

Educators

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.

Action from critical reflection – identified practice meeting the element description.



Intentional teaching extending from a community experience

Yesterday the children went to see the State Emergency Services (SES) and learnt about the important services they do for the community. In the

local area there has been a lot of rain recently, and a focus of the SES was to complete risk assessments to identify what they may need to do in case there was a flood. Garry the SES unit manager asked the children many questions about what they knew about flooding in the local area.

- What is it like when a place floods?
- How do people respond to floods?
- What is it like when places along the Macquarie River flood?
- What can we learn from past flood events?
- How are places that flood similar and different?

Adrian was able to identify that “flooding happens in a lot of places in NSW.” Jackson said, “we get floods from rising rivers upstream caused by heaps of rain.” Cade said his grandparents live near the Hawkesbury river and it recently flooded and the last major flood in the Hawkesbury was in 1990 before I was born.” Billy was quick to identify flood water is different each year. “My dad has taken me to places on our farm and said it once flooded here, but now the new levy banks are in the water is pushed over to the other paddocks.”

Miss Georgie extended upon the children's learning when we returned to OSHC by teaching the children more about how the SES and people in the community understand of the spread and impacts of floodwaters on places and the responses of people during and after flood events. She went to the SES website and downloaded their lessons and plans to help her intentionally teach.

<https://www.ses.nsw.gov.au/for-schools/primary/water-in-the-valley/>

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Georgie's focus was to intentionally teach different locations floods had occurred and the impacts of these floods. She did this by:

2011 Brisbane flood event

- **Posing questions:** What is it like when a place floods? How do people respond to floods?
- **Sharing the picture book *Flood*** by Jackie French and Bruce Whatley.
- **Making connections:** text-to-text, text-to-self, text-to-world.
- **Recalling the power of the floodwaters.** Reflect on the colour, level, speed and power of the floodwaters. What words describe the water's movement and power? Would it be safe to drive in floodwater? Would it be safe to swim, surf or kayak in a flood?
- **Exploring different views** of the flooded areas represented in the illustrations: bird's-eye (aerial), eye-level, high-angle oblique. How do the different views position the reader?
- **Using a 'connect, extend, challenge'** visible thinking strategy to enable children to reflect on the text and make connections between the text and their prior knowledge and understandings.
- **Explaining** that the picture book *Flood* recounts the January 2011 Brisbane flood event and that the river depicted is the Brisbane River in Queensland.
- **Sharing before and after aerial photographs** of the Brisbane floods on the ABC News page <https://www.abc.net.au/news/specials/qld-floods/> with children who can compare how things looked before and after flooding.
- **Creating a soundscape** for the picture book *Flood* as a class, using voice and body percussion.
- **'Stepping into the story'** with the children to enact the sequence of the flood and people's responses. Combine movement, freeze-frames and the soundscape to represent the events, actions and emotions of the river and people depicted in the text: suspense, grief, fury, bravery, resilience, kindness, friendship, support.

Hawkesbury-Nepean Valley Floods



Flood sign and depth indicator in the Penrith / Emu Plains floodplain of the Hawkesbury-Nepean Valley showing inundation levels.

- **Posing the questions:** What is it like when places in the Hawkesbury-Nepean Valley flood? What can we learn from past flood events?
- **Helping children predict changes** to the natural and human features in the flood sign photograph if the floodplain was inundated to a depth of 2.1 metres at the bottom of the sign, 3 metres and 4 metres. Measuring the heights on the building outside to gain a sense of the depths.
- **Viewing the NSW SES YouTube video *It Will Flood Again*** (5:59min) <https://youtu.be/jo9VbKbMZ6o>
- **Creating a mind map** of the key geographical facts, words, phrases and numbers that stood out in the video.
- **Responding to the video and reflecting** on its use of music, colour and visual information: photographs, video, newspaper headlines and graphics. How did they work together to communicate information?

Describe how you have intentionally taught from a community experience.

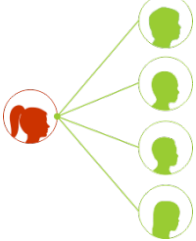
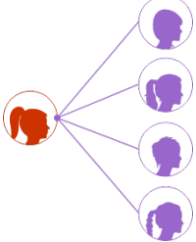
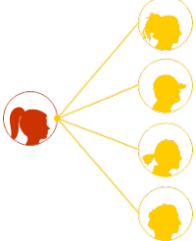
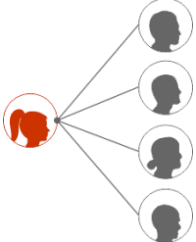
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The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives.” Pick one of the following reflection points to complete the table below:

- How do you change your intentional teaching practices to support children’s participation and inclusion (included in example below and in QIP Improvement example)?
- Do you use every opportunity to intentionally teach children during routines and transitions?
- Do you allow children enough time to think, create and problem solve (included in example below and in QIP)?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>	<p>It was fun using the voice recorder today. Our voices sound different to what we hear in our heads. It would’ve been good to practice more sounds, as well as record some songs to see what happened, but there wasn’t enough time once everyone had a go.</p>	<p>The EL reviewed Intentional Teaching strategies with educators, and during the session was asked about the voice recorder activity. The EL used the activity to give examples of Intention Teaching strategies for the activity eg:</p>
 <p>an educator</p>	<p>The children really enjoyed hearing the sound of their recorded voice. There were lots of laughs and giggles. It was fun demonstrating the activity, but how could I have included some other meaningful learning?</p>	<p>Open-ended questions</p> <ul style="list-style-type: none"> • Why do you think your voice sounds different? • How do we hear things? • How does sound move through the air? • What other experiments could we do? • Have you heard about sound waves?
 <p>your families</p>	<p>Matty said they played with a voice recorder today. I wonder if they’re going to use it for drama or music? Reminds me I’ve got a voice recorder on my phone!</p>	<p>Co-constructing understandings</p> <ul style="list-style-type: none"> • Let’s research how our hearing works together
 <p>theorist and current research</p>	<p>“Intentional educators recognise that learning occurs in social contexts and that interactions and communication are vitally important for learning.” NQF Guide p 119</p> <p>Socio-cultural theorists include Vygotsky, Malaguzzi, Rogoff and Flear.</p>	<p>Explaining</p> <ul style="list-style-type: none"> • Let me explain about sound waves and vibrations <p>Speculating/Hypothesising</p> <ul style="list-style-type: none"> • Perhaps it makes a difference if the sounds are high or low? <p>Giving children time think, create and problem solve</p> <ul style="list-style-type: none"> • Let’s plan some time to explore this again tomorrow. <p>Educators are now spending more time engaging with children in meaningful ways, and can explain why they’re doing what they’re doing!</p>

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The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives.” Pick one of the following reflection points to complete the table below:

- How do you change your intentional teaching practices to support children’s participation and inclusion?
- Do you use every opportunity to intentionally teach children during routines and transitions?
- Do you allow children enough time to think, create and problem solve?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>		
 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		

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Complete your QIP

The information you write below can go directly into your QIP or Self-Assessment Tool (SAT) (NSW ONLY)

Instructions

For a MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding the QIP and Self-Assessment Tool (SAT)
<i>Please give a recent example of your Intentional Teaching during routines or transitions.</i>	<i>Please give an example of the way you consistently take every opportunity to extend each child's learning through open-ended questions, interactions, feedback and the provision of resources. (Used for QIP Strength example).</i>
<i>Please give a recent example of an activity where you used a range of Intentional Teaching strategies.</i>	<i>Please give an example of the variety of strategies you implement to support Intentional Teaching. (included in QIP example)</i>
<i>Please give a recent example of the way you organised the environment to support your Intentional teaching.</i>	<i>Please give an example of how a time you've used your families' suggestions to support Intentional Teaching. (included in QIP example)</i>
If you cannot answer these questions above the you are not meeting. This means you need to create an improvement plan and make changes to your practice	If you cannot answer these questions above the you are not exceeding. This means you need to create an improvement plan and make changes to your practice

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Checklist

Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If you embed all the things in the checklist, then you are meeting the Element 1.2.1. If there's something on the checklist that you're not doing, then you need to either adjust your practice to do it, or ask for help and training to do what's on the checklist ie work with your educational leader or room leader who should teach/coach you how to do it.

The checklist keys to use.

E = Embedded I do that **ALL** the time

K = I know I need to do that, but I don't do it all the time

T = Please teach me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

Practices	ED1	ED2	ED3	ED4	ED5
Do you listen to children with interest, and use strategies like modelling, demonstrating, open-ended questioning, speculating, explaining, problem solving and sustained conversations, to promote and extend learning?					
Do you plan time, space and experiences that encourage meaningful and challenging conversations with/between children?					
Do you give children time to think, create and problem solve and the opportunity to communicate?					
Do you collaborate with children to develop knowledge and skills?					
Can you explain how/why/when you choose particular teaching strategies, and what you consider when setting up the learning environment?					
Do you intentionally teach children during routines, transitions and play?					
Is there evidence of your intentional teaching plans and strategies across all aspects of the program, including for planned and spontaneous experiences?					
Do you change your intentional teaching practices when needed to support children's participation and inclusion, and to promote diversity?					

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