity for the teacher to work with this child for individual scaffolding. In explicit teaching lessons teachers will often have a small group of focus children.

Reporter/Photographer roles provide students with the opportunity to develop skills in identifying and sharing learning. It is important that students learn to identify the learning that occurs in the activities they are involved in, during both explicit and play-based activities.

## Supporting Documents

*Play Matters: Investigative learning for preschool to Grade 2* Kathy Walker 2011

Creating Engaging Learning Centres

Scaffolding Children in Their Learning

Reporter and Photographer Roles

Engaging Children Audit

“Professor Cross, who is also the (Telethon Kids) institute’s director of Early Childhood Development and Learning Collaboration, said adult-supervised, fully-engaged childhood play facilitated successful learning in the long-term.” “... but it is critical adults were present to interact and guide students. They need adults to help and support and narrate their play so that children are drawing out of the experience as much as they can, Professor Cross said. Your role, the relationships you have with the students as an educator and other children your care for, is just extraordinary.”

Play a crucial part of early learning by Minh Lam, Western Teacher October 2017