



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

1.2.2 Responsive teaching and scaffolding– *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 must 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.



Solving Problems with the NQS

Problem the element can solve – some educators aren’t responding to children eg they’re standing back during free play or implementing a fixed, pre-planned program.

Aim: All educators consistently respond to children’s ideas and play.

What to do: Go to NQS element 1.2.2

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

Assessors may observe

- *responding to children’s learning dispositions by commenting on them and providing encouragement and additional ideas (page 122 NQF Guide)*

Reflect and think about the point in relation to responsive teaching.

Practice change – After reflecting, the Educational Leader decided the best way to demonstrate responsive teaching was to role model this in the rooms with educators and children. She also highlighted examples where educators could have been more responsive. It’s a gradual learning process as educators become more confident and proficient in responding to children’s play and ideas – and come to understand how this benefits them as well as children eg richer program and improved children’s behaviour.

Problem to improve upon – some educators choose not to pick up on what children want to learn because, for example, they don’t know the topic or can’t sequence new learning in appropriate steps.

Aim: Educators build the skills needed to scaffold learning.

What to do: Go to NQS element 1.2.2

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

Assessors may observe educators

- *noticing children applying their learning in new ways or between different contexts and talking about this with them in ways that build their understanding*
- *modelling mathematical and scientific language and concepts*
- *using language associated with the creative arts*
- *talking explicitly about phonological concepts, such as rhyme, letters and sounds when sharing texts with children*
- *joining in children’s play when invited (page 122 NQF Guide)*

Reflect and think about the point in relation to scaffolding learning.

Practice change – The Educational Leader supported educators to develop their research skills, and to extend learning in appropriate steps by working with them in their room/group. The Nominated Supervisor also made some temporary staff changes so each team included an experienced educator who could mentor others in scaffolding learning.

From the list below, select a point and explore how you could better respond to children and extend their learning during:

- 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

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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 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
Do you critically reflect through children's eyes to see their interests and questions and use this to inform program planning?					
Do you always look for new ways to implement activities eg let's draw from a bird's eye view rather than a front on view?					
Do you research and learn with the children if you're unfamiliar with a topic?					
Do you always explain ideas and concepts to children when opportunities arise?					
Do you encourage children to investigate, experiment and test their ideas?					
Do you plan 'mini projects' based on children's interests and knowledge?					
Do you develop children's connections with their families and community when you plan and respond to children eg consider local culture, places, jobs, activities?					
Do you encourage children to listen to and consider other children's ideas and suggestions?					
Do you plan activities for small and large groups?					
Do you build on children's understanding of science, maths, literacy, the arts etc when opportunities arise?					
Do you follow children's lead in their play and take on imaginary roles/ characters?					
Do you implement extension activities and experiences other than art and craft?					
Do you plan environments that offer appropriate levels of risk and challenge children to build on their skills and understandings?					
Do you make sure environments are regularly reorganised and refreshed to encourage children's natural curiosity?					
Interactions					
Do you ask open-ended questions to promote children's learning?					
Do you provide positive feedback and additional ideas when children discuss issues?					
Do you give positive feedback when children build on their skills or transfer them from one context to another?					

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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:

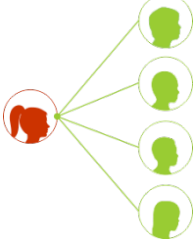
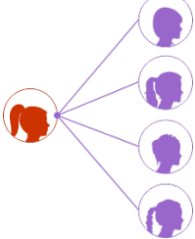
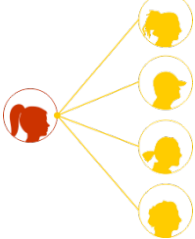
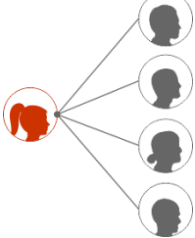
- How well do you respond to the ideas and play of individual children, including their contributions to group activities?
- Are you making the most of ‘spontaneous teachable moments’ to implement a rich and meaningful program? (related to improvement example)
- The NQF Guide says “*Responsive teaching is achieved by valuing and building on children’s current and evolving strengths, skills and knowledge...*” (p 121). Is this evident in your 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>	I saw a rainbow the other day at school. Miss Keyma said this can happen when it rains. I wonder where all the colours come from. (Tadhg)	Tadhg’s mum spoke to Room/Group Leader Miss Zoe and suggested educators could teach children more about the weather as it was currently affecting a lot of families ie with widespread flooding and lots of rain.
<p>an educator</p>	Tadhg commented on a rainbow during the recent rain. I responded by explaining this can happen during rainy weather.	Miss Zoe discussed with educators, noting children had been commenting on weather events eg rainbows, and the weather was providing lots of ‘spontaneous teachable moments’ educators could be responding to eg learning where rainbow colours come from.
<p>your families</p>	Tadhg’s very aware of the rain – we’ve had so much lately and areas have been flooded. He’s been asking questions like “why is it raining so much?” and “How do the colours get in the rainbow?” Maybe educators could include this in the program?	
<p>theorist and current research</p>	Scaffold (learning): the educators’ decisions and actions that build on children’s existing knowledge and skills to enhance their learning (EYLF/MTOP)	



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 well do you respond to the ideas and play of individual children, including their contributions to group activities?
- Are you making the most of ‘spontaneous teachable moments’ to implement a rich and meaningful program?
- The NQF Guide says “Responsive teaching is achieved by valuing and building on children’s current and evolving strengths, skills and knowledge...” (p 121). Is this evident in your 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>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</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 MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding the QIP and Self-Assessment Tool (SAT)
<i>Please give a recent example of the way you use open ended questions to plan and create the curriculum.</i>	Embedded Practice <i>Please give an example of how your responses to each child's ideas, questions and feedback strongly promotes the principles and practices of the EYLF/MTOP.</i>
<i>Please give an example where you or your team were unfamiliar with a topic and researched it with the children so you could promote or extend their learning.</i>	Critical Reflection <i>Please give an example of how your regular reflections, or those with your team, help you scaffold children's learning so they respect and appreciate different cultures, including those of Indigenous Australians.</i>
<i>Please give an example where you or your team supported children to engage in projects that extended learning over several days or weeks.</i>	Engagement with families and community <i>Please give an example of how you use the centre's location or community to respond to and scaffold children's learning.</i>

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