AAP - An introduction to Age Appropriate Pedagogies

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Description:

As a school our whole school philosophy is that we're responsible for nurturing the whole child, body, soul and mind. So we were looking at pedagogies that fit it in with our school philosophy of nurturing, not just the academic side of children but their wellbeing, their emotional wellbeing, their resilience and their interactions with others.  
We just wanted to look at getting a balance back into the curriculum, again as well, where there was adult initiated activities and child initiated activities. When we were doing lots of analysing of ourselves, we just found we were more and more just pushing back towards that adult teacher directed side of things and we wanted the kids to have a more holistic approach to their learning and things that were more appropriate for four and five year olds too.  
With the same things that we've always been trying, whether that's a phonological awareness program or you're just drilling it into them isn't working then it's not working and it's important to try different things and this project through implementing different age appropriate pedagogies and the characteristics of those, it gave us another avenue to try and explore how we could actually reach the students to try and impact on their learning.  
This is what parents are wanting now from prep. Of all the prep interviews we've done for next year with parents, no one has asked me about how quickly my child will learn to read. No one has asked me about how our school performs in NAPLAN. A significant number of parents have asked me about: do we have an approach to teaching in our prep that is consistent with early childhood growth and development.  
Mel up you come.  
And check inside.  
Is there another message?  
Yes.  
On the letter?  
You've got slime on you. Let's have a look  
It might be the letter that we wrote to Marvin yesterday.  
No.  
It's in black writing. We can see through.  
Yeah.  
And there's slime.  
Ugh.  
  
We got a letter and this letter appeared in our classroom because I knew that the link with the English curriculum, at the moment, was letter writing and things like that. So we got this letter from a mysterious creature called Marvin who didn't know where he was. He'd crashed his space craft and all of these things so we used that for lots of literacy work.  
The Three Little Pigs that was not my chosen idea. This was right out child initiated. I was sitting down one day and one of my little boys came up and said, look at this book Mrs Jackson, it's Three Little Pigs. I've got a great idea Mrs Jackson, how about we act out the story.  
Once upon a time there were three little pigs. The mother said…  
You're big enough to build your own houses.  
So off they went.  
The collaborative looks - it's just not teacher directed. It is having the child's input into their ideas, their feelings, their thoughts and where can we go from here, bringing things in from their own general knowledge and background and incorporating that into the lessons.  
It's good to look at what the kids are doing in the class and how we can make it more appropriate for them in a fun way. Think about how we're teaching maths, for instance, because that was something we were focusing on. We were focusing on patterning and problem solving and reasoning.  
Can you work out what the next one will be by using the trick?  
The kids call it free play but we know it's not completely free, unstructured play. It's that interactive guided play where the students are having that time to choose what they want to play but the teachers are interacting with them to make sure that it's rich. It's a learning opportunity. That gets us more of that agency, more of that spontaneity and more of that responsiveness to what the students are interested in and what they want to talk about and learn about.  
I've come to an intersection. Which way do I have to go now Robert?  
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