Kathy Walker

*Intention in teaching and learning: leading and planning for promoting skills for life in young children*

This presentation summed up my reasons for wanting to become an early childhood teacher, and still in my first year of my degree left me feeling even more positive, enthusiastic and inspired about my decision to change careers and follow what I am passionate about. Here are some of the notes I hurriedly scribbled down during the presentation.

**Intention** – purposeful, with goals to build upon, extend, scaffold, lead, introduce, move child forward in their learning, skill development and understanding.

**Notes, documentation** – should include development or skill of child, strength based but need to identify needs, to identify what needs to be worked on. There is currently too much documentation but most of it is irrelevant, portfolios with group info about what a great day everybody had and linked to a cut and paste of the EYLF is not useful. Specialists, OTs, Speech pathologists, paediatricians cannot use these notes when they come to observe/assess a child in pre-school, clinical notes are needed to be made by teachers and are meant for themselves, not for parents.

**EPPE (Effective Provision of Preschool Education)** effective pedagogy includes interaction associated with term teaching. Provision of instructive learning environments and sustained shared thinking to extend children’s learning.

**Scaffolding, language, skill** – where children are at. What do I know about the child now? in the past? What do they need in the future?

**Provocations, scaffolding, intention**

Child development knowledge underpins sound practice.

Intentional teaching & learning → Child development knowledge → knowledge of child & family → culturally appropriate practice & intentional teaching

Exposing children to something new equals teaching. The old saying – You don’t know what you don’t know.

Children’s interest is not the be all and end all, they are not an means unto themselves. We do not follow an interest for interests sake. We plan, observe and scaffold. It requires clarity about what we are trying to achieve as early childhood educators.

Process of discovery, socialisation, language acquisition, skills, need to use child development.

Teach from your body of knowledge and knowledge of the child.

Do not copy and paste EYLF outcomes, don’t teach to the outcomes. It is a fantastic uniting guide but need to use knowledge of child and development to teach.

Tinkering, dramatic play, science, nature, numeracy, literacy, collage, interest are, open ended, intentional provocations, concepts, vocabulary

**Provocations for learning**

Provocations from community/family

Provocations children’s interests

Provocations development/skill learning
Discover, use different mediums – eg paint with thin, think, paintbrushes, plastic, natural items, rollers, scrapers...
Different line markings
Larger vocabulary
Literacy and numeracy are needed
Immersing children in literacy & numeracy around the room

Showed an ATM a prep class made – child in the ATM box, push money out, calculator taped on to enter pin, slots for credit cards...

Create a literacy and a numeracy table – not activity tables, but resource tables, where children can collect items and take them to other areas of the room. Intentionally expose children to these ideas.
Storage of relevant tools ie tape measures, calculators, rulers, envelopes, paper, pens, clipboards...

Daily reflection board – sit with children at the end of the session and talk about what they have learnt today, experienced today. Get children to reflect on their learning. Voice of the child. Model writing as you write their ideas on easel/blackboard. Sit with children, get children to display out front/in foyer for parents to read. Date it, photograph, email it to parents. Keep it simple, a couple of lines – parents will read, children are involved.

Intention is necessary. Proactive (and responsive)

Starting position – body of knowledge (not children’s interests as the starting position)

Theories of play, rich engaging, open-ended play areas – to explore, manipulate, learn

Come from teachers, leading not following the child

Less time writing documentation to look good, write more professionally/more like a clinician