



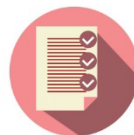
We can solve problems with practice with the help of the NQS



The NQS can guide our critical reflections



The NQS is what we assess against to write our QIPs



The NQS is what assessors assess us against to write their A&R report



Families can make a choice based on our NQS rating



## Educators

**1.2.1** Intentional teaching – *Educators are deliberate, purposeful, and thoughtful in their decision and actions.*

**Looking at the element in detail** - A service reviewed what the NQF Guide said about element 1.2.1 and understood educators must 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.



### Solving Problems with the NQS

**Problem the element can solve** – some educators don't have the skills needed to teach intentionally.

**Aim:** All educators develop and use intentional teaching skills.

**What to do:** Go to NQS element 1.2.1

**Select just one point** from the element that could help guide or change your practice.

### Week 20, 27 June – 1 July 2022 – 1.2.1 Intentional teaching

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Assessors may observe

- *educators collaborating with children to develop further knowledge and skills (page 119 NQF Guide)*

**Reflect and think about the point** in relation to intentional teaching.

**Practice change** – After reflecting, the Educational Leader decided to support educators with a more structured approach to intentional teaching. He spoke with educators about ‘provoking what they want to teach’ eg having clear ideas before activities and excursions about what they may focus on eg patterns, shapes, numbers. He said the EYLF Outcome indicators also provide ideas for intentional teaching. Educators have found this helpful, and also discovered children’s natural curiosity leads to many opportunities for intentional teaching.

**Problem to improve upon** – some educators can teach intentionally in a structured approach but have trouble doing this within children’s play.

**Aim:** Educators build the skills needed to intentionally teach children during play.

**What to do:** Go to NQS element 1.2.1

**Select just one point** from the element that could help guide or change your practice.

Assessors may observe:

- *educators providing instructional/intentional support to children during play, routines and transitions (page 120 NQF Guide)*

**Reflect and think about the point** in relation to intentional teaching.

**Practice change** – The Educational Leader spoke with Room Leaders about modelling intentional teaching in spontaneous ways during children’s play. Together they identified educators with strengths in this area, and organised for them to mentor other educators. Most educators picked this skill up quite quickly once they could see the ‘intentionality’ of other educators’ practice.

From the list below, select a point you could explore how you could teach children intentionally and improve your everyday practice during:

- children’s free play
- routines or transitions
- excursions/outings
- activities and experiences
- interactions/conversations with children.

**What problem needs to be improved upon?**

**Aim** (selected from the above points)

Select just one point from the NQS Element

Reflect and think about the point in relation to the problem.

**Create a practice change**

### **Week 20, 27 June – 1 July 2022 – 1.2.1 Intentional teaching**



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 there's something on the checklist that you're not doing, you need to adjust your practice to do it, or ask for help and training to implement it ie work with your educational/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**

Practices	ED1	ED2	ED3	ED4	ED5
Do you use strategies like modelling and demonstrating, open-ended questioning, speculating, explaining and engaging in sustained shared conversations to extend children's thinking and learning?					
Do you provide time, space and learning experiences that encourage thoughtful and challenging conversations with children?					
Do you engage with children by listening, showing interest and asking open-ended questions to encourage thinking and conversation?					
Do you use a range of communication strategies that involve explanations, speculation and problem solving?					
Do you collaborate with children to develop further knowledge and skills?					
Do you provide instructional/intentional support to children during play, routines and transitions?					
Can you show plans and strategies you use to promote learning across all aspects of the program?					
Can you show how intentional teaching strategies are used to extend children's play, including spontaneous experiences?					
Can you show how changes in practices have been implemented to support a child requiring additional assistance or to build respect for diversity?					
Can you show and explain why you decide when to use a particular intentional teaching strategy, including the intentional positioning of resources or structuring of the learning environment?					
Can you show how you make conscious decisions in a play/leisure based program to promote learning and wellbeing?					

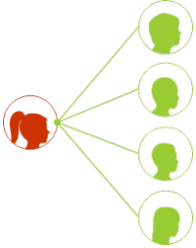
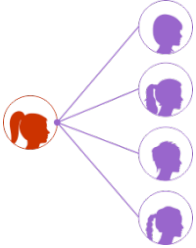
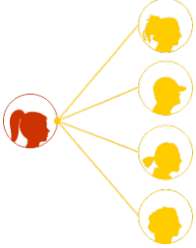
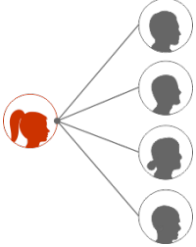
### Week 20, 27 June – 1 July 2022 – 1.2.1 Intentional teaching

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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:

- The NQF Guide says “*assessors may observe educators who are fully present and mindful of opportunities to provide children with time and space to ‘be’*” (p 120). What do you think this means? How well do you do this? (related to improvement example)
- Are you stronger in some intentional teaching strategies than others? How could you improve those strategies you’re less confident implementing?
- The NQF Guide says “*intentional educators move flexibly in and out of different roles*” (p 119). What roles do you think the Guide is talking about – what roles do you move in and out of?

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>	I like showing Miss Bec the things I make and the things I can do. Sometimes she’s busy though – cleaning or talking to other educators. (Grayson)	On a ‘walk through’ the Service the Nominated Supervisor noticed Miss Bec was not engaging with the children. She mentioned this to the Educational Leader and asked her to reflect with Miss Bec on the way children learn through social interactions and communication ie explore the socio-cultural theories that underpin the EYLF.
 <p><b>an educator</b></p>	I sometimes clean and write learning stories while the children are engaged eg in playing with loose parts. They don’t need me to help them do that.	Miss Bec understood more when they discussed the various intentional teaching strategies – and she now regularly uses them for example, while the children engage with loose parts. She also involves them in some of the cleaning activities to learn life skills etc.
 <p><b>your families</b></p>	When I called in to the Service I saw Miss Bec cleaning and then talking about her weekend with another educator. I’m not sure why I’m paying money to have Grayson ‘educated and cared for’?	
 <p><b>theorist and current research</b></p>	<p><i>“Intentional educators:</i></p> <ul style="list-style-type: none"> <li>• <i>recognise that learning occurs in social contexts and that interactions and communication are vitally important for learning</i></li> <li>• <i>use strategies (such as modelling and demonstrating, open-ended questioning, speculating, explaining and engaging in sustained shared conversations)”</i> NQF Guide p 119</li> </ul>	

### Week 20, 27 June – 1 July 2022 – 1.2.1 Intentional teaching



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 <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>		



## Complete your QIP

Instructions If you are happy with a Meeting rating you do not need to answer the Exceeding questions. Note if you can't answer all meeting questions you are not meeting the element, and you need to create an improvement plan and make changes to your practice.

If you are striving for an Exceeding rating, we suggest you answer all meeting and exceeding questions. You can copy your answers into your QIP, or SAT (NSW ONLY).

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 an activity where you used a range of Intentional Teaching strategies.</i>	<b>Embedded Practice</b> <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 (eg see QIP/SAT Strength example).</i>
<i>Please give an example where you engaged in intentional teaching spontaneously during an activity/play.</i>	<b>Critical Reflection</b> <i>Please explain how your Intentional Teaching practices connect to the Service Philosophy.</i>
<i>Please give an example showing the way you intentionally teach children about diversity or Indigenous/First Nations culture.</i>	<b>Engagement with families and community</b> <i>Please give an example of a time you've used your families' suggestions to support Intentional Teaching.</i>

### Week 20, 27 June – 1 July 2022 – 1.2.1 Intentional teaching