AGE-APPROPRIATE PEDAGOGIES

Characteristics of age-appropriate pedagogies
Teacher and child behaviours unpacked

The characteristics of age-appropriate pedagogies listed below, represent a set of desirable qualities that educators can consider when designing learning experiences for children in the early years of school. Here, they have been unpacked into some of the teacher and child behaviours that may be observable in classroom settings.

Characteristics	Teacher behaviours	Child behaviours
Active	Teachers may: • provide opportunities for children to engage in physical and embodied learning • timetable regular opportunities for children 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 children's full potential • scaffold children's focus, concentration, motivation and self-regulation during independent, small group and whole class learning experiences.	Children 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.
Agentic	Teachers may: • provide opportunities for children to make decisions about their own learning • respond to children by incorporating their ideas and interests into classroom planning and practice • build on children's real-world understandings and experiences • provide opportunities for children to collaboratively plan for, co-construct and reflect on their learning.	Children 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 teacher to plan for, co-construct and reflect on their learning.
Collaborative	Teachers may: • engage children in purposeful, relevant shared decision making • model ways to share ideas and listen to others • ensure that children have opportunities to participate in learning experiences that are social and co-constructed • collaborate with children using processes that encourage sustained shared thinking.	Children may: • negotiate the rights, roles and responsibilities of their learning community • contribute ideas, actively listen and encourage others to join learning experiences • cooperate positively with others in group learning experiences • seek to be involved in choosing and negotiating learning experiences.
Creative	Teachers may: • initiate wondering moments, inviting children to consider "What if?" • provide opportunities for children to explore new possibilities and ways of thinking • plan opportunities that encourage investigation, inquiry and artistry • use a range of questions to extend and encourage new possibilities and ways of thinking.	Children may: • engage in and elaborate on wondering moments based on prior experiences, e.g. 'What if...?' • explore new possibilities and ways of thinking including hypothesising • engage in opportunities that encourage investigation, inquiry and artistry • access open-ended materials, resources and spaces to explore, discover and inquire.

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Characteristics	Teacher behaviours	Child behaviours
Explicit	**Teachers 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.	**Children 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.
Language rich and dialogic	**Teachers may:** • model and teach the kind of language that they want children to use • plan for and take the time to engage in meaningful conversations with children • work alongside children within a range of pedagogical approaches to support the development of dialogue • ask questions that will cognitively challenge children and encourage them to extend their views and ideas, and open opportunities for dialogue.	**Children may:** • understand the skills that are required to engage in rich classroom talk • engage in meaningful conversations with their peers and teacher • work alongside their teacher to listen actively and speak thoughtfully • express their thinking, learning, views and ideas.
Learner focused	**Teachers may:** • ask questions to discover links between children's emerging interests, ideas views and their wider family, community and cultural experiences • provide a range and balance of pedagogical approaches, practices and strategies to cater for individual development and ways of learning • adapt the physical, social and temporal environment of the classroom in response to children's individual learning and development • provide encouragement and feedback, celebrating children's attempts to try and retry new and challenging tasks.	**Children may:** • have a sense of who they are and show pride in being part of their family, community and cultural group • engage in, and be challenged by, a range of differentiated pedagogical approaches, practices and strategies • engage in a range of supportive, differentiated learning environments • receive, understand and apply feedback to future learning.
Narrative	**Teachers 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 children as an everyday, pleasurable, shared experience • encourage children to share their experiences through personal narratives.	**Children 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.
Playful	**Teachers may:** • provide extended periods of time, appropriate spaces and imaginative resources for children to engage in playful learning • clearly articulate the curriculum intent that underpins each playful learning experience • encourage children, through their playfulness, to explore alternate worlds and ways of thinking • create a classroom that becomes a place where children have the freedom to innovate and enact new possibilities.	**Children may:** • engage socially, emotionally, physically and cognitively within intentional spaces and with intentional resources • interact with their teacher in meaningful playful learning opportunities • participate in playful learning experiences across a range of curriculum areas and within a balance of pedagogical approaches, practices and strategies • understand the learning intent of their play.
Responsive	**Teachers may:** • openly discuss classroom decision-making with children • provide opportunities for children to engage in learning experiences that they have initiated • provide a program that balances opportunities for structure and spontaneity • promote co-construction of the learning environment with children.	**Children may:** • understand that they are part of the classroom decision-making process • take responsibility for their learning: planning, doing and reflecting • feel safe and respected • develop ownership of, and responsibility for, the classroom environment.
Scaffolded	**Teachers may:** • ensure that children know how to seek help and from whom • model, encourage, question, add challenges and give feedback to support and extend children's learning • establish a problem-solving climate, encouraging children to experiment and take risks, withdrawing support as children's mastery increases • provide learning experiences of growing complexity, differentiating the level of support according to children's strengths, motivations and interests.	**Children may:** • recognise when they require help and are able to independently access that help • accept and incorporate feedback into future learning • act with resilience in a challenging, but supportive environment • participate in learning experiences of growing complexity, while receiving differentiated support from their teacher.