

EARLY YEARS



# Foundations for Learning

How teachers can use this resource when working with FAMILIES

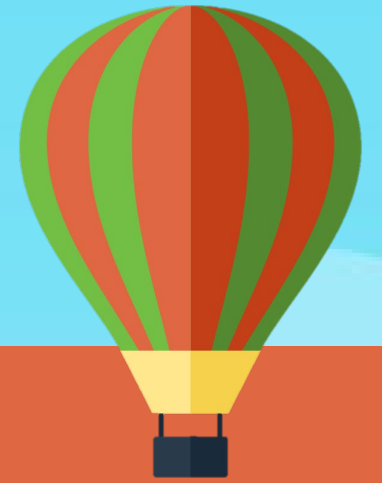


Australian Government  
Department of Education,  
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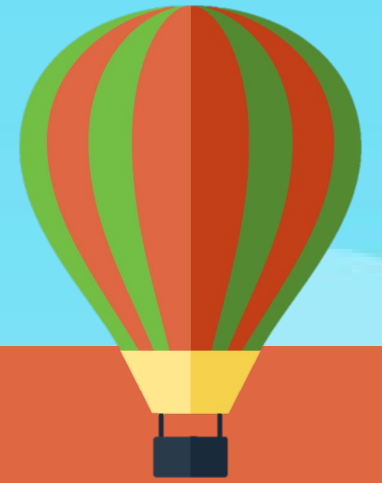
*Before you begin the discussion with families at your school, prepare by:*

- Think about how you value families and the role they play in education.
  - Why do you feel this way?
  - What does the research say?
- Consider the definitions of literacy and numeracy.
  - How will you ensure families understand the meaning of these terms?



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WATCH



Invite families to *WATCH* the video.

Access to videos and questions may be given before coming together as a group.

Encourage families to watch more closely what happens when their children interact with and respond to their world.

Suggested questions for families to consider:

- What sorts of things can you see children doing in this video?
- Does your child engage in any of these activities at home?
- How might these activities develop literacy and numeracy skills?
- What does your child love to do? How might this be used to develop literacy and numeracy?
- What everyday activities happen in your home to develop literacy and numeracy skills?
- How does your child's play help to develop literacy and numeracy?

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READ



The *READ* section answers the question, 'What is the significance of this skill in building the foundations of literacy and numeracy?'

This section has been carefully curated to provide you with the most important information about the skill in a 2-3 minute read.

It provides you specific language to talk to families and can be given to families to help them understand the foundational skill.



Make this available to families before, during or after the discussion to stimulate or affirm the conversation.

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### EXPLORE

The EXPLORE component of the page provides suggested activities for families to develop foundational literacy and numeracy skills. What families do matters. Activities like cooking, setting the table, playing in nature and reading impact school success.

Support families to recognise the power they have when they engage in their child's learning, knowing that children are learning all the time and everywhere.

There's learning in everyday moments. Some examples include:

- Cut up an apple or orange and count all the pieces (number)
- Sing songs together and sing out the words that rhyme (phonemic awareness)
- Read together (vocabulary, comprehension, fluency)
- Write out the shopping list together (fine motor skills, writing, phonics)

 Make the EXPLORE component available before, during or after the discussion.  
Create a list of 'EXPLORE' activities with your families.

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### REFLECT



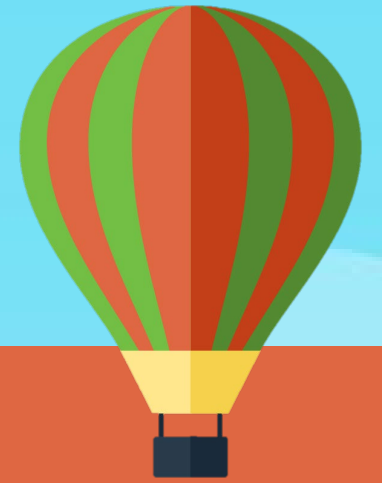
Reflect on the conversation with your colleagues about the video and your own practice.

How might you:

- articulate your work
- lead a conversation with families about the learning that happens in your classroom and make links to the EYLF and NSW Syllabus
- make connections between the Early Years Learning Framework and the NSW Syllabus, reflecting on where children have come from and where you're taking them to
- nurture and leverage the contribution families make to children's learning in your practice and in your classroom

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### ENGAGE



*Engage* your families by:

- inviting them into a conversation
- providing them an opportunity to talk about their child and the learning that happens at home
- providing insights into your classroom and the learning that happens throughout the school day
- connecting the learning happening in the classroom and at home
- sharing simple strategies and activities that can be implemented at home
- encouraging them and letting them know that they matter

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[www.csnsw.catholic.edu.au/foundationsforlearning](http://www.csnsw.catholic.edu.au/foundationsforlearning)