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|  | 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.

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| |  | | --- | | 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. | |