

## VIDEO TRANSCRIPT – SCSA 4 – LEARNING AND THINKING

(Music)

(TITLE)

**KINDERGARTEN to YEAR 2**

**A time for awe and wonder, imagination and joy**

(TITLE)

**Carlisle Primary School**

**KRISTY HOWSON**

**Carlisle Primary School**

*Come in, come in, come in, come in.*

*Bundjalung, can you say it? Bundjalung, say it again. Bundjalung country.*

Every morning is our numeracy and our sequencing of numbers. We try and change it a little bit each day. We do count in languages, feel it's really important for children to stay connected to their home language. And this is one way we can do that at school and make it interesting and engaging. And we also find lots of similarities between languages, which opens up new conversations for the children as well.

(Counting In Noongar)

(Counting In Italian)

(Counting In Arabic)

(Counting In Farsi)

*21! Great work, girls. 21. Super.*

(TITLE)

**Mullaloo Community Kindergarten**

*One, two, three, four, five, six, seven, eight.*

*Excellent. I'm going to give you a trickier one now.*

**KRISTY HOWSON**

**Carlisle Primary School**

*One, two.*

The children are learning about partitioning, so they're breaking quantities down into smaller groups. The gradual release of the responsibility teaching and learning model works really well here. But we start by the 'I do' part, which is explicitly demonstrating that skill.

*Let's see how we've made two groups with my five eggs.*

Before we move on to 'we do', we invite the children to practise that skill alongside us.

*Abbye, can you split them into the egg cartons and do it a different way?*

Before we finally move into the 'you do' part, which is facilitating opportunities for the children to independently practise that skill and then later apply that multiple times through their play.

*Ooh, that does look different.*

Through our play-based program, we can put into context the learning, applying context to the curriculum that's coming out of, whether it's Pre-primary, Year 1, parts of the Kindy curriculum.

*How many eggs do you have all together in my basket?*

We can teach that, but then we need to put it into context for it to become really meaningful learning.

*That's the highest building in the whole day.*

So the play-based learning is very important, but it's also important to have a tight structure on what we're doing.

*And this gives it all the, like, listen to you and everything comes out with ...*

and to clearly and explicitly teach some of those key learning points that come from the curriculum. But we need to back that up with a really strong play-based program, particularly where children can see their culture.

*This one turns blue on the clay. This one goes black.*

The play enables children with all different levels of capability to express their learning. So it, you know, enables us to take kids that understand a concept at this level, kids that are on their way to understanding a concept in play. It gives them an opportunity to explore that, wherever they are, that we can meet them at their needs.

*I am playful and have beautiful manners.*

(END)