



Educational Leader

Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.

Looking at the element in detail - A service reviewed what the NQF Guide said about element 1.2. 2 and understood when planning and creating the curriculum educators respond to children's ideas and play by:

- using open-ended questions, 'spontaneous teachable moments' and positive feedback
- encouraging children to extend their learning
- ensuring the environment and children's groupings support their ideas and play.

Let's consider element 1.2.2 in relation to learning mathematical concepts. (Note this approach can be applied across all domains.) Research has shown that young children can think and understand maths content that is quite broad and deep if given the opportunity and appropriate support – and that understanding children's *learning trajectories* can help educators build children's mathematical thinking.

Each learning trajectory has three parts:

1. *The goal* – where are educators trying to go?
Describes the concepts, structures and skills
2. *The developmental progression* – where are children now? Helps determine how the children are thinking now and the next step(s).
3. *The instructional activities* – How can educators help children reach the goal? What activities will they implement to get to the next level/extend children's learning?

For example, a goal may be to measure the length of an object. Children gradually learn the ideas and skills that result in meaningful measurements as they're supported by educators and participate in relevant activities and experiences. Examples of activities which support measuring goals include:

- *Recognising length/quantity*: Educators listen for and extend conversations about things that are 'long,' 'tall,' 'high,' etc.

- *Comparing direct lengths*: Educators encourage children to compare lengths during the day - eg of block towers, furniture, sticks, each other
- *Comparing indirect lengths*: Educators support children to make indirect comparisons eg whether a doorway is wide enough for a table to fit through.

To properly implement learning trajectories, however, educators must be able to accurately assess where children are in their learning *and* know how to support them in extending the learning. The indicators under the EYLF and MTOP learning outcomes provide educators with guidance and examples (left column what children know and can do, right column how educators can extend learning).

Equally important perhaps is that educators respond to children's ideas, knowledge and skills rather than, for example, standing back during free play or implementing a fixed, pre-planned program.

Are your educators helping children build on existing skills and knowledge in a structured, intentional way – even when children are engaging in play or leisure activities? What skills and knowledge might they need to improve?

Do your educators always respond to children and take advantage of available opportunities to extend learning? If not, is the problem a skill gap or related to their beliefs, assumptions, values? What will you do?

Source: Developing young children's mathematical thinking and understanding – DH Clements & Julie Sarama, The Routledge International Handbook of Young Children's Thinking and Understanding

Week 21, 18 July – 22 July 2022 – 1.2.2 Responsive teaching and scaffolding

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- the Policy is discussed with parents/families during enrolment
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- authorisations include why the photos/videos will be taken and how they'll be used
- no children's photos/videos are posted on centre's social media, website, Apps etc if not authorised by parents
- educators don't use their own phone, tablet etc to take photos/videos of children
- educators never download photos/videos to a personal device
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- can only photograph/video their own children unless given permission by another child's parents
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Do you have any feedback or comments about this policy? Please include below.

Educator's Name	Educator's Signature

Note we are now listing any Procedures which relate to the Policy reviewed. We have a comprehensive Procedure Pack (in addition to the procedures already included in the policies) which is currently part of our HR Toolkit. Please contact us on admin@centresupport.com.au if you would like a quote for the Kit.

Procedure - Photography