**Narrative**

‘Thus, acknowledging the important role that personal, written, oral and digital stories play in all our lives. They support both the production and comprehension of narratives through active processes, especially play.’[[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:*** share their experiences, modelling personal oral narratives
* include opportunities for children to produce and comprehend personal written, oral and digital stories
* read, recite and retell literature to young learners as an everyday, pleasurable, shared experience
* encourage young learners to share their experiences through personal narratives
 | **Young learners may:*** share their experiences, developing personal oral narratives
* explore links between prior and current learning by asking questions, listening, and talking to peers and their teacher
* engage with a variety a texts, as an everyday, pleasurable, shared experience with their peers and teacher
* explore, comprehend and create multi-modal texts.
 | * In what ways do I share my experiences, modelling personal oral narratives?
* How do I include opportunities for young learners to produce and comprehend personal written, oral and digital stories?
* Do I share literature (by reading, reciting or retelling) to young learners as an everyday, pleasurable, shared experience?
* How and when do I encourage young learners to share their experiences through personal narratives?
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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)