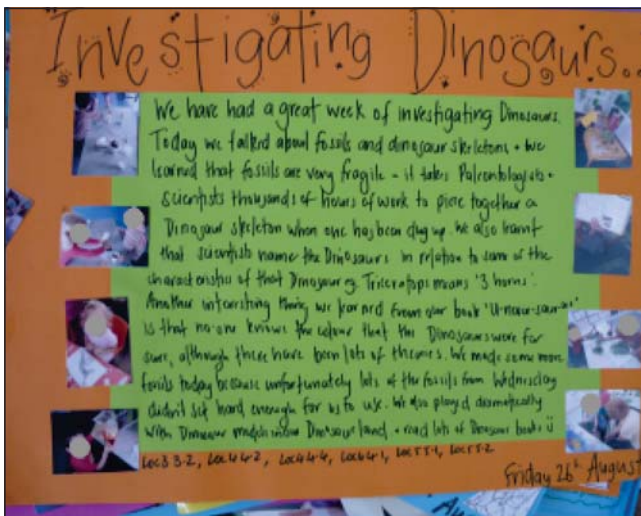


Great EYLF writing from Grace Creche & Kindergarten



Grace Creche & Kindergarten
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The documentation is hand written, not typed, with the children during the day and displayed that day for the parents by 3pm.

The writing example clearly shows where the ideas came from, how the educator builds upon the learning and how they have worked with the children.

We had a great time investigating dinosaurs today. We talked about fossils and dinosaur skeletons and we learned that fossils are very fragile - it takes a paleontologist scientist thousands of hours of work to piece together a dinosaur skeleton when one has been dug up.

We also learnt that scientists name the dinosaur in relation to some of the characteristics of that dinosaur. Triceratops means 3 horns.

Another interesting thing we learned from our book "U never saur" is that no one knew the colour that the dinosaurs were for sure, although there have been lots of theories.

We made some more fossils today because unfortunately lots of the fossils from Wednesday didn't set hard enough for us to use. We also played dramatically with the dinosaur models in our dinosaur land and read lots of dinosaur books.

OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.

Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

Children interact verbally and non-verbally with others for a range of purposes

Children engage with a range of texts and gain meaning from these texts.

The learning is clearly evident in this example as the educator clearly tells everybody what we are learning.

There is no stepping back and observing like we did in the past. The learning occurs with the educator as an active member of the learning community to co-construct learning with children.

"no one knew the colour" - the educator is teaching the children Learning Outcome 4 by explaining that there are lots of theories.

Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.

From the EYLF - Intentional teaching

Intentional teaching is deliberate, purposeful and thoughtful...

They actively promote children's learning through worthwhile and challenging experiences and interactions that foster high-level thinking skills.

They use strategies such as as modelling and demonstrating, open questioning, speculating, explaining, engaging in shared thinking and problem solving to extend children's thinking and learning.

Educators move flexibly in and out of different roles and draw on different strategies as the context changes.

They plan opportunities for intentional teaching and knowledge-building. They document and monitor children's learning.



The curriculum is displayed for all to see and revisit. The parents are able to get involved and see their child's learning take place.

From the EYLF. "There will be many other ways that children demonstrate learning within and across the outcomes. Educators understand, engage with and promote children's learning. They talk with families and communities to make locally based decisions, relevant to each child and their community."



"This is our 1 metre long dinosaur foot which we used to measure dinosaur lengths today." Length is a great place to start with mathematical concepts with children.

A prepared lesson to further each child's understanding of length and measurement
OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS
 Children begin to understand how symbols and pattern systems work.