**Active**

‘Active learning is described as, ‘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.’[[1]](#footnote-1)

Consider the questions for reflection in terms of your own interactions with young learners. As you write your responses ask yourself how they would be evident in action to a family or visitor to the classroom.

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| **Teacher/Teacher aide behaviours** | **Young learner behaviours** | **Questions for reflection** | **My reflections** |
| **Teachers/Teacher aides may:**   * provide opportunities for young learners to engage in physical and embodied learning * support young learners to access the curriculum in both indoor and outdoor learning spaces * provide a range of open-ended materials, including realistic, symbolic and unstructured resources that encourage problem solving and activate young learners’ full potential * scaffold young learners’ focus, concentration, motivation and self-regulation during independent, small group and whole class learning experiences | **Young learners may:**   * move, do and interact appropriately in a range of learning situations to engage in higher order thinking and build on current learning * engage in a range of learning spaces, both indoors and outdoors * engage with a range of open-ended, realistic, symbolic, and unstructured resources that encourage problem solving * participate with increasing focus, concentration, motivation and self-regulation | * How do I support young learners to engage in physical and embodied learning? How can these opportunities be extended? * In which learning areas am I currently providing opportunities for active learning? * How can I build upon these opportunities? * How and when do I provide opportunities for young learners to access the curriculum using active learning processes in both indoor and outdoor learning spaces? * How and when do I provide open-ended materials, including realistic, symbolic and unstructured resources that support active learning? How and when can these materials be used? * What do I notice about young learners’ focus, concentration, motivation and self-regulation when they engage in active learning experiences as individuals, in small groups and as a whole class? How is this information shared with the teaching team? | • |

1. Queensland Government and Department of Education (n.d.)*.* *Foundation Paper Age-appropriate pedagogies in the early years of schooling,* p.28. [↑](#footnote-ref-1)