

# VIDEO TRANSCRIPT – SCSA 8\_SUPPORTING EARLY EDUCATORS

(Music)

(TITLE)

**Early Career Educators: Early Years in Education**

(SUBTITLE)

**Carlisle Primary School – Pre-primary/Year 1**

## **VOICE OVER**

This video supports early career educators in Kindergarten to Year 2, to understand the complexities of teaching and learning.

**KRISTY**

**Carlisle Primary School**

*Love it. Do you wanna cut that out to put it on or would you like me to cut it out to put it up? I just love it.*

## **VOICE OVER**

It demonstrates the contemporary research underpinning Australia’s national frameworks. This graphic demonstrates the interconnectedness of the *EYLF*, *Kindergarten Curriculum Guidelines* and the Western Australian Curriculum. Fundamental to the framework is a view of children’s lives as characterised by belonging, being and becoming.

The vision is central to ensuring all children gain success as lifelong learners, with knowledge of Aboriginal and Torres Strait Islander perspectives.

In Western Australia, the *EYLF* applies to all children, birth to Year 2.

The *EYLF* learning outcomes apply to all children from birth to the end of Semester 1 in Pre-primary when all children are aged five.

In Western Australia educators are guided by the *Kindergarten Curriculum Guidelines*, which aligns to the *EYLF* and is used to plan the teaching and learning in Kindergarten.

From Pre-primary to Year 2 educators are mandated to implement the *Western Australian Curriculum and Assessment Outline* alongside the *EYLF* Principles, Practices and Pedagogy.

**JAYE FOGARTY**

**Oakwood Primary School, Year 2**

The *EYLF*, you know, it's a beautiful document. It's all about the belonging, being and becoming, so it helps them, first of all, to feel like they belong, that my teacher is interested in what I'm learning, in what I'm interested in, to sort of build on their learning.

*I really like how you've done this painting and then the splotches over.*

Obviously you have an outcome, but sometimes they learn way beyond what you're actually teaching.

*Ah, that's how you've done it. Where did you learn that, Kaylee?*

Just knowing where they've come from, what they would've previously learned, and knowing where they're headed to.

**[Kaylee]** *I watched TV and I saw people doing this so I tried to do this.*

**LINDA STARBUCK**

**Institutional Coach, Oakwood Primary School**

We've had to work really hard at making sure that we've got that early childhood pedagogy, things that are great for kids in our explicit teaching, and then also allowing time in our investigation, inquiry time for kids to show their learning in different ways.

**[Peta]** *Okay. So what is, what is it that – exactly that we're trying to make with this?*

**[Child]** *I'm trying to make the ball go through the tunnel.*

**[Peta]** *Yep.*

**[Child]** *And then it'll go there and go there.*

**[Linda]** So we address it as a blended pedagogy rather than balancing our timetable. We are making sure we've got aspects of both in all parts of our day.

**[Peta]** *Why did you choose not to use that one?*

**[Child]** *Because we're not allowed 10s in these.*

**[Peta]** *Why not?*

**[Linda]** That's one of the Principles and Practices around that planned and unplanned parts of our days. And integration is the key, I guess.

**[Child]** *And the biggest number is number 9.*

**[Peta]** *You took the words right out of my mouth.*

**KRISTY HOWSON**

**Carlisle Primary School, Pre-primary/Year 1**

The *EYLF*, um, basically embeds everything that we do and it's visible in every part of every moment of every day in the classroom.

*You want a table? Yup, let's get you a table.*

The outcomes of the *EYLF* are really important to us, um, particularly around identity. We're a very multicultural school, so developing a really strong sense of identity is critically important, um, developing a sense of connectedness within the community.

**[Child]** *I love lamb curry, I love it!*

**[Kristy]** So developing relationships between the families, um, external to what's happening in the school is also really important to us. And schooling's quite different for, um, a lot of the kids that come here to what their parents may have experienced overseas.

**JASMINE REED**

**Anne Hamersley Primary School**

*Yerderap. Five Little Ducks sung in Noongar language.*

**PARENT**

**Anne Hamersley Primary School**

In my point of view, it helps because knowing your identity, which is your culture, it will help build your, your inner sense. What I think is a very, very good thing.

**CARLISLE PRIMARY SCHOOL**

**[Child]** (Reading) My favourite thing to do is reading hard books.

**[Teacher]** Okay. (*Educator speaks in Tamil to instruct the child and guides the child to use Tamil, his home language, to read the text*). Good job!

**BROOKE DAVISON**

**Anne Hamersley Primary School**

*Hands on top... that means stop! Okay. Alaska's table, we are going to move over to the play-doh table. (Singing) Everybody walk, walk, everybody walk, walk, walk...*

**JAYLEEN FRITCHLEY**

**Deputy Principal, Attadale Primary School**

We are building children that are gonna be set up for a world that we can't even imagine. That love of learning and being able to communicate and work collaboratively, that happens in Kindy, that happens through play.

## **VOICE OVER**

The phases of schooling provide teachers with guidance about the sorts of curriculum experiences likely to support students at each phase. While every student will be immersed in a well-balanced curriculum, there are different priorities for different phases of schooling. The *Kindergarten Curriculum Guidelines* Learning Outcomes summary supports educators to design and implement quality curriculum for Kindergarten. The mandated Vision, Principles and Practices for Kindergarten to Year 2 provides a brief overview of the interrelated components that guide curriculum decision-making.

### **WILL DAVIS**

**Principal, Oakwood Primary School**

We're all lifelong learners, so I expect the staff to learn alongside the children. Um, they can learn from the kids too.

**[Teacher]** (Singing) *I am waiting...*

**[Children]** (Singing) *I am waiting...*

**[Teacher]** (Singing) *patiently...*

**[Children]** (Singing) *patiently...*

**[Will]** Success doesn't look the same for everyone. Um, there are multiple pathways, and the fact is that if you give every child the same thing, they're not necessarily gonna learn the same thing. Um, and that's a really important part of what we do.

(END)