***Employing AAP in the early years* - video transcript**

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| **DEFINE DESIGN ENACT REFLECT**  ***Employing AAP in the early years***  (Upbeat background music throughout ) | TITLE PAGE |
| **DEFINE –**  Scan, assess and prioritise the teaching and learning focus | SUBTITLE PAGE |
| Once upon a lunch time …  **SUBTEXT: Child, teacher, context**  (Speech bubbles)  Child: Where can I put my wrapper?  Teacher: In the foil box and we can recycle it!  Child: We have a recycle bin at home. Mum says we have to look after our environment.  Teacher: I agree, we do need to look after our environment.  Child: I wonder … what would happen if we didn’t look after our environment?  **SUBTEXT: Curriculum**  (Speech bubble) Teacher: This interest aligns perfectly with our unit plan for Year 1 Science!  (Text on notebook image on screen with the following)  **Year 1 Science:**   * Content description: Science Understandings: Biological Sciences - Understanding living things live in different places where their needs are met * Elaboration: Exploring what happens when habitats change and some living things can no longer have their needs met * Cross-curriculum priority: Sustainability * General Capability: Critical and creative thinking * Achievement standard: By the end of Year 1, students describe changes in their local environment and how different places meet the needs of living things   **SUBTEXT: Evidence of learning**  (Speech bubble) Teacher: It could also be a great chance to extend on the range of short informative texts students have started exploring.  (Text on notebook image on screen)  **Year 1 English**   * Content description: Literacy - Creating texts – Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multi-modal elements, for example illustrations and diagrams * Elaboration: Beginning to consider audience in designing a communication involving visual components * General Capability: Literacy; Critical and Creative thinking * Achievement standard: Productive modes – By the end of Year 1, students … create short texts for a small range of purposes |  |
| **DESIGN -**  Developand planthe learning experience | SUBTITLE PAGE |
| **SUBTEXT: Approaches**  (Speech bubble) Teacher: Looking back on pedagogies that supported learning in the past, we will use a blended approach (using elements of inquiry and play-based learning) to keep everyone engaged!  (Teacher thought bubble): Evidence suggests we use inquiry and play-based learning approaches.  **SUBTEXT: Characteristics**    (Speech bubble) Teacher: A range and balance of characteristics will inform this teaching and learning approach  (Pop up text on screen)  Narrative  Active  Agentic  Collaborative  Creative  Learner focused  Playful  Responsive  Scaffolded    **SUBTEXT: Learning environment**  (Speech bubble) Teacher: A mix of learning stations outside and inside with ready-to-go materials for small and large groups will help cater for all learners!  An outdoor learning space …  hands on materials …  writing and art stations …  and quiet nook for research and reflection … |  |
| **ENACT –**  Time to act on planning pathways and respond to learning | SUBTITLE PAGE |
| Starting with a story about healthy and unhealthy habitats  (CHARACTERISTICS POP UP) Narrative  Taking time to talk before walking the walk  (CHARACTERISTICS POP UP)  Collaborative  Responsive  Scaffolded  Brainstorming what makes habitats healthy or unhealthy  Responding to an opportunity to collect data and connect with Year 1 Maths  (CHARACTERISTICS POP UP)  Playful  Learner focused  Responsive  Building healthy and unhealthy habitats  (CHARACTERISTICS POP UPs)  Learner focussed  Playful  Active  Agentic  Creative  Collaborative  Scaffolded  Responsive  … by delving a little deeper and learning a little steeper!  (CHARACTERISTICS POP UPs)  Active  Agentic  Learner focussed  Playful  Creative |  |
| **REFLECT**  Monitor and review the learning together | SUBTITLE PAGE |
| Where have we been …  where are we now ….  … and where to next?  I wonder …  … where have you been …  … where are you now ….  … and what are your next steps?  **Age-appropriate pedagogies**  <https://earlychildhood.qld.gov.au/early-years/age-appropriate-pedagogies>  **K–2 Enhancing Continuity and Alignment**  <https://qed.qld.gov.au/programs-initiatives/early-childhood-education-and-care/kindy-to-year-2>  **Australian Curriculum**  <https://www.australiancurriculum.edu.au/>  **Assessment and Moderation hub**  <https://learningplace.eq.edu.au/cx/resources/file/76fcf9c5-4485-4fa1-9981-19073ca3865b/1/index.html>  DEFINE DESIGN ENACT REFLECT |  |