AAAP - Perspectives on teaching

04/05/2016 8:04 am Duration: 4:28

Description:

What is different about the practice?

For me personally, I wanted to really look at getting that balance back of child-initiated versus adult-initiated, so I was able to try and foster in all those 11 characteristics in different activities that we did and that with an oral language focus as well.

Now being exposed to all these practices I've really deepened my thinking and understanding and going wow, there's a better way to teach this. Teach by seeing and doing, not just listening to the teacher.

I think in terms of those prep students that Leeanne being very responsive has been really important in her collaborating with the children. I think that them being able to lead some of the learning that they're doing, that while the curriculum provides the intent of what they need to learn, that that avenue of how they are learning it and how that curriculum is being delivered to them can be done in many different ways.

I wanted to make sure that I was using a balance of approaches and it wasn’t just me providing some explicit teaching to the children that they actually had more of a voice in saying what they actually wanted to learn.

What have educators learned?

It's very important for the teacher to plan really carefully and to know their curriculum very, very well; to know what the children need to achieve, what they want to get out of what they're teaching and then to be able to build those other pedagogies into it.

The two big learning experiences we've taken from it as staff is how to lay a content over play and that vital importance of reflecting after each activity and unpacking it with the kids and debriefing with them.

My big learnings are firstly, that my personal philosophy about early years is what should be driving my teaching, and it perfectly aligns with the early years age-appropriate pedagogies.

I think if had to say what I saw as a real strength out of the Age Appropriate Pedagogy Project, it was that teachers could justify their decisions through a research or authoritative filter, if you like, rather than just we want this or this is a good idea or we need more of this or we need more of that. So as a principal it's terribly hard to argue with highly-committed educators who not only know what they want, they can justify it.

What has changed for teachers and learners?

I guess the biggest change is their enthusiasm, their motivation, when only on Wednesday, I went and said to them and writing books and you could hear two or three children say yes, we're doing writing.

We've seen some real differences in children taking charge of what they know that they can do. So being much more confident in coming out and telling you a story or starting a conversation. I think we've seen the same with the phonological awareness skills, that because of the way that we've made some changes in getting the children to be really a part of what they're doing, they know that they can do it now and they're really excited about playing with words and putting them back together and because they have that confidence in their abilities it really shows in what they can do.

I love the excitement that the teachers have. I think we've handed back that creativity to them.

The greatest change that I've seen in the teachers is the joy that they're bringing to their teaching. Before that they really did enjoy teaching, but suddenly there's a new enthusiasm, a real bubbling of excitement around these pedagogies.

It's so much fun coming to work each day. These kids love it. It makes us love it too, when they are so eager to learn and motivated and want to be part of all these things, it makes us want to get involved and do all these things, like work is fun for us.AP - Perspectives on teaching

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