



Case Study



Community



Theory



Critical Reflection



Complete QIP



Educators

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

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

Do you regularly do the following? How?

1. Respond to children's ideas to create the curriculum
2. Extend children's ideas to create curriculum
3. Use open ended questions to gain curriculum ideas from children
4. Use children's feedback to create curriculum ideas?

To meet this element, try using a 'Child Conference' described by Alison Clark and Peter Moss in their book called the Mosaic Approach. Sit down with the children individually, ask the following questions then record their answers:

- Why do you come to before and after school care?
- What do you like best?
- What don't you like about being here?

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- Who are your favourite people?
- Who don't you like?
- What do the grown-ups do here?
- What should the grown-ups do here?
- Where is your favourite place here?
- Which part of the environment don't you like?
- What do you find difficult?
- What is the food like?
- What has been the best day here?

Case study. Here are some very interesting answers to questions asked in a 'Child Conference.'

What do you like best?

Carter: "Sport."

What do our teachers do?

"Chelsea stands around."

What should she do?

Carter: "Play more sport with us."

Stella: "Do more art."

What don't you like about being here?

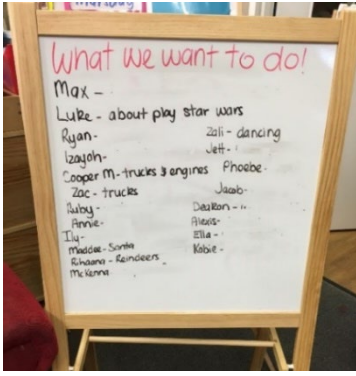
"Don't like playing in our room. Our room is stinky."

"I get really angry when the young kids get in our way."

What do you want to do?

"I want to do what I want."

"I want to play sport longer."



We have a board where children can record their ideas for fun activities. One of these was a 'colour run.' Messy play is a regular part of our curriculum, as the children love it and it provides many

opportunities for collaborative, open-ended learning. Educators sourced some chalk and white T-shirts from K-Mart, and this afternoon Alex initiated the activity by getting these items out and commenting that we needed to turn the chalk into powder.



Haley modelled inquiry processes and used open-ended questions to help children consider the best method for breaking up the chalk. (LO: 4.1). "How hard is the chalk? What tools could we use? How fine do we need the chalk powder to be? Harper suggested using a hammer and McKenna said educators could run over the chalk in their car. (LO: 4.1) "Do you think there's anything in our kitchens we could use?" asked Haley. "Sharp knife" said Kaden. "A blender" suggested Harper. Luckily, Haley and Georgie had thought ahead and produced a couple of old blenders which the children used in a trial and error way to powderise the chalk. Alex then organised groups of runners and the children had great fun as they were hit with plastic bags containing different coloured chalk powders while running. Amongst the laughter children compared the colours and patterns on their T-shirts, and hypothesised about the differences eg "I was hit hard." I ran slowly so I got all the colours."

Reflection

Although messy, it was super fun and also so rewarding to watch the joy in the children's eyes as they used their

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dispositions to explore and respond to their world. (LO: 3.2) Educators later reflected on the way these type of activities were examples of the socio-cultural theorists like Vygotsky and Fler whose key ideas include 'learning is scaffolded by adults and peers' and 'children contribute to their own learning.'

How have you responded to children's ideas to create the curriculum?

How have you extended children's ideas to create curriculum?

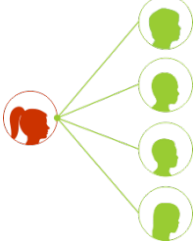
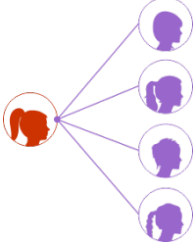
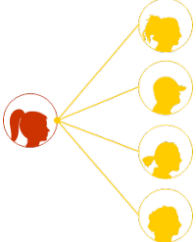
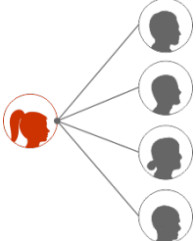
How have you used open ended questions to gain curriculum ideas from children?

How have you used children's feedback to create curriculum ideas?



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:

- Do you make full use of ‘spontaneous teachable moments?’ (example below and in QIP Improvement example)
- How well do you notice and respond when children use what they’ve learned in new ways or different ways?
- Could you improve your response to children’s ideas when planning and creating the curriculum?

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>I asked my friend to show me what was under her dress. She said she would if I showed her what I had down there. ‘Kaden’</p>	<p>The EL discussed the Traffic Light Guide to Sexual Behaviours with educators. They reflected together and agreed the behaviour was ‘green’ but socially unacceptable, and that children needed to learn:</p> <ul style="list-style-type: none"> • to keep our hands to ourselves and not touching other people on the penis or vagina • to give our friends privacy when they go to the toilet • not to look in our friends’ undies or under their dresses • to say “stop, you are not allowed to touch me there” • to get a teacher immediately if someone tries to touch us on the penis or vagina, doesn’t give us privacy when using the toilet, or tries to look in our underpants or up our dress • about socially acceptable touching ie handshakes, holding hands on excursions, Covid elbow taps, cuddles from mum and dad. <p>Educators agreed to implement lesson plans with the EL’s help and to ask families in writing to assist.</p>
 <p>an educator</p>	<p>It’s so embarrassing and difficult talking to children about their genitals. I’m never sure if I’m saying the right thing.</p>	
 <p>your families</p>	<p>Kaden came home and said children were looking at and touching each other’s different body parts. I was shocked and angry, and I’m emailing the Director right now.</p>	
 <p>theorist and current research</p>	<p>Socio-cultural theorists say learning is scaffolded by adults and peers, and planning is informed by children’s social and cultural contexts.</p> <p>Source: The Educators’ Guide to the EYLF</p>	

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 <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) <i>Please give a recent example of the way you use children's feedback to plan and create the curriculum.</i>	For Exceeding the QIP and Self-Assessment Tool (SAT) <i>Please give an example of the way all educators are consistently deliberate, purposeful and thoughtful in all of their decisions and actions that impact on children's learning and development. (Used for QIP Strength example).</i>
<i>Please give a recent example of the way you use open ended questions to plan and create the curriculum.</i>	<i>Please discuss one of the theoretical or philosophical influences on your practice in relation to element 1.2.2. (included in QIP example)</i>
<i>Please give a recent example of the way you respond to and extend children's ideas to plan and create the curriculum.</i>	<i>Please give an example of how you use the centre's location or community to respond to and scaffold children's learning.</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 1.2.2. 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 use children's interests to scaffold learning?					
Do you research and learn with the children if you're unfamiliar with a topic?					
Do you encourage and support children as they investigate, experiment and test their ideas?					
Do you support and encourage children as they learn in new ways or apply their learning to new situations?					
Do you regularly implement a range of learning experiences including more detailed project type activities?					
Do you ask open-ended questions to promote children's learning?					
Do you provide positive feedback and additional ideas when responding to children?					
Do you use 'spontaneous teachable moments' to enhance each child's learning and build on their understanding of science, maths, literacy, the arts etc?					
Do you model language and ideas associated with maths, sciences, literacy and the arts?					
Do you plan group activities and encourage and support children to consider other children's ideas and understandings?					
Do you follow children's lead in their play and take on roles/characters which enhance the learning?					
Do you critically reflect on the extent of each child's participation when assessing how well you respond to and scaffold each child's learning?					
Do you plan flexible environments that offer appropriate levels of risk, and support children to extend their skills and knowledge?					

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