

Queensland Kindergarten Learning Guideline

ECTA Conference, July 2010

Carolyn Harrod



Queensland Studies Authority

The project context

National Early Childhood Education and Care Agenda

- Universal access to Kindergarten
- National policy on early childhood education
- National Quality Framework and Quality Standards - 7 areas including 'Educational program and practice'
- *The Early Years Learning Framework for Australia (EYLF)*
 - 0-5 year olds
 - Principles, practice and outcomes
 - Emphasis on play-based learning
 - Focus: communication and language (including early literacy and numeracy) and social and emotional development

Other National agendas

- Improving outcomes for Indigenous children
- Australian Curriculum – K (prep) to 12
- Improving literacy and numeracy standards



Queensland Studies Authority

A snapshot of kindergarten in Queensland

Approximately 53, 000 children are of kindergarten age in Queensland

- 12, 000 attend kindergarten- qualified teacher
- 29,000 children attend child care centres -10% with a qualified teacher
- 12,000 children use family members or some form of family day care service.



(Towards Q2: Tomorrow's Queensland)

Queensland - Working towards universal access to Kindergarten programs led by qualified teachers

Queensland Studies Authority

The project specifications (OECEC)

- interpret *EYLF* – Queensland context – ‘kindergarten’ year
- **areas of learning and development** (reflect *EYLF* outcomes)
- **expected knowledge, skills and dispositions**
- **continuum** of observable learning behaviours
- tool for **monitoring, documenting and assessing**
- tools to support **reporting** to parent and prep teachers
- advice about **curriculum adjustments** (full range of children)
- reflect national work - **Indigenous education**
- **specific advice** - co-constructed learning, pedagogy

Queensland Studies Authority

Consultation

- QSA Governing Body
(reports to the Minister of Education)
- Project steering committee
- Technical Reference Group (QSA)
small working group including academic, Sector/service representatives, Indigenous education representative, OECEC representative
- Kindergarten Implementation Reference Group (OECEC)
- Other QSA committees
(Aboriginal and Torres Strait Islander, Equity and Learning Areas Reference Group – Early Years)
- Forums around the State – April and May
- Conference sessions
(Early Childhood Australia and Crèche and Kindergarten Association)
- Feedback from trial teachers

Queensland Studies Authority

Introduction to the trial

27 sites

- **Far North**
Yarrabah, Atherton
- **North**
Bowen, Ayr, Townsville(2)
- **Central**
Nth Rockhampton, Frenchville
- **South West**
Toowoomba, Pittsworth
- **Brisbane Central**
Indooroopilly, Rosalie, West End, Fortitude Valley, Stones Corner, Coorparoo
- **South Brisbane–Gold Coast**
Eight Mile Plains(2), Mt Gravatt, Logan, Inala, Coomera(2), Coombabah
- **North Brisbane–Sunshine Coast**
Kedron Park, Bray Park, Arona



Queensland Studies Authority

Introduction to the trial

Range of services

- Long day care
- Community kindergartens
- ECEC services in non-state schools
- Education Queensland (Indigenous program pre-prep)



Trial teachers - contributing to development of parts of the guideline and related materials

Evaluation

- Feedback from trial settings
- Feedback from consultation groups

Queensland Studies Authority

What does this mean for us?



Queensland context: Accreditation and funding

Qualified early years teacher

= Centre eligible for OECEC
'additional' funding for teacher

+

Queensland Kindergarten Learning Guideline



- Supports centre to meet curriculum requirements for National Quality Standards
- Supports teacher to develop programs that meet requirements for full registration (QCT)

Queensland Studies Authority

Leadership/support

Adopt a **team approach** – engage **all staff** across service/centre/school

- Shared focus on **quality**
 - National Quality Framework (0-5)
 - Quality curriculum across the early years (birth/K-8)
- Shared focus:
 - **continuity** in learning – *EYLF* (0-5) and K to P and/or K to 3
 - **pedagogy** – teacher's role in play; effective teaching and learning in early years

Queensland Studies Authority

Queensland Kindergarten Learning Guideline

Introduction



Purpose

National *Early Years Learning Framework (EYLF)*

Vision

- engaging learning
- building success
- belonging, being, becoming

Outcomes

- identity
- connected and contributing
- wellbeing
- confident involved learners
- effective communicators

ages
0
1
2
3
4
5

Purpose

Queensland Kindergarten Learning Guideline

Shares **EYLF** vision

- engaging learning
- building success
- belonging, being, becoming

Learning and development areas based on the **EYLF** outcomes

Shares **National commitment**

- improving outcomes for Indigenous children
- building cultural competence

Focus on **teachers** – professional practice

ages
0
1
2
3
4
5
Prep to Yr 3

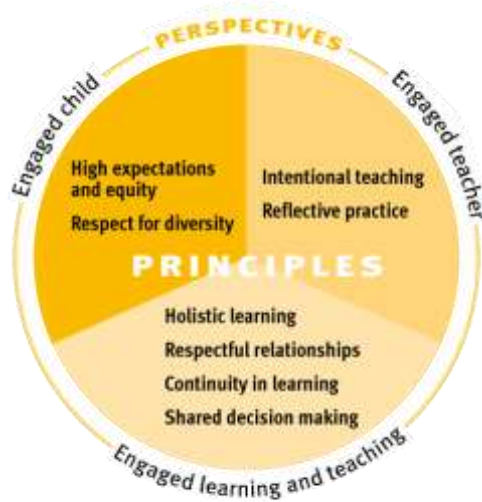
Queensland Studies Authority

Perspectives

Engaged child	<ul style="list-style-type: none"> • competent • capable • connected
Engaged learning and teaching	<ul style="list-style-type: none"> • a social practice • holistic
Engaged teacher	<ul style="list-style-type: none"> • resourceful • capable • creative

Queensland Studies Authority

Perspectives and principles



Builds continuity by integrating:

- EYLF principles and practice
- Qld P-3 principles and practice

Queensland Studies Authority

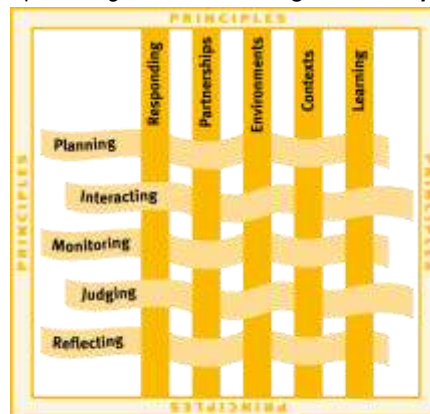
Decision making

Elements:

- **responding** to children, families and communities
- building **partnerships**
- creating learning **environments**
- developing learning **contexts**
play, real-life engagements, routines and transitions
- promoting children's **learning and development**

Processes:

- **planning** and organising for learning
- **interacting** and co-constructing learning
- **monitoring**, documenting and assessing children's learning
- **making judgments** and reporting on children's learning progress
- **reflecting** on learning and practice



Elements

Processes

Queensland Studies Authority

Decision making elements

- responding to children, families and communities
- building partnerships
- creating learning environments



Queensland Studies Authority

Decision making elements... continued

- developing learning contexts
play, real-life engagements, routines and transitions



- promoting children's learning and development

Queensland Studies Authority

Exploring decision-making elements

Consistent structure for each element

Key questions

- Why is this element important?
- What do teachers focus on?
- What are the implications for practice?



Queensland Studies Authority

Learning and development areas

<i>EYLF</i> Outcome	Areas	Focuses
Strong identity	Identity	<ul style="list-style-type: none"> • secure and safe • independence and perseverance • self-confidence
Connected, contributing	Connectedness	<ul style="list-style-type: none"> • sense of belonging • social responsibility and fairness • respect for diversity • respect for environments
Wellbeing	Wellbeing	<ul style="list-style-type: none"> • happy and content • explores health and safety • explores physical wellbeing
Confident, involved	Active learning	<ul style="list-style-type: none"> • positive dispositions and approaches to learning • confidence and concentration • imagination and creativity • explore (ICTs)
Communicating	Communicating	<ul style="list-style-type: none"> • using language • exploring literacy • exploring numeracy

Queensland Studies Authority

Professional practices (focuses for trial)

Important practices – identified in *EYLF*

- **Intentional teaching** (Appendix, p30 in draft guideline)
 - teachers take an active role
 - deliberate plans
 - range of interactional strategies
- **Cultural competence**
 - ability to understand, communicate with and effectively interact with people across cultures



Queensland Studies Authority

Let's look at the learning and development areas

Discuss in a group:

Key questions

- What's familiar?
- What's new?
- What does this mean in practice?



Queensland Studies Authority

Exploring continuity of learning



Continuum of learning and development

What is it?

The continuum is a professional resource

What does it do?

It helps teachers to:

- identify & reflect on 'where the child has come from'; 'where they are now' and 'where they are going'
- analyse and assess particular aspects of learning, describe where the child is on the broad learning 'map' and actively promote and target learning
- see, talk, think about and record learning as a whole and also to focus on particular aspects of a child's learning
- reflect individually and with colleagues on practices, to focus conversations about learning and reflect on 'how we got here' and 'where we are going'
- make judgments about a child's learning to inform future planning.

Continuum of learning and development... continued

The continuum:

- consists of three phases – emerging, exploring and extending
- describes the level of support provided and the familiarity of the situation
- has sets of teacher-developed descriptions of behaviours that are typical of learners in each phase
- describes behaviours in each learning & development area.

As learning is fluid, children are likely to move freely between phases.

Queensland Studies Authority

Let's look at the continuum in practice

Individually

Think of one of the children in your group and something you have observed that suggests a significant learning related to **engages their imagination and creativity**.

Consider their sense of wonder, imagination and creativity, and ways to creatively represent ideas, feelings and experiences

Which phase do you think best describes this child's learning?

What would be your response with this child?

In your group

- Share what is significant about your observation.
- Explain your judgment about the phase.
- Describe your response.

Queensland Studies Authority

The transition statement



It:

- is a 'snapshot in time' given that children's learning is fluid at this age
- includes information contributed by and documented with children, parents/carers and educators
- is based on information gathered throughout the year
- includes information about the child's learning in each of the learning areas
- focuses on communicating about the child's motivations, strengths and higher order skills, understandings and learning dispositions
- is provided by parents to the school.

Queensland Studies Authority

National Quality Standards

Quality Area 1: Educational program and practice

- **1.11** The EYLF (or other approved learning framework) guides curriculum decision making and enables each child's learning in the five outcomes.
- **1.1.2** Curriculum decision making is informed by the context, setting and cultural diversity of the families and the community.
- **1.2.1** Each child's current knowledge, ideas, culture and interests provide the foundation for the program.
- **1.2.2** Every child is supported to participate in the program.
- **1.2.3** Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluating children's learning.
- **1.2.4** Critical reflection and evaluation of children's learning and development, both as individuals and in groups, is used as a primary source of information for planning and to improve the effectiveness of the program and teaching strategies.

Queensland Studies Authority

National Quality Standards QKLG connections with:

Quality Area 2: Children's health and safety

Quality Area 3: Physical environment

Quality Area 4: Staffing arrangements

Quality Area 5: Relationships with children

Quality Area 6: Collaborative partnerships with families and communities

Quality Area 7: Leadership and service management

Queensland Studies Authority

Accessing the Queensland Kindergarten Learning Guideline



Access the trial guideline @

URL:

http://www.qsa.qld.edu.au/downloads/p-9/p-9_qld_k_learning_guide.pdf

or

Go to **QSA website** www.qsa.qld.edu.au

- Select 'Prep to Year 9'
- Select '*Queensland Kindergarten Learning Guideline*'