AAP - Impact on children's engagement and learning

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Description:

The project based approach has worked really, really well and I believe that's because of the sense of ownership that the children have over it. They're helping to drive their learning; they're planning out what they would like to do. They're going and gathering the resources that they need to do that, reporting back on what they've done so far and children have actually been bringing in things from home, that they've done at home as well because they really are involved in that topic.  
I know, maybe blue paper to make the sky.  
I think there's someone there.  
Amy, look we can't get it up there.  
We’ll just hang it up and [unclear].  
Using the play based approaches we've been able to actually increase the children's vocabulary so they're able to now understand the context of the books that they're reading and to be able to give meaning to the text, where before they couldn't connect there was no connectedness between the children's experiences and the text that they were reading.  
The first little pig built his house of straw. The second little pig built his house of sticks, but the third little pig built her house of bricks.  
this time the wolf was very frustrated.  
The big bad wolf is funny because he burns his tail. He's like, argh.  
In terms of the results for the students what we've seen is an increase in their engagement in reading, an increased engagement in discussion and them being involved in that. Excitement about learning and in terms of our reading results we've certainly seen greater progress from the students that we have in this prep cohort to ones that we have had in previous cohorts, sort of looking at a benchmark of the two terms that we've been working with these students. Yes, they are different children to last year but they're different to the year before, they're different to the year before that but the data that we had showed that across the last number of years at our school that the vocabulary development was an area of vulnerability for students at our school.  
So this group was no different in that regards and yet we're seeing greater impact on their reading now for the movement that they've made and the progress that they've made across the reading levels to years previous.  
As long as their rich, great texts the children really get to know them well, use their language, pull them apart and play playfully with that language in any way we get good writing.  
We want our monster to talk.  
Let this rumpus [started] dance begin.  
Roar, roar, follow me. I'm King Wild Thing, look at me.  
The children are using better vocab in their writing. They're better risk takers so instead of - once they would have said the native bees went out to collect the honey, they have said they went out to get it because they can spell get. So now they'll have a go at better vocab. They're using better vocab in their oral language and it's coming out in their writing.  
Which character have you got?  
What are some of those great words you can write down for Joey?  
He's bubbly.  
No cheeky.  
One day in the Australian Mulgadoo and Mulgadoo is our Dharumbal word for bush, there was an excited effervescent Joey, Kangaroo, bouncing through the bush.  
Now we realise that drawing the picture is a very important part of the writing for the children because it allows them to plan their story. It allows them to sequence their story and it's their plan. They can tell the story from their pictures and then they put it into the writing.  
We've been doing [growing] patterns and [symmet]?  
Yeah.  
Our action plan focus was on mathematical reasoning and using patterns. We began the study period with some diagnostic testing, a test known as the PASA test. We reapplied that at the end of the study period and were just blown away by how far the children have moved, the improvements that they've shown in their mathematical reasoning, their ability to recognise and continue patterns.  
We have been trying to save Marvin.