



Case Study



Community



Theory



Critical Reflection



Complete QIP



**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 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.**



**Babies - intentional teaching extending from a community experience**

This morning Miss Georgie extended upon the children's learning and did an activity with Harper and Oaklyn. Yesterday the children went to see the SES and saw the red and blue lights. Miss Georgie showed Harper and Oaklyn this morning the other vehicles that have red and blue lights. "Can you see the fire truck Harper?" said Georgie as she pushed the fire truck towards the ambulance. Harper confidently used non-verbal communication methods (LO 5.1) to respond to Georgie as she grabbed the fire truck and pushed it forward and back. "Did you know Harper, that this fire truck has the same lights as the truck we saw yesterday?" asked Georgie as she showed Harper

the SES and saw the red and blue lights. Miss Georgie showed Harper and Oaklyn this morning the other vehicles that have red and blue lights. "Can you see the fire truck Harper?" said Georgie as she pushed the fire truck towards the ambulance. Harper confidently used non-verbal communication methods (LO 5.1) to respond to Georgie as she grabbed the fire truck and pushed it forward and back. "Did you know Harper, that this fire truck has the same lights as the truck we saw yesterday?" asked Georgie as she showed Harper

a photo of the truck from yesterday. Harper got excited as she looked at the photo.

Describe how you have intentionally taught from a community experience.

**Community resources then intentional teaching**



Carpet One is close by and often donates their left-over cardboard tubes. These resources allow many intentional teaching moments. Eve explored the tube, climbed over, looked in but wasn't yet comfortable to crawl through. Jackie said "Eve, would you like to

crawl through the tube like Lincoln does?" Eve responded with a big smile and a nod of her head. Jackie said "pop down like you are crawling, head down, and now move slowing into the tube, keep your head down, and keep moving your hands, one hand in front and then the other, just like crawling, very good. Eve you are moving through the tube, keep going. Yeah, you made it, great crawling through the tube Eve. I could see you needed to concentrate a lot as you crawled through."

Describe how you have intentionally taught children how to physically move.

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

### Intentional teaching appropriate behaviours

Several toddler children have started throwing objects in the yard which are inappropriate. Educator Cade saw this as an intentional teaching opportunity to teach the children what objects can be thrown in the correct location to ensure friends are not injured.

Cade set up a bucket on a cable reel and placed a marker on the ground. Cade invited Isabel, Keaton, Zeke, Kaydan, Lottie, Jackson, Matilda and Luca to join him at the activity and explained, "What we need to do is throw a ball into our orange basket." Each child took 3 turns at throwing the ball into the bucket. Before handing the children the ball, Cade reminded them of their goal. "Can you throw the red ball into the orange bucket?" Cade asked Luca before his throw. Cade continued to remind the children of whose turn it was. "Zeke's turn now. Then it will be your turn next Kaydan."....."Ok Kaydan's turn now."

Describe how you have intentionally taught the behaviours that you want to see with your children.

### Our daily excursion provides many opportunities to intentionally teach



This fence gives us the opportunity to add intentional teaching to every part of our day. It all started when a child broke free from the line and started to climb on the fence. Instead of getting angry and upset educators Chelsea and Johnise

thought it looked fun and instructed all the children to get on the fence. "Now children, can we see a pattern on this fence?" ask Johnise. Ariella said, "The bars, they are a pattern". "Great observation Ariella. Why are they are pattern? asked Chelsea. Sidnee and Michael said, "the space is the same." "What space is the same?" asked Johnise. Emerson said, "Bar space, bar space bar space" which all the children then started to chant - "bar space, bar space."Chelsea thought it would be a good idea to get the children to

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

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move along the length of the fence sideways placing their feet in the space while holding on. Ariella had no trouble at all and quickly moved along the fence. Then Johnise had a great idea to add more physical activity to this experience by saying, "All stop, now hold the bar with one hand and stretch out your arm and let your body move away from the fence. Don't let go or you will fall." Some children fell but quickly got back up on the fence. Johnise then encouraged the children to change hands.

Describe how you have intentionally taught on the spur of the moment.

### Extending upon weekends to intentionally teach

Ethan was very excited to share with Miss Nikki that



he was 'laying on the trampoline with his family cloud watching!' over the weekend. Miss Nikki built upon and extended Ethan's idea during our walk as we

took the time to lay on some beautiful, soft, green grass to enjoy some cloud watching!

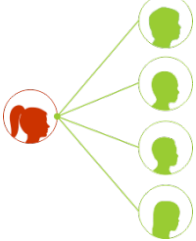
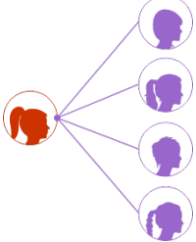
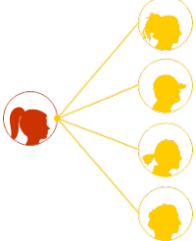
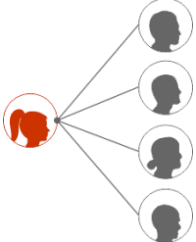
Arriving back at the Centre, Miss Nikki (LO 4.2) provided a learning opportunity that encouraged our friends to further their knowledge & investigate types of clouds! We watched the documentary 'All About Clouds, Types & Names.' Stella shared 'some clouds look like pillows!' Sienna-Rey said, 'the clouds are made out of rain drops!' Toby said, 'clouds can be grey' to which Ethan added 'and they are normally rain clouds!' Claire shared 'after a storm sometimes I can see a rainbow!'

Describe how you have intentionally taught by extending on children's weekend experiences.



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><b>a child</b></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><b>an educator</b></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><b>Open-ended questions</b></p> <ul style="list-style-type: none"> <li>• Why do you think your voice sounds different?</li> <li>• How do we hear things?</li> <li>• How does sound move through the air?</li> <li>• What other experiments could we do?</li> <li>• Have you heard about sound waves?</li> </ul>
 <p><b>your families</b></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><b>Co-constructing understandings</b></p> <ul style="list-style-type: none"> <li>• Let’s research how our hearing works together</li> </ul>
 <p><b>theorist and current research</b></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><b>Explaining</b></p> <ul style="list-style-type: none"> <li>• Let me explain about sound waves and vibrations</li> </ul> <p><b>Speculating/Hypothesising</b></p> <ul style="list-style-type: none"> <li>• Perhaps it makes a difference if the sounds are high or low?</li> </ul> <p><b>Giving children time think, create and problem solve</b></p> <ul style="list-style-type: none"> <li>• Let’s plan some time to explore this again tomorrow.</li> </ul> <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>

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



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

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



## Complete your QIP

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

### Instructions

For a <b>MEETING</b> QIP and Self-Assessment Tool (SAT)	For <b>Exceeding</b> 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

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

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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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