



Educational Leader

Educators are deliberate, purposeful, and thoughtful in their decisions and actions.

A service reviewed what the NQF Guide said about element 1.2.1 and broke it down into its subsections to see what the element was asking educators to do in relation to Intentional Teaching. Educators use their professional knowledge to:

- select the best teaching strategies for particular activities and particular children, and change strategies change strategies when needed to promote learning
- intentionally teach children whenever opportunities arise eg during planned/spontaneous activities, during routines, transitions, play.

Intentional teaching strategies include:

- modelling/demonstrating
- open-ended questioning
- speculating/hypothesising
- explaining
- problem solving
- engaging in sustained conversations with children
- co-constructing understandings
- giving children time to think, create and problem solve
- giving children the opportunity to communicate eg planning time/space/experiences encouraging meaningful conversations/interactions with/between children.

There's an increasing interest in STEM education which focuses on teaching science, technology, engineering and mathematics by exploring the real world. Can you see how Intentional Teaching practices and strategies are the basis of STEM education?

Educators don't need to have a science or maths' background to teach STEM. "Educators already adopt a STEM approach by encouraging children to ask questions, make predictions, try things, and reflect on

what happened and why. Examples of this might be as simple as measuring pea seedling growth (mathematics and science); drawing a representation of a block construction (art and engineering); or making a simple movie subject using building blocks (technology, engineering and art). ACECQA Newsletter Issue 6 2017

Case Study

Miss Lucy provided opportunities for the children to investigate ideas and complex concepts with sound waves (L/O 2.1). Keaton helped Lucy fill up plastic cups with water and once the cups were filled, Sophie and Hilary helped Lucy place the cups in a line. "Now we're going to hit the sides of the cups with the sticks. What do you think will happen?" I think they will make different sounds" Lucy explained. All the children took turns to hit the side of the cups. "Different" Sophie said being able to apply a variety of thinking strategies to adapt to new situations (L/O 4.2). "That's right Sophie, that's because each cup has different amounts of water in it and it changes the sound. The cup with the most water makes a lower sound than the cup with less water" Lucy stated.

Are your educators using a variety of Intentional Teaching strategies? Do they need coaching or support in particular areas? How will you help them improve?

Week 14, 17 May - 21 May 2021- 1.2.1 Intentional Teaching

Food, Nutrition and Beverage Policy

- Food and drinks provided must be healthy, meet the nutritional and cultural needs of each child and be consistent with the Australian Dietary Guidelines and Infant Feeding Guidelines
- Food will be safely stored and prepared following procedures in the Health, Hygiene and Safe Food Policy
- Children must have access to safe drinking water at all times
- Children who do not eat at mealtimes or are hungry will be provided with food at other times
- Educators will never use food as a reward or punishment
- Services that provide food will display a weekly menu
- Educators will include learning about healthy food options in the curriculum
- Educators will provide healthy food information to families and encourage them to serve healthy food at home
- Bottles of breast milk or formula will be stored and heated safely following the procedure in this policy.

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

Educator's Name	Educator's Signature

Week 14, 17 May - 21 May 2021- 1.2.1 Intentional Teaching