

Approaches to Learning in the Early Years

Categories	What teachers do
Thinking skills	<p>Model the language of thinking, such as “I wonder”, “I noticed”, “I inferred”.</p> <ul style="list-style-type: none"> • Ask open-ended questions. • Provide sufficient thinking time to respond to questions, and so on. • Offer open-ended materials. • Provide time for reflection at all stages of learning—before, during and after inquiries. • Co-create and reflect on individual learning goals within the zone of proximal development.
Research skills	<p>Ensure sufficient time for uninterrupted play (in responsive learning spaces) to practise and develop research skills.</p> <ul style="list-style-type: none"> • Collaborate with, for example, the librarian and technology specialists to build research skills and to help students identify sources of information. • Model academic integrity by acknowledging where materials and ideas came from.
Communication Skills	<p>Plan opportunities for students to practise and apply these skills in meaningful contexts (including play, class meetings and small-group learning engagements).</p> <ul style="list-style-type: none"> • Encourage students to consider potential opportunities and challenges arising from shared ideas. • Encourage physical cues. • Model appropriate, respectful and rich language use. • Encourage communication using different languages. • Ask open-ended questions. • Put thinking ahead of knowing. • Have informal conversations. • Encourage students to explore a variety of perspectives and modalities.
Social Skills	<p>Provide explicit opportunities for students to practise and develop these skills, including (dramatic) play and games.</p> <ul style="list-style-type: none"> • Provide opportunities for students to reflect on their social skills. • Reflect and provide feedback on different interactions and other moments they observe. • Offer students opportunities for taking perspective. • Use the language of the learner profile in conversations and discussions, and in the development of essential agreements. • Model the social skills and language needed to greet, solve problems, share resources, and so on.
Self-Management Skills	<p>Ensure sufficient time for uninterrupted play.</p> <ul style="list-style-type: none"> • Support children with transitions by sharing a visual timetable and by counting down reminders. • Provide opportunities to meet as members of a learning group. • Involve students in planning and organizing learning spaces (including cleaning up). • Create an atmosphere where learning is viewed as a process of gradual improvement. • Continually reflect on how they are supporting student agency as an intrinsic motivation for participation. • Develop their skills in supporting students with developing their ability to self-regulate (including focus, working memory, managing emotions and making choices).

Approaches to Learning in the Early Years

How students develop approaches to learning

Thinking Skills	
Sub skills	What Students Do
Critical thinking Analysing and evaluating issues and ideas, and forming decisions	Analysing <ul style="list-style-type: none"> • Observe carefully. • Find unique characteristics. • Consider meaning taken from materials and events. • Synthesize new understandings by seeing relationships and connections. Evaluating <ul style="list-style-type: none"> • Organize information. • Evaluate evidence. • Test generalizations, strategies or ideas. Forming decisions Revise understandings based on new information and evidence. <ul style="list-style-type: none"> • Draw conclusions and generalizations. • Apply rules, strategies and ideas from one context to another.
Creative thinking Generating novel ideas and considering new perspectives	Generating novel ideas <ul style="list-style-type: none"> • Use discussion and play to generate new ideas and investigations. • Make unexpected or unusual connections between objects and/or ideas. • Practice some “visible thinking” routines (Ritchhart, Church and Morrison 2011). Considering new perspectives Seek information. Consider alternative solutions, including those that might be unlikely or impossible, in play and other situations. <ul style="list-style-type: none"> • Ask “what if” questions. • Practise some “visible thinking” routines.
Information transfer Using skills and knowledge in multiple contexts	Apply skills and knowledge in unfamiliar situations or outside of school. <ul style="list-style-type: none"> • Make connections between units of inquiry.
Reflection and metacognition Using thinking skills to reflect on the process of learning	Identify strengths and areas for improvement. <ul style="list-style-type: none"> • Reflect on their learning by asking questions such as: <ul style="list-style-type: none"> ◦ What did I learn today? ◦ What can I already do? What will I work on next?

Research Skills	
Subskills	What students do
Information literacy Formulating and planning, data gathering and recording, synthesizing	Formulating and planning <ul style="list-style-type: none"> • Ask or express through play questions that can be researched. • Select information sources and digital tools. Data gathering and documenting (audio recording, drawing, photographing) <ul style="list-style-type: none"> • Gather information from a variety of sources (people, places, materials, literature).

Approaches to Learning in the Early Years

and interpreting, evaluating and communicating.	<ul style="list-style-type: none"> • Use all senses to observe and notice details. • Record observations—drawing, charting, tallying—using emergent writing skills, when possible, to write comments, annotate images, and so on. <p>Synthesizing and interpreting</p> <ul style="list-style-type: none"> • Sort and categorize information and materials; arrange into forms or order, for example, with graphs, marks or symbols using emergent writing skills. <p>Analyse and interpret information.</p> <p>Evaluating and communicating</p> <ul style="list-style-type: none"> • Notice relationships and patterns. • Present information in a variety of modalities. • Acknowledge sources, for example, from a book, movie or peer.
Media literacy Interacting with media to use and create ideas and information.	<p>Draw connections among media resources.</p> <ul style="list-style-type: none"> • Use media to communicate, share and connect with others. • Communicate information and ideas using a variety of media (as their skills progress).

Communication Skills	
Subskills	What Students Do
Exchanging information Listening, interpreting and speaking	<p>Listening</p> <ul style="list-style-type: none"> • Listen to information. • Listen actively and respectfully to others' ideas. • Ask for clarifications. <p>Interpreting</p> <ul style="list-style-type: none"> • Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds. • Understand the ways in which images and language interact to convey ideas. • Recognize the meaning of kinaesthetic communication (body language). <p>Speaking</p> <ul style="list-style-type: none"> • Express oneself using words and sentences. • Participate in conversations. <p>Negotiate ideas and knowledge with peers and teachers.</p>
Symbolic exploration and expression Using language to gather and communicate information	<p>Reading, writing and mathematics</p> <ul style="list-style-type: none"> • Take on pretend roles and situations. • Understand symbols. • Access a variety of sources for information and for pleasure. • Make inferences and draw conclusions. • Understand that mark-making carries meaning. • Use mark-marking to convey meaning. • Document information and observations in a variety of ways. <p>Communicate using a range of technologies and materials.</p>

Social Skills	
Subskills	What Students Do
Interpersonal relationships, social and emotional intelligence	<p>Interpersonal relationships</p> <ul style="list-style-type: none"> • Practise empathy and care for others. • Listen closely to others. • Be respectful to others.

Approaches to Learning in the Early Years

Developing positive interpersonal relationships and collaboration	<ul style="list-style-type: none"> • Play cooperatively in a group: sharing, taking turns. • Help others. <p>Social and emotional intelligence</p> <ul style="list-style-type: none"> • Be aware of own and others' feelings. • Manage anger and resolve conflict. • Be self- and socially aware. • Be aware of own and others' impact as a member of a learning group.
---	--

Self-Management Skills	
Subskills	What Students Do
<p>Organization Managing time and tasks effectively</p>	<p>Choose and complete tasks independently.</p> <ul style="list-style-type: none"> • Follow the directions of others. • Follow classroom routines. <p>Share responsibility for decision-making.</p>
<p>States of mind Using strategies that manage state of mind</p>	<p>Mindfulness</p> <ul style="list-style-type: none"> • Take responsibility for own well-being. • Be aware of body–mind connections. <p>Perseverance</p> <ul style="list-style-type: none"> • Demonstrate persistence in tasks. • Use strategies to problem-solve. • Manage own emotions. • Manage feelings and resolve conflict. <p>Resilience</p> <ul style="list-style-type: none"> • Work through setbacks. • Work through disappointment. <p>Show ability to adjust to new situations.</p>