



Educational Leader

Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.

A service reviewed what the NQF Guide said about element 1.2.2 and broke it down into its subsections to see what the element was asking educators to do in relation to **planning and creating the curriculum**:

- respond to children's ideas
- extend children's ideas
- use open ended questions
- use children's feedback.

We recently posted a video on our Centre Support Facebook page which is a great example of using children's feedback to create and plan curriculum. (Make sure you follow our page for other great tips and ideas.) While you may be focusing more on leisure activities in an OSHC environment, the message is just as relevant. Here's the transcript:

What I did when a 3 year old walked out on my lesson

"I had this really thought out lesson plan.....and I was so excited to share with my students. Everything was going great.....and then it was time to sit down and talk about the water cycle.

This 3 year old stood up and told me "I don't want to be here anymore and walked away. Now in my mind I wanted to say 'you disrespectful...do you know how much work and thought I put into this? And if I don't force you to be here, how am I going to force the other 19 children in the room to be here and to listen to me talk.

*But what I actually said is "okay, you can read a book, and continued on with the lesson. If 19 other children decide to read a book independently instead of participating in my lesson, **the problem is with my lesson, not the children.** It's an opportunity for me to*

reflect on how to engage them the next time I plan a lesson..."

How well do your educators:

1. Respond to children's ideas to create the curriculum
 - Do they implement activities that are messy, harder to set up, involve research?
 - Do they implement activities where they have to research and learn with the children because they're unfamiliar with the topic?
 - Do they source materials if they're not in the storeroom?
 - Do they look for solutions if there are reasons for not implementing children's ideas?
 - Do they respond to each child's ideas?
2. Extend children's ideas to create curriculum
 - eg Do they implement projects, go on excursions, invite visitors to the centre, or just do art and craft and read books?
3. Use open ended questions to gain curriculum ideas from children
 - Do they understand these are questions requiring more than a yes/no answer?
 - Do they keep asking open ended questions if children are initially reluctant to share their views or ideas
4. Use children's feedback to create curriculum ideas?
 - Do they understand feedback can be verbal and non-verbal or explicit and implied?
 - Do they notice each child's feedback?

How will you help them improve?

Week 13, 10 May - 14 May 2021- 1.2.2 Responsive teaching and scaffolding

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Photography Policy

The Approved Provider or Nominated Supervisor will ensure:

- the Policy is discussed with parents/families during enrolment
- parents authorise taking photos/videos of their child in writing before any are taken at the centre
- authorisations include why the photos/videos will be taken and how they'll be used
- no children's photos/videos are posted on centre's social media, website, Apps etc if not authorised by parents
- educators don't use their own phone, tablet etc to take photos/videos of children
- educators never download photos/videos to a personal device
- service phones, tablets etc are never taken home by employees and are stored securely
- photos/videos used publicly only refer to child by first name and surname initial.

Parents/families:

- can only photograph/video their own children unless given permission by another child's parents
- must not share photos/videos with other children or educators (eg on social media) without express consent from child's parents or educators.

Do you have any feedback or comments about this policy? Please include below.

Educator's Name	Educator's Signature