**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.’[[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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher/Teacher aide behaviours** | **Young learner behaviours** | **Questions for reflection** | **My reflections** |
| **Teacher/Teacher aides may:*** support young learners to make decisions about their own learning
* respond to young learners by incorporating their ideas and interests into classroom planning and practice with the teaching team
* build on young learners’ real-world understandings and experiences
* provide opportunities for young learners to collaboratively plan for, co-construct and reflect on their learning.
 | **Young learners may:*** make decisions about their own learning
* contribute their ideas and interests to learning conversations and environments
* recognise that their real-world understandings and experiences are acknowledged and valued
* work in partnership with the teaching team to plan for, co-construct and reflect on their learning.
 | * How do I support young learners to make decisions about their own learning?
* How do I respond to young learners by sharing their ideas and interests with the teaching team to be incorporated into classroom planning and practices?
* In what ways do I build on young learners’ real-world understandings and experiences?
* When and how do I provide opportunities for young learners to collaboratively plan for, co-construct and reflect on their learning?
* How do I model processes that show respect and support for all ideas and contributions?
 | •  |

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)