



Early years curriculum materials

Introducing Prep to Ubobo State School



**Queensland
Government**



**Queensland
Studies Authority**
Partnership and Innovation

Background

Ubobo State School is a one-teacher school in central Queensland where the teaching principal has usually worked with a class of 15 to 20 children in Years 1 to 7. In 2004, the Prep Year was introduced in Ubobo, and three children aged 4½ to 5½ years joined the children in Years 1 to 7. In this case study, the principal relates the learning journey taken throughout the year by the school community as the additional year of schooling was implemented at Ubobo State School.

Integrating the Prep Year children into the teaching program

Staff timetable (see Appendix 1)

To begin the year, the 22 P to 7 students were broken into three separate groups, identified as levels. The three prep students and three Year 1s worked together as Level 1. Level 2 was made up of six children in Years 2 and 3, and Levels 3 to 4 had 10 children in Years 4 to 7.

An itinerant teacher attended the school each Tuesday. In addition, a third teacher was employed most Thursdays using 16 TRS days per semester for administration and unused FTEs. Physical Education and Music were taken every Friday by visiting specialists, and Years 6 and 7 had a LOTE teacher for 90 minutes each Monday. In addition, the school qualified for 41 hours of teacher aide time. This was shared between two very competent women.

Sample daily work timetable (see Appendix 2)

To provide continuity for all students, each staff member is allocated a care group. Daily lesson plans for each group are planned by the teacher and given to those in charge of the group. To start the day, the teacher shares her expectations for each session and teacher aides help prepare the materials for their group. During each rotation the aides stay with their group while the teacher moves between groups. The “Preps” are never left to work alone — they always have an aide or a teacher with them. The timetables have varied little over the year but groupings have changed constantly in response to the changing school, community and system priorities.



Reading a big book

Sample P to 2 Daily Plan (see Appendix 3)

Term 1 Establishing the routines

During Term 1 the staff focused on establishing a set of routines that would work for our setting. Life in the classroom was most exciting and rewarding. Staff support for each other was excellent and a wonderful family atmosphere developed among the children. However, tensions were high outside the classroom. Parents in the upper school feared their children might be disadvantaged because of the extra class. Year 1 parents did not understand the nature of an Early Years and objected to their children working with the “Preps”. The teacher felt the pressure of handling the parents’ reactions and the extra workload involved in the learning, planning and teaching of a new curriculum for a new age group. The work of developing units and assessing students in seven other classes added to the load. At that stage, staff lacked confidence in their ability to adequately fill the role being asked of them.

Lesson 1: All parents need to be informed about the preparatory implementation process and how the impact on upper school students will be handled.

Lesson 2: Teacher aides need quality in-service programs to effectively support active learners.

Term 2 A time for change

By Term 2, with intervention from district office, parent information sessions, five open days and growing staff confidence, tensions had begun to settle. Now there were five Preparatory Year students, and the collection and mapping of Year 2 Net data before moderation in June became the focus. To assist in this process, the Year 1 class was integrated into the Year 2 and 3 group, leaving the Preps as a single identity able to be integrated into other groups when and wherever possible.

Lesson 3: Procedures for capturing evidence of students' learning and development need to be established early.

Term 3 All in together

By Term 3 the Prep students were fully integrated into the school, and actively involved in all school activities. They competed in the interschool sports in all events from ball games to long jump. They honed their skipping skills to become active participants in the end of term *Jump Rope for Heart* jump-off. They wooed the judge when he came to consider the gardens for the Civic Beautification Committee’s Gardening Competition and handled the microphone like professionals when they came to present their individual findings to the community at the culminating event for the Term 3 unit – *Our Changing World*.

Lesson 4: Senior students need to be very aware of the models they provide to younger students.

Term 4 We made it!

To begin the term, a student teacher on a four-week “prac” implemented two mini-units of work with the P to 3 group. Working within the framework of the whole school unit, *Our Creative World*, their open-ended design tasks were to innovate on a Dr Seuss book and make a toy that moved. To end the year, P to 3 group will help plan, prepare and present our annual community Christmas concert. With the whole school, they will form the cast for the musical, *Jesus’ Christmas Party*, which is to be the highlight of the night — a fitting culmination to their successful integration into the school.

Lesson 5: Don't underestimate what a child in preparatory class can do in a supportive whole school environment.

The learning program — incorporating the five learning contexts: play, investigations, real-life experiences, routines and transitions, and focused learning and teaching

At Ubobo, curriculum is organised into eight integrated units of work that are implemented on a two-year cycle. The four units of work for 2004 were *Worlds within Worlds*, *Our Built World*, *Our Changing World* and *Our Creative World*.

In unit 1, *Worlds within Worlds*, all students compared life in Scotland to life in Australia, in preparation for competing in the QCWA Country of Study competition.

The Preps & Year 1 group built a picture of the worlds within their world by undertaking a broad range of weekly **investigations**. They investigated *My School*; undertook real-life activities in *My Garden*; enjoyed investigating zoos on the internet and the *World of Bears* through research and play. When butterflies flocked to their flowerbeds, they investigated a *Butterfly's World* and compiled a record of *Our World in Summer* to compare later in the year with *Our World in Winter*. By the time the culminating activity for the unit arrived, and the Scotland projects were shared with the community in the QCWA Hall, the Preps and Year 1s were able to present an innovation on the text *Mrs Wishy Washy*. Her animals had changed to a Shetland pony, a highland cow and a mountain hare — the native animals of Scotland that they had investigated.



Children with calf

During this period, while they were investigating and constructing understandings about their environment and creating and designing ways to represent their ideas and record their findings, opportunities for **focused learning and teaching** were constantly arising. There were opportunities to focus on communicating, building and sustaining relationships, diversity, fine-motor skills, etc. ...

With the limited classroom space for the Preps, **transition time** usually involves clearing pathways. This means that **routines** for setting up and packing away materials at the beginning and end of every session are essential for the smooth running of the school. These routines provide contexts for learning to act with increasing independence and responsibility and to cooperate and accept roles and responsibilities for social and personal learning.

Each morning began with the routines associated with a whole-of-school fitness program. Once inside, Preps routinely fill in the calendar and discuss the weather. Then they negotiate the activities for the session. They set up the materials and undertake their chosen activities. To finish the session they store or display the products of their learning and pack away ready to share their work with the teacher as a **transition** activity.

Teachers and teacher aides used these learning contexts to build a picture of the students' learning and development. These findings were recorded on "learning report sheets", developed from advice on monitoring and assessing provided in the *EYCG*.

Learning Record Sheet (see Appendix 4)

During Term 2, we sought help from a professional friend who was doing her Masters in Early Childhood Education. With her support and advice, the first experiments in integrating learning activities for P to 3 were undertaken.

The *Curriculum Plan* dictated that the unit of work for this term was focused on an **investigation of *Our Built Environment***. This led us to the local shop. After interviewing the local shopkeeper, students established a shop in the classroom. With Year 3 leading the way, shelves were stocked with goods and priced, ready to **play Shops**. Reflections at the end of the week showed little deep thinking had been in the play. Students had not been challenged to focus on the realities of running a country shop. So to begin Week 2 most of the goods were removed from the shelves before the students came into the classroom and the question was posed, *How does the shopkeeper keep goods in his shop for us to buy?*



The classroom shop

A second visit to the shop took place to find out the **real-life** answer. On this second visit the students noticed things like the coffee tables, the take-away food service and the community notice board. Back in the classroom the students placed more emphasis on these real-life texts in their shop. By the end of the week they had established a restaurant, a wholesale store, a bank and the shop itself. The Preps built a van to travel to the wholesale store; the Year 3 students ran the wholesale store, with order forms, tax invoices and account booklets. Year 1 and 2 children operated the bank to ensure there was money available at the start of the shop game each day.

The unit happened to end on Open Day in Education Week. The Years 4 to 7 students swarmed into the shop while parents were being shown around the classroom. They had obviously been watching with envy over the past weeks. The problem-solving strategies of one of the Preps came to the fore when the shop became too crowded and the shelves were nearly empty; she simply put up the closed sign and announced that the shop was shut!

In Term 3 we undertook an experiment in middle schooling. The school joined with a neighbouring Band 5 school to implement the unit *Our Changing World*. Every Monday, the two schools came together at Ubobo. Students worked together in two groups: an early years group and a middle years group. The younger students interviewed and gathered artefacts from each other, their parents and

grandparents as they investigated the focusing question: *What is different and what is the same about the things Boyne Valley families did for entertainment 50 years ago and what our families do today?*

Their interview tools and parent information sheets were based on materials sent from Distance Education as a trial package. Prep students were helped by their parents to interview the target groups. They gathered and talked about artefacts from the three generations just as their older classmates did. They learnt the dances and outdoor games from each era and participated in a drama, *The Giant who Threw Tantrums*. This drama, focused on appropriate behaviour and understanding diversity, demonstrates how clearly the learning statements from the Early Years Curriculum link with the outcome statements from the related Key Learning Area Syllabuses. Through their participation in this drama, P to 3 students were able to demonstrate the actions, behaviours and attitudes that support positive interaction skills — Social and Personal Learning (Early Years Curriculum) and Enhancing Personal Development Levels 1.2 & 2 .2 (HPE Syllabus)

Backward mapping of the learning experiences was also trialled during this term. In association with each mini-unit, the Prep class produced a book that recorded the learning activities they had undertaken.

Use of space

Obviously finding space for an active learning program is going to be a challenge for one-teacher schools especially ones like ours, where space is limited. Where do you fit the children and their materials? How do you implement and adequately supervise outdoor play with only one teacher?

Playground layout (see Appendix 6)

The P&C built a community room for the school. A Gaming Fund Grant allowed them to paint and seal it and connect the electricity. When we were granted the trial, our Community room was just an empty space that was sealed and had electricity. We were able to negotiate to spend our capital works grant on cupboards in this room. This freed up the cupboards in the kitchen space upstairs. After moving the refrigerator and stove down as well, the whole 10m² kitchen area became the main storage and activity area for the Prep children. This is where the Preps paint, build with blocks, set up construction activities and do most of their indoor activities. Because it is also the pathway in and out of the classroom, most activities have to be packed away at the end of each session to allow for classroom movement and the next set of activities to take place.

Classroom floor plan (Appendix 7)

Being air-conditioned, the community room was an ideal room for rest time each afternoon. During Semester 1, Preps would retreat to this room each afternoon after lunch for a rest and quiet activities. There was plenty of room to store sleeping mats, dress-up boxes and kitchen corner materials, as well as providing a much-used space for dance and drama activities. Now with rest time a thing of the past, it is used by whichever section of the school is involved in active learning activities and its big workbench makes it ideal for cooking activities.

There is also a multipurpose shed built for learning activities such as woodwork and mechanics. Unfortunately for the upper-primary students for whom the room was designed, the Preparatory Year has had to take it over to store their outdoor equipment, such as climbing frames, painting easels and construction materials.

How we use the work space (see Appendix 8)

Providing a gross-motor program

Behind the multipurpose shed is a well-grassed area, which is used for the obstacle course and other outdoor activities. It is bounded by the junior school gardens. Activities can flow from this area out under the shade trees on the western side of the tennis courts. A Jungle Gym on the eastern side of the courts is another well used outdoor play area for students. There is a sandpit and access to water in this area and big jacaranda trees for shade. Sand play and sporting equipment is stored in the sports shed located in this area, for easy access.

Before school each morning, as a component of the school's HPE program, the Level 3 students erect an obstacle course for the early years children climbing frames and ladders, hoops, beanbags, witches

hats, balls or what ever other sporting equipment is to be the focus of the school fitness program. While the rest of the school undertakes 15 minutes of fitness training, the Preps and Year 1 students work on the obstacle course, usually under the watchful eye of the teacher aide. As the year has progressed, the students have learnt to take more ownership of the course plan themselves. Now they map their own course in their learning logs as a way of creating a permanent record of their activities. The teacher aide and children quickly pack away the materials again before coming into school.



Crawling through the tunnel

Use of teacher aide(s)

There are two teacher aides who share teacher aide hours available to the school. The individual strengths of each are used to enhance student learning. They have played a huge role in the teaching of the preparatory program because the students cannot be left unattended.

The teacher does all the planning and provides a detailed program for the teacher aides to implement. Before the session the teacher outlines her expectations for the session and after the session the teacher aide shares her observations and the students share the products of their learning. The decision as to which group works with the teacher or teacher aides take depends on whether new learning or consolidation is planned.

Assessment

This is the area that caused the most headaches. How does one assess what one does not see? When the teacher aide is working with the students, how can the teacher adequately assess the students' learning and development within the five different learning contexts?

We have trialled several tools with variable success:

- notes on the daily lesson plan
- observation proforma notelets to attach to finished products
- student reflection booklets
- photographic record sheets

The two most practical tools were to make notes on the lesson plans and share explanations of these orally with the teacher. The other was a photographic record sheet developed by one of the teacher aides.

Photographic Record Sheet (see Appendix 9)

Documenting learning using a photographic record sheet

The teacher aide captures images with a digital camera of the students working in context. When these are downloaded she records her anecdotal notes and prints out the sheet. The teacher then reviews these and asks questions if needed. Based on the teacher aide's notes, the teacher makes a judgment about the child's phase of learning, and the sheet is stored in the child's Early Learning Record folder.

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The Early Learning Record folder is a 2-ring binder supplied by the student, along with a box of 100 plastic sheets. The binder is divided into sections:

10 pages for the student's self-selected special pieces of work – *their treasures*

16 sections for each of the learning statements associated with the early years learning areas. A data record sheet records the evidence that has been collected. This information breaks up each section. Each learning area is colour-coded for ease of use.

The last section at the back of the folder stores the student's reflection booklets.

The reflection booklets are valuable tools for tracking the week's learning activities. Using a standard proforma, each week a new 5-page booklet is prepared. Each day the children colour icons to show the activities they have undertaken and write or draw a reflection on their day. There is a space where the teacher aides record more anecdotal records or write explanations of the student's reflections and one where teacher judgments are recorded if appropriate. When they are first completed, students store these booklets in the *My Treasures* section at the front of their folders.

At regular intervals the teacher sorts the treasures and reviews the booklets. She adds any useful samples or information to the learning record and returns the other treasures to the children to take home or store in their scrapbooks. All reflection booklets then go in the back of the folders as a permanent record of the child's learning journey.

It is school policy to distribute a written report on student learning and development at the end of each semester. This is a single A4 page with a cover on one side and the report on the reverse. For continuity a similar format was desirable for the preparatory students. Working from the learning record sheets we created this reporting document.

Preparatory Report Card (see Appendix 5)

Promotion of prep curriculum to parents

Before the preparatory "phase in" began at Ubobo, preschool-age children had three options: no preschool, distance education or an hour's drive to preschool centres in bigger towns. To ensure that parents appreciated the quality preparatory program that could be offered in a one-teacher school, steps were taken to promote the preparatory curriculum to parents.

Parents were free to come into the classroom at any time to watch the children learn or look at work folios. Every opportunity was taken to share students' work with the parents. Twice parents were invited into the classroom to observe the children at work while the curriculum was explained to them. They were shown how it was being implemented and explanations were given of why things were done the way they were. Special guest speakers from District Office and the Queensland Studies Authority were invited to speak to parents on special issues of concern.

Celebrations of special events, such as Mother's Day, have not only allowed children to have a real-life audience and clear purpose for doing activities but have also provided another opportunity to share the curriculum and explain the learning that has taken place during the planning and preparation. The community has been kept informed of the "phase-in's" progress through articles in the district news-sheet and local paper.

The P&C has been very active and constantly supported the staff with the implementation process. They have written their own end-of-term reports on the trial to keep the implementation team informed of what they view as the challenges needing to be addressed in small schools.

Reflection on 2004

As the year draws to a close, we no longer feel as if we are on trial. Our routines are in place and all is running smoothly. We know how to use our staff and facilities; when to integrate and when not to; where to store materials; how to track and report student learning and what to expect next year.

All five Preparatory Year students are beginning to move into the applying phase and wanting to read, write, count, skip, type *just like the big kids do*. The big, happy family atmosphere that pervades the school means they have no barriers. They have ready access to computers and if they are unsure always have a primary school buddy who is only too willing to assist them. They sit and eat with the

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big kids. They can play with the big kids; help with project club activities such as the Election Day Stall or join in the Jump Rope for Heart performances. They are full members of the group.



Help from a buddy

Moving to Year 1 will not be an issue. They will simply move from the yellow table to the red and blue tables. They will have exactly the same staff and exactly the same working group. The change will be that their Year 3 friends will have moved to the other side of the storage shelves to become middle-school students. They will find that they are now *big kids* themselves, with responsibility to help look after the three little ones who join our school community next year.

Appendixes

(Items referred to in the main text)

Appendix 1: Staffing timetable

Rotations: Teacher moves around groups as teacher aides implement lesson plans for their group.

Monday				
Time	Key Learning Areas	Grouping		
8:50	Reading Prepare for PE	Students read to parents then ... Level 3 students set up for obstacle course		
9:00	Morning PE	Ps & Yr 1 obstacle course Yrs 2 to 6 fitness trail		
9:00 to 10:30	LOTE Yr 7	At Nagoorin		
9:15	English <i>Rotation</i>	P & 1 Teacher Aide 1	2 & 3 Teacher Aide 2	4 to 6 Teacher
10:30	<i>Morning tea</i>			
10:50	Spelling & handwriting	P & 1 Teacher Aide 1	2 & 3 Teacher Aide 2	4 to 7 Teacher
11:15	Mathematics <i>Rotation</i>	P & 1 Teacher Aide 1	2 & 3 Teacher Aide 2	4 to 7 Teacher
12:30	<i>Lunch</i>			
	Classroom (Teacher)		Community Room (TA2)	
1:20	Library	Yrs 3 to 7	Story Time	Yrs P to 2
1:40	Science	Yrs 3 to 7	Rest time/reading	Yrs P to 2
2:00	Science	Yrs 1 & 2 join Yrs 3 to 7	Activity time	Ps Indoor activities
2:40	<i>Reflection Time:</i> What did we learn today?		<i>Reflection Time:</i> What did we do today? So tomorrow...?	
2:45	Home Preparation What do I do tonight for homework?		Home Preparation Singing	
3:00	Dismissal			
1:20 to 3:00	Teacher Aide 1 library co-ordination time			

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Appendix 2: Sample daily work timetable

Time	Early Years (P to 3)		Middle Schooling (4 to 7)
8:50 Prepare for class	Book a morning talk with the Teacher Aide and/or assist with setting up obstacle course		Level 3 students design and erect an obstacle course as one of their HPE tasks (EPD 3.4)
9:00 Fitness routine	P & 1 Yrs 2 & 3	Obstacle course Fitness trail	Fitness routine
9:15	P to 3	Daily diary or Morning talks	Daily diary or Morning talks
9:20 English rotation	P& 1 (TA1) Yrs 2 & 3 (TA2)	Negotiate a range of indoor activities centred on imagining & responding, language learning, technology and problem solving. Literacy block	Literacy block (Teacher)
10:30	Morning tea		
11:00 Maths block	P & 1 (TA1) Yrs 2 & 3 (TA2)	Outdoor activities that provide opportunities for health & physical learning while investigating environment Maths block	Maths block (Teacher)
12:30	Lunch		
1:20	<i>Whole school</i> Quiet settling activity such as USSR / TA2 collects afternoon materials/ TA1 commences work as library aide or ICT coordinator.		
1:30	P to 2 (TA2) Preps Yrs 1 & 2	Move downstairs to community room: Shared book reading Rest Reading and exchanging home readers	Yrs 3 to 7 (Teacher) In classroom Introduction to SOSE lesson Prepare students for individual or group activities before juniors return

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2:00	Preps Yr 1-2	Quiet inside activities from Imagining & responding and Social & personal learning: music, dance, drama, free play, home corner, Lego play etc Return to classroom Begin SOSE	Yrs 3 to 7 Individual or group activity SOSE
2:30			
2:45	Preps return to classroom for home preparation time.		
3:00	School dismissed		

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Appendix 3: A P to 2 Daily lesson plan within the Shopping Unit

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Context	Learning Experience EYL	Learning Experience Level 1	Resources	Assessment
Settling routine	Calendar Morning talks, on chairs if it is cold		Calendar Symbols Date stamp	Oral Language Degree of interest ... Length of sustained interest ... Contributions ...
Focused Learning Experiences 15 mins max.	Literacy Focus Stimulus: Show the shopping centre, till and money. Discuss: Shops, money, items for sale etc Relate to personal experiences Model writing by: Writing about our new resource – statement Children could later add/draw individual items to label. Model reading by: Sharing a shopping story.		Morning diary	
Real-life investigation 60 mins	Create and design Focus: What will we do today? Build a shop??? What will we need? Encourage children to follow the stages of Technology: Gather information Plan and design Make Try it out		As suggested by students	Active Learning Processes – Technology Experiments with ideas Generates ideas ... Describes features and functions of designs and plans
Morning tea				

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<p>Fitness routine 15 mins</p>	<p>Warm up jog: Travel around tennis court changing on your signal into different animals- Cranky Highland cows, prancing Shetland ponies, hopping hares, Fun & variety of body movement is the aim Ball handling: Practice throwing and catching as for ball games Warm down: Follow the Leader over climbing frame. Yrs 1 to 3 return to classroom for mathematics</p>	<p>Climbing materials Balls</p>	
<p>Outdoor play 60 mins</p>	<p>Preps only Using climbing frames and sheets Range of throwing, batting, hitting material Big mats for jumping, rolling Sandpit or fort play Conclude by filling in Reflection diary</p>	<p>Climbing frames Hoops Bean bags Sheets Dolls Balls, bats, container mats sandpit toys</p>	
<p>LUNCH</p>			
<p>Routine</p>	<p>Read: Shopping theme Preps Rest Reading Silent reading Yrs 1 to 3 as home readers are changed. Yrs 1 to 3 return to classroom</p>	<p>Books Other reading items Yrs 1 to 3: <ul style="list-style-type: none"> • Puzzles • Instruments • CDs • CD player Scrap books and learning records.</p>	<p>Social & personal learning How are students communicating with each other about rights, roles, responsibilities and cooperation?</p>
<p>Play</p>	<p><i>Preps</i> Puzzles, reading, Lego etc Music or dancing</p>		

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Routine	Reflection on what we did today. What will we do tomorrow? Fill in afternoon diary Draw "best activity of the day" in drawing space in learning records Gather up reading books into book box for exchanging		
Prepare for going home			

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Appendix 4: Learning record sheet for Language learning & communication

Children expand their oral language by:

- using spoken language (including home language or signed or augmentative communication) for a range of purposes
- exploring the patterns and conventions of spoken, signed or augmentative language
- interacting with peers and familiar adults using, with support, the conventions associated with formal and informal group settings, including attentive listening.

Becoming aware	Exploring	Making connections	Applying
With explicit support, the child uses simple language patterns and limited vocabulary and listens to discussions about using language conventions in social and learning situations.	With support, the child tries out new language patterns and vocabulary and shares some ideas about language conventions used in social and learning situations.	With prompts, the child chooses appropriate language patterns and vocabulary for identified purposes and contributes to discussions about the appropriate use of language conventions.	The child uses vocabulary needed for classroom learning experiences and adjusts the use of language patterns and conventions for familiar social and learning situations.

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Children become readers and viewers by using emerging understandings to predict and make meanings from a variety of written, visual and multimodal texts.

Becoming aware	Exploring	Making connections	Applying
With explicit support, the child participates in experiences involving texts and draws on personal understandings to interpret a small range of familiar texts	With support, the child assigns personal meanings to symbol systems and interprets texts in personal ways in classroom contexts.	With prompts, the child uses emerging reading and viewing strategies and understandings to interpret symbol systems and texts for personal and classroom purposes.	The child uses shared understandings of symbol systems to interpret and make meaning from a range of familiar, simply structured text types.

Children become writers and shapers by experimenting with emerging understandings of written, visual and multimodal texts to communicate meanings.

Becoming aware	Exploring	Making connections	Applying
With explicit support, the child participates in writing and shaping experiences and draws on personal understandings to interpret their own or shared texts.	With support, the child experiments with writing and shaping using approximations of conventional symbol systems for personal purposes.	With prompts, the child uses emergent understandings of conventional symbol systems to write and shape texts for a small range of personal and classroom purposes.	The child writes and shapes texts using mainly conventional symbol systems for a range of personal and classroom purposes.

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Appendix 5: Preparatory Report Card

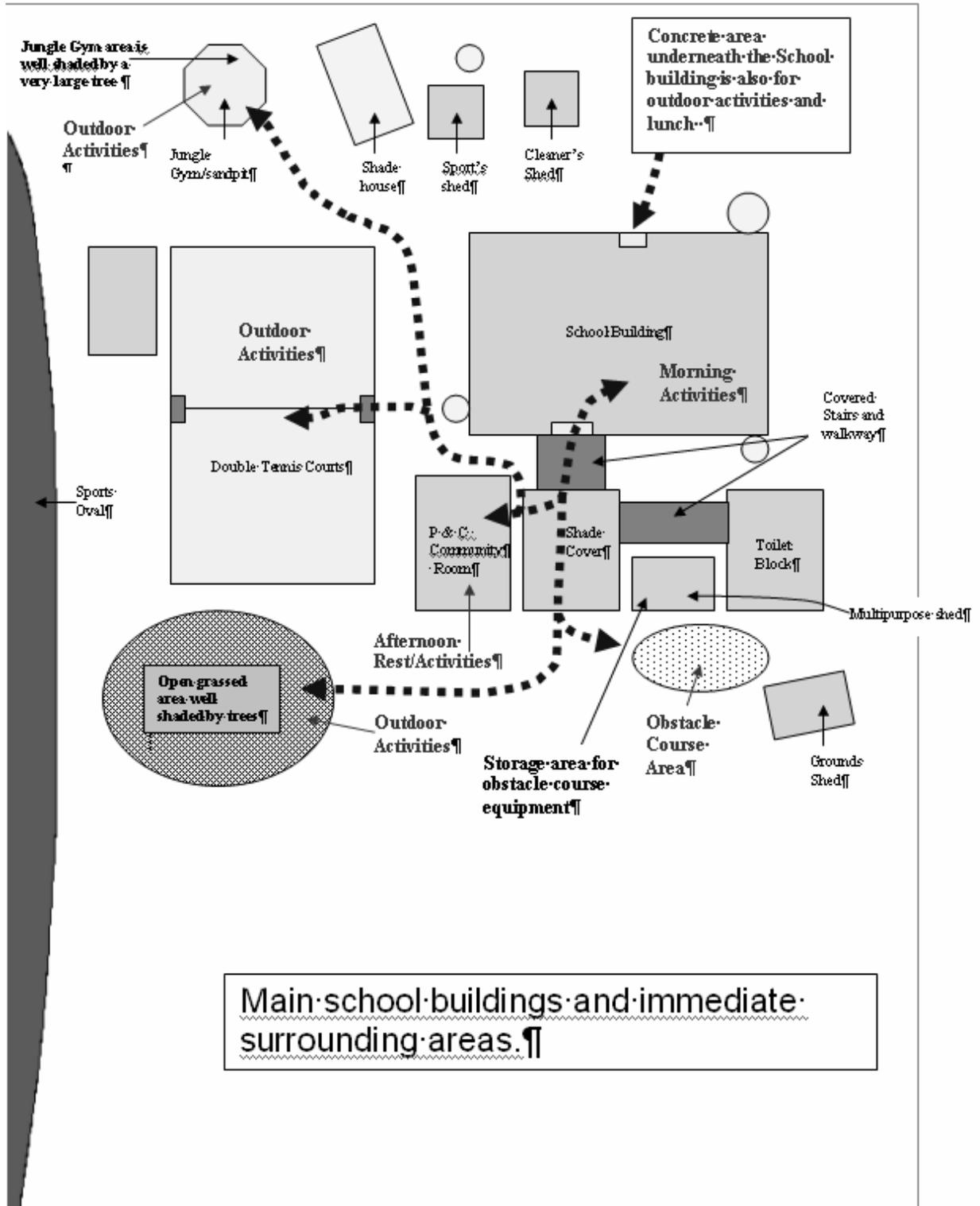
How is Student 1 growing as a learner? What are her understandings, capabilities and dispositions, in the areas of:

	BA = Becoming Aware		E = Exploring		MC = Making Connections	A = Applying
Language learning & communication						
Oral language	BA	E	MC	A	Student 1 loves this area of learning and is constantly finding opportunities to read and write. She speaks well but could improve her listening and willingness to respond to instructions. She is beginning to read familiar texts using memory and visual cues and “writes” using about 20 different letters & clearly distinguishing numbers from letters.	
Reading & viewing	BA	E	MC	A		
Writing & shaping	BA	E	MC	A		
Imagining & responding						
Generating & representing ideas	BA	E	MC	A	Student 1 willingly experiments with dance and creates her own delightful movements. She offers creative ideas during dramatic play and enjoys experimenting with the range of art materials available. She is still self-conscious and needs support to perform alone.	
Discussing & responding to representations, experiences & artworks	BA	E	MC	A		
Active learning processes						
Thinking	BA	E	MC	A	Student 1 is very good at making patterns and counting. With support and encouragement she participates in outdoor activities involved with discovering our natural world and investigating the environment. She often loses interest after a short time or becomes distracted during these activities.	
Early mathematical understandings	BA	E	MC	A		
Investigating the natural world	BA	E	MC	A		
Investigating technology	BA	E	MC	A		
Investigating environments	BA	E	MC	A		

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Health & physical learning					
Gross-motor	BA	E	MC	A	Student 1 uses tools and equipment with confidence. She is able to make healthy choices and often discusses the health and safety practices of others.
Fine-motor	BA	E	MC	A	
Making healthy choices	BA	E	MC	A	
Social & personal learning					
Interacting with others & co-operating	BA	E	MC	A	Student 1 struggles in this area. She still finds it hard to accept that she might have to wait her turn or that others have the right to be first or might not want to follow her directions. However there has been some improvement over the last few weeks.
Understanding of fairness & cultural differences	BA	E	MC	A	
Sense of personal identity & independence	BA	E	MC	A	
<p>General comments:</p> <p>Student 1 is a delightful little girl to teach. She has brought much joy to our community and is making splendid progress and showing a good disposition for learning.</p> <p>Return to text</p>					

Appendix 6: Playground layout: Main school buildings and area around them

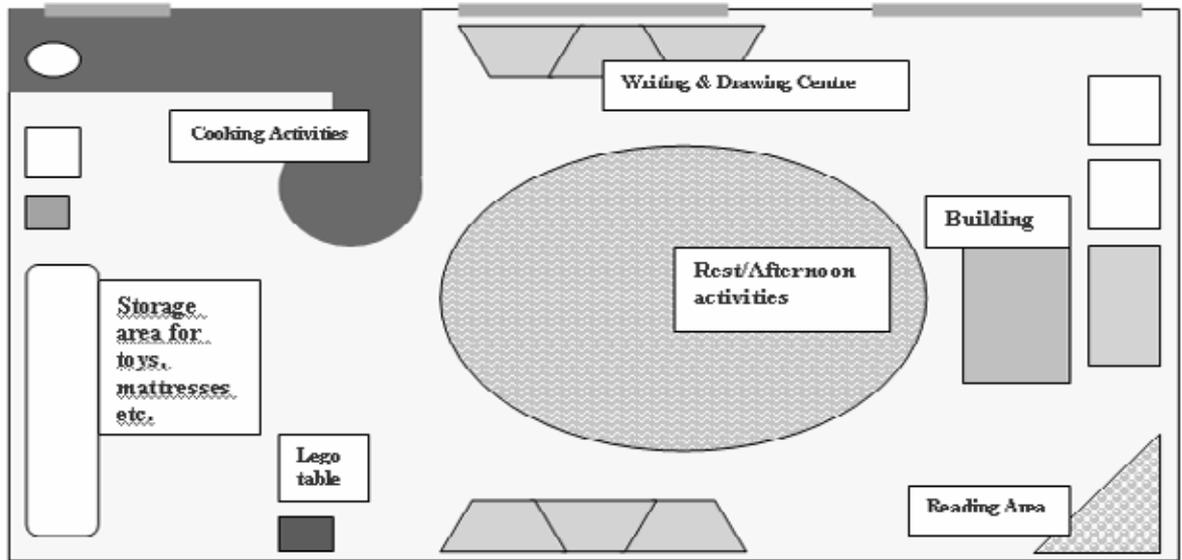


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Appendix 7: Classroom floor plan

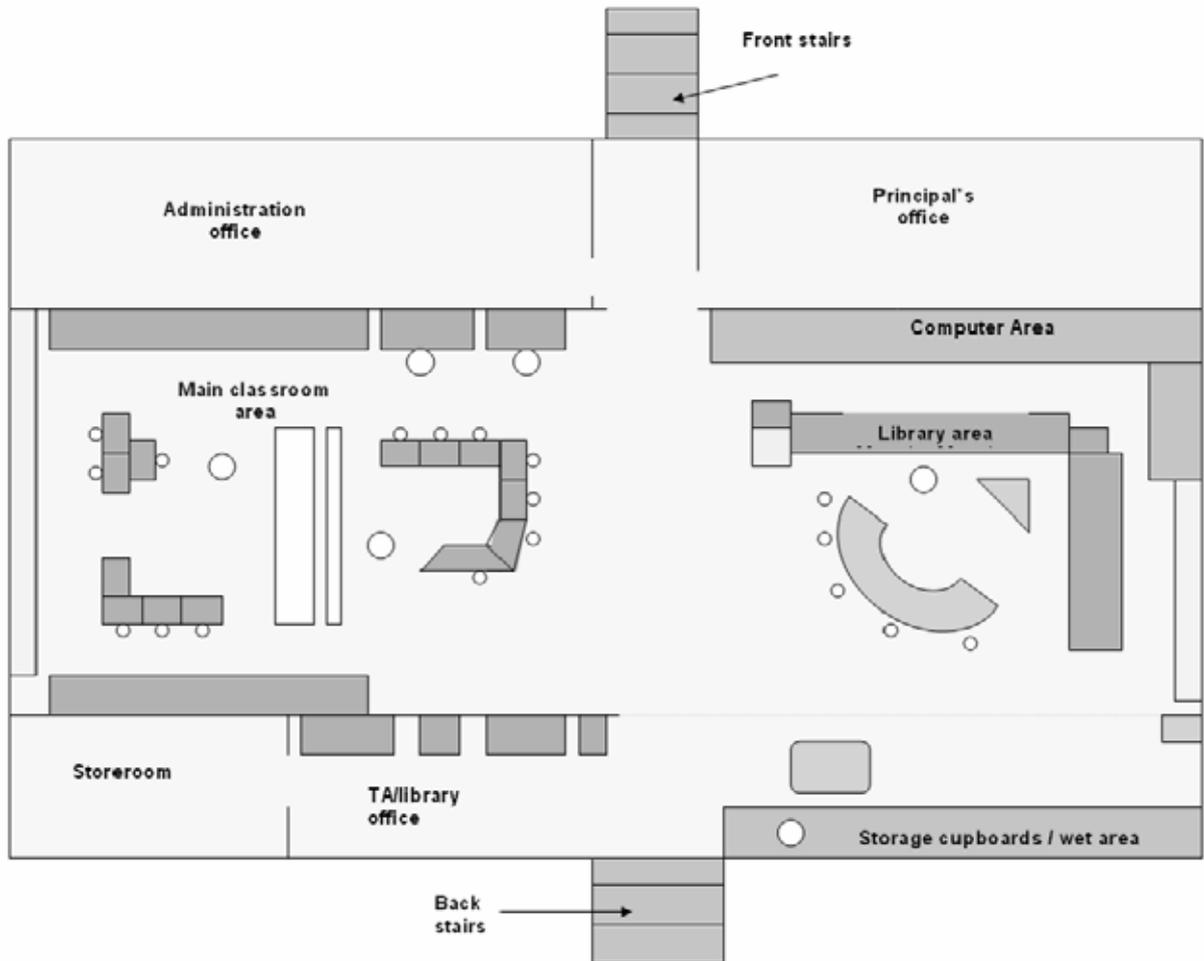


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Appendix 8: How we use the work space



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Appendix 9

PHOTOGRAPHIC RECORD SHEET



Date: 5th April, 2004

Name: Chloe

Age: Prep

Area: Community room

Context: **Focused learning & teaching** / Play / **Routines & transitions** / Real-life situations/
Investigations

Observation:

Chloe made appropriate movements to represent a butterfly flitting around a garden. Chloe was not confident singing the butterfly song but sang in a soft voice.

Evaluation:

- Experimenting with ideas to create a dance
- With support, joins in musical games

Learning Area:

Language learning & communication

Active learning processes

Health & physical learning

Social & personal learning

Early mathematical understandings

Becoming Aware	Exploring✓	Making Connections	Applying
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