

## Aligning curriculum, pedagogies and assessment

### An example of practice in Prep

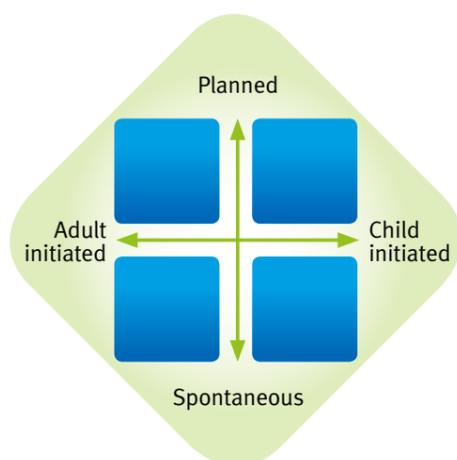
#### Inquiry/Play-based learning - 'Our commemoration box and museum'

Australian Curriculum - Humanities and Social Sciences - History

### Sequencing teaching and learning

How do I teach it?

Achieving range and balance\*



#### Approach

- Inquiry learning
- Play-based learning

#### Practices

- Whole class inquiry
- School/home connection
- Socio-dramatic play

#### Strategies

- Provision of neutral response sheets
- Modelled response
- Adult as co-player
- Provision of play space
- Child provided artefacts/sources as play stimulus

#### Characteristics of age-appropriate pedagogies\*

- Active
- **Agentic**
- Collaborative
- **Creative**
- Explicit
- **Language rich and dialogic**
- Learner focused
- **Narrative**
- **Playful**
- Responsive
- Scaffolded

\*See over for an explanation of approaches, practices and strategies, and the characteristics of age-appropriate pedagogies evident in this Example of practice.

### Our students

Working together to ensure that every day, in every classroom, every student is learning and achieving

This is an example of how one teacher incorporated **inquiry** and **play-based learning** whilst implementing the *Australian Curriculum* Humanities and Social Sciences (History) learning area, to answer the question, 'How do we commemorate?'

The teacher decided to connect learning between home and school by sending a *Commemoration box* home with the children to discuss with their families important family events and how they are commemorated.

Four boxes were sent home simultaneously, so that all children were able to have their turn within a two week period. Each box contained a neutral response sheet, allowing the child and their family to represent their three family commemorations across a calendar year. Each child brought three artefacts/sources to school along with their completed neutral response sheet. Artefacts/sources brought to school included a lemon from a tree planted on a first Mother's Day, an Aboriginal flag from NAIDOC Day and

a Christmas decoration. The *Commemoration box* allowed for the safe transportation of artefacts/sources to and from school.

Artefacts/sources from home were then displayed in the *Commemoration museum*, where children were able to engage in socio-dramatic play. This play space was set up in one area of the classroom and accessed by the children during indoor learning time. An adult (teacher/teacher aide/parent/carer) acted as a co-player when the *Commemoration museum* was open. Playing the roles of visitor/guide/curator scaffolded the development of the children's representational oral language and afforded opportunities for the children to refine and enhance their personal commemoration narratives in preparation for oral language rotations.

During English oral language rotations, each child chose one of their artefacts/sources to share with their peers, relating a commemoration narrative from their past.

### Assessment

What do my students already know? How well do they know it?

Assessment **for learning** - photographs of artefacts/sources, neutral response sheets, documentation of play and transcripts of historical narratives

Assessment **as learning** - pre and post play discussions, peer feedback and teacher feedback

Assessment **of learning** - Unit 2- Year Prep (V3.0) Assessment task

### Making judgments

How will I know how well my students have demonstrated the Achievement Standard?

C2C Unit 2 - History Year Prep (V3.0) - Guide to making judgments

**Applying (AP)** - Identifies family traditions and symbols. Identifies and makes references to months of the year when sequencing. Includes detailed observations about a significant family event.

**Making Connections (MC)** - Explains the significance of family commemorations. Uses simple sentences to record or report an event referring to sources.

**Working With (WW)** - Recognises how important family events are commemorated. Sequences familiar events in order. Relates a story about their past, using a range of texts.

**Exploring (EX)** - Names family events. Comments on a family event that has happened in the past.

**Becoming Aware (BA)** - Identifies elements of a past event. Names an event.

### Feedback

What do my students already know?

What do my students need to learn next?

The teacher used photographs of artefacts/sources, neutral response sheets, documentation of play and transcripts of historical narratives to inform feedback.

The feedback provided the children with progress on their learning to date (*Mackenzie, I noticed that as you explained how your family commemorates Christmas, you showed a special Christmas decoration*), and gave specific information about what to do next (*Remember that you can use your neutral response sheet to help you sequence your family events in the correct order*).

Ongoing, informal verbal feedback was given throughout this inquiry/play-based learning.



### Curriculum intent

What do my students need to learn?

#### Australian Curriculum

##### - Humanities and Social Sciences

#### Foundation (Prep) Year Level Description

The Foundation (Prep) curriculum focuses on developing students' understanding of their personal worlds, including their personal and family histories and the places they and their families live in and belong to. The emphasis is on the student's own history and their own place. They explore why places are special to them and others. As students explore the people and features of their social and physical worlds, they examine representations of place and sources, which may include stories from family members and from different cultures. They may also study places of similar size that are familiar to them or that they are curious about, coming to see how people feel about and look after places. Learning about their own heritage and their own place contributes to students' sense of identity and belonging, beginning the idea of active citizenship.

#### Foundation (Prep) Year Content Descriptions (as applicable to this inquiry/play-based learning)

##### Knowledge and Understanding

- **How they, their family and friends commemorate past events that are important to them (ACHASSK012)**
- **How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums (ACHASSK013)**

##### Inquiry and skills

- **Pose questions about past and present objects, people, places and events (ACHASSI001)**
- **Collect data and information from observations and identify information and data from sources provided (ACHASSI002)**
- **Sequence familiar objects and events (ACHASSI004)**
- **Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI010)**

#### Foundation (Prep) Year sub-strand-specific Achievement Standard - History

By the end of the Foundation year, students identify important events in their own lives. They identify how they, their families and friends know about their past and commemorate events that are important to them. Students sequence familiar events in order. They respond to questions about their own past. Students relate a story about their past using a range of texts.

## Characteristics of age-appropriate pedagogies evident in this example of practice

Acknowledging, valuing, and incorporating the children's commemoration artefacts/sources from home as historical sources in the *Commemoration museum* allowed the children to make clear links between their own lives and their learning. Allowing the children to investigate their histories and find answers to the Key Inquiry Questions 'What is my history and how do I know?', 'What stories do other people tell about the past?' and 'How can stories of the past be told and shared?' through school/home inquiry and socio-dramatic play fostered creativity. The learning was language rich and dialogic in two ways. Firstly, it encouraged meaningful dialogue between child and parent/carer when selecting commemorative artefacts for the *Commemoration box*, and secondly, it developed the children's representational oral language when taking on roles of visitor/guide/curator of the *Commemoration museum*. The children's narratives were acknowledged by incorporating their personal and family stories into the inquiry and play. The children's new knowledges were enacted in the socio-dramatic play space of the *Commemorative museum*, with adults as co-players in the space.

Although only five of the characteristics of age-appropriate pedagogies have been highlighted here, opportunities for each of the eleven characteristics to be embedded were evident.

### Characteristics of age-appropriate pedagogies

#### Creative

Inviting children to consider "What if?" They encourage investigation, inquiry and artistry to explore new possibilities and ways of thinking.

#### Narrative

Acknowledging the important role that personal, written, oral and digital stories play in all our lives. They support both the production and comprehension of narratives through active processes, especially play.

#### Active

Requiring physical and embodied engagement across all areas of learning. Whether this is indoors or outdoors, activity is essential in order to activate children's full potential. Their focus, concentration, motivation and self-regulation are enhanced through moving, doing and interacting within a range of learning environments.

#### Explicit

Making conscious for both learner and educator the relationships between the learning purpose and processes employed and the skills and understanding these processes support.

#### Playful

Encouraging children to make connections through imagination and creativity to explore alternate worlds and ways of thinking. These worlds, not bounded by reality, offer the freedom children need to innovate and enact new possibilities.

#### Agentic

Ensuring that children have voice in their learning. Their ideas and interests initiate, support and extend learning possibilities in order to build on their real-world understandings and experiences.

#### Language rich and dialogic

Ensuring that learning occurs in environments where rich language is modelled and employed by both children and educators. Meaningful dialogues between children, as well as between children and educators, are created to support thinking, learning, engagement and imagination.

#### Responsive

Incorporating a willingness to be flexible, to ensure that learning is always child, context, content and discipline appropriate. To achieve this, educators will balance opportunities for structure and spontaneity, open-ended and specific tasks, and child-led and educator-led learning.

#### Collaborative

Being social and co-constructed. Children and educators work together to identify ways of learning and understanding through sustained shared thinking and action.

#### Learner focused

Recognising that all children learn in different ways and that learning is a highly individualised process. They also acknowledge differences in children's physical, intellectual, cultural, social and personal experiences and perspectives.

#### Scaffolded

Including such actions as modelling, encouraging, questioning, adding challenges, and giving feedback, provide the support needed to extend children's existing capabilities. Effective scaffolding by both educators and other children provides active structures to support new learning; it is then progressively withdrawn as learners gain increasing mastery.

## Approach - Inquiry/play-based learning

### Practices\*

#### Whole class inquiry

Each child took home the *Commemoration box*. Each box contained a letter of explanation for parents/carers, a neutral response sheet and modelled response. The box was returned to school containing three artefacts/sources linked to a family commemoration (e.g. birthday candles, a Father's Day card and a Diwali candle).

#### School/home connection

This inquiry/play-based learning was designed with promoting connections between school and home in mind. Some parents/carers came into the classroom to talk to the children about special family commemorations (e.g. Diwali). Parents/carers also visited the *Commemorative museum* with their children and became co-players.

#### Socio-dramatic play

Socio-dramatic play allowed the children to engage with the commemorative artefacts/sources that came from home, and to develop their representational oral language (i.e. the language of conveying facts and information). This prepared the children for sharing a narrative about one artefact/source during oral language rotations.

*\*These are examples of the Practices implemented, and not intended as a finite list.*

### Strategies\*

#### Provision of neutral response sheets

Neutral response sheets are open-ended graphic organisers that allow children to have agency in representing their knowledge, in this instance, sequencing special commemorations in time.

#### Modelled response

The *Commemoration box* contained a modelled response (e.g. artefacts/sources and completed neutral response sheet), sharing the teacher's commemoration narrative.

#### Adult as co-player

Adults were able to enrich the children's play, scaffolding oral language development and making links to the History content. A *Co-player guide* was on display in the play space to scaffold the adult play.

#### Provision of play space

A space for play was set up including small table and chairs, shelves and consumables (i.e. paper and pens for the creation of exhibit information signage).

#### Child provided artefacts/sources as play stimulus

The commemorative artefacts/sources brought from home were displayed in the play space for the children's interaction.

*\* These are examples of the Strategies implemented, and not intended as a finite list.*

### Questions for teacher-based reflection

- How is an array of effective pedagogies ensured?
- How are holistic development and academic goals balanced?
- How is a balance between child-initiated and adult-initiated learning experiences fostered?
- How are positive personal relationships with children nurtured?
- How is playfulness in learning and teaching interactions embedded?
- How are high-quality, verbal interactions encouraged?
- How are interactions to scaffold cognitive challenge and develop higher order thinking incorporated?
- How are real-life, imaginary, spontaneous and planned experiences integrated?

### Questions for school-based reflection

- How is the provision of training, resources and support considered?
- How are the professional demands on teachers, and the lead-in time required to establish new approaches, recognised and supported?