P–2 curriculum, assessment and reporting

Advice and guidelines

2014

This document is current for 2014 and will be updated as further decisions are made about the implementation of the Australian Curriculum.

Contents

1. Overview

P–2 curriculum, assessment and reporting is a resource to support curriculum planning, teaching and learning, assessing and reporting across P–2 as Queensland moves to teaching and learning informed by the Australian Curriculum.

The advice and guidelines that follow relates to the Australian Curriculum learning areas and the remaining Queensland Curriculum learning areas that are taught in 2014. As further Australian Curriculum learning areas are approved, Queensland implementation timelines will be agreed and published.

This resource will help teachers to:

- establish connections between the Australian Curriculum and the current Queensland curriculum in P–2
- provide children with a foundation for successful learning and for making links between prior, current and future learning
- create learning environments in which children have opportunities to build knowledge, understanding and skills
- be responsive to social and cultural learning opportunities that promote equity and diversity
- plan for teaching, learning, assessing and reporting.

1.1 Transition to the P–2 Australian Curriculum

In 2014, Queensland schools will continue to plan, teach, assess and report on the Australian Curriculum for English, Mathematics, Science and History, and continue with planning for the implementation of P–10 Geography. In 2014 the Queensland Curriculum and associated curriculum materials will continue for learning areas where the Australian Curriculum is not yet available. For learning areas drawn from the Queensland curriculum teachers will plan, teach, assess and report as follows:
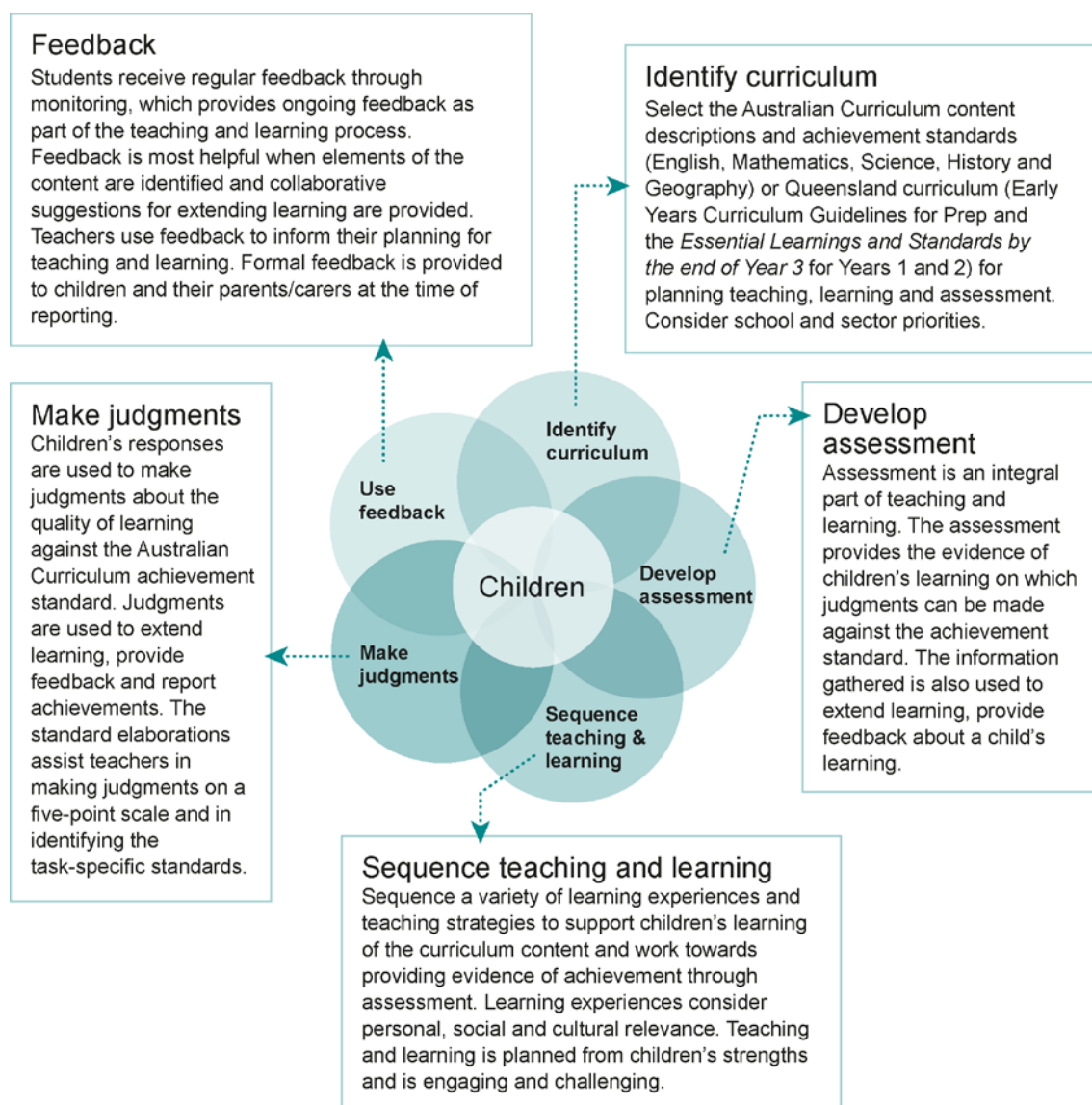
- using relevant areas of the *Early Years Curriculum Guidelines* (*EYCG*) for teachers of Prep
- using relevant areas of the Queensland *Essential Learnings and Standards by the end of Year 3* for teachers of Years 1 and 2.

2. Curriculum planning in P–2

Curriculum planning is guided by five important elements of professional practice. The five elements are interdependent and can be used in any sequence. All elements should be considered when planning for teaching, learning and assessment.

For the purpose of this resource *Identify curriculum* has been selected as the starting point (details about each element of planning can be found in the sections that follow). Diagram 1 provides information about each of the elements of planning.

Diagram 1: Elements of planning

Feedback

Students receive regular feedback through monitoring, which provides ongoing feedback as part of the teaching and learning process. Feedback is most helpful when elements of the content are identified and collaborative suggestions for extending learning are provided. Teachers use feedback to inform their planning for teaching and learning. Formal feedback is provided to children and their parents/carers at the time of reporting.

Identify curriculum

Select the Australian Curriculum content descriptions and achievement standards (English, Mathematics, Science, History and Geography) or Queensland curriculum (Early Years Curriculum Guidelines for Prep and the *Essential Learnings and Standards by the end of Year 3* for Years 1 and 2) for planning teaching, learning and assessment. Consider school and sector priorities.

Make judgments

Children's responses are used to make judgments about the quality of learning against the Australian Curriculum achievement standard. Judgments are used to extend learning, provide feedback and report achievements. The standard elaborations assist teachers in making judgments on a five-point scale and in identifying the task-specific standards.

Develop assessment

Assessment is an integral part of teaching and learning. The assessment provides the evidence of children's learning on which judgments can be made against the achievement standard. The information gathered is also used to extend learning, provide feedback about a child's learning.

Identify curriculum

Use feedback

Children

Develop assessment

Make judgments

Sequence teaching & learning

Sequence teaching and learning

Sequence a variety of learning experiences and teaching strategies to support children's learning of the curriculum content and work towards providing evidence of achievement through assessment. Learning experiences consider personal, social and cultural relevance. Teaching and learning is planned from children's strengths and is engaging and challenging.

When planning, teachers consider the diversity of the children — specifically, their interests, strengths and learning requirements. They consider how best to support children in the transition to school from prior-to-school settings and across year levels. Teachers also build partnerships that assist them to develop positive and supportive learning experiences for children. See Section 3.2 for detail on these considerations.

2.1 Identifying curriculum in P–2

In 2014 teachers plan, teach, assess and report using:

- the Australian Curriculum for English, Mathematics, Science, History and Geography
- the Queensland curriculum for all remaining learning or early learning areas.

2.1.1 Australian Curriculum

The Australian Curriculum in each learning area includes:

- rationale and aims
- organising structure
- year level descriptions
- content descriptions
- achievement standard with example work samples.

Content elaborations are included to give a common understanding of the content descriptions. They are examples and ideas, and are not required teaching.

The Australian Curriculum also provides general capabilities and cross-curriculum priorities as integrated elements of the curriculum.

The general capabilities are included as essential 21st century skills. The Australian Curriculum has seven general capabilities that support students to be successful learners and develop ways of being, behaving and learning to live with others. Continua of learning for each capability describe relevant knowledge, understanding and skills by the end of Year 2 for the P–2 phase of schooling.

Table 1: General capabilities

Supporting students to become successful learners	Developing ways of being, behaving and learning to live with others
Literacy ☞	Personal and social capability 👫
Numeracy ▦	Ethical behaviour ⚖
Information and communication technology (ICT) capability ▤	Intercultural understanding ⊕
Critical and creative thinking ✿	

The cross-curriculum priorities deal with contemporary issues relevant to the lives of children. The Australian Curriculum includes three cross-curriculum priorities that are embedded into relevant learning area content. They are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

2.1.2 Queensland curriculum

When referring to the Queensland curriculum:

- Prep teachers continue to use the Queensland *EYCG* to plan teach, assess and report on early learning areas where the Australian Curriculum is not yet available.
- Years 1 and 2 teachers continue to use the Queensland *Essential Learnings and Standards by the end of Year 3* to plan, teach, assess and report on learning areas where the Australian Curriculum is not yet available.

2.1.3 Using the Australian and Queensland curriculums in 2014

In 2014 teachers plan, teach, assess and report using:

- the Australian Curriculum for English, Mathematics, Science, History and Geography
- the Queensland curriculum for all remaining learning or early learning areas.

Foundation knowledge, understanding and skills

In the early years teachers develop important foundation knowledge, understanding and skills that support the continued and successful learning of children. This knowledge, understanding and skills are integrated into the content of both curriculums and may also be developed by providing learning environments that support the contexts for learning (see Section 3: Teaching and learning environments).

The content of both curriculums provide opportunities to focus on skills such as:

- literacy and numeracy
- oral language
- fine and gross motor skills
- thinking
- social and personal learning
- learning dispositions such as

    - self-regulating and taking responsibility
    - interacting with peers and adults
    - cooperating and collaborating
    - selecting and sustaining activities without adult direction
    - being absorbed, focused, committed and curious
    - understanding school routines and procedures.

Foundation knowledge

Teachers bring a focus to:
- literacy and numeracy
- oral language
- fine and gross motor skills
- thinking
- social and personal learning
- learning dispositions.

When the Australian Curriculum is fully implemented the learning to be covered in all learning areas is expected to account for approximately 70% of the total teaching time in a school year.[1] The remaining 30% of available teaching time can be allocated to consolidate foundation knowledge, understandings and skills, and to support the non-teaching portions of school schedules, e.g. school priorities and events. Teachers might use this additional time in a variety of ways — for example:

- to practise foundation skills in different contexts
- to develop inquiry and play-based environments that integrate learning areas and provide extended learning opportunities for children
- to support focused teaching and learning and extend the choices and interests of children that arise out of their learning
- for independent focus on particular foundation skills such as gross motor and perceptual motor activities, oral language and reading routines
- for class meetings, morning sessions, routines and transitions.

Prep curriculum for 2014

Diagram 2 and Table 2 provide an overview of the curriculum that Prep teachers will use in 2014.

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[1] For further information, see: *Time allocations and entitlement: Implementing the Australian Curriculum F(P)–10,* available on the QSA website www.qsa.qld.edu.au/9188.html#17229

Diagram 2 shows the blend of the Australian Curriculum and the relevant aspects of the *EYCG* that teachers refer to as they develop programs in 2014. The diagram shows the:

- relative emphasis[2] on literacy and numeracy in the early years
- discretionary time that provides for school priorities, non-teaching portions of school schedules and additional support for foundation skills
- general capabilities and cross-curriculum priorities as a focus for learning in both curriculums.

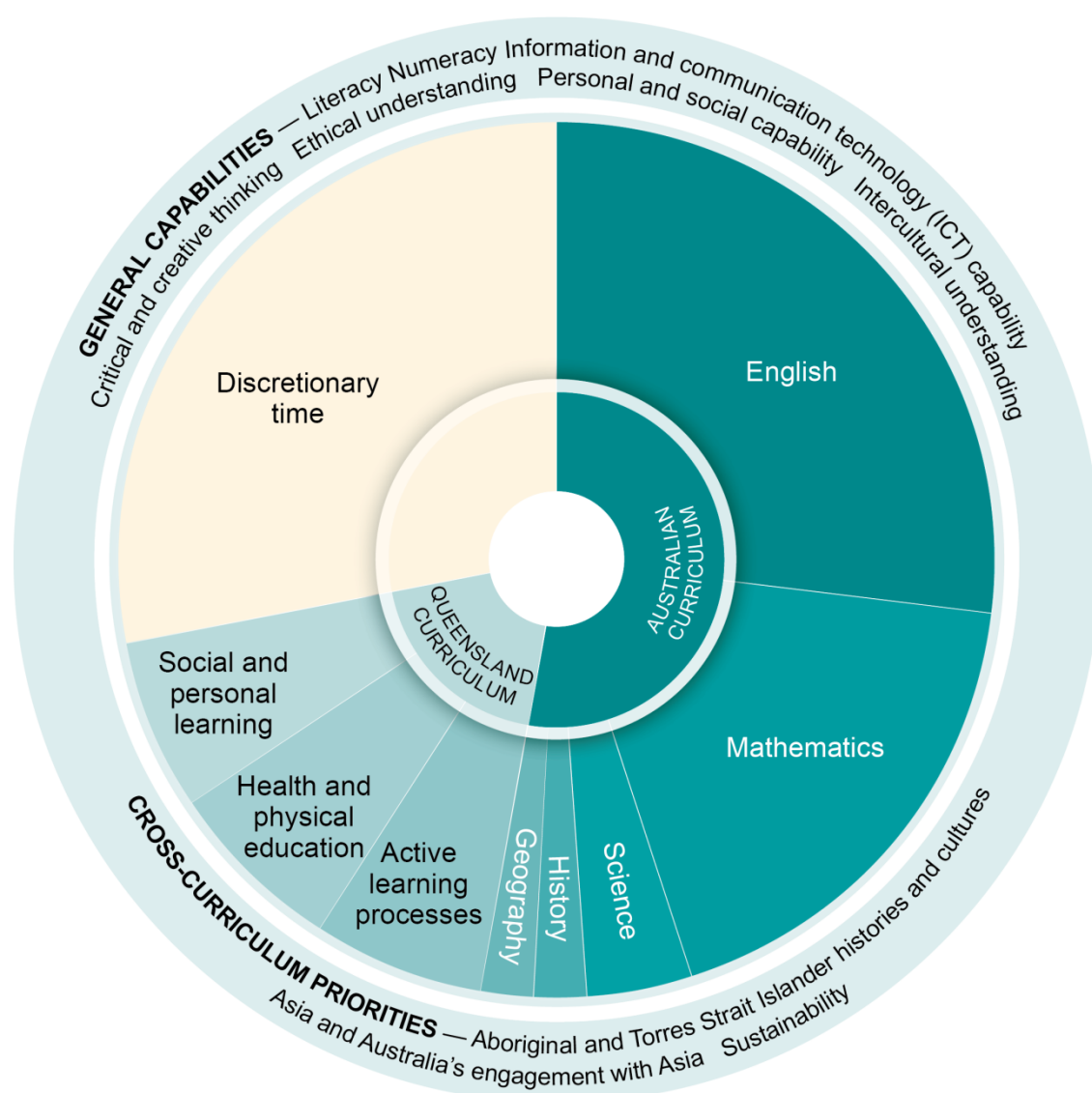### Diagram 2: Prep curriculum for 2014

Table 2: Prep 2014 — Australian Curriculum and EYCG

Table 2 summarises the key elements of the curriculum that Prep teachers will use in 2014. It highlights the major components and sub-components of each learning area, i.e. the strands in the Australian Curriculum and the *EYCG* early learning and specific focus areas.

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[2] For further information, see: *Time allocations and entitlement: Implementing the Australian Curriculum F(P)–10,* available on the QSA website www.qsa.qld.edu.au/9188.html#17229

Table 2: Prep in 2014 — Australian Curriculum and EYCG

Learning or early learning area		Strand or specific focus area	Australian Curriculum sub-strand/ EYCG learning statements		GCs and CCPs	
Australian Curriculum	English	Language	• Language variation and change • Language for interaction • Text structure and organisation	• Expressing and developing ideas • Sound and letter knowledge	Literacy | Numeracy | ICT capability | Critical and creative thinking | Ethical understanding | Personal and social capability | Intercultural understanding	Aboriginal and Torres Strait Islander histories and cultures | Asia and Australia's engagement with Asia | Sustainability
		Literature	• Literature and context • Responding to literature	• Examining literature • Creating literature		
		Literacy	• Texts in context • Interacting with others	• Interpreting, analysing, evaluating • Creating texts		
	Mathematics	Number and Algebra	• Number and place value	• Patterns and algebra		
		Measurement and Geometry	• Using units of measurement • Shape	• Location and transformation		
		Statistics and Probability	• Data representation and interpretation			
	Science	Science Understanding	• Biological sciences • Chemical sciences	• Earth and space sciences • Physical sciences		
		Science as a Human Endeavour	• Nature and development of science			
		Science Inquiry Skills	• Questioning and predicting • Planning and conducting	• Processing and analysing data • Communicating		
	History	Historical Knowledge and Understandings	• Personal and family histories			
		Historical Skills	• Chronology terms and concepts • Historical questions and research	• Analysis and use of sources • Perspectives and interpretations • Explanation and communication		
	Geography	Geographical Knowledge and Understanding				
		Geographical Inquiry and Skills	• Observing, questioning and planning • Collecting, recording, evaluating and representing • Interpreting, analysing and concluding • Communicating • Reflecting and responding			
Queensland curriculum EYCG	Health and physical learning	Making healthy choices	• Acknowledge and negotiate rights, roles and responsibilities in a range of contexts • Investigating and communicating positively about the social and cultural practices of people in their community			
		Gross motor skills	• Developing a sense of personal identity as a capable learner acting with increasing independence and responsibility towards learning and personal organisation			
		Fine motor skills	• Using and extending fine motor skills when integrating movements and manipulating equipment, tools and objects			
	Social and personal learning	Social learning	• Acknowledging and negotiating rights, roles and responsibilities in a range of contexts • Investigating and communicating positively about the social and cultural practices of people in their community			
		Personal learning	• Developing a sense of personal identity as a capable learner • acting with increasing independence and responsibility towards learning and personal organisation			
	Active learning processes	Investigating technology	• Investigating technology and considering how it affects everyday life (for additional focus see General Capability: ICT capability)			
		Investigating environments	• Investigating features of and ways to sustain environments (for additional focus see Cross-curriculum priority: Sustainability)			
		Imagining and responding	• Experimenting with materials and processes in a variety of creative, imaginative and innovative ways • Discussing and responding to the qualities of their own and others' representations, experiences and artistic works			

Note: The "GCs and CCPs" columns contain: General capabilities — Literacy | Numeracy | ICT capability | Critical and creative thinking | Ethical understanding | Personal and social capability | Intercultural understanding; and Cross-curriculum priorities — Aboriginal and Torres Strait Islander histories and cultures | Asia and Australia's engagement with Asia | Sustainability.

Years 1 and 2 curriculum for 2014

Diagram 3 and Table 3 provide an overview of the curriculum that Years 1 and 2 teachers will use in 2014.

Diagram 3 shows the blend of the Australian Curriculum and the relevant aspects of the *Essential Learnings and Standards by the end of Year 3* that teachers refer to as they develop their programs in 2014. The diagram shows the:

- relative emphasis[3] on literacy and numeracy in the early years

- discretionary time that provides for school priorities, non-teaching portions of school schedules and additional support for foundation skills

- general capabilities and cross-curriculum priorities as a focus for learning in both curriculums.

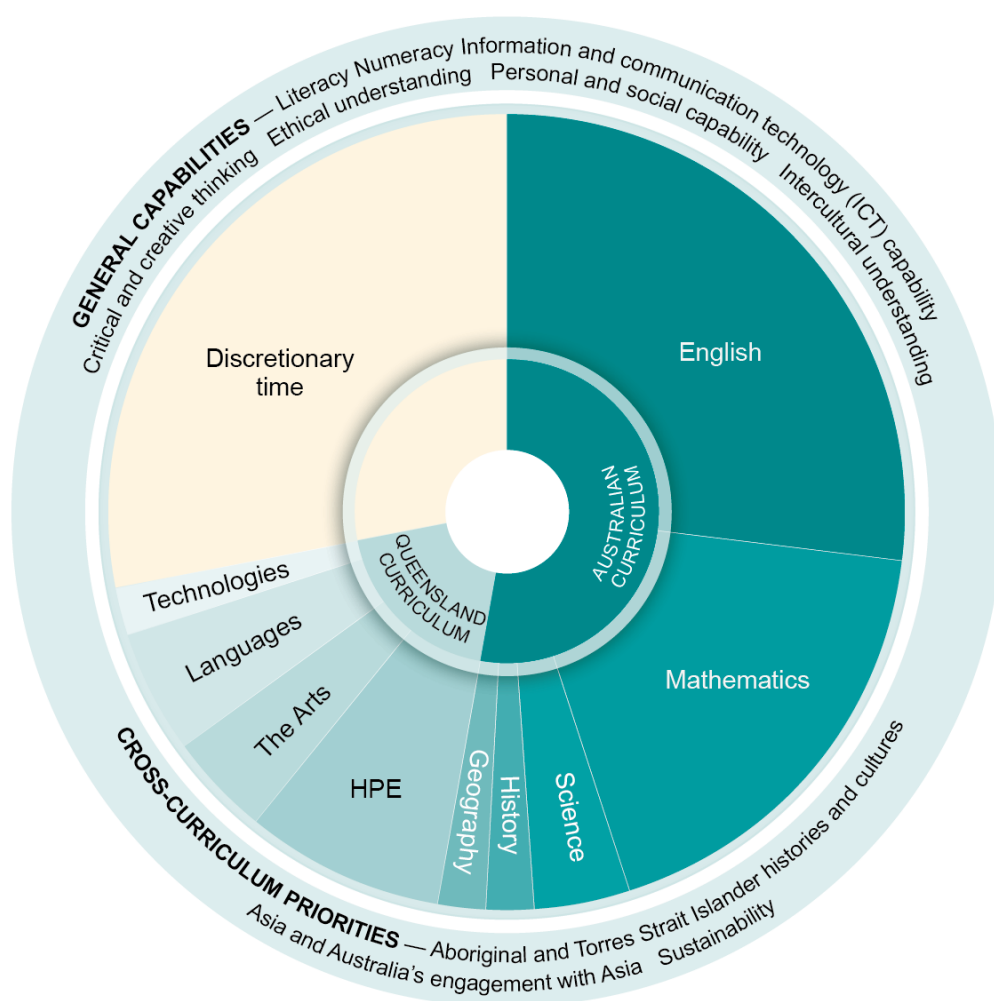### Diagram 3: Years 1 and 2 curriculum for 2014

Table 3: Years 1 and 2 — Australian Curriculum and Queensland Essential Learnings

Table 3 summarises the key elements of the curriculum that Years 1 and 2 teachers will use in 2014. It highlights the strands and sub-strands of each learning area in the Australian Curriculum and the relevant organisers of the *Essential Learnings and Standards by the end of Year 3*.

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[3] For further information, see: *Time allocations and entitlement: Implementing the Australian Curriculum F(P)–10,* available on the QSA website www.qsa.qld.edu.au/9188.html#17229

Table 3: Years 1 and 2 in 2014 — Australian Curriculum and Queensland Essential Learnings and Standards

Learning area	Strand	Australian Curriculum sub-strand/ Essential Learnings organisers		GCs and CCPs
Australian Curriculum	English — Language	• Language variation and change • Language for interaction	• Expressing and developing ideas • Sound and letter knowledge • Text structure and organisation	**General capabilities**: Literacy | Numeracy | ICT capability | Critical and creative thinking | Ethical understanding | Personal and social capability | Intercultural understanding **Cross-curriculum priorities**: Aboriginal and Torres Strait Islander histories and cultures | Asia and Australia's engagement with Asia | Sustainability
	English — Literature	• Literature and context • Responding to literature	• Examining literature • Creating literature	
	English — Literacy	• Texts in context • Interacting with others	• Interpreting, analysing, evaluating • Creating texts	
	Mathematics — Number and Algebra	• Number and place value • Fractions and decimals	• Money and financial mathematics • Patterns and algebra	
	Mathematics — Measurement and Geometry	• Using units of measurement • Shape	• Location and transformation	
	Mathematics — Statistics and Probability	• Chance	• Data representation and interpretation	
	Science — Science Understanding	• Biological sciences • Chemical sciences	• Earth and space sciences • Physical sciences	
	Science — Science as a Human Endeavour	• Nature and development of science	• Use and influence of science	
	Science — Science Inquiry Skills	• Questioning and predicting • Planning and conducting • Evaluating	• Communicating • Processing and analysing data and information	
	History — Historical Knowledge and Understandings	• Year 1: Present and Past Family Life	• Year 2: The Past in the Present	
	History — Historical Skills	• Chronology terms and concepts • Historical questions and research	• Analysis and use of sources • Perspectives and interpretations • Explanation and communication	
	Geography — Geographical Knowledge and Understanding			
	Geography — Geographical Inquiry and Skills	• Observing, questioning and planning • Collecting, recording, evaluating and representing • Interpreting, analysing and concluding • Communicating • Reflecting and responding		
Queensland curriculum: Essential Learnings	HPE	**Knowledge & understanding**: Health/Physical activity/Personal development **Ways of working**: The processes of investigating, planning, implementing and applying and reflecting		
	The Arts	**Knowledge & understanding**: Dance/Drama/Music/Media/Visual Art **Ways of working**: The processes of creating, presenting, responding and reflecting.		
	Technology	**Knowledge & understanding**: Technology as a human endeavour/Information, materials and systems (resources) **Ways of working**: The processes of investigating and designing, producing, evaluating and reflecting		
	Languages	**Knowledge & understanding**: Comprehending and composing in the target languages/Intercultural competence and language awareness **Ways of working**: The processes of comprehending texts, composing texts, intercultural competence and reflecting		

2.2 Developing assessment in P–2

Assessment involves the purposeful and systematic collection of information about children's achievements.[4] The information gathered is used to extend learning, provide feedback and make judgments about children's learning. It is important that children are actively involved in the assessment process and have multiple opportunities to demonstrate their knowledge, understanding and skills in each learning area.

An assessment program using assessment practices based on assessment for, as and of learning will support teachers to develop quality assessment across P–2.

Table 4 details the purpose and features of assessment *for*, *as* and *of* learning.[5]

Table 4: Assessment *for, as* and *of* learning

Type of assessment	Assessment *for* learning	Assessment *as* learning	Assessment *of* learning
Purpose	• enables teachers to use information about children's progress to inform their teaching within planned and everyday learning experiences	• enables children to reflect on and monitor their own progress to inform their future learning goals	• enables teachers to use evidence of children's learning to assess their achievement against goals and standards
Features	• promotes, assists and improves teaching and learning • informs planning, teaching and learning • identifies children's strengths and areas for improvement • provides information to structure and scaffold future learning experiences • monitors children's learning • provides feedback	• includes children in the assessment process • provides opportunities for children to identify their own strengths and areas for improvement • promotes success through identifying achievements • promotes progress through challenge • provides feedback • sets goals and plans • helps children achieve standards	• provides multiple opportunities for children to demonstrate and apply learning • interests and motivates children • provides evidence of children's learning • provides feedback • provides parents/carers with meaningful information about children's achievements

2.2.1 Planning an assessment program

Quality assessment programs are closely aligned with teaching and learning. P–2 teachers collect an assessment folio (including documentation and artefacts) of each child's learning that provides assessment evidence across the year. This is the basis for judgment about a child's achievement for reporting purposes. Each folio contains a child's responses to a range and balance of assessments.

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[4] QSA Assessment Glossary, available at: www.qsa.qld.edu.au/10213.html

[5] See the Melbourne Declaration on Educational Goals for Young Australians.

Characteristics of quality assessment programs

A quality assessment program:

- uses planned assessments to provide evidence on which to make consistent, comparable and defensible judgments about children's learning

- provides opportunities to collect evidence of children's learning as part of an overall teaching and learning program across the Australian Curriculum and Queensland curriculum learning areas by using a range and balance of assessment techniques and categories

- provides opportunities for children to become familiar with assessment techniques and for teachers to monitor children's achievements and provides feedback to children

- allows for the collection of evidence of children's learning over time to make an on-balance judgment about the quality of children's work for the purposes of twice-yearly reporting.

Range and balance of assessment categories and techniques

School-based assessment programs collect sufficient evidence of learning by including opportunities for children to demonstrate their achievement over the year. To ensure that children have the opportunity to demonstrate what they know and can do, an assessment program includes:

- a range of learning in all aspects of curriculum content across the integrated strands of knowledge and understanding and skills of the Australian Curriculum and the relevant Queensland curriculum.

- three broad assessment categories (written, spoken/signed, multimodal)

- a range of assessment conditions

- a variety of assessment techniques.

Table 5 provides an outline of the assessment categories, conditions and techniques that should be considered when developing an assessment program.

Table 5: Assessment categories, conditions and techniques

Categories and conditions	Techniques
Assessment categories include: - written - spoken/signed - multimodal. **Assessment conditions** P–2 teachers consider the context of the task and the year level of the students to make decisions about the length of time and conditions under which assessment tasks are conducted. There are no prescribed times or lengths for tasks in P–2.	**Possible techniques in these categories include:** - observation record - annotated sample - guided investigations - guided research - modelling and problem-solving tasks - short response - collection of work* - running record - interview (including transcript) - journal/learning log - product/construction - performance. *A collection of work is an assessment technique comprising several short assessments to assess children's responses to a series of focused tasks about one cohesive investigative context. Teachers and children collaborate on tasks, which are conducted in class and in children's own time. This is not a folio of assessment responses.

2.2.2 Collecting evidence of children's learning

In the early years, teachers collect evidence of children's learning in relation to the required curriculum in a targeted assessment folio and through ongoing monitoring processes.

Assessment folio in P–2

The planned assessment program specifies the evidence of learning and when it will be collected. The collection of responses to assessment makes up a targeted assessment folio. Assessment folios demonstrate what children can do in relation to their learning in Australian Curriculum learning areas and remaining Queensland curriculum learning areas. Assessment folios are used for reporting children's achievement and progress at a point in time.

> **Assessment folio**
>
> An assessment folio is a collection of analysed and annotated evidence of a child's learning.

When planning the requirements of the assessment folio, administrators and teachers determine what evidence of learning will be collected. The selection of analysed and annotated evidence of learning will:

- demonstrate the requirements of the achievement standards. Where appropriate, multiple pieces of evidence would be included within a reporting period, e.g. English, Mathematics, Science, History and Geography

- consider including evidence for the purposes of comparability and moderation

- ensure evidence is collected over a timespan that suits reporting and moderation processes for the purpose of twice-yearly reporting

- consider timelines for collection of evidence in relation to school and systemic priorities.

Using an assessment folio

Teachers refer to evidence in the assessment folio regularly to identify children's learning requirements, provide feedback, inform ongoing teaching, and undertake processes to ensure consistency of teacher judgment. The evidence in the folio is also used to inform an overall judgment and develop comments for reporting.

> **An assessment folio can be used to**:
> - analyse and interpret evidence to identify a child's learning
> - provide feedback
> - inform ongoing teaching
> - inform an overall grade or report.

2.2.3 Monitoring learning

Monitoring is a component in understanding, supporting and planning for children's learning. Literacy and numeracy are commonly the core elements for planned monitoring; however, teachers often collect a range of additional evidence from other experiences in children's learning. Evidence collected through monitoring children's learning is a rich resource for:

- planning further teaching and learning

- showing growth

- celebrating learning

- discussing children's learning with colleagues, administrators, teaching teams, children and parents/carers.

> **Monitoring children's work**
> Collections of evidence are rich resources to assist planning for further teaching and learning.

Individual school sectors, schools and teachers use a variety of approaches to collect evidence and monitor learning.

QSA provides teachers with tools for monitoring through the Literacy and Numeracy Indicators for P–2, and assessment resources.

Table 6 provides examples of evidence collected about children's learning and ways for collecting evidence. The examples given are based on the Australian Curriculum and continue to be useful in relation to the *EYCG* and the *Essential Learnings and Standards by the end of Year 3.* The examples given are not an exhaustive list.

Table 6: Examples of evidence collected about children's learning

Learning area	Evidence collected about children's learning
English	Observations of children's written, spoken/signed or multimodal responses to texts, recorded when children participate in: • discussions with the class, teacher or peer/s • co-created written, spoken/signed or multimodal texts • interpreting and responding to texts
	Discussions and interviews about reading, writing and viewing, including: • reading interview and running record analysis
	Children's responses to an assessment, including: • creating a range of written, spoken/signed or multimodal texts • asking, responding and explaining responses to oral questions • providing written and oral responses to a range of texts
	Peer and self-assessment in the formative phase of assessment —assessment *as* learning
Mathematics	Observations of children's work, including: • written, oral and practical strategies used to solve problems • practical demonstrations of Number and Algebra, Measurement and Geometry, Statistics and Probability and the mathematical proficiencies of understanding, fluency, problem solving and reasoning
	Discussions and interviews with children about and practical demonstrations of Number and Algebra, Measurement and Geometry, Statistics and Probability and the mathematical proficiencies of understanding, fluency, problem solving and reasoning
	Children's responses to an assessment, including: • written, spoken/signed or practical demonstrations of Number and Algebra, Measurement and Geometry, Statistics and Probability and the mathematical proficiencies of understanding, fluency, problem solving and reasoning
	Peer and self-assessment in the formative phase of assessment —assessment *as* learning
Science	Observations of children's work, including practical demonstrations of: • scientific inquiry skills • understanding in biological, chemical, earth and space and physical sciences • understanding of science as a human endeavour
	Discussions and interviews with children regarding predictions and ideas about scientific phenomena and the nature and use of science in our lives
	Children's responses to an assessment, including observations, descriptions and ideas about scientific phenomena and the nature and use of science in our lives
	Peer and self-assessment in the formative phase of assessment — assessment *as* learning
History	Observations of children's work including practical demonstrations of: • historical knowledge and understanding • historical skill
	Discussions and interviews with children regarding their own social context of family and family history, community heritage and significance of the past
	Children's responses to an assessment, including observations, descriptions and inquiries regarding own social context of family, family history, community heritage and significance of the past
	Peer and self-assessment in the formative phase of assessment — assessment *as* learning

Learning area	Evidence collected about children's learning
Geography	Observations of children's work including practical demonstrations of: • geographical knowledge and understanding • geographical skill
	Discussions and interviews about how to care for special places and provide opportunities for the children to share their own view of place.
	Children's responses to an assessment, including observations, descriptions and inquiries about the ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to Country/Place and the connections of people in Australia to places across the world, including Asia.
	Peer and self-assessment in the formative phase of assessment — assessment *as* learning

2.3 Sequencing teaching and learning in P–2

When developing teaching and learning experiences, teachers shape teaching, learning and assessment to meet the diverse learning of all children. The learning experiences should focus on understanding children as active and capable learners and connect with their personal, cultural or social worlds.

Teachers develop teaching and learning experiences in relation to:

- content — the Australian Curriculum and aspects of the Queensland curriculum

- considerations for teaching and learning — interests, strengths, diversity, transitions and partnerships

- teaching and learning environment — spaces for teaching and learning created by teachers and children to enact curriculum.

2.3.1 Developing teaching and learning experiences

Teachers outline intended learning in long- and short-term planning and develop a sequence of teaching and learning experiences to carry out the intended learning. When developing teaching and learning experiences teachers:

- plan learning that is engaging, interactive and relevant to children across multiple contexts of learning

- provide opportunities for children to develop, consolidate, apply and extend learning

- build continuity between past, present and future learning

- embed teaching strategies that enhance the quality of learning experiences

- allocate time to reflect on learning, teaching and assessment by teachers and children.

Additional planning resources for P–2, including Year plan, unit overview and multiple year level exemplars, can be found on the QSA website < www.qsa.qld.edu.au/20729.html >.

2.3.2 Enacting teaching and learning experiences

Teachers create learning experiences that are enacted over a range of learning contexts. This guideline suggests learning experiences are developed in contexts for learning suited to the active style of learning common to the early years. They include:

- investigations

- real-life situations

- focused teaching and learning

- play

- the teachable moment

- routines.

See Section 3.1 "Contexts for learning" for detailed descriptions.

Table 7 provides examples of learning experiences within the contexts for learning. The examples use Australian Curriculum: Mathematics content descriptions from the sub-strand "Using units of measurement" in Measurement and Geometry to demonstrate how teachers might make use of varying contexts for learning.

Table 7: Using the Australian Curriculum with contexts for learning

Routines

Prep

Play transition games, e.g. Pass the bag, where children select and compare two objects (hefting, length).

In a morning routine session, provide opportunities for the children to present take-home Mathematics measurement tasks.

Year 1

In a morning routine session, practise measurement using informal units, such as a hand in a copy and response game, e.g. "measure the mat, measure the doorway…"

Transition to a new activity by doing a measurement sight word or picture comparison game.

Year 2

Create a measurement station for use during regular group routines, such as maths groups.

Transition to a new activity through movement games using maths measurement facts.

Investigations

Prep

Investigate and compare different heights, arm lengths, shoe sizes etc., using direct and indirect comparisons to collaboratively record and reflect on data using a class wall graph to determine the longest.

Year 1

Work with the children to pose questions, solve problems, collaborate and measure using uniform informal units, e.g. investigate the question "Do these two bottles hold the same amount?"

Year 2

Have the children work collaboratively with each other to plan and investigate uniform informal units to measure the events in a class athletics event, e.g. comparison of jumps (long jump), throws (beanbag toss) or distances travelled (sprints).

Play

Prep

When using blocks, compare block lengths to complete the construction. Teachers support comparisons during the construction.

Year 1

Engage in sand and water play to encourage the explicit use of the language of comparative quantities.

Year 2

Compare, order and measure when they engage in:

- manipulative play, e.g. using blocks
- barrier games to copy an image or reproduce a plan.

Use balance scales in socio-dramatic play.

Australian Curriculum: Mathematics

Prep

Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language.

Year 1

Measure and compare the lengths and capacities of pairs of objects using uniform informal units.

Year 2

Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units.

Compare masses of objects using balance scales.

Real-life situations

Prep

Use the class fish tank as a way of looking at capacity, e.g. changing the water.

Year 1

Explore differences in measurement when using non-uniform units and uniform informal units in real-life applications, e.g. in cooking.

Year 2

Plan and construct a class garden considering length and area.

Focused teaching and learning

Prep

In small groups, discuss ways to compare. Write down and use picture cues that link to specific language of measurement.

Year 1

In a whole-group interactive discussion where children have access to concrete materials, the teacher asks: "What is an informal unit?" and "What is the difference when larger and smaller uniform informal units are used?"

Year 2

Within an investigation about length, take an opportunity to draw a small group together to clarify and extend on an element of understanding, e.g. how to accurately measure using uniform informal units.

The teachable moment

Prep

As the children were making collage people out of material and trying to measure how much material is needed for a wraparound dress, the group was prompted to measure with a piece of wool. **Action:** Have the children demonstrate their problem solving to the class and apply the activity to real-life examples.

Year 1

A whole-class brainstorm was initiated when discussing why one child's measurements differed from another. **Action:** Extend the concept in focused teaching and learning for small groups.

Year 2

Individual discussion in response to a learning journal entry about comparing book sizes. **Action:** Collaborate and extend the understanding to the whole class.

2.4 Making judgments

Making judgments is part of the teaching and learning cycle where the teacher makes decisions about the quality of the learning that children have achieved. Teachers make judgments about a child's level of achievement by reflecting on and analysing the evidence of learning in task-specific assessments or the evidence collected in an assessment folio. Judgments about children's learning are made on demonstrations of their learning over time.

Teachers will make judgments in learning areas of the Australian Curriculum and in learning areas of the remaining Queensland curriculum.

For Australian Curriculum learning areas teachers make judgments using:

- the Achievement Standards of each learning area — the Achievement Standards describe an expectation of what children will typically know and be able to do at the end of a year.

For Queensland curriculum learning areas teachers make judgments using:

- the *Phase Descriptors of the EYCG* (Prep). The phase descriptors inform judgments, teachers then develop comments based on the judgments. *EYCG* learning areas are not awarded levels; teachers make **comments only** — see Section 4, "Reporting"

- the *Essential Learnings and Standards by the end of Year 3* (Years 1 and 2).

When making judgments about the evidence in children's work, teachers are advised to use task-specific standards. Task-specific standards give teachers:

- a tool for directly matching the evidence of learning in the response to the standards

- a focal point for discussing children's responses

- a tool to help provide feedback to children.

Task-specific standards are not a checklist; rather they are a guide that:

- highlights the valued features that are being targeted in the assessment and the qualities that will inform the overall judgment

- specifies particular targeted aspects of the curriculum content and achievement standard — the alignment between the valued feature, the task-specific descriptor and the assessment must be obvious and strong

- clarifies the curriculum expectations for learning at each of the five grades and shows the connections between what children are expected to know and do, and how their responses will be judged

- allows teachers to make consistent and comparable on-balance judgments about children's work by matching the qualities of responses with the descriptors

- supports evidence-based discussions to help children gain a better understanding of how they can critique their own responses and achievements, and identify the qualities needed to improve

- increases the likelihood of children communicating confidently about their achievement with teachers and parents/carers, and asking relevant questions about their own progress

- encourages and provides the basis for conversations among teachers, children and parents/carers about the quality of children's work and curriculum expectations and related standards.

Task-specific standards can be prepared as a matrix or continua.

2.4.1 *Standards elaborations*

QSA has developed Standards elaborations to assist in making decisions about *how well* children have demonstrated what they know, understand and can do in relation to the Australian Curriculum achievement standards across a five-point scale. It is a resource to assist teachers to make consistent and comparable evidence-based judgments about the patterns of evidence in a folio of work. They provide transparency about how decisions about grades are made, and for conversations among teachers, children and parents/carers about the qualities in children's work matched to the valued features in the curriculum expectations and the standards.

Diagram 4: The structure of the Standard elaborations (History example)
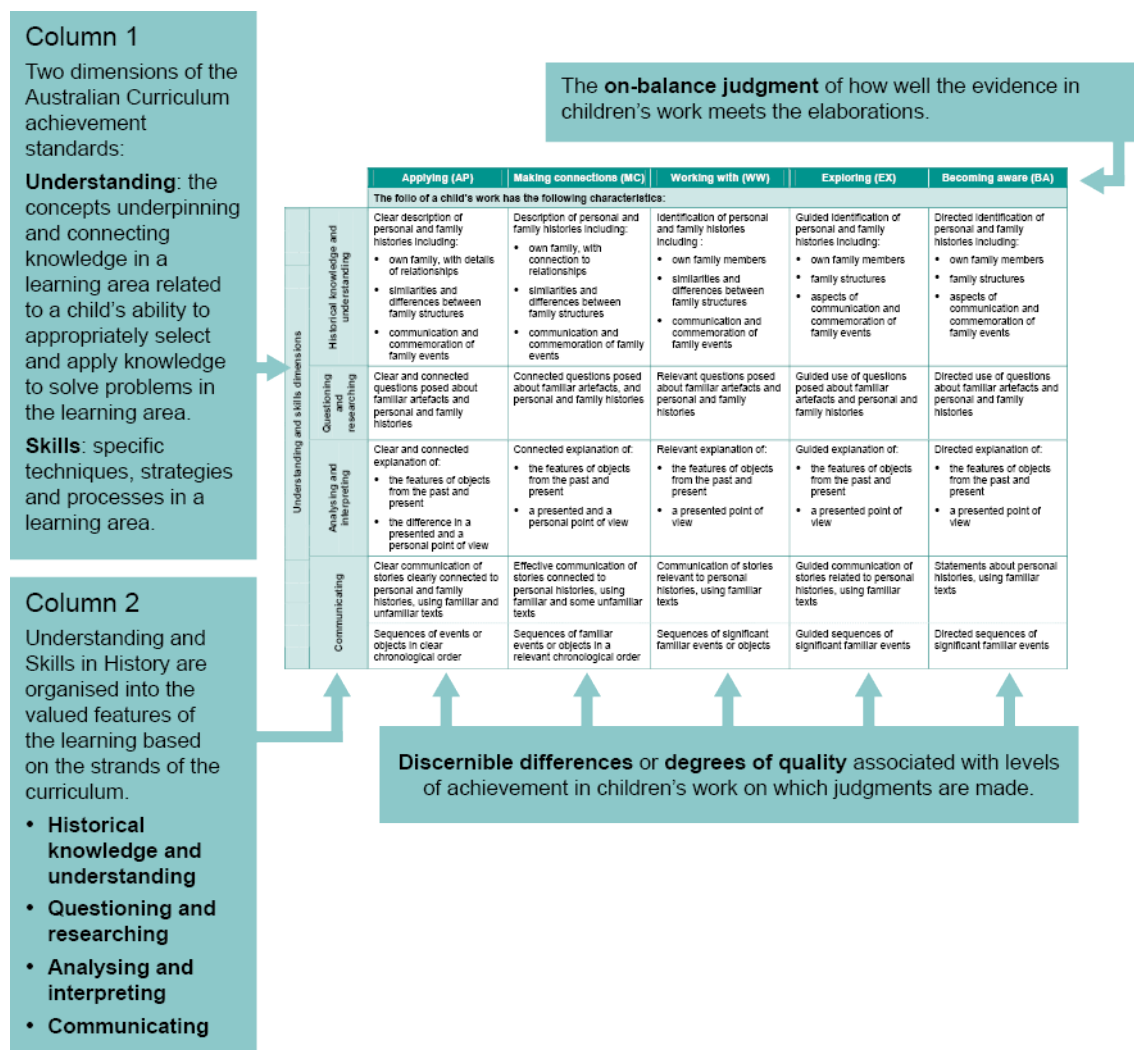
The Standards elaborations for Prep, Years 1 and 2 make judgments over five levels:

- Applying (AP)
- Making connections (MC)
- Working with (WW)
- Exploring (EX)
- Becoming aware (BA).

See – www.qsa.qld.edu.au/13653.html – learning areas/resource tab/ year level /curriculum 2.2.1. See also Section 4, "Reporting".

2.4.2 Consistency of teacher judgment

Teacher judgment is at the heart of good assessment practice. Consistency of teacher judgment occurs when teachers discuss and analyse the connections between standards and children's work.[6]

Section 4 "Reporting" provides descriptions of the five-point reporting standards for use in P–2 and outlines modifications for Prep when making judgments about the EYCG early learning areas.

When teachers have professional dialogue to analyse the connections between standards and children's work, they:

- review children's understandings and skills, provide feedback about learning, and plan for new learning

- support children to reflect on their own learning and collaboratively establish goals

- make consistent and comparable judgments based on patterns of evidence

- reflect on and review teaching, learning and assessment practices

- build professional understanding of the achievement standards

- provide children and parents/carers with meaningful information about achievements.

Moderation processes

Teachers moderate and validate judgments about children's learning to ensure consistency of judgment when matching evidence in an assessment folio to a standard or a Prep phase descriptor. A moderation process may involve teachers:

Consistency of teacher judgment

When teachers discuss the connections between reporting standards and children's work they work towards consistency of judgment.

- sharing a sample range of assessment folios representing each level of the P–2 reporting framework in each of the learning areas

- discussing the quality of learning demonstrated by the evidence

- matching the samples to a level of achievement

- applying an on-balance judgment to the class's remaining assessment folios.

School-based moderation processes can be applied to Australian Curriculum learning areas and remaining Queensland learning areas where the Australian Curriculum is not yet available.

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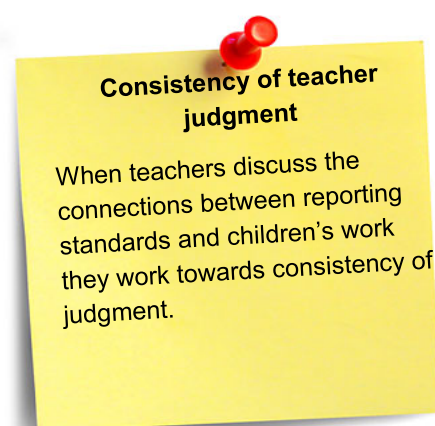
[6] For further information, see: *Learning P–12*, available on the QSA website: www.qsa.qld.edu.au/downloads/approach /learning_p-12_int_approach.pdf

2.5 Using feedback

Feedback is used to recognise, encourage and improve children's learning, promote a culture of success, and build children's positive dispositions towards learning. It can be given immediately as teaching and learning occur and at key points during the teaching and learning cycle. Feedback is a two-way process for both the teacher and the child, and informs future teaching, learning and assessment.

As a more formalised aspect of feedback, teachers develop and provide feedback through interviews throughout the year. Feedback interviews provide an opportunity for teachers, parents/carers and children to share and plan learning goals based on a discussion of evidence in the assessment folio.

Feedback has further application and use across small groups, classes, sectors and schools and is a significant factor in influencing improvement in student learning.[7]

Feedback

Teachers use feedback to support ongoing learning and to plan learning goals with high expectations.
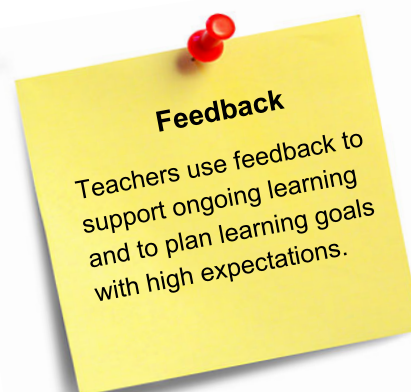
2.5.1 Providing feedback about learning

Feedback about learning:

- uses mutually respectful discussions between a teacher and a child

- focuses on children's interests, strengths and specific

- provides an opportunity for teachers to reflect on children's understandings and the strategies they use for identifying and meeting challenges

- is planned for and targeted within learning and assessment across assessment for, as and of learning

- is based on mutual understanding of the criteria for success and based in the language of learning

- provides a focus for teachers to plan each child's future teaching and learning

- builds relationships with the child, parents/carers and support staff to promote the child's learning.

2.5.2 What does feedback look like?

Feedback:

- is collaborative and is provided in a supportive manner in an atmosphere that respects the individual nature of the discussions

- can be provided formally or incidentally and may be written or verbal

- involves teachers asking questions or making comments that help children identify their achievements, and suggest and plan the ways they can improve

- involves children asking questions, sharing their learning observations or experiences, comparing opinions, and relating their learning to their lives outside school

- uses supportive language and resources for children to reflect on and monitor their own learning

- involves teachers and children sharing information about their learning with parents/carers and the community.[8]

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[7] Hattie, J 2009, *Visible Learning: A synthesis of over 800 meta-analysis related to achievement*, Routledge, Oxon.

8 Using feedback www.qsa.qld.edu.au/prep-history-assessment.html

3. Teaching and learning environments

A teaching and learning environment is where teachers bring the curriculum into action. When organising the teaching and learning environment, teachers:

- consider physical, social, affective factors
- make use of contexts for learning.

Teachers also take into consideration the influence of:

- diversity
- continuity
- partnerships.

The teaching and learning environment is organised around the learning and interests of children and the requirements of the mandated curriculum.

When organising the teaching and learning environment, teachers provide for:

- social, physical (including fine and gross motor skill development), affective and intellectual learning that is interesting and challenging
- a range of learning spaces that enable children to work independently and collaboratively
- flow of movement and flexible use of resources in and outside classrooms
- a predictable sequence of events in a day and a sense of continuity from day to day
- conditions to support the differentiated learning (e.g. extended time, controlled conditions)
- extended time for explorations[9], creative learning and sustained investigations.

3.1 Contexts for learning

Contexts for learning are the opportunities that teachers use to involve children in learning. They are an integral and valued component of teaching and learning for children in P–2.

The contexts for learning include investigations, real-life situations, focused teaching and learning, play, the teachable moment and routines.

In planning, teachers provide a balance of contexts for learning that are purposefully connected to curriculum and classroom practices over a day, week, term and year. These contexts provide teachers with the opportunity to teach new ideas and children with varied and repeated opportunities to connect to and build on their prior knowledge and skills.

Following are examples of the contexts for learning that could be effectively used by teachers across P–2. The explanation of the contexts uses examples from the Australian Curriculum content descriptions.
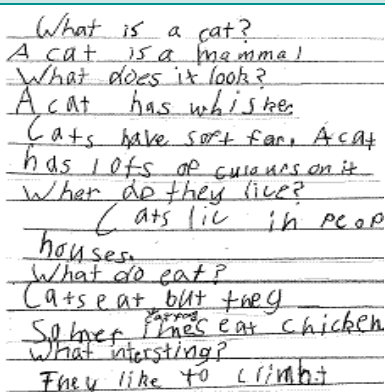
Early years contexts for learning include:
- investigations
- real-life situations
- focused teaching and learning
- play
- the teachable moment
- routines.

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[9] Yelland, N 2011,"Reconceptualising play and learning in the lives of young children", Australasian Journal of Early Childhood, vol. 36, no. 2. pp. 4–13.

Investigations

Investigations provide both planned and unplanned opportunities for children to interact with people, objects and representations as they inquire, explore relationships, test and transfer ideas, and learn. Children have opportunities to explore ways to communicate, investigate social and historical environments, and experiment with artistic, scientific, technological and mathematical ideas and processes.

Teachers scaffold investigations by asking questions, posing problems, challenging thinking, modelling, explaining and suggesting alternatives, and involving children in decision making. They help children to plan and follow through with investigations and draw conclusions from their investigative processes. Teachers support children to work collaboratively to test ideas, solve problems, represent findings and consider alternative ways of knowing and understanding.
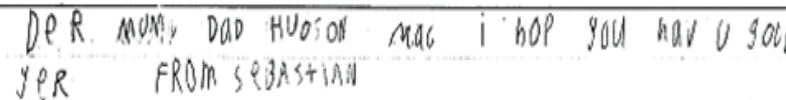
Investigations		
Year 1 Science: **Biological sciences** • Living things have a variety of external features **Use and influence of science** • People use science in their daily lives, including when caring for their environment and living things		Following a series of explicit teaching lessons on identifying features of animals and caring for animals, the class collaborate to develop a set of questions to inform an investigation of a pet. Children conduct the investigation using research, interviews and observations, and record their findings in a report.

Real-life situations

Real-life situations enable children to build connections between their home and community and provide opportunities for teachers to make explicit how school learning is connected to children's lives. Bringing real-life situations into teaching and learning allows teachers to draw on social and cultural diversity and local community priorities.

Real-life situations that may occur in classrooms include presenting and recounting experiences, cooking, gardening, reading and creating texts for real purposes, conducting experiments, making artworks, working on projects, talking with visitors (parents/carers), attending and participating in performances, and using the internet technology and virtual tools.

Real-life situations also occur when teachers include children as partners in classroom communities, for example, when they collaboratively plan an experience, conduct class meetings, address inequity, or resolve real social conflicts.

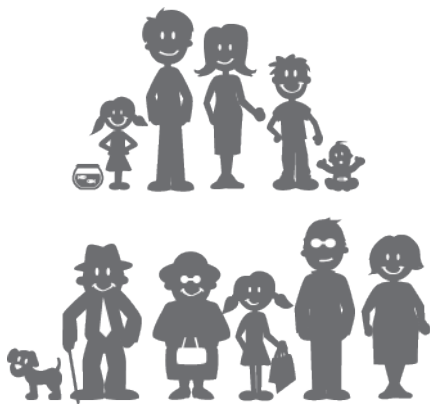| Real-life situations	
Prep English: **Creating texts** • Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge • Produce some lower case and upper case letters using learned letter formations	 Sebastian created a collage construction and independently wrote a message to his family to attach to a gift he had made. He read the message to the teacher.

Focused teaching and learning

Focused teaching and learning occurs when the teacher has an opportunity to make learning explicit and intentional. Focused teaching and learning opportunities can occur with individuals, and in small and large groups. In focused teaching and learning situations the teacher generally gives guidance to make learning explicit; however, the learning is interactive with children and adults taking part in significant discussions.

Focused teaching and learning occurs in many ways, for example it can be:

- the explicit, modelled and or shared component of a lesson format

- a child- or adult-initiated learning opportunity that provides opportunities for teachers to purposefully progress learning.

Focused teaching and learning may be an independent learning event or it may be within other learning contexts. The length of time in a focused teaching and learning event is responsive to the children's interests, strengths and learning requirements.

Focused teaching and learning		
Prep History: **Personal and Family Histories** • The different structures of families and family groups today and what they have in common		In a large group focused teaching and learning session teachers use family icon cards to model and lead discussion about different structures of families. Teacher and students collaborate to develop and play a game of "Guess who is in the family". Teacher follows up with multiple small group focus teaching time to support and extend understanding.

Play

Play situations have many forms and are used purposefully for children to develop the curriculum content. Play with time for sustained interaction and teacher–child collaboration provides teachers with opportunities to plan for and extend conceptual understanding and skills from learning areas.

Types of play	Examples of play-based learning opportunities	Examples of skills developed through play
Socio-dramatic	Children take on roles in games about familiar experiences, e.g. children set up and run a flower shop to extend their understanding of measurement and money as units of measurement.	• test understandings • examine values and assumptions • develop problem solving skills • develop social and personal skills • extend language and thinking capacity
Fantasy	Children create props and a flow of ideas to develop and play games, e.g. children create props and play a game of space adventure as part of the stimulus for a writers workshop session.	• process ideas • create stories • problem solve • extend vocabulary

Types of play	Examples of play-based learning opportunities	Examples of skills developed through play
Exploratory	Children explore the properties and functions of materials, equipment and objects, e.g. use a classroom exploring area with water, a sand trolley, containers, balances and magnifying glasses. Children explore the properties of water and sand and how they are measured.	• make connections to new situations • questioning • making choices • observing and inquiring • extend language and thinking capacity
Manipulative	Children manipulate and explore objects, parts and materials, e.g. use puzzles manipulative toys, construction materials and art materials.	• develop fine motor skills to support handwriting • develop problem-solving skills
Physical	Children explore movements and ways to combine movements, e.g. in outdoor learning area, they run, hop, skip and climb through an obstacle course.	• practising and mastering skills • improve gross and fine motor skills • develop cross-lateral movement to support reading and writing
Games with rules	Children follow or create rules to reach a shared objective in a game, e.g. play board and card games, outdoor games and child-centred games with rules.	• cooperating and negotiating • social and interpersonal skills • sustaining concentration

In play, the teacher's role is to:

- listen, respond to questions and discuss theories about the world

- use interactions to extend and build understandings, capabilities and dispositions

- make learning explicit and relevant

- build connections to link prior learning and new learning

- investigate alternative ways of knowing, thinking and doing

- discuss with children the outcomes of choices made

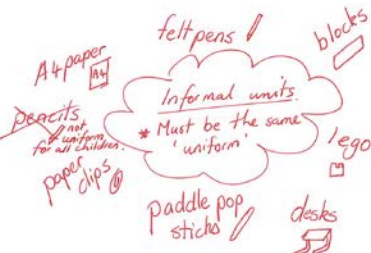- challenge children's ways of knowing, thinking and doing.

Play		
Year 2 Geography: • The influence of purpose, distance and accessibility on the frequency with which people visit places		During a geography investigation, students explore and observe photos to pose geographical questions about their connectedness to places. This supports exploratory play by providing students with the opportunity to explore geographical sources.

The teachable moment

The teachable moment is a context for learning where planned and spontaneous learning produces opportunities for new and extended learning. Teachers use the immediacy of the moment to respond to the interests, strengths and learning requirements of individual children, small groups or the whole class.

The teachable moment allows teachers to clarify understandings, differentiate teaching to suit the learning of children, connect curriculum to real-world experiences and extend

points of interest. Teachers record and use teachable moments to inform future planning and assessment and link it to the interests, strengths and learning requirements of children.

The teachable moment		
Year 1 Mathematics: **Using units of measurement** • Measure and compare the lengths and capacities of pairs of objects using uniform informal units	 Photograph of mind map created collaboratively by the whole class	A whole-class brainstorm was initiated when discussing why one child's measurements differed from another when measuring the same thing. **Action:** The teacher extends the discussion in small group focused teaching and learning. The children measure with uniform informal units, e.g. circles, and make supported suggestions about differences.

Routines

Routines are valuable parts of the teaching and learning time and, as such, teachers carefully plan for embedded learning opportunities that reflect the curriculum and consider the learning of children.

Routines provide important opportunities for meaningful and planned learning as well as opportunities to develop classroom cultures and practices. Routines include regular organisational events and teaching and learning strategies that are regular parts of day-to-day classroom interactions, e.g. outdoor motor development sessions, perceptual motor programs, collaborative planning, morning routines, literacy and numeracy routines, reading to children, sharing and reflection times, fun practice of skills, revision of information, classroom discussions, and recounts of experiences.

Valuable contexts for learning are provided by transitional routines that facilitate children's movement from one learning experience to another. These contexts prepare children for switching thinking from one learning area to another or provide time to focus and settle. Transition routines may include music and movement, meaningful practice of skills, revision of information, classroom discussions, and recounts of experiences.

Routines		
Year 2 English: **Expressing and developing ideas** • Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words	 YouTube: *The True Story of the Three Little Pigs* www.youtube.com/watch?v=vcsUfYBHhm4&feature=related	During daily shared, sustained reading time, the teacher initiates an informal interview with a child about the YouTube clip they are viewing and reading to explore the child's understanding of visual representations of characters' actions, reactions and speech and thought processes in narratives.

3.2 Considerations for teaching and learning

Teachers create fair and supportive learning environments by purposefully considering diversity, continuity and partnerships.

3.2.1 Diversity

Children have the right to access quality learning that meets their interests, strengths and learning requirements.[10] Understanding diversity is therefore an integral and valued part of teaching and learning. The Australian Curriculum provides additional opportunities to strengthen children's understanding of equity and diversity through the general capabilities and cross-curriculum priorities.

Teachers actively provide for diversity by:

- viewing the differences that children bring to learning as a resource rather than a problem to overcome[11]

- developing teaching and learning experiences that are participatory[12] and socially and culturally responsive

- developing understanding of diversity within and among groups

- valuing all children, families, communities and colleagues and the richness of culture and heritage they bring to the learning community

- planning for adjustments and modifications to minimise barriers to access to and participation in learning for all students including those with disability

- planning for the diversity of children and their life circumstances and using strategies to promote equitable outcomes in relation to children's geographic, family, social and economic circumstances

- providing a flexible learning environment to support the learning of all children.

In P–2 valuable understandings of diversity can be explored by making connections to Aboriginal people's and Torres Strait Islander people's histories and cultures. The Australian Curriculum explores these connections through the understandings of Country and Place, peoples and culture in the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority.

Learning in both the Australian and Queensland curriculums provides children and teachers with the opportunity to explore the richness and diversity that individual children bring to the learning environment.

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[10] QSA Equity Statement www.qsa.qld.edu.au/downloads/approach/qsa_equity_statement.pdf

[11] Luke, A, Weir, K & Woods, A 2008, "Development of a set of principles to guide a P–12 Framework. A report to the Queensland Studies Authority", pp. 72–85. QSA, Brisbane.

[12] Theobald, M, Danby, S & Ailwood, J 2011, "Child Participation in the Early Years: Challenges for education," Australasian Journal of Early Childhood, vol. 36, no. 3, pp.19–27.

3.2.2 Continuity

Planning for continuity of learning ensures a smooth transition to school from prior-to-school settings, across year levels and between educational settings. Teachers gather information about children's prior learning, interests and strengths and use this information to plan learning.

Opportunities to promote continuity of learning may include:

- working collaboratively with kindergartens and early learning centres
- using information-sharing discussions at the time of enrolment, during transition to each new Year level, and for feedback and reporting
- developing school- and classroom-level orientation processes for children and parents/carers
- becoming familiar with curriculum documents and principles of practice that underpin learning in prior-to-school settings, e.g. See – *Queensland kindergarten learning guideline www.qsa.qld.edu.au/downloads/p_10/qklg.pdf*
- collaborating with teaching teams and administrators to align expectations of planning, assessing and reporting on children's learning within a year level and across year levels.

Transition statements

Parents/carers of children who have attended a kindergarten service approved by the Office for Early Childhood Education and Care are provided with a transition statement at the end of the kindergarten year. Privacy legislation requirements prevent kindergartens from providing statements directly to schools; however, parents/carers may choose to share the transition statements with Prep teachers or schools.

The sharing of transition statements on entry to school is very beneficial to parents/carers and teachers. The transition statements provide an opportunity to understand children's learning, celebrate the uniqueness of the individual child and support their transition to a new learning environment. The sharing process helps to build strong, trusting relationships with parents/carers.

3.2.3 Partnerships

Teachers develop partnerships with children, families and communities, and professional colleagues. Working in partnerships with children gives teachers an opportunity to support learning and to act as advocates for children in educational, social and community contexts. Partnerships with families and communities provide opportunities for teachers to understand children and provide learning connected to children's interests, strengths and learning requirements. Teachers also establish positive collegial partnerships with teacher aides, teaching teams, school leaders, staff and professionals who support children's learning, welfare and development. Teachers develop partnerships to ensure:

- children feel respected and safe
- children are participants and decision makers whose views and opinions are included
- children understand the expected behaviours and roles of the classroom community
- supportive, respectful and collegial interactions with members of the school community
- opportunities are provided to share information about learning with families
- understanding of the school and home experiences of children for teachers and families
- opportunities for home–school connections, where families participate in children's learning within the school and at home.

4.   Reporting

Reporting on children's progress and achievement is an integral part of the teaching and learning process in Australian schools. The P–2 reporting standard has been developed to guide P–2 reporting, and support the National Education Agreement (2009) and the *Schools Assistance Act 2008*.

The reporting standard offers:

- an easily understood, accurate and objective assessment of a child's progress and achievement for twice-yearly reporting to parents/carers

- alignment between assessment of a child's achievement and the Australian Curriculum achievement standards, based on the quality of a child's work within a reporting period

- an equivalent five-point reporting scale that is clearly defined against the Australian Curriculum content and achievement standards and usable with Queensland curriculum content.

The approach outlined represents QSA's suggested reporting standard. Queensland's school sectors may suggest equivalent or modified standards to meet the learning of children in their school communities.

4.1   P–2 reporting standard

The P–2 reporting standard:

- is for use across the early years of learning from P–2[13]

- uses an equivalent five-point scale

- adopts some of the *EYCG* phase descriptor names — when used they describe the Australian Curriculum and no longer refer to the *content* or *purpose* of the *EYCG* phases.

The P–2 reporting standard provides descriptors using a five-point scale:

- Applying (AP)

- Making connections (MC)

- Working with (WW)

- Exploring (EX)

- Becoming aware (BA).

The language used in the P–2 reporting standard in the Australian Curriculum context is a reminder to view and discuss children as competent and capable learners at the start of the first years of schooling. Table 8 outlines the description of quality at each point in the scale.

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[13] The Australian Curriculum describes the early phase of learning as P–2. In Queensland, the early phase of learning has included Year 3. During the transition to the Australian Curriculum, schools and school sectors will make decisions about how this phase of learning is framed, which Year levels are included, and subsequently what reporting processes are used.

**Table 8: Describing children's achievement in P–2 using a five-point scale**

Across the reporting period, the patterns of evidence typically demonstrate:
Applying (AP)
The child applies the curriculum content and demonstrates a thorough understanding of the required knowledge. The child demonstrates a high level of skill that can be transferred to new situations.
Making connections (MC)
The child makes connections using the curriculum content and demonstrates a clear understanding of the required knowledge. The child applies a high level of skill in situations familiar to them, and is beginning to transfer skills to new situations.
Working with (WW)
The child can work with the curriculum content and demonstrates understanding of the required knowledge. The child applies skills in situations familiar to them.
Exploring (EX)
The child is exploring the curriculum content and demonstrates understanding of aspects of the required knowledge. The child uses a varying level of skills in situations familiar to them.
Becoming aware (BA)
The child is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required knowledge. The child is beginning to use skills in situations familiar to them.

4.1.1 Reading the descriptors in the P–2 reporting standard

Each descriptor of the P–2 reporting standard describes three important elements — the learning contexts, the quality of knowledge and understanding, and the quality of skills.

- learning context statements — "applies curriculum content … in new situations"

- the quality of knowledge and understanding — "thorough understanding … knowledge"

- the quality of skills — "a high level of skill".

Diagram 5: Elements of the reporting standard descriptor
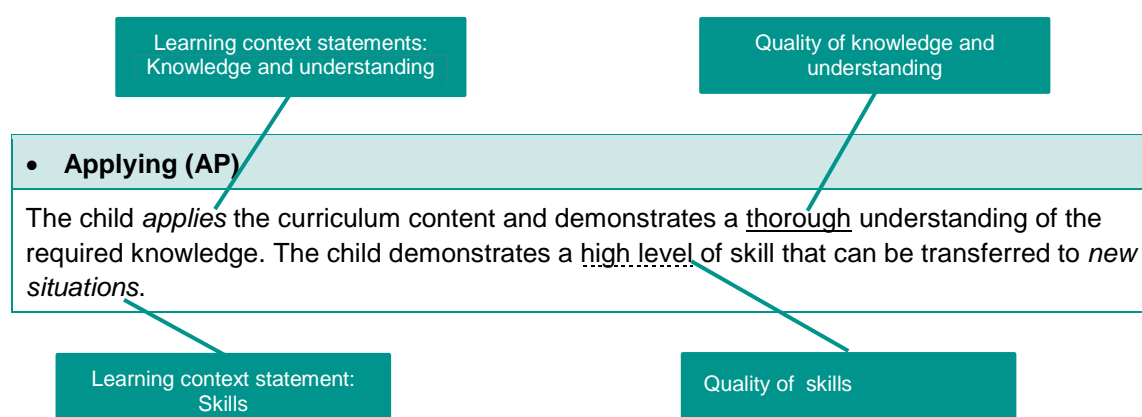
4.2 Reporting in Prep

In Prep, children participate in the Australian Curriculum in English, Mathematics, Science History and Geography and *EYCG* early learning areas of Social and personal learning, Health and physical learning, and Active learning processes.

For clarity of reporting in the transition phase, Prep teachers will report on children's achievements in:

* **Australian Curriculum learning areas** using the P–2 reporting standard (or school-sector equivalent) to report on children's achievements (see Table 9)
* **Queensland Curriculum EYCG early learning areas** using comments only, a scale is not applied to the comment. Teachers use the behaviours identified in the *EYCG* phase descriptors for relevant *EYCG* early learning areas to develop their comment (see Table 10).

In Prep:
* the P-2 reporting standard is used with Australian Curriculum learning areas
* comments are made on remaining Queensland curriculum learning areas (no scale is applied).

Table 9: Prep — Reporting on the learning areas of the Australian Curriculum

<table>
<tr><td colspan="4">To report on the learning areas of the Australian Curriculum, Prep teachers use:</td></tr>
<tr><td></td><td>Main curriculum</td><td colspan="2">Reporting descriptors</td></tr>
<tr><td rowspan="6">Prep</td><td rowspan="6">Australian Curriculum content descriptions and achievement standards in:
• English
• Mathematics
• Science
• History
• Geography</td><td colspan="2">Descriptors from the P–2 reporting standards or school equivalent</td></tr>
<tr><td>Applying</td><td>AP</td></tr>
<tr><td>Making connections</td><td>MC</td></tr>
<tr><td>Working with</td><td>WW</td></tr>
<tr><td>Exploring</td><td>EX</td></tr>
<tr><td>Becoming aware</td><td>BA</td></tr>
<tr><td colspan="4">Note: The P–2 reporting standard uses EYCG phase descriptors in name only and does not refer to the content or purpose of EYCG phase descriptors.</td></tr>
</table>

Table 10: Prep: Reporting on the relevant learning areas of the Queensland curriculum where the Australian Curriculum is not yet available

<table>
<tr><td colspan="3">To report on the remaining learning areas of the Queensland curriculum, Prep teachers use:</td></tr>
<tr><td></td><td>Main curriculum</td><td>Reporting descriptors</td></tr>
<tr><td>Prep</td><td>EYCG early learning areas:
• Social and personal learning:
  - Social learning
  - Personal learning
• Health and physical learning:
  - Making healthy choices
  - Gross motor skills
  - Fine motor skills
• Active learning processes:
  - Investigating technology
  - Investigating environments
  - Imagining and responding</td><td>Comments only, no scale is applied.

Teachers use the behaviours identified in the EYCG phase descriptors of the relevant early learning areas to develop their comments</td></tr>
</table>

4.3 Reporting in Years 1 and 2

In Years 1 and 2, children participate in the Australian Curriculum in English, Mathematics, Science, History and Geography and the relevant Queensland *Essential Learnings and Standards by the end of Year 3* for the remaining key learning areas.

For clarity of reporting in the transition phase, use the P–2 draft reporting standard (or school-sector equivalent) to provide a written report on children's achievements in:

- Australian Curriculum learning areas (see Table 11)

- *Essential Learnings and Standards by the end of Year 3* in relevant key learning areas (see Table 12).

In Years 1 and 2 the P–2 reporting standard is used with:
- AustralianCurriculum learning areas
- Queensland curriculum Essential Learnings and Standards.

Table 11: Years 1 and 2 — Reporting on the learning areas of the Australian Curriculum

	To report on the learning areas of the Australian Curriculum, Years 1 and 2 teachers use:		
	Main curriculum	**Reporting descriptors**	
Years 1 and 2	Australian Curriculum content descriptions and achievement standards in: - English - Mathematics - Science - History - Geography	Applying	AP
		Making connections	MC
		Working with	WW
		Exploring	EX
		Becoming aware	BA

Table 12: Years 1 and 2 — Reporting on the learning areas of the relevant Queensland curriculum where the Australian Curriculum is not yet available

	To report on the remaining learning areas of the Queensland curriculum, Years 1 and 2 teachers use:		
	Main curriculum	**Reporting descriptors**	
Years 1 and 2	Essential Learnings and Standards in: - HPE - Languages - SOSE (remaining strands) - Technology - The Arts	Report on the relevant key learning areas in the *Essential Learnings and Standards by the end of Year 3* using the P–2 reporting standard.	
		Applying	AP
		Making connections	MC
		Working with	WW
		Exploring	EX
		Becoming aware	BA

4.4   Reporting to parents using the P–2 reporting standard

In P–2, reporting is carried out twice yearly and the P–2 reporting standard provides descriptors that give teachers and parents/carers a common and consistent language to describe achievement. Reporting children's learning through discussion supported by written documentation is the preferred mode across P–2 and is particularly effective in the first reporting period when reflecting on a child's progress towards the end of the year achievement standard.

Reporting is usually provided through a report card accompanying or supporting parent/carer–teacher discussions. Additional information about children's progress may be shared in many forms, e.g. assessment feedback, interviews, phone calls, digital portfolios and internet access to student records.

Parent–teacher reporting

Reporting discussions are an opportunity to provide a comprehensive and meaningful picture of learning for the child, parent/carer and teacher.

Reporting discussions

In P–2, parent/carer–teacher reporting discussions are an important opportunity to provide a fuller picture of learning for both parents/carers and teachers. The discussions assist with knowing and understanding the diverse backgrounds of children and are essential in helping teachers to support children's learning.

The discussions provide a snapshot of learning to parents/carers and indicate the teaching and learning focus required to extend the child's learning. Reporting discussions are also an opportunity to actively involve children in the reporting process. Children may be involved in folio sharing, goal setting and celebrations of learning

Reporting with children

Children actively participate in reporting discussions when they share:
- assessment folios
- celebration folios
- learning goals.

Using reporting to build continuity

Formal reports can be used by teachers to build continuity in P–2. Teachers use the information in formal reports to add to the picture of the child as a learner and as a source of evidence to support and plan for learning.

5. Resources for early years teachers

QSA resources

- A comprehensive range of resources to support teachers in implementing the Australian Curriculum. Resources are aligned to the latest version of the Australian Curriculum.

Early Years Curriculum Guidelines (EYCG)

- The *EYCG* provides valuable information to assist early years teachers to provide teaching and learning that is suited to the early phase of schooling.

Queensland kindergarten learning guideline (QKLG)

- The *QKLG* provides valuable information on the transition process between Kindergarten and Prep.