|  |  |
| --- | --- |
|  | Teacher decision-making in the early years |

This resource identifies considerations for early years’ teachers when making decisions to meet the characteristics of Prep learners.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |
| --- |
| Decision-making for Prep learners |
| Who are prep learners? |
| Prep learners are: * members of families and communities
* communicators and language users
* capable of learning and have prior knowledge
* capable of making choices and decisions
* active learners
* diverse.
 |
| Planning |
| ***Planning*** for teaching, learning, monitoring and assessment requires a range and balance of pedagogical approaches and opportunities for learning including:* real-life and imaginary learning experiences and activities
* spontaneous and planned learning
* child-initiated and adult-initiated learning.

In the transition to school, this must include focused teaching of skills for successful learning at school, including:* understanding school routines and procedures
* self-regulation, taking responsibility
* sustained participation in activities.
 |
| Priorities |
| ***Priorities*** include:* Australian Curriculum
* Queensland Curriculum Early Years Curriculum Guidelines
* system priorities
* school priorities.
 |

 |  |

|  |
| --- |
| Pedagogical approaches |
| Approaches |
| Teachers should use a range and balance of pedagogical approaches including:* learning through play
* inquiry learning
* event-based learning
* *[add other pedagogies here]*
 |
| Qualities |
| Qualities of age-appropriate pedagogical approaches include:* high-quality interactions, including language modelling
* sustained shared thinking
* scaffolding
* feedback
* higher-order thinking.
 |
| Characteristics |
| Age-appropriate pedagogies are active, language rich, collaborative and playful and have the following characteristics:* relational — between teacher and learners
* personalise learning
* respond to diverse abilities
* actively engage children in learning
* are inclusive and culturally responsive
* acknowledge and build on the unique abilities of all learners.
 |

 |