**Explicit**

‘Making conscious for both learner and educator the relationships between the learning purpose and processes employed and the skills and understanding these processes support.’[[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:*** plan for and understand the curriculum intent that underpins each learning experience
* clearly articulate the curriculum intent that underpins each learning experience for the children
* respond to children by clearly linking curriculum intent to child initiated/negotiated learning experiences
* provide feedback to children to connect them with the strengths of their current learning and then co-construct future learning goals.
 | **Young learners may:*** have a clear understanding about the curriculum intent of each learning experience
* understand that child-initiated/negotiated learning experiences have a clear learning purpose
* receive feedback about their learning connecting them with their strengths
* have clear learning goals.
 | * Does my planning reflect a strong understanding of the Australian Curriculum that underpins each learning experience?
* Am I able to articulate clearly, to myself and my young learners, the curriculum intent that underpins each learning experience?
* Am I able to identify the curriculum intent within child-initiated/negotiated learning experiences?
* How do I provide feedback to young learners to connect them with the strengths of their current learning and then co-construct future learning goals?
* How do I assist young learners to identify and articulate learning and learning purposes?
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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)