

A creative space

About this Illustration of Practice

A teacher at a remote school in the Kimberley describes her aims in teaching kindergarten students. In one of her classes she begins the lesson with a group activity, then subsequently supports individual and group learning activities. She is able to maintain a differentiated learning environment where learners are constructing a castle from a large box, while another group composes and presents a puppet play. She moves around the room, encouraging persistence, modelling roles and celebrating achievements. The teacher reflects on her personal philosophy for teaching young children and on what individuals and groups of students have learned.



Standards

Standard 1

Know students and how they learn

Focus area 1.1

Physical, social and intellectual development and characteristics of students

Proficient

Descriptor: Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.

Other descriptors

Standard 4

Create and maintain supportive and safe learning environments

Focus area 4.2

Manage classroom activities

Proficient

Descriptor: Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.

Discussion questions

1. How might you enrich opportunities for creativity and problem solving in your classroom?
2. How do you foster independence, self-direction and motivation for students to stay on task?
3. How can you tell what students have learned through independent creative play?

Learning context

St Mary's is a co-educational kindergarten to year 12 Catholic College situated in Broome in the Kimberley region. The school has 650 students across two campuses. In the Primary School, the teacher has two kindergarten groups with 30 students in each group. Her priorities for students' learning in the kindergarten year are: the development of emotional and social skills, building creativity, and the confidence and dispositions to take risks and problem solve. Within her program, the teacher provides rich opportunities for self-directed learning as children work in different areas of the room. The emphasis is on the process, rather than the product. Students are self-motivated and demonstrate independence and productive engagement with tasks.

School context

St Mary's College (Primary)
Western Australia

Year level: Early Childhood

Stage of schooling: Primary

School type: Non Government

School location: Remote

[View school location in Google Maps](#)

Australian Curriculum

Learning area: English

Year level: Foundation

Content descriptions: [ACELY1646](#) [ACELY1784](#) [ACELY1647](#)