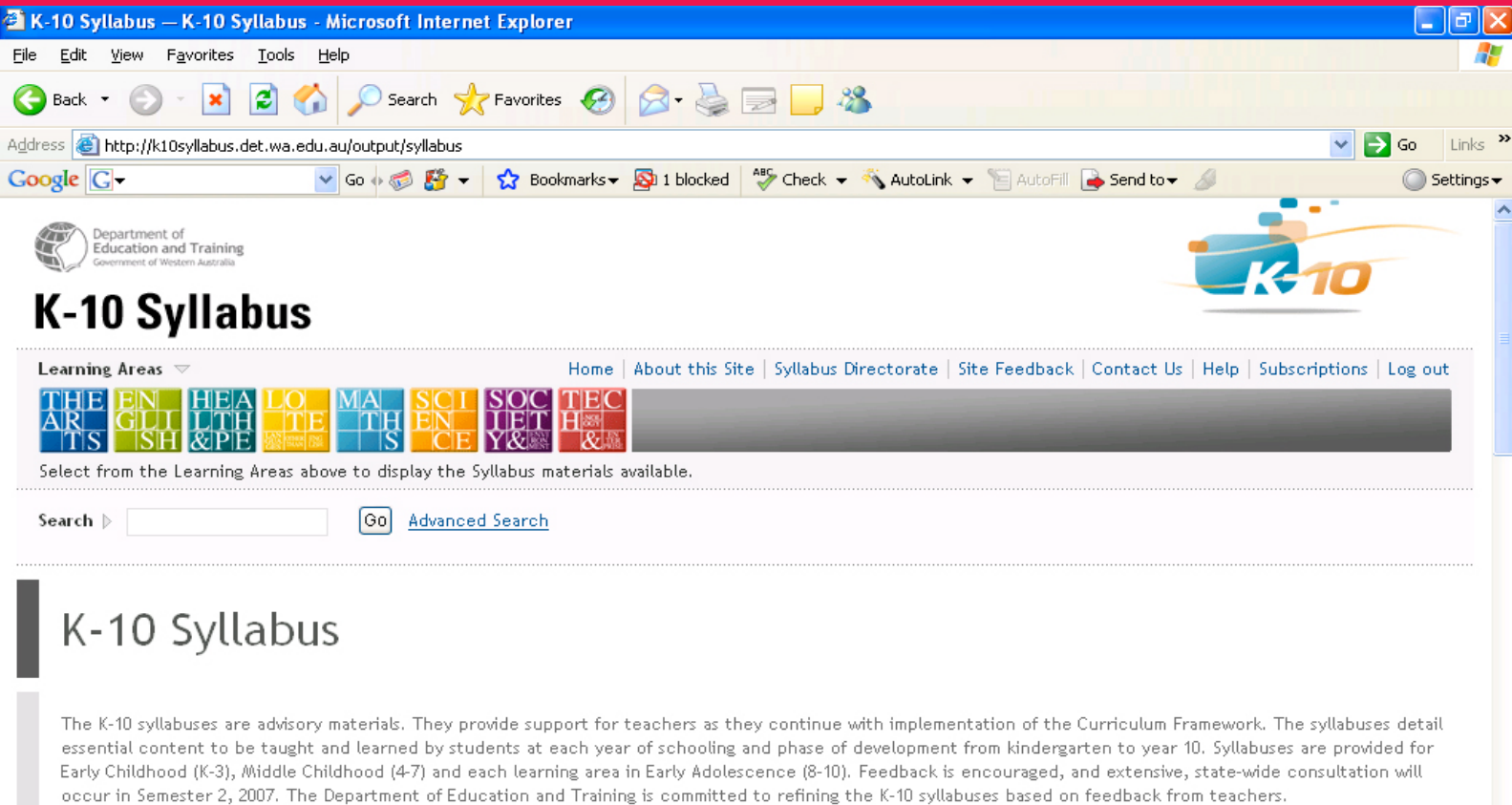


Early Childhood Education Update

Issue 3: October, 2007



Department of
Education and Training
Government of Western Australia

K-10 Syllabus

Learning Areas ▾

Home | About this Site | Syllabus Directorate | Site Feedback | Contact Us | Help | Subscriptions | Log out

THE ARTS | ENGLISH | HEALTH & PE | LOTE | MATHEMATICS | SCIENCE | SOCIETY & HUMANITIES | TECHNOLOGY

Select from the Learning Areas above to display the Syllabus materials available.

Search ▾ [Advanced Search](#)

K-10 Syllabus

The K-10 syllabuses are advisory materials. They provide support for teachers as they continue with implementation of the Curriculum Framework. The syllabuses detail essential content to be taught and learned by students at each year of schooling and phase of development from kindergarten to year 10. Syllabuses are provided for Early Childhood (K-3), Middle Childhood (4-7) and each learning area in Early Adolescence (8-10). Feedback is encouraged, and extensive, state-wide consultation will occur in Semester 2, 2007. The Department of Education and Training is committed to refining the K-10 syllabuses based on feedback from teachers.

This *Update* highlights the recent release of the *Early Childhood (K-3) Syllabus Working Version* and answers some of the frequently asked questions about reporting in the early childhood phase of schooling (K-3). The last section provides key information for administrators and teachers relating to early childhood education.



K-3 Syllabus Working Versions

The new *K-10 Syllabus Working Versions* are available online for teachers and administrators to view and provide feedback by **26 October 2007**. The *K-10 Syllabuses* are advisory materials designed to reduce teacher workload by providing practical support for teachers with planning and assessment within the context of the *Curriculum Framework*.

The *Early Childhood (K-3) Syllabus Working Version* details content to be taught across the early childhood phase of development. Available online at portal.det.wa.edu.au and k10syllabus.wa.edu.au, your feedback is strongly encouraged. We are committed to refining the *K-10 Syllabuses* based on feedback from practising teachers. The Syllabus Development and Resources Directorate and the Early Childhood Education Directorate will continue to consult with a range of groups across the State until 26 October 2007. The final version, along with a range of practical resources, will be available in December 2007.

Reporting

Good reporting practices, based on strong partnerships between schools and parents, are central to improving quality education. Reporting helps parents/carers understand the progress and achievement their child is making. It is also a prime opportunity for teachers and parents to gain knowledge that supports and guides students next stage of learning. With this in mind, reporting in K-3 should provide the basis for ongoing, positive relationships with parents/carers.

'Schools will issue a formal report for each student at the end of each semester...' (*Curriculum Assessment and Reporting Policy*, 2007 p5).

Does this include Kindergarten and Pre-primary?

Kindergarten and pre-primary teachers are required to issue a formal report for each student at the end of each semester.

Schools are required to negotiate with teachers and parents/carers other ways in which students progress and achievement will be reported throughout the year. The negotiations need to take into account any workload issues.

How do K-3 teachers know what should be reported on?

Schedule A, on page 17 of the *CAR Policy*, outlines requirements for curriculum and reporting for the early childhood phase of learning.

How do schools report student progress and achievement to parents in the early childhood phase of schooling?

Kindergarten and Pre-primary

There is no standard report format for Kindergarten and Pre-primary. The format and style of the formal report is determined through consultation with parents so reporting practices meet the needs of students and parents/carers. The format agreed on needs to be easily understood and unambiguous about student progress and achievement. It should take into account the reporting emphases outlined in Schedule A:

- social and emotional development;
- physical development; and
- literacy and numeracy development.

Years 1-3

Teachers need to:

- use the Department's reporting template each semester;
- report student performance using grades A to E; and
- include personalised comments for English and Mathematics learning areas and an overall comment.

How can the Kindergarten and Pre-primary Profile support the reporting process?

The *Profile* has been designed to support early childhood educators in recording and monitoring the progress of



students. It is written in parent friendly language so teachers can easily share information and involve parents/carers in supporting their child's learning and development.

When are the 2007 Year 3 WALNA results sent out?

Year 3 WALNA results are sent out with the Semester 2 report to parents.

How can schools monitor and report progress and achievement for those students for whom English is a second language or dialect (ESL/ESD) in the early childhood phase of schooling?

The new draft *ESL/ESD Progress Map* is being trialled in schools this year with the final version due for release in 2008. This monitoring and assessment tool is acknowledged in the *CAR Policy* as the most relevant tool to be used for ESL/ESD students who do not have the English language proficiency to demonstrate fully their knowledge, skills and understandings across the curriculum.

The early childhood phase of development is discretely catered for within the draft *ESL/ESD Progress Map*. For further information about the *ESL/ESD Progress Map* visit:

- www.det.wa.edu.au/education/curriculum/CIP2 Advice Papers; or
- contact the ESL/ESD Service Area Consultant or

'A teacher affects eternity; he/she can never tell where his/her influence stops.'
Henry Brooks Adams

the ESL/ESD District Curriculum Consultant at your district office.

The SIS formal report template has been designed to be inclusive of ESL/ESD students Years 1–3 in Semester 2, 2007. This will enable teachers to report on student achievement against the *ESL/ESD Progress Map* as an additional learning area. Support staff, including ESL/ESD specialists, Getting it Right, Literacy and English Language and Literacy Consultants are trained to help teachers with this reporting process. Staff who do not have this support are not expected to use the ESL/ESD achievement section of the report unless they are familiar with the *ESL/ESD Progress Map*.

How can schools monitor and report progress and achievement for those students in the early childhood phase of schooling with an identified disability?

A student may enter a Kindergarten and Pre-primary program with an identified disability while others may have their developmental needs or disability identified during pre-compulsory schooling. A teacher's role in monitoring a student's progress is essential in recognising the need for further assessment and diagnostic intervention.

Teachers may use the Documented Plan for students with a disability or high support needs. The Plan is designed to be readily understood by teachers, parents/carers and others who help students. It should detail relevant learning outcomes, specific targets, teaching and learning adjustments and how progress will be monitored. Each source of information, including information about the effectiveness of the program and information from service providers, such as speech pathologists or school psychologists, enables teachers to make informed judgements about progress and achievement, which can then be reported to parents/carers.

Realistic targets and expectations for student achievement are determined by the school in collaboration with parents/carers and service providers involved in supporting student learning. Parent/carers should be invited to support their child's learning and achievement of outcomes and targets in the Documented Plan.

Progress for students in Years 1-3 with an identified disability are reported each semester using A to E grades. However, when parents agree that it is in the best interests of their child's development and self-esteem, the A to E grade can be replaced by alternative reporting formats such as an individual or group Documented Plan.

For further information about providing for young students with disabilities:

- talk with your Learning Support Coordinator or School Psychologist or
- visit: www.schoolsplus.det.wa.edu.au/splus

Feedback

Your comments are important to us. Email your suggestions about reporting in the pre-compulsory years and the *K-3 Syllabus Working Version* to gail.clark@det.wa.edu.au. Your views, ideas and topics for future *Updates* are also welcome.

Important dates

21-29 October 2007: Children's Week, Meerilinga Young Children's Foundation

26 October 2007: Final date for teachers and administrators to provide feedback on the *Syllabus Working Version*

3-4 November: Learning Conversations 'Reggio Inspired' Workshops. Expressions of interest can be emailed to: marie.martin@learningconversations.com.au

22-23 January 2008: ARECE Conference, Monash University, Melbourne

3-6 October 2008: Early Childhood Australia Biennial Conference, Canberra, ACT



Did You Know...?

- The uptake and use of the *Kindergarten and Pre-primary Profile* is being evaluated. Teachers and administrators who participated in an introductory session should have received a survey enabling them to provide feedback. Participants who have not received a survey from Edith Cowan University (ECU) and would like to provide feedback can visit www.det.wa.edu.au/education/ece or email Lennie Barblett at l.barblett@ecu.edu.au.
- The *Kindergarten and Pre-primary Profile* received international exposure when Lynn Christie-Whiteside (ECE Directorate), Dr Lennie Barblett and Associate Professor Carmel Maloney (ECU) travelled to Prague for the European Early Childhood Research Association Conference. A number of countries showed interest including Belgium, USA and Portugal.
- The inaugural *Early Childhood Education Leading from the Front* strategy started in September 2007. The Early Childhood Directorate and the Western Australian Primary Principals' Association worked together to develop a leadership program which focuses on building whole-school environments that promote high quality early childhood practice. Thirty nominated principals attended the highly successful three-day conference. Contact your local district office to find out who are your district representatives.
- Early childhood education district representatives from across the State met at Ascot Quays for the second ECE District Seminar in September 2007. The seminar is a forum for districts and the Directorate to discuss issues and directions for early childhood education in Western Australia. Contact your local district office to find out who are your district representatives.
- The application process is now underway for students with disabilities who are expected to attend Kindergarten and Pre-primary or move in to Year 1 in 2008. Visit: www.schoolsplus.det.wa.edu.au/splus.
- The *Early Childhood Education Update* is available online at the new early childhood website. Visit www.det.wa.edu.au/education/ece/communications.html.
- The early childhood website will gradually undergo changes providing user friendly navigability and comprehensive information relating to the early phase of development. The Early Childhood Education Directorate established a working party in 2007 to progress the work in this area. The working party includes school-based administrators, early childhood teachers, district and central office representatives. Email your comments and suggestions to Gail Clark at gail.clark@det.wa.edu.au
- *Learning begins at home: a resource for parents/carers of young children* was first produced in 2001 to help parents/carers support their child's (aged 0-6) learning at home. The book is currently being reviewed. Feedback, through a survey, has been received from parents and the Early Childhood Education Directorate is now keen to receive feedback from teachers. Comments and suggestions can be forwarded to Gail Clark at gail.clark@det.wa.edu.au. *Learning begins at home* can be viewed at www.det.wa.edu.au/education/ece/docs/learning_begins_at_home.pdf