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
• Modeled 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.

Artfacts/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 accessMed 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 - Prep Year (V1.0) Assessment task

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

CVC 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 (EO) · 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 (ACHASSK013)
• 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 (ACHASSK001)
• 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

An Acknowledging, valuing, and incorporating the children’s commemorative artefacts/sources from home as historical sources in the Commemorative 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 Inquirer Questions ‘What is my history and how do I know it?’, ‘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/caregiver when selecting commemorative artefacts for the Commemorative box, and secondly, it developed the children's representational oral language when talking on roles of visitor/guide/curator of the Commemorative museum. The children’s narratives were acknowledged by incorporating their personal and family stories into the inquiry and play. The children’s new knowledge were enacted in the socio-dramatic play space of the Commemorative museum, with adults as co-players. 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.

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Approach - Inquiry/play-based learning

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