

VIDEO TRANSCRIPT – SCSA 1 – IDENTITY

(Music)

(TITLE)

KINDERGARTEN

A time for awe and wonder, imagination and joy

(TITLE)

These videos are designed to inspire early childhood educators

using the *Kindergarten Curriculum Guidelines*

to plan quality teaching and learning.

Integrating the five learning outcomes:

IDENTITY

CONNECTING & CONTRIBUTING

WELLBEING

LEARNING & THINKING

COMMUNICATION

SARAH BOON

Mullaloo Community Kindergarten

My role is really to facilitate learning, to set up the environment to facilitate independent learning.

When we are teaching and learning and delivering our explicit curriculum.

Come on in, write your name.

We are practising, reinforcing, learning, extending through play. Play-based learning is starting from where the child's at, so it's inclusive, it's developmentally appropriate.

If he needs a break, we just use the words, 'I see you need a break'.

It incorporates the whole body, the whole child, everything about them, and it builds on their knowledge and their understanding, and the facilitator of the educator is really there to set the play environment up to extend the learning.

Kaya wanji!

We would like to thank the Noongar people for sharing their land. We promise to look after the land, the animals, and the people too.

A good day is when the children are engaged, when they're having fun, when we see cooperation, interaction, we see them resolve conflicts on their own.

Let me do it.

We see them take an interest in their learning, we see them apply that positive mindset, have a go, try new things.

Oh, it's so close!

And be proud of their achievements.

Yeah, you got it in! Good job, Maya!

(TITLE)

Attadale Primary School

ANDREA McMANUS

Attadale Kindergarten

It says there are three types of honeybees. There's this big one, she is called the Queen.

We make sure that there is plenty of opportunity for the children to talk.

Honey! Honey! Nectar! Nectar!

For us to get to know them on a personal level, they are so willing to share everything about themselves and I like to share things about myself and my family with them as well.

Did you see one queen bee? I didn't want to get close because they looked a bit cross.

We enjoy seeing them playing, making their own choices when they're playing and we try and follow their interests as much as we can.

I also think about the importance of Kindergarten as being the start of a child's schooling life. I think it's important to have connection with families and I suppose the beauty of being in a school for a long time, I know lots of families.

SARAH BOON

Mullaloo Community Kindergarten

As you can see behind me, these girls are now incorporating reading and writing behaviours into their play. And this is a huge part of Kindergarten in that you can take those curriculum goals, it doesn't have to be in the inside learning environment, it can be outside, it can be purposeful.

So, what you'll see now is outside play provocations relating to our inquiry question, what do farmers do? So we've got raking, we've got sweeping.

My uncle's a farmer.

We've got milking the cows, so they're squeezing the udder, they're getting that squeezing motion too.

And what we're going to do with this milk when it's been taken from the udders?

And we have had a market garden here a few weeks ago where we used our produce from our own garden.

Who wants food?

And based on that they have got some idea of adding on labels, signs, prices, they're looking at writing letters and numbers.

Thats \$1.

And it's really giving them that sense of agency and connecting with the learning and also as part of their play.

ANDREA McMANUS

Attadale Kindergarten

We're going to pollinate some flowers. Are you ready? Off you go worker bees, go slowly.

The children have been very interested in mini-beasts and insects, this term. And we started off talking about and finding out about silkworms and the life cycle of butterflies and ladybirds. And they had such a big interest in bees we discovered.

I think we've made lots and lots of honey.

So we've used a non-fiction text this morning to learn about the different aspects of bees.

Thorax and what's this bottom part?

I posed lots of questions about bees and I tried to get the children to tell me what they knew about bees. So we also had the question of I wonder, trying to find out from the non-fiction text some information all about bees.

One, two, three, make your flower bloom.

SARAH BOON

Mullaloo Community Kindergarten

Chairs into piles of three please.

When I set these provocations up and when we're interacting with the students verbally, we are teaching them. We're teaching that whole child, we're supporting them on their learning journey. We're accepting where they are developmentally and helping them to move forwards. And that really, I think, is quite unique in the education system because it does look a little bit busy.

Almost done.

Truthfully, I think until you stop and talk to the educator you quite often could be unaware of exactly what the learning intention is. Quite often there's incidental learning.

Fantastic, okay.

So, it's a little bit hectic but it's very well planned and very well thought out.

Are you ready? You're going to be the animals and I'm going to be the little red hen.

ANDREA McMANUS

Attadale Kindergarten

A positive start to Kindergarten is such an important way to begin their learning journey and being part of a school community. So we're Kindergarten. When we do do things on a different timetable, we do do things in a different way, but we are still part of the whole school community.

(END)