

# ELSA in Action

**Livingston Kindergarten**  
Melbourne, Victoria

## Livingston Kindergarten

We aim to create meaningful learning experiences that encourage active participation, collaboration and respectful relationships. Our focus is on child-initiated, play-based experiences in an indoor and outdoor environment. Our four year old kindergarten program follows an emergent curriculum founded on learning through play. We engage children based on their interests and developmental needs, encouraging them to develop a love for life-long learning.



*Playing the ELSA bird game*



*Reading ELSA picture book about patterning*



*Making patterns on the light box*



**Louise Brennan**  
Kindergarten teacher



**Emma Williams**  
Kindergarten teacher

“ I use the apps to compliment the concept I am trying to explain to the children. For example, I used it to illustrate the concept of aerial view. One of the children drew a map and another child asked how you know where you are. We looked at Melways (street directory) and I knew it was on the apps, so I used the playground app where the children have to guess who took the photo. It worked really well. It was great because we had the old-fashioned maps and the technology.”

- Louise



Sorting socks into pairs

“ We embed ELSA in our whole program and we actually have it documented on our new program so that it keeps us on track and we consciously plan for it every week, every cycle.”

- Louise



Making patterns with teddies

“ The language we’re using has improved. We’re using terms like encoding and decoding and AB patterning in our conversations with children which we never were before. I think we’ve had all this stuff out before, and done it all before, but it wasn’t as explicit, and we weren’t using the terminology to go along with it. It’s showing in our programming, and making it visible which we weren’t doing previously.”

- Emma

“ I also think it’s just given me a different way of programming. Obviously we are often focused on the children’s observations and extending their learning through those, but it kind of gave me another area to focus on, where I could ask, ‘Well, is this what I want to teach them?’ It kind of gave me that springboard to facilitate or inspire my programming.”

- Emma

