

Appendix 3

Strategies for extending and enriching children's learning

The following definitions have been adapted for use in the Queensland Kindergarten Learning Guideline from *Interpreting the Early Years Learning Framework: A guide for educators: Draft for trial*.⁵⁹

Challenging	Offering children opportunities to extend their skills and ideas within the context of secure relationships. Educators gauge when to offer challenges and experiences that will expand children's thinking through provocation and reflection.
Collaborating	Enabling children to take the lead in an investigation or an idea while working alongside them to contribute to, rather than dominate, the direction of the experience. This can also include involving others, such as family members and members of the community, who may have particular expertise or knowledge that can inform the learning.
Encouraging	Supporting, particularly when children are making an effort, through making comments that motivate and encourage them to persist.
Explaining	Making ideas and requests clear for children. This is useful at times when children want or need to understand a concept or idea, often about their own and others' safety or rights.
Identifying	Drawing children's attention to new ideas and topics. Pointing out things of interest may generate areas for exploration and investigation.
Imagining	Creating an environment where children are encouraged to use imagination and creativity to investigate, hypothesise and express themselves. Educators plan for children to have opportunities where there is freedom to engage in experiences with no set expectations for outcomes, and where children can explore their own possibilities.
Instructing	Using techniques that engage children and are respectful of children's ideas. Teachers use direct instruction when other strategies might not be appropriate. For example, teaching children about road safety on an outing requires teachers to be clear about their expectations for children, and to identify the safe practices needed in these types of situations.
Listening	Encouraging children to lead conversations through listening deeply and thoughtfully to what they are saying. Through actively responding to children's contributions, teachers create opportunities for authentic and sustained conversational exchanges.
Making connections	Assisting children to see relationships and incongruities. Teachers contribute to children's thinking by comparing and contrasting experiences and ideas.
Modelling	Demonstrating a skill or how a task is done. Modelling should always be supported with opportunities for children to have a go at practising the skill themselves.
Negotiating	Enabling children to have a go at solving problems and addressing complex issues. Teachers provide 'scaffolding' to allow children to see multiple sides to an argument or issue, and encourage children to find reasonable solutions that can address their own and others' perspectives. See Scaffolding.
Providing for choice	Offering opportunities for children to make choices involves recognising children's capacities to make safe choices and experience the consequences of their actions. Provisions for choice need to be well considered in the context of the relationships, and should not place children at risk or in danger. Supporting children to make choices is valuable when autonomy and independence are encouraged.
Questioning	Engaging children in a sensitive way in thinking and problem-solving. Questions should be genuine and respectful, and not used to gather responses already known by teachers. Teachers should encourage children to ask questions of them and their own peers.
Researching	Working with children to find out and investigate. This can involve asking others, using the internet and local library, or telephoning relevant agencies. Researching helps children learn about the many ways of finding solutions and gathering information.
Revisiting and revising	Taking the opportunity to revisit experiences and engage in thinking that enables children to reflect on and build on prior learning.
Scaffolding	Using knowledge of children's abilities. Teachers can break down tasks and ideas, and provide children with a supportive framework for taking the next steps or moving onto a higher level of thinking.