

Child Side Life Skills	Emotional resiliency: Knows own boundaries. Seeks out and surrounds self with other resilient people. Awareness of own physiological and psychological needs. Keeps perspective on negative experiences. Mindfulness. Gratitude. Understanding your own feelings and using them wisely. Know how emotions influence perceptions, decisions and behaviour. Self care habits. Knows situations have different perspectives and a context. Re-framing all experiences as learning opportunities. Reciprocal Relationship skills (Search Institute). Physical Literacy around physical competencies, psychological, social and cognitive knowledge, confidence and motivation.	Children’s choice and voice: Sense of personal agency. Self-regulation. Impulse control. Delayed gratification. Commitment, dedication and focus. Expresses opinions and perspectives. Expresses current understandings. Shows interest and asks questions. Speculates and wonder. Self-generate and self-sustain ideas and purposeful actions. Knowledge of self as a learner and advocate for how you work best. Curiosity.	Connection and relevance: Learning to learn life-long learning strategies and growth mindset. Make personal, emotional and social connection to work, events and others. Mentoring, learning through and from others authentically immersed in the real-world. Adaptable learning.	Collaboration: Makes intellectual contributions to group learning. Provokes, challenges and confirms theory development and repair. Recognizing the limitations of your knowledge. Believing you can improve your own competencies and capacities.	Cooperation: Identifies with and works toward common shared goals with commitment. Responsibility to A.B.C Act/Belong/Commit. Acceptance and adaptation to learner variance and individual capacity.	Community building and active involvement: Actively supports shared decision making. Activates self and others. Delegates tasks to others within skill range. Shows initiative in context. Relationship skills: express care, provide support, expand possibilities. Thinking of novel and timely solutions. Grit.	Personal responsibility: Acknowledges own role in the process of learning. Resolves conflicts. Aware of own role in the process of learning. Sharing of power. Ownership of personal opinion, actions and inactions. Grit.	Current world events/ affairs multiple perspectives: Aware of multiple perspectives, causes and effects. Looking at significant events through a science lens, a artist lens, a economic lens, a participant lens... Balance perspectives. Provocations for critical and creative thinking beyond own personal interest and circumstance and frames of reference. Ethical thinking/action. Awareness of confirmation bias. Critical thinking- credible sources/integrity, seeking ‘authority’ and claims-testing to inform decision-making. Historical perspectives. Future-proofing perspectives. Social Reasoning SR Quantitative Reasoning QR Empirical reasoning ER Anticipatory thinking. Contingency and Resiliency Modelling and Planning B.T.N approach- the personal, scientific, political, human, social, economic, geographical stories behind the news through developmentally appropriate translations, actions and possibilities .	Keeping safe: Child protection curriculum The right to seek safety and support: Feelings, acting safe, warning signs, risk-taking management and emergencies. The right and responsibility to be brave. Relationships: rights and responsibilities, identity and relationships, power in relationships, trust and networks. Recognising and reporting abuse: privacy and the body, touching, recognising abuse, secrets, cyber safety. Protective strategies: strategies for keeping safe, persistence, network review and community support, Brave/integrity strategies: whistle blower awareness. Developing protective behaviours in both real and digital worlds. The right and responsibility around consent and sharing of power. Equal dignity. Language of respect. No blame approach. Personal and professional accountability and responsibility approach.
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BPE Learning goals	Social reasoning Considers other people’s perspectives Considers diverse communities’ opinions and experiences Considers effects on individuals and communities Identifies to whom an issue or position is important Considers social systems Considers the history of an interest Considers the ethics of an issue or position Considers short and long term goals and focuses	Empirical reasoning Identifies ideas to be tested Considers evidence required to support, confirm, disprove of challenge Considers evidence that can be collected and how it can be collected Uses logical processes to make decisions and evaluate hypotheses Verifies and draws conclusions.	Quantitative reasoning Uses mathematical processes to measure, compare or represent data Uses mathematical ideas in life, work and learning Identifies changes in data over time Makes predictions from mathematical data	Communication Expresses ideas, experiences and changes in my thinking Identifies the main idea Considers ways of gaining information through reading and listening Communicates ideas in different e.g. scientifically, creatively, digitally, visually, in another language Considers understanding and relationship with audience Communicate more than one perspective	Personal qualities Identifies what they bring to the process Identifies own abilities and improvements Considers personal qualities to live in a community Considers what qualities they demonstrate and how they demonstrate them Strengthens own health and well being Identifies how current learning will benefit themselves in life, now and in the future Makes connections to the world Identifies way to enhance community through learning and action
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BPE As It is HOW we work that matters	Active learning Actively uses and expresses content, knowledge, skills and processes Learning engages head, hands and heart Learning generates work, products, services, action, interaction and problems	Authentic learning Linked to the ‘real’ world and community life Work and learning is useful and purposeful to self and others Connects own work, experiences and expectations with those of adults, families and community	Academic rigour Pushes own intellectual boundaries and personal comfort levels Interrogates academic texts and intellectual conversations with and for a specific purpose Analyses, deconstructs and reconstructs knowledge Raises the ‘bar’ Links life to text and text to life.	Adult work relationships Uses multiple adult voices, approaches, expectations and personalities to extend, support and provoke own thinking Develops a variety of short and long term relationships that both nurture and challenge	Applied learning Transfers skills, knowledge, processes to other areas of learning Makes intellectual and practical links and uses them in a range of contexts.	Assessment (real life process learning) Informally assesses processes and products during learning Modifies and adapts processes and products during learning Evaluates processes and products on completion	Adaptive Learning Uses learning in different conditions Uses critical, creative and ethical thinking to adapt learning	Arranged learning Plans and sequences learning Develops systems for learning Scaffolds learning
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Early Years Learning Framework Learning Outcomes	1. Children have a strong sense of identity Children feel safe, secure and supported Children develop their emerging autonomy, inter-dependence, resilience and sense of agency Children develop knowledgeable and confident self-identities Children learn to interact in relation to others with care, empathy and respect	2. Children are connected with and contribute to their world Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation Children respond to diversity with respect Children become aware of fairness Children become socially responsible and show respect for the environment	3. Children have a strong sense of well being Children become strong in their social and emotional well being Children take increasing responsibility for their own health and well being	4. Children are confident and involved learners Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating Children transfer and adapt what they have learned from one context to another Children resource their own learning through connecting with people, place, technologies and natural and processed materials	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 Children express ideas and make meaning using a range of media Children begin to understand how symbols and pattern systems work Children use information and communication technologies to access information, investigate ideas and represent their thinking
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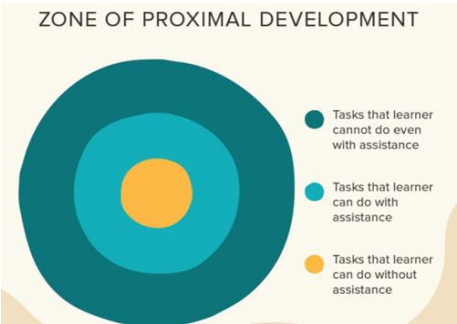
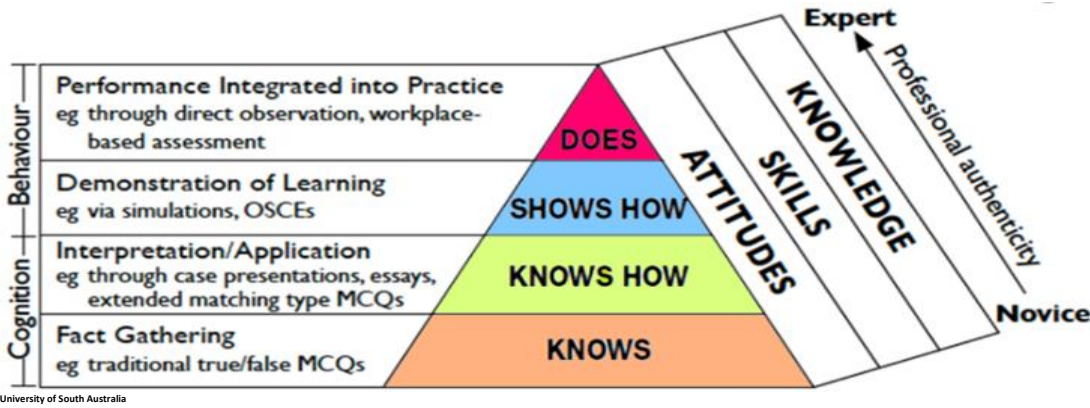
General Capabilities	Personal and social competence Self awareness Self management Social awareness Social management	Ethical behaviour Moral understanding Reasoning Integrity- personal, social, community, business/financial	Intercultural understanding Comparisons and commonalities. Equal dignity. Focus on the common good across humanity, distinguish harm from cultural practices. Curiosity. Kindness. Gratitude.	Critical and creative thinking <div> Questioning Reasoning Reflecting Big History Project. </div> <div> Generating Analysing Evaluating </div>	Numeracy <div> Calculation and number Patterns and relationships Financial literacy Proficiencies- Understanding, Fluency, Problem-solving, Reasoning </div> <div> Proportional reasoning Spatial reasoning Statistical literacy Measurement </div>	Information and communication technologies competence <div> Investigate Create Numeracy Progressions </div> <div> Communicate Operate Apply </div>	Literacy Comprehension and composition Text Grammar Vocabulary Visual Information Literacy Progressions
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Cross curricular priorities	Aboriginal and Torres Strait Islander Histories and Cultures Country and place Culture People	Asia and Australia’s Engagement with Asia Asia and its diversity Achievement and contributions of the peoples of Asia Asia Australia Engagement	Sustainability Systems World views Futures
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Child Side Curriculum Overview 2022 –“Work that matters. One child at a time within a community of learners” BPE.			
Trilogy Competency Strands	<p>Foundational Skills: Underpin quality of experience and of work and play. Play is a universal term across all clusters regardless of age/development</p> <p>Character Strengths: <i>Character Lab</i></p> <p>Heart:</p> <ul style="list-style-type: none">- Gratitude- Kindness- Honesty- Purpose- Emotional Intelligence (resilience, humour)- Social Intelligence (acceptance/tolerance, sportsmanship) <p>Mind:</p> <ul style="list-style-type: none">- Curiosity- Creativity- Intellectual Humility <p>Will:</p> <ul style="list-style-type: none">- Grit- Growth Mindset- Self-control- Proactivity (Initiative) <p>Communication skills: <i>Big Picture, EYLF, English WA Curriculum</i></p> <ul style="list-style-type: none">- Non-verbal- Speaking- Vocabulary- Listening- Viewing- Responsiveness to others (to enable conversations)- Reflective and evaluative language + feedback processes- Approachability- Research and Inquiry- Relationship terms and vocab around relationship skills, the No Blame approach and Guiding Children’s Behaviour- Advocacy for self and others (expressive skills, terms and vocabulary how to understand, relate and support)- Inference around contextual and social language <p>Relationship skills: <i>Search Institute, Maggie Dent, Louise Porter</i></p> <ul style="list-style-type: none">- Express care- Challenge growth- Provide support- Share power- Expand possibilities <p>Protective behaviours</p> <ul style="list-style-type: none">- Personal and social safety- Understanding diversity and differences: how to be ‘approachable’ and to approach others with learning, cultural, developmental (intergenerational) difference.- Define safe places and ‘safe’/reliable people to explore ‘unsafe’ ideas and actions.- Explore brave space to participate and take ownership of personal opinions etc <p>Play Skills: Play provides a supportive environment where children can ask questions, solve problems and engage in critical thinking. Play can expand children's thinking and enhance their desire to know and to learn. In these ways play can promote positive dispositions towards learning. It allows them to explore, discover, negotiate, take risks, create meaning and solve problems – all the important foundations for developing literacy, numeracy and social skills. Building blocks necessary to develop play include:</p> <p>Planning and sequencing: The sequential multi-step task or activity performance to achieve a well-defined result.</p> <p>Executive functioning: Higher order reasoning and thinking skills.</p> <p>Body awareness: Knowing where your limbs are in space and how to move them in relation to the body and environment. In typical learners this is an ‘automatic’ knowledge that makes learning easy.</p> <p>Problem solving: The identification of a challenge, including what the challenge is, what strategies could be used to overcome it, and the subsequent performance to overcome it.</p> <p>Social skills: Determined by the ability to engage in reciprocal interaction with others (either verbally or non-verbally), to compromise with others, and to be able to recognise and follow social norms. To have some level of resilience and be able to bounce back. Developing a sense of self identity to build personal boundaries and accept that others have boundaries too. Level of capacity to self-regulate impacts on the success of play interactions.</p> <p>Receptive (understanding) language: Comprehension of language and of intent.</p> <p>Expressive (using) language: The use of language through speech, sign or alternative forms of communication to communicate wants, needs, thoughts and ideas.</p> <p>Self regulation: The ability to obtain, maintain and change one’s emotion, behaviour, attention and activity level appropriate for a task or situation in a socially acceptable manner.</p> <p>General Capabilities: <i>Australian Curriculum</i></p> <ul style="list-style-type: none">- Personal and Social- Critical and Creative thinking- Literacy- Numeracy and financial literacy- ICT capability	<p>Technical Skills + Procedures: specific to a task, role, industry cluster, process.</p> <p>Communication: <i>ACSF (Australian Core Skills Framework), EYLF, English WA Curriculum, Words Their Way, Big Picture Learning Goal, ICT General Capability</i></p> <ul style="list-style-type: none">- Vocabulary, spoken and written- Inference- Understanding- Expression- Research and Inquiry- Locating information- Organising information- Storing information- Applying information- Evaluating information- Presentation and feedback- Multimedia Literacy- Features of text (visual, spoken and written)- Intergenerational and intercultural communication- Code-switching across range of roles, settings and purposes (interns, mentors, MKO, MEO, team member, leader, beginner, conflict resolution, familiar and unfamiliar settings and interactions/other people...)- Language of ‘play’ and responsiveness, conversational interactions- Language of problem-solving and negotiation, language of ‘kindness and honesty’- Language of specific feedback (Austin’s Butterfly)- Language of relationships language of competencies and of strengths- Language around protective behaviours- Digital language around texting, emails, social media- Language for intergenerational interactions <p>Critical and Creative Thinking: <i>General Capability, WA Curriculum Technology + Design, Big History Project BHP, WA Curriculum Humanities</i></p> <p><i>Design thinking and process: (non-linear)</i></p> <p>Interaction Design Foundation, Design Thinking for Educators</p> <ul style="list-style-type: none">• Discover and Empathise – with your users’ perspectives, the context, time and place• Interpret and Define – your users’ or context’s needs, their problem, and your insights, define in detail by aggregating the available dispersed information• Ideation and opportunity – by challenging assumptions and creating ideas for innovative solutions, generate broadly• Experimentation and Prototype – to start creating solutions, identify new paths, highlight strengths and weaknesses• Test and Evolution – solutions/prototype by soliciting feedback from users <p>Circular Economy Design: Cross-curricula elements around Sustainability, GC: <i>Ethical thinking, Intercultural understanding, WA Curriculum Technology and Design, circulardesignguide.com</i></p> <ul style="list-style-type: none">- Identify and imagine what we can do differently- Engage regenerative thinking- Understand the circular economy butterfly diagram- Understand the cradle-to-cradle concept. C2C is a concept of total recycling through design, ensuring that value added material will come back to the producers to close the loop, ensuring that the producer will be autonomous material wise.- Understand circular flows- Technical and Biological ‘Nutrient’ Flows- Recoverable and non-recoverable- Find Circular Opportunities: Identify what can we influence right now and the reverse logistics, offer products as a service <p>Teach circular design methods and associated language and concepts:</p> <ul style="list-style-type: none">- Circular Flows- Service Flip <p>Literacy + English <i>Pie Corbett “Talk4 Writing and Talk4Reading”, 7 Steps for Writing, BHP, English WA Curriculum, Words Their Way, General Capability Australian Curriculum AC, Jolly Phonics Passport, EL Education: Inspiring Models of Excellence and other public videos, National Literacy Learning Progression AC</i></p> <ul style="list-style-type: none">- Equitable conversation protocols and norms (social and cross contexts), expectations discussed and modelled- Group oral synthesis of learning around main/big ideas reinforcing understanding of content and concepts, building technical and academic vocabulary, promoting oral language, empowering writing- Visual knowledge- Word Knowledge- Text Knowledge- Grammar Knowledge- Functional literacy- Text types (Personal and Community, Workplace and Employment, Education and Training, Manuals ACSF)- Reading- Writing- Spelling- Comprehension, analysis, connection, reflection, purpose- Claims testing (oral and written)- Contextual bias	<p>Entrepreneurial Skills: portable and transferable skills to engage with the challenges of complexity, change and the unknown</p> <p>Job Cluster ‘employ-ability’ skills across ALL contexts: problem-solving, team-work, financial literacy, digital literacy, communication, critical thinking, presentation skills, approach-ability, ability to constructively seek help and advocate for self and others.</p> <p>Explore 7 job clusters: The Generators cluster, Co-ordinators, Informers, Carers, Artisans, Designers, Technologists (Foundations for Young Australians FYA The New Work Mindset.</p> <p>Competencies around Idea and Opportunity Generation:</p> <ul style="list-style-type: none">- Re-thinking progress.- Seeking, finding, crystalising and communicating a sense of purpose through passion and curiosity.- Spotting or creating opportunity and problem solving.- Extrapolating how to make it work within given parameters, boundaries, constraints, context with a ‘Can Do’ attitude.- Envisage the future and focus on both possibilities and goals. Understanding the Vision or co-creating a vision.- Understanding and communicating industry, community and environmental needs, constraints, possibilities, consequences (both intended and unintended).- Valuing ideas regardless of practicality. <p>Competencies around Resourcing and Resourcefulness:</p> <ul style="list-style-type: none">- Understand finite resourcing.- Understand and apply scale.- Persuasive communication and presentation to develop, prepare, access, fund, manage resources.- Ethical, sustainable and global perspectives looking at one industry’s waste becoming another industry’s resource (circular economy principles).- Financial and economic acumen (capabilities to make sound, reasoned judgements and take quick ‘fit for purpose’ decisions).- Social Entrepreneurship-benefit more than self.- Venture Planning and Management.- Forming Connections. Mobilising Others and Resources. <p>Action Competencies: Learning through real world speculation. Self-awareness and self-efficacy. Collaborating with others building social capital:</p> <ul style="list-style-type: none">- bonding (connections between people/ideas/tasks who are similar)- bridging (connections between people/ ideas/tasks that are dissimilar)- linking (connections across power differences.) <p>Keeping up to date with issues and advances and connecting relevance with own opportunities . Embracing challenge and uncertainty, trial and error, reasoned risk taking as part of the process. Acceptance of failure as integral and healthy to growth and reliability of product, service, process. Financial and economic literacy.</p> <p>All above entrepreneurial competencies supported and underpinned by:</p> <ul style="list-style-type: none">- Human- Centre Design principles and practices- Strategic Thinking and Planning.- Anticipatory thinking and actions.- Contingency Thinking and Planning.- Design Thinking, non-linear- Circular Business model, understanding circular flow- Interpersonal and intergenerational skills, reciprocal relationship skills- Leadership (as opposed to management) skills- Service providers also being service users and service designers- Organisational Skills- Critical and Creative Thinking- Capacity to imagine and be ‘playful’, curious and innovative- Social Enterprise: involving community connection, personal passion, purposeful profit, achievable innovation, local market, local or global mission, resilience through diversification (Not only developing and relying on a single resource, product, service, market, skill set, like-minded personnel)- Growth mindsets, Grit and Proactivity- Changing workforce <p>Circular Economy: enabling conditions Circular economy education resources at Ellen MacArthur Foundation Consider:</p> <ul style="list-style-type: none">- Learning across all disciplines and domains- Business models and impacts- Social reasoning: who benefits/who is harmed/who pays the price/social and environmental costs- Roles, responsibilities and Fit- For-Purpose rules, regulations, laws, Institutions, Governments and Cities- Insight and Analysis- Systemic initiatives- Communications- Service providers also being service users and service designers <p>Methods:</p> <ul style="list-style-type: none">- Circular Flow- Service Flip

		Skills around investigating, analysing, organising, identifying, respecting, accepting and acknowledging.... Living Communities- people, culture, country and place, diversities, similarities, contributions, engagement, systems, world views, futures	
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Western Australian Curriculum	English 1. Language <ul style="list-style-type: none">• Language, variation and change• Language for interaction<ul style="list-style-type: none">○ Evaluative language• Text structure and organisation<ul style="list-style-type: none">○ Purpose audience and structures of different types of text○ Text cohesion○ Punctuation○ Concepts of print and screen• Expressing and developing ideas<ul style="list-style-type: none">○ Sentence and clause-level grammar○ Word-level grammar○ Visual language○ Vocabulary• Phonics and word knowledge<ul style="list-style-type: none">○ Phonological and phonemic awareness○ Alphabet and phonic knowledge○ Spelling 2. Literature <ul style="list-style-type: none">• Literature and context• Responding to literature<ul style="list-style-type: none">○ Personal responses to the ideas, characters and viewpoints in texts○ Expressing preferences and evaluating texts	Mathematics <ul style="list-style-type: none">• Examining literature<ul style="list-style-type: none">○ Features of literacy texts○ Language devices in literacy texts, including figurative language• Creating literature<ul style="list-style-type: none">○ Creating literary texts○ Experimentation and adaptation3. Literacy<ul style="list-style-type: none">• Texts in context<ul style="list-style-type: none">○ Texts and the contexts in which they are used• Interacting with others<ul style="list-style-type: none">○ Listening and speaking interactions○ Oral presentations• Interpreting, analysing, evaluating<ul style="list-style-type: none">○ Purpose and audience○ Reading processes○ Comprehension strategies○ Analysing and evaluating texts• Creating texts<ul style="list-style-type: none">○ Creating texts○ Editing○ Handwriting○ Use of software	Science 1. Number and algebra <ul style="list-style-type: none">• Number and place value• Fractions and decimals• Real numbers• Money and financial mathematics• Patterns and algebra• Linear and nonlinear relationships 2. Measurement and geometry <ul style="list-style-type: none">• Using units of measurement• Shape• Location and transformation• Geometric reasoning• Pythagoras and trigonometry 3. Statistics and probability <ul style="list-style-type: none">• Chance• Data representation and interpretation	Humanities and Social Sciences 1. Science as human endeavour <ul style="list-style-type: none">• Nature and development of science• Use and influence of science 2. Science inquiry skills <ul style="list-style-type: none">• Questioning and predicting• Planning and conducting• Processing and analysing data• Evaluating• Communicating 3. Science understanding <ul style="list-style-type: none">• Biological sciences• Chemical sciences• Earth and space sciences• Physical sciences		1. Knowledge and understanding <ul style="list-style-type: none">• Civics and citizenship<ul style="list-style-type: none">○ Communities○ Government and society○ Roles, responsibilities and participation○ Australia’s system of government and citizenship○ Designing our political and legal system○ Democracy and law in action○ Our democratic rights○ Justice at home and overseas• Economics and business<ul style="list-style-type: none">○ Wants, resources and choices○ Trade offs and impacts of consumer and financial decisions○ Producing and consuming○ Participation and influences in the market place○ Australia and the global economy○ Economic performance and living standards	• History <ul style="list-style-type: none">○ Personal and family histories○ Present and past family life○ The past in the present○ Community and remembrance○ First contacts○ The Australian Colonies○ Australia as a nation○ The ancient world (Egypt, Greece, Rome, India, China)<ul style="list-style-type: none">➢ Investigating the ancient past➢ Investigating one ancient society○ The ancients in the modern world<ul style="list-style-type: none">➢ Investigating medieval Europe (c.590-1500)➢ Investigating the Black Death in Asia, Europe and Africa (14th century plague)○ The making of the modern world<ul style="list-style-type: none">➢ Investigating the Industrial Revolution (1750-1914)➢ Investigating World War 1 (1914-1918)○ The modern world and Australia<ul style="list-style-type: none">➢ Investigating World War II➢ Investigating rights and freedoms (1945-the present)	Technologies <ul style="list-style-type: none">• Geography<ul style="list-style-type: none">○ People live in places○ Places have distinctive features○ People are connected to many places○ Places are both similar and different○ The Earth’s environment sustains all life○ Factors that shape the environmental characteristics of places○ A diverse and connected world○ Water in the world○ Place and liveability○ Landforms and landscapes○ Changing nations○ Biomes and food security○ Geographies of interconnections○ Environmental change and management○ Geographies of human well being2. HASS Skills<ul style="list-style-type: none">• Questioning and researching• Analysing• Evaluating• Communicating and reflecting	1. Design and technologies <ul style="list-style-type: none">• Knowledge and understanding<ul style="list-style-type: none">○ Technologies and society○ Technologies contexts○ Engineering principles and systems○ Food and fibre production○ Food specialisations○ Materials and technologies specialisations• Processes and productions skills<ul style="list-style-type: none">○ Investigating and defining○ Designing○ Producing and implementing○ Evaluating○ Collaborating and managing 2. Digital technologies <ul style="list-style-type: none">• Knowledge and understanding<ul style="list-style-type: none">○ Digital systems○ Representations of data• Processes and production skills<ul style="list-style-type: none">○ Collecting, managing and analysing data○ Digital implementation• Creating solutions by<ul style="list-style-type: none">○ Investigating○ Designing○ Producing and implementing○ Evaluating○ Collaborating and managing
		Auslan: Second Language 1. Communicating <ul style="list-style-type: none">• Socialising• Informing• Creating• Translating• Reflecting 2. Understanding <ul style="list-style-type: none">• Systems of language• Language variation and change• Role of language and culture	The Arts 1. Exploring ideas and improvising with ways to represent ideas 2. Developing skills and processes 3. Sharing the arts through performance, presentation for display for an audience 4. Responding to and interpreting the arts 1. Dance 2. Drama 3. Media arts 4. Music 5. Visual arts			Health and Physical Education 1. Attitudes and values 2. Personal, social and community health <ul style="list-style-type: none">• Being healthy, safe and active• Communicating and interacting for health and well being• Contributing to healthy and active communities 3. Movement and physical activity <ul style="list-style-type: none">• Moving our body• Understanding movement• Learning through movement			



Literacy Professional Learning Resource – Key Concepts – AusVELS Levels 7 to 10 – Zone of Proximal Development and Scaffolding, 2016

“WE need to build explicit capacities in learners to prepare them to be agile and wise as they face complex and shifting problems.

Our children will need to build cognitive, interpersonal and intrapersonal dispositions to help them not only survive but thrive in their personal, community and work lives.

Twenty-first century capacities such as creativity, collaboration, critical reflection and communication are knowable and teachable.” MICHAEL ANDERSON, PROFESSOR OF EDUCATION, UNIVERSITY OF SYDNEY.

Child Side Curriculum Principles

- Curriculum is designed and audited around preparing children uncommonly well for real world immersion both now, in their current developmental phase, and downstream as successful young adults. To do this, our design and audit is based upon building real competencies and confidence of all children within a resilient community setting.
- Curriculum is designed around children as learners within developmental phases, children are the starting point and the curriculum is backwards designed using this map in a collaborative process with highly experienced educators integrating knowledge around brain and body development and of each and every child and their whole story, not just isolated siloed areas.
- Curriculum is designed and audited around developmentally appropriate accessibility and translation for children within and across each cluster and individually, designing specific learning intentions around their ZPD, working towards expanding their possibilities in developmentally and personally appropriate ways.
- Curriculum is designed and audited around authentic cognition, behaviours and mindsets that are recognisable and necessary for living and learning in the real world.
- Curriculum is designed and audited as an integrated, multi-disciplinary, transformational process in real-time with real outcomes within the developmental scope of children within each cluster.
- Curriculum is designed and audited with relevance to current and future contexts.
- Curriculum is designed and audited with a long-term lens, creating and supporting life-long, adaptable and resilient learners, who do not need to know and do everything now nor in their futures.
- Curriculum is designed and audited with the intent of building upon each learner’s strengths, whilst challenging their growth within each child’s capacity (ZPD) and expanding their current and future possibilities.
- Assessment is based upon competency progression where the active curriculum builds children’s competencies within their own capacities (ZPD) but distinctly across a community context.
- Auditing, evaluation and assessment of the quality education programme and learning environment and each child’s competency progression is within the relevance of our educational paradigm, our mission, philosophy, principles and practices AND for the purpose of determining the levels of support, context and complexity of task and communication each child requires to grow confidence and connection.
- Our transformational curriculum is a dynamic design responsive to children’s developmental phases, individual learner variance, the current and future world they live in and shaped by the responsibility to offer an authentic childhood.

Instead of being designed around year level achievement standards the Child Side Curriculum map informs the children, educators, families, our Governing Council, our wider community, the children’s external assets and down-stream entities and opportunities, of the breadth and depth of our robust, integrated learning platform. This sits behind our quality educational programme and practices and can be implemented effectively to ensure all children make personal progressions within our unique ‘small by design’ and ‘community by design’ educational processes and designs.