

Planning learning in P–2

Advice on implementing the Australian Curriculum P–10

This is the first of three interim information statements providing advice specifically about Prep–Year 2 (P–2). This statement includes advice on:

- teaching within two frameworks
- supporting learning
- planning resources.

Other information statements provide interim advice about:

- Assessment in P–2
- Reporting in P–2.

Relevant advice in these statements will inform the development of P–2 planning learning, assessment, and reporting guidelines which will be available in early 2012.

The information statement has been developed by the Queensland Studies Authority (QSA), in consultation with Queensland’s school sectors (Education Queensland, Queensland Catholic Education Commission, Independent Schools Queensland) and early years educators.

The Queensland context

Prep (P) in Queensland is the Foundation Year (F) of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January are required to be five years of age by 30 June. P–2 represents the early phase of learning in the Australian Curriculum.

Children beginning Prep are recognised as bringing varied knowledge and experiences from a variety of prior-to-school settings. Therefore, active learning across multiple learning contexts is promoted across the early phase of learning, and continuity across P–2 is recognised as important for high-quality teaching and learning.

P–2 guidelines: Planning learning, assessment and reporting

In 2012, the QSA is developing draft guidelines to assist early years teachers to plan, assess and report using the Australian Curriculum. The guidelines will provide advice to support learner-centred and contemporary perspectives on education practices in the early years. It will promote the use of active learning that can be enacted in many different contexts and teaching spaces. The guidelines will also provide advice on assessment and reporting using the Australian Curriculum achievement standards.

Transition times

The QSA and Queensland's school sectors have agreed on a staged approach to implementation of the P–10 Australian Curriculum.

- 2011 — become familiar with English, Mathematics and Science curriculums by auditing and reviewing current programs and engaging with targeted professional development.
- 2012 — plan, teach, assess and report English, Mathematics and Science across P–2 using the Australian Curriculum; become familiar with P–2 History curriculum; and focus on the Queensland *Essential Learnings and Early Years Curriculum Guidelines (EYCG)* for all other key learning areas.
- 2013 — plan, teach, assess and report History across P–2 using the Australian Curriculum; and focus on the Queensland *Essential Learnings and EYCG* for the remaining key learning areas.

Timelines for implementation of the other Australian Curriculum learning areas will be released as they become available.

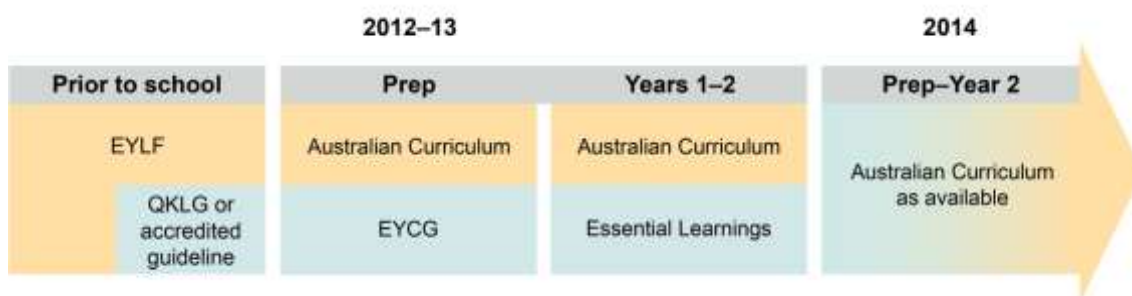
Teaching P–2 in 2012

The Australian Curriculum describes curriculum content and achievement standards. It does not provide pedagogical support. In 2012 in learning areas where the Australian Curriculum is not available:

- Prep teachers will continue to use the *EYCG* or their current documents
- Years 1–2 teachers will continue to use the Queensland *Essential Learnings* to inform teaching, learning and assessment.

Figure 1 identifies the relationship between relevant curriculum materials for P–2 teachers during Queensland's transition to the Australian Curriculum.

Figure 1: Queensland's transition to the P–2 Australian Curriculum



Bridging the gap — teaching within two frameworks

In the transition to the Australian Curriculum, P–2 teachers will plan, teach, assess and report using two curriculums. Curriculum planning in Prep and in Years 1 and 2 will acknowledge connections between the Australian Curriculum and the current Queensland curriculum — the *EYCG* and the *Essential Learnings*. Where duplication of curriculum content exists, teachers do not need to plan for teaching and learning using both curriculums. Teachers will use their professional judgment about components of the Queensland curriculum that may need to be emphasised when planning.

Tables 1 and 2 indicate the Australian Curriculum learning areas and the Queensland curriculum early learning areas or the key learning areas that teachers will use when planning, teaching, assessing and reporting in 2012 and 2013.

Table 1: Prep learning areas in 2012–2013

Prep Year curriculum from 2012	
<ul style="list-style-type: none"> • Australian Curriculum • Queensland curriculum — <i>EYCG</i> 	

	Learning area	Strands / specific focus
Australian Curriculum	English	Language Literature Literacy
	Mathematics	Number and Algebra Measurement and Geometry Statistics and Probability
	Science	Science Understanding Science as a Human Endeavour Science Inquiry Skills
Queensland curriculum — EYCG	Active learning processes	Investigating technology Thinking Imagining and responding Investigating environments (until 2013)*
	Social & personal learning	Sustaining relationships Understanding diversity Positive sense of self
	Health & physical learning	Making healthy choices Gross-motor Fine-motor
	Language learning & communication	Oral language†

As Australian Curriculum learning areas with general capabilities and cross-curriculum priorities become available they will replace the early learning areas of the *EYCG*.

* History will be implemented in 2013 and is organised under the two strands: Historical Knowledge and Understanding and Historical Skills.

† Teachers may find that a continued focus on oral language, in addition to the Australian Curriculum: English will further enhance learning. (See page 5 for additional information about including Oral language in the transition to the Australian Curriculum.)

Table 2: Years 1 and 2 learning areas in 2012–2013

Years 1 and 2 curriculum from 2012

- Australian Curriculum
- Queensland curriculum — *Essential Learnings*

	Learning area	Strands
Australian Curriculum	English	Language Literature Literacy
	Mathematics	Number and Algebra Measurement and Geometry Statistics and Probability
	Science	Science Understanding Science as a Human Endeavour Science Inquiry Skills
Queensland curriculum — Essential Learnings	SOSE	Time, continuity and change (until 2013) [‡] Place and space Culture and identity Political and economic systems (until 2013) [‡]
	Health and Physical Education	Health Physical activity Personal development
	The Arts	Dance Drama Media Music Visual Art
	Technology	Technology as a human endeavour Information, materials and systems (resources)
	Languages	School sectors will provide specific advice about the Languages learning area.

As Australian Curriculum learning areas with general capabilities and cross-curriculum priorities become available they will replace the key learning areas of the *Essential Learnings*.

[‡] History will be implemented in 2013 and is organised under the two strands: Historical Knowledge and Understanding and Historical Skills.

Supporting learning

Teaching and learning in P–2 continues to emphasise the five valued contexts for learning in the *EYCG*. These are:

- play
- real-life situations
- investigations
- routines and transitions
- focused learning and teaching.

Teachers continue to plan and lead learning that is rich with active learning, play, exploration, experimentation and imagination. They also provide opportunities for children to apply and practise their learning in multiple contexts.

Integrating specific focuses in learning experiences

Specific focus on oral language skills, fine-motor skills, gross-motor skills, thinking, social and personal learning, and positive dispositions to learning is widely recognised as significant for successful learning across the early years. The Australian Curriculum covers these specific focuses and will provide more detail when the general capabilities are finalised and fully implemented. In the transition to the Australian Curriculum, it remains important for P–2 teachers to support learning by valuing and integrating these focuses into the learning experiences they create for young children.

Oral language is of particular importance in the Prep Year, and is a specific focus in the *EYCG* early learning area of Language learning and communication. Of the three specific focuses within Language learning and communication, Oral language is the only one that is retained in the transition phase of the Australian Curriculum as it supports an important range of skills essential for future learning. Over time teachers will build Oral language into their delivery of the Australian Curriculum: English and the general capabilities.

General capabilities

The Australian Curriculum provides opportunities to include the following general capabilities in the content of each learning area:

- Literacy
- Numeracy
- Information and communication technology (ICT) competence
- Critical and creative thinking
- Personal and social competence
- Ethical behaviour
- Intercultural understanding.

Cross-curriculum priorities

The Australian Curriculum provides opportunities to include the following cross-curriculum priorities in the content of each learning area:

- Aboriginal and Torres Strait Islander histories and cultures (local level)

- Asia and Australia's engagement with Asia (international level)
- Sustainability (global level).

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is finalising additional information about the general capabilities and cross-curriculum priorities. The general capabilities and cross-curriculum priorities can be found on the Australian Curriculum website: www.australiancurriculum.edu.au

Planning resources

The QSA has developed the following resources to support implementation of the Australian Curriculum:

- advice, templates and exemplars for year level and unit overview planning — English, Mathematics, Science P–10 (and History in development)
- advice, templates and exemplars for year level and unit overview planning in multiple year level classrooms — English, Mathematics, Science P–10 (and History in development)
- advice, templates and exemplars for whole school planning
- mapping of the Australian Curriculum and Queensland curriculum
- curriculum audit tools
- advice on assessment, the use of standards, and how to work with the Australian Curriculum and the Queensland curriculum.

These planning resources include links to the Australian Curriculum website and are available from the QSA website: www.qsa.qld.edu.au/13634.html

More information

If you would like more information, please email: australiancurriculum@qsa.qld.edu.au, or phone (07) 3864 0462. Or visit the QSA website: www.qsa.qld.edu.au