Event-based learning

Information for teachers

This resource supports teachers in their planning and interactions with children to align characteristics of young learners with a range and balance of age-appropriate pedagogies for teaching, learning and assessment. It can be used to develop a common language and understanding for teachers to use as part of their decision-making process.

Event-based learning	Examples	Characteristics and features
Event-based learning in the early years refers to learning that takes place in response to planned events in real-life contexts. Event-based learning may include investigative and play practices, and provides a sustained context through which learners can connect to knowledge in practice. This learning provides opportunities to connect children's home knowledge to school knowledge, and because of this has been identified as having significant positive impacts on literacy and numeracy learning. Starting points for event-based learning can include: • a community or cultural event that provides a unifying context for learning • opportunities for children to take on specific roles. Event-based learning provides opportunities: • for interactions to focus on the curriculum • to engage in sustained shared thinking • for children to reflect on learning. Event-based learning is documented to identify the curriculum focus and the learning that has taken place. The evidence teachers gather may be used to inform assessment.	Examples of event-based learning include children: • responding to news, community occasions and cultural celebrations • attending excursions and incursions • participating in sports and cultural events. Event-based learning opportunities include: • actively engaging children in collaboratively planning the event • being flexible and responsive to young learners • children to take on different roles • making community and cultural connections • collaboratively reflecting on learning.	Age-appropriate pedagogical approaches are active, language rich, collaborative and playful. Qualities of age-appropriate pedagogical approaches include: • high-quality interactions, such as language modelling • sustained shared thinking • scaffolding • feedback • higher-order thinking.