Age Appropriate Pedagogies Program
Queensland government commitment

• recognition of the importance of using appropriate pedagogies in the early years of schooling to support all children to be actively engaged, creative and successful learners

• reflected in the Minister’s Portfolio Priorities Statement

• Advancing Education Action Plan
What is the age appropriate pedagogies program?

- DET funded partnership with Griffith University
- re-focus on the holistic development of Prep children (academic, social, emotional, physical, cognitive and creative skills)
- to support all Prep children to be actively engaged, creative and successful learners
- for schools to re-focus on how the curriculum is taught in Prep
- for teachers to diversify their range of pedagogical approaches and their repertoire of teaching practices.
Research informed and research led

Learners
- general capability
- knowledge & skill
- engagement

Pedagogies
- approaches
- characteristics

Curriculum
- learning areas

School-based action research
Australian Curriculum

The Australian Curriculum sets consistent national standards to improve learning outcomes for all young Australians. It sets out, through content descriptions and achievement standards, what students should be taught and achieve, as they progress through school. It lays the base for future learning, growth and active participation in the Australian community. ACARA develops the Australian Curriculum through rigorous, consultative national processes.
Informing messages

This program focuses on:

• **how** the Australian Curriculum is taught
• maintaining rigour in curriculum and assessment (intent, sequenced and cohesive)
• retaining high expectations for the learning of prep children
• a **range** of teaching approaches (**not** an exclusive focus on play, **not** all direct teaching)
Insights from school teams

• increase in children’s engagement and motivation
• increase in teacher motivation and satisfaction
• parental reporting of change in children’s enthusiasm
• reinvigorated teacher focus on curriculum
• strengthening of alignment – curriculum, pedagogy and assessment
• focus on children in curriculum decision-making
Systemic approach

- Division ECCE – program management
- State Schools Division – curriculum alignment
- School Improvement Unit – informing conversations
- Regional Offices – local leadership, current priorities
- Schools – shared leadership, local-level priorities
South East Region

- Patrons
- Partners
- Practitioners
Teachers support and encourage children as they learn by building on their prior knowledge.
Supporting successful transitions:
School decision-making tool
<table>
<thead>
<tr>
<th>Effective Pedagogy and practice</th>
<th>Early Childhood pedagogy</th>
<th>Teaching and learning is organised around limited understanding of early childhood pedagogies</th>
<th>Learning experiences in the first week of school reflect those offered in ECEC Understanding about the place of a range of age appropriate pedagogies is limited and supplementary to teaching content Understanding of ECEC</th>
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<td>Schools recognising ECEC and adopting some approaches</td>
<td>Programs incorporate a range of AAP investigations, real life experiences, focused teaching and learning. Curriculum planning is resourced, delivered and assessed using multiple pedagogies</td>
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<td>Effective Pedagogy and practice</td>
<td>Continuity of Learning</td>
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<td>There is little acknowledgement of children’s engagement in learning in ECEC services. Curriculum programs have the same starting point in all classrooms for all children.</td>
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<td>School personnel are familiar with ECEC learning frameworks. School personnel and ECEC educators have discussed teaching approaches in their context. Support is provided to strengthen transitions for children with additional needs.</td>
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<td>Alignments between learning frameworks and school curriculum inform decisions. Learning is viewed as a continuum for each child. Schools and ECEC services have a shared understanding of curriculum and pedagogy and how it applies across settings.</td>
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The Approaches and Characteristics

Pedagogies
- approaches
- characteristics
Learning F-2

‘Students bring to school a wide range of experiences, abilities, needs and interests. They have a natural curiosity about their world. Their desire to make sense of the world provides a platform to plan and review their learning through interactions with others, experimentation, scaffolding, explicit teaching, practice and play in the classroom and beyond.’ (Australian Curriculum 8.2 Learning F-2 Statement.)
The Characteristics of Age Appropriate Pedagogies

• Age-appropriate pedagogies have particular characteristics.
• They are a set of desirable qualities that educators can consider when designing, enacting and reflecting upon learning experiences.

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The 11 Characteristics of Age Appropriate Pedagogies

- Active
- Agentic
- Collaborative
- Creative
- Explicit
- Language rich and dialogic

- Learner focused
- Narrative
- Playful
- Responsive
- Scaffolded
Approaches

• Direct teaching/instruction
• Explicit teaching
• Event-based learning
• Inquiry learning
• Play-based approach
• Project approach
• Blended approaches
Direct Instruction

Direct teaching/instruction is a step-by-step, lesson-by-lesson approach to teaching which is scripted and follows a pre-determined skill acquisition sequence. It is a common approach used for the teaching of handwriting, as well as phonics, letters and numerals.

*If utilised effectively, possible characteristics may include: explicit and scaffolded.*
Explicit Instruction

Explicit instruction is a structured and systematic approach to teaching academic skills. Archer and Hughes (2011, p.1) explain that it is “characterized by a series of supports or scaffolds, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery has been achieved.”

Possible characteristics may include: active, explicit, learner-focused, responsive, and scaffolded.
Event-Based

Children's ideas and decision-making are central to an event-based approach. They are encouraged to plan and enact events in real-life contexts drawing on their experiences. An event-based approach may include investigations, problem-solving, and play. It provides a context for learning that is sustained for the short or long-term and provides opportunities for children to connect knowledge and practice. They draw on knowledge and experiences that are socially and culturally significant from home and the community when planning and enacting events. This approach has been identified as having positive impacts on literacy and numeracy learning.

If utilised effectively, possible characteristics may include: active, agentic, collaborative, creative, explicit, language-rich and dialogic, learner-focused, narrative and playful.
Inquiry Learning

Inquiry learning begins with a question, problem or idea. It involves children in planning and carrying out investigations, proposing explanations and solutions, and communicating their understanding of concepts in a variety of ways. Throughout the inquiry process children observe, raise questions, and critique their practices. It is an approach that encourages collaboration and can be used effectively in a trans-disciplinary way or in most subject areas.

Possible characteristics may include: active, agentic, collaborative, creative, scaffolded.
Play-based Learning

Play-based learning provides opportunities for children to actively and imaginatively engage with people, objects and the environment. Symbolic representation is a critical aspect. When playing, children may be organising, constructing, manipulating, pretending, exploring, investigating, creating, interacting, imagining, negotiating and making sense of their worlds. The teacher’s role in scaffolding play is pivotal.
Project Approach

A project approach is an in-depth exploration of a topic that may be child or teacher-initiated and involve an individual, a group of children, or the whole class. What differentiates the project approach from an inquiry one is that within the project approach there is an emphasis on the creation of a specific outcome that might take the form of a spoken report, a multimedia presentation, a poster, a demonstration or a display.
Further information

Website – search age-appropriate pedagogies

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