Age-appropriate pedagogies

Characteristics

The characteristics of age-appropriate pedagogies represent a set of desirable qualities teachers can consider when working with children and colleagues to be responsive to the individual child, context and purpose of learning.

- Active
- Agentic
- Collaborative
- Creative
- Explicit

- Language rich and dialogic
- Learner focused
- Narrative
- Playful

- Responsive
- Scaffolded

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Active

Active

Requiring physical and embodied engagement across all areas of learning. Whether this is indoors or outdoors, activity is essential in order to activate children's full potential. Their focus, concentration, motivation and self-regulation are enhanced through moving, doing and interacting within a range of learning environments.

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Agentic

Agentic

Ensuring that children have voice in their learning. Their ideas and interests initiate, support and extend learning possibilities in order to build on their real-world understandings and experiences.

Collaborative

Collaborative

Being social and co-constructed. Children and educators work together to identify ways of learning and understanding through sustained shared thinking and action.

Creative

Creative

Inviting children to consider "What if?" They encourage investigation, inquiry and artistry to explore new possibilities and ways of thinking.
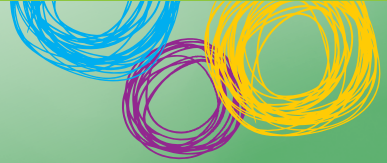
Explicit

Explicit

Making conscious, for both learner and educator, the relationships between the learning purpose and processes employed and the skills and understandings these processes support.

Language rich and dialogic

Language rich and dialogic

Ensuring that learning occurs in environments where rich language is modelled and employed by both children and educators. Meaningful dialogues between children, as well as between children and educators, are created to support thinking, learning, engagement and imagination.

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Learner focused

Learner focused

Recognising that all children learn in different ways and that learning is a highly individual process. They also acknowledge differences in children's physical, intellectual, cultural, social and personal experiences and perspectives.

Narrative

Narrative

Acknowledging the important role that personal, written, oral and digital stories play in all our lives. They support both the production and comprehension of narratives through active processes, especially play.

Playful

Playful

Encouraging children to make connections through imagination and creativity to explore alternate worlds and ways of thinking. These worlds, not bounded by reality, offer the freedom children need to innovate and enact new possibilities.

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Responsive

Responsive

Incorporating a willingness to be flexible, to ensure that learning is always child, context, content and discipline appropriate. To achieve this, educators will balance opportunities for structure and spontaneity, open-ended and specific tasks, and child-led and educator-led learning.

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Scaffolded

Characteristic

Scaffolded

Including such actions as modelling, encouraging, questioning, adding challenges, and giving feedback, provide the support needed to extend children's existing capabilities. Effective scaffolding by both educators and other children provides active structures to support new learning; it is then progressively withdrawn as learners gain increasing mastery.

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