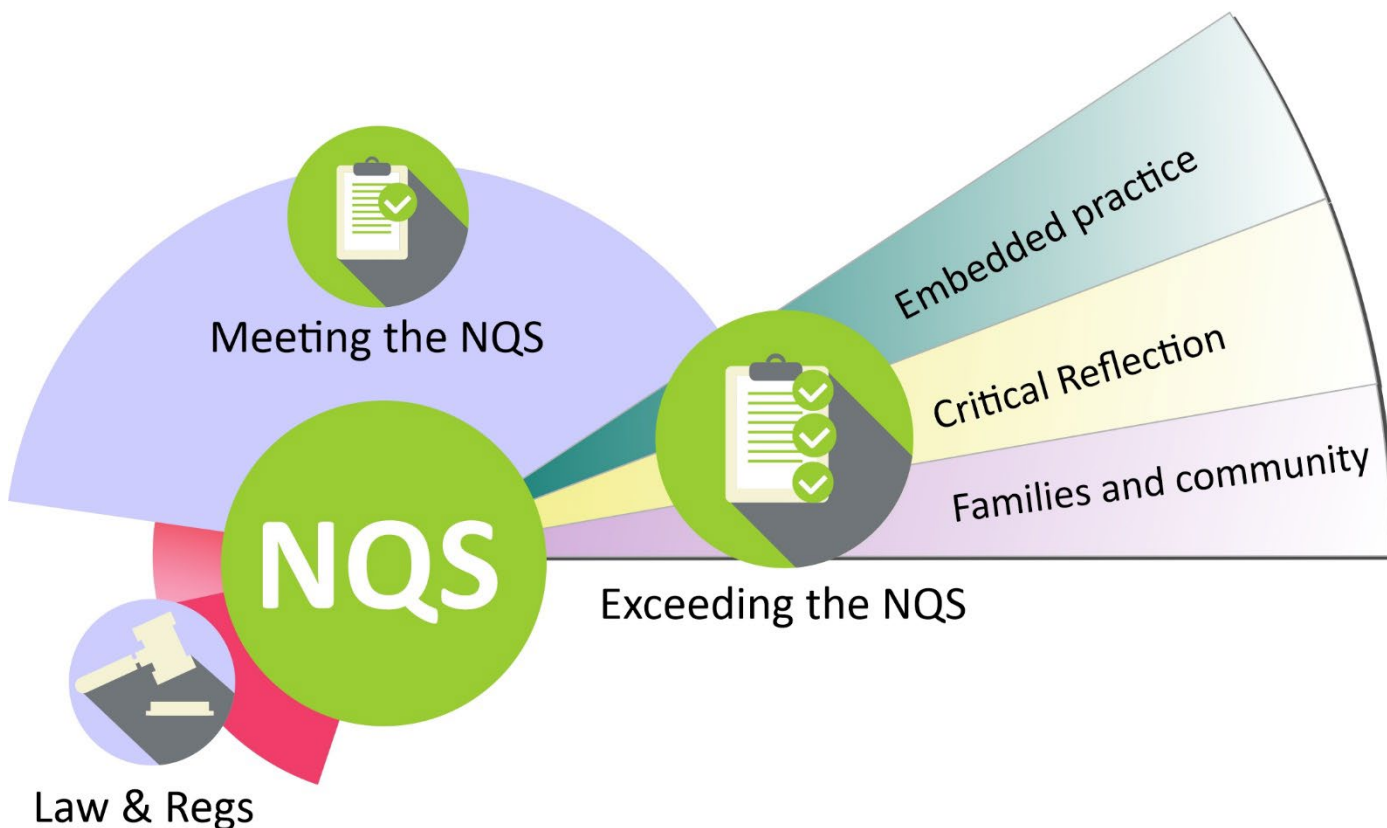


Educators are deliberate, purposeful, and thoughtful in their decisions and actions.

Section 1. We show you exactly what is required for this element to be meeting and exceeding.



First step: We must ensure the Law and Regulations are always met. **Second step:** look at the NQS and work through the process of meeting the element. **Third step:** then we can look at and complete the exceeding themes.

The logo above shows the effort required to do these three components. It should be easy and take little time to meet the Law and Regulations once you know what is required. Meeting then can become everyday practice, while exceeding takes a lot more time, thinking, connecting to families and community and practice change.

The Educators and Educational Leaders pages give you exactly what you need to be meeting and exceeding.



Law & Regs

We have covered the Law and Regulations for this element in the previous weeks. They include:

Section 168 Offence relating to required programs. (1)(b) and (2)(b) The Approved Provider and

Nominated Supervisor ... must ensure that a program is delivered to all children ... in a manner that accords with the approved learning framework. Penalty: \$4,000, in the case of an individual. \$20,000 in any other case.

Regulation 73 Educational Program

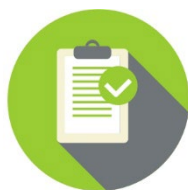
- (1) This Part applies in relation to the program ... that is required to be delivered under section 168 of the Law ...
- (2) An educational program is to contribute to the following outcomes for each child—
 - (a) the child will have a strong sense of identity;
 - (b) the child will be connected with and contribute to his or her world;
 - (c) the child will have a strong sense of wellbeing;
 - (d) the child will be a confident and involved learner;
 - (e) the child will be an effective communicator.

Week 4, 20 to 24 February 2023 – 1.2.1 Intentional teaching

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Evidence to show compliance to the Law and Regs can be found in our curriculum and demonstrated through the use of the learning outcomes.

Please note that the above in green can go directly into your QIP or SAT (NSW only).



Meeting the NQS

Looking at the element in detail - Element 1.2.1

educators must be able 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.

Evidence can be seen in practice, for example, educators intentionally teach children during routines and transitions. Examples include:

- road safety
- sun safety
- human body needs and how it works
- social skills
- sustainability
- risk assessment
- self-regulation.

Educators regularly use a range of intentional teaching strategies. Examples include:

- open-ended questions
- role modelling
- role plays/drama
- hypothesising
- problem solving
- brainstorming.

Educators organise the environment to support their intentional teaching. For example:

- displaying road safety signs and spaces
- offering shade and moving it to suit

Week 4, 20 to 24 February 2023 – 1.2.1 Intentional teaching

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- placing plants near light/water
- making bigger spaces for ...
- creating suitable spaces for sleep/rest/quiet activities
- creating displays to support social skills
- organising spaces organised to support self-regulation (types of surfaces, size, location of space)

Educators select the **best teaching strategies** for particular activities and particular children and change strategies when needed to promote learning. Educators intentionally teach children whenever **opportunities arise** eg during planned/spontaneous activities, during routines, transitions, play. Examples of these practice can be seen in the curriculum documentation and in practice.

Please note that the above in green can go directly into your QIP or SAT (NSW only) with your examples added to it.



Exceeding the NQS



Embedded practice

Educators consistently take every opportunity to extend each child's learning through open-ended questions, interactions, feedback, and the provision of resources. For example, during routines, transitions, excursions and during play.

Educators consistently take every opportunity to extend each child's learning through open-ended questions, interactions, feedback, and providing resources. Our program identifies learning opportunities in the community. Patterns are a good example of success. Our educators taught the children the basics of a pattern, then the children successfully identified patterns on excursions. When returning to the service, opportunities were provided in play to recreate patterns using resources and art.

Please note that the above in green can go directly into your QIP or SAT (NSW only).



Critically Reflecting - Our intentional teaching practices connect to the service philosophy in the following ways. We”

Critical Reflection

- provide a high-quality program based on children’s interests and strengths.
- ensure safety is our number one priority.
- include all children and provide them with the opportunity to participate.
- consider/include diverse cultures from the service and the community.
- encourage family involvement.
- encourage community connections.

Exceeding - critical reflection

Our Intentional Teaching practices connect to the Service Philosophy in several ways. We:

- see everything as a possible teachable moment
- expand learning from the local community and excursions.
- base quality programs on children’s interests and strengths.
- keep children safe by teaching safety strategies.
- ensure children are included and can participate.
- consider and include diverse cultures from our service and community.
- gain family involvement and create authentic community connections.

Please note that the above in green can go directly into your QIP or SAT (NSW only).



Families



Community Links

Educators use routines and transitions as opportunities for collaborative learning.

Examples include learning about:

- safety – road safety, stranger danger, risk assessment
- socially acceptable behaviour in public during excursions
- emotions and feelings
- health and physical wellbeing
- the human body – how it works and what it needs
- self-help skills
- sun safety, UV levels, and skin cancer
- healthy/unhealthy food
- sustainability and environmental responsibility

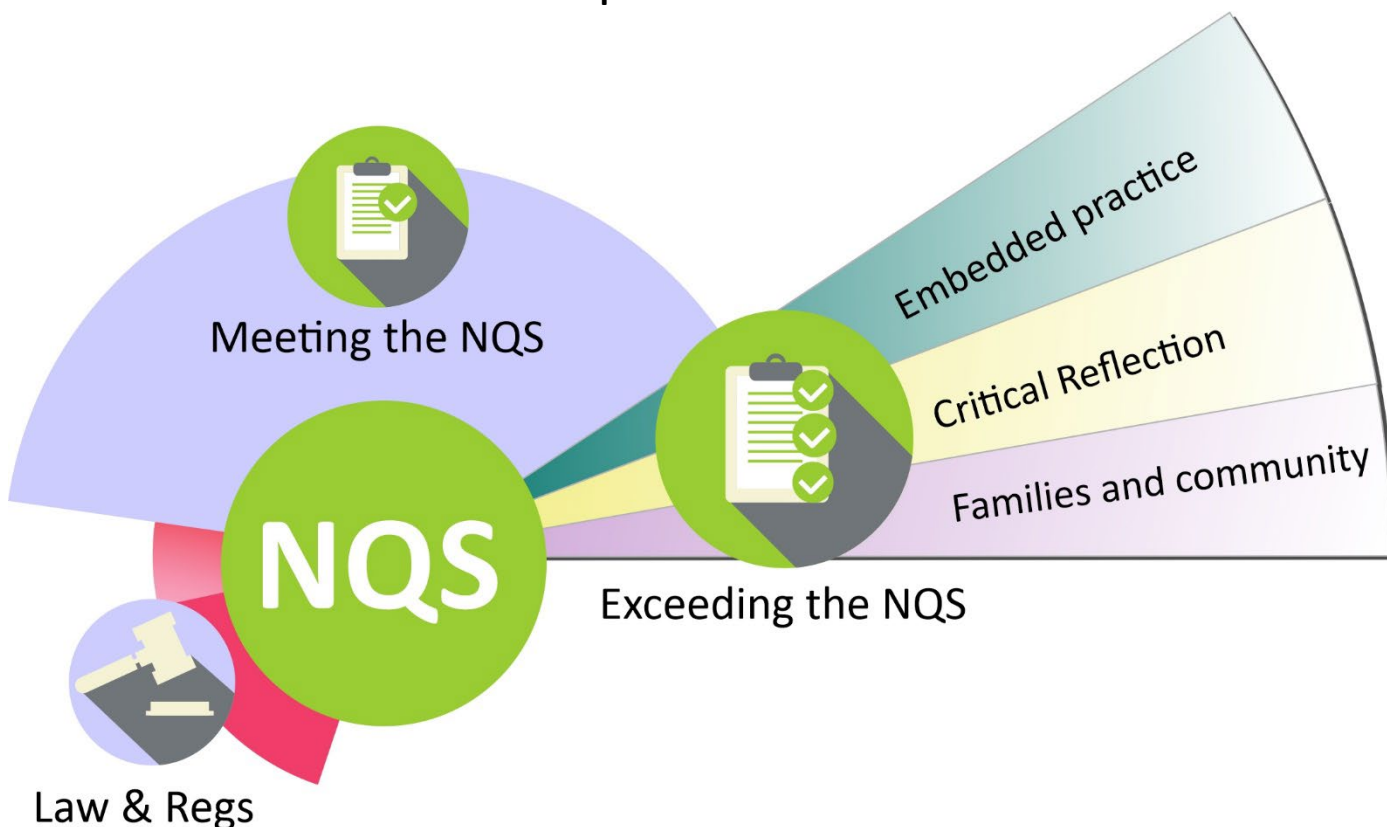
Exceeding – families and community Educators use families’ suggestions to support Intentional Teaching. We collect information from family input sheets from which we have implemented road safety, healthy eating, and self-feeding and developed children’s literacy and numeracy. We encourage appropriate behaviour and social skills, emotions and feelings. Looking after, caring for and cleaning toys, bugs, cows, waterways, and drains are other examples.

Please note that the above in green can go directly into your QIP or SAT (NSW only).

Week 4, 20 to 24 February 2023 – 1.2.1 Intentional teaching

Educators are deliberate, purposeful, and thoughtful in their decisions and actions.

Educational Leader and Nominated Supervisor



First step: We must ensure the Law and Regulations are always met. **Second step:** then we look at the NQS and work through the process of meeting the element. **Third step:** then we can look at and complete the exceeding themes.

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There are **7 things** that you need to do with your service and educators.

- (1) Review the points from the Law and Regulations and make yourself familiar with them.
- (2) To help your educators learn watch this online video explaining intentional teaching. Click below.



Video
Training

<https://vimeo.com/554675423/85b1d7efa1>

- (3) Add to your folder the daily planner so you can document and show the assessor how you

are working with educators. Use documents provided in this section.

- (4) Guide your educators to ensure they are at the meeting level, use the examples in their section and the checklist to help you know exactly what is required.
- (5) Work through the 'Exceeding Embedded' theme sheet with your educators.
- (6) Ensure your service is connecting with families to create intentional teaching opportunities.
- (7) Work with your Nominated Supervisor and edit the QIP (SAT for NSW) template provided by Centre Support to ensure it is reflecting your service's practices.

Week 4, 20 to 24 February 2023 – 1.2.1 Intentional teaching

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Compliance test for educators

Instructions: Nominated Supervisor is to conduct the test. Ask one educator at a time in a location that other educators cannot hear or provide support to the educators being asked the question. Record the responses then analyse to see if the educators' responses would place you at risk of a fine. Finally, train the educators that fail to meet the regulations.

Name of educator:

Questions	Response	Pass or Fail
Miss Zack asks if intentional teaching is mentioned in the Law and Regs. Is it?		
Miss Hanah asks if Reg 73 Educational Program is also relevant. Is it?		
Miss Chloe says he's still not really clear what 'intentional teaching' means. Please respond.		

Week 4, 20 to 24 February 2023 – 1.2.1 Intentional teaching

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Educational Leader weekly sheet

Date	Educational Leader activity	With whom?	Comments	Follow up
Monday 20.2.23	Training educators in staff meeting with their interactions focusing on the positives they see and saying what they want instead of 'No'.	Educators	I could see the younger inexperienced educators needed to write a list of the positives to help and assist with their interactions.	Use the room inspections to discuss further the positivise and demonstrated in practice. .
Monday 20.2.23				
Tuesday 21.23				
Wednesday 22.2.23				
Thursday 23.2.23				
Friday 24.2.23				

General thoughts or ideas



Exceeding the NQS



Critical Reflection

Use the prompts below to ensure you are documenting your exceeding practice. I see many services do great exceeding things but are not great at documenting them and when it comes to an A&R visit, they forget to discuss what they do. It becomes difficult if you need to go to a first-tier review as it takes a lot of time and stress when you have to really look hard to gather what you need to prove that you are exceeding.

Work with your Educational Leader. Select two or three points below and write your examples.

The exceeding points	Our educators' decisions support Element 1.2.1, for example:	Add your example below to show exceeding embedded practice
See everything as a possible teachable moment.	Balls and other objects often find their way onto the shade cloth and get stuck. This provides a great opportunity to turn this problem into a teachable moment by asking the children what we can do to get them off the shade cloth. This has led to some very inventive engineering solutions. See preschool 15/2/23	
Expand learning from the local community and excursions.	Our planned daily excursions have an aim eg, identifying patterns, numbers and shapes in the community. However, even with well planned intentions the children's interest can divert the excursions to something linked to what they find of interest in the community	
Base quality programs on children's interests and strengths.	Family camping trips create a real interest for children. Samuel recreated a campfire and invited his friends over to have a BBQ at his campsite. Mel assessed the children's knowledge about camping by asking what they take, where do they go and what do they do when camping. This led to Mel extending the learning by first showing a map of the local camping areas and then providing the children the resources to create their own map that identified their favourite location and the recreational things they like to do while camping. See 17/2/23	
Keep children safe by teaching safety strategies.	Excursions are an everyday event. To combine leaving the building and safety, the educators and children practiced using different exits that they use when conducting emergency rehearsals to ensure the children were confident in the many ways to exit the building.	

Week 4, 20 to 24 February 2023 – 1.2.1 Intentional teaching

<p>Ensure children are included and can participate.</p>	<p>Alex is with autism and is not ready to join into the group time activities. We incorporate learning that we know he likes, eg, ants. We have watched him follow ants in the garden and he knows where to find their tracks, so for our group time transition we have made a line of ants to the mat. This gets Alex close to the group and Claire then presents fun facts on ant, which Alex appears to find interesting, but at a distance. Each week he moves closer to the group of children.</p>	
<p>Consider and include diverse cultures from our service and community.</p>	<p>We have families with different cultures attend the service and we work together to identify celebrations that are appropriate. This in turn creates learning experiences for the whole service that are led by families and delivered to the children.</p>	
<p>Gain family involvement and create authentic community connections.</p>	<p>Many families work close by, which has led to many excursions to workplaces to see what mum and dad do. The families are very happy to share their job and from there learning has been extended in many ways, for example, Alex the accountant taught children how to conduct meetings, Bryce has taught us how to repair and spray paint a car that has been involved in an accident. To name just a few.</p>	

Exceeding – Critical Reflection Ed Leader and educators implement a variety of strategies to support Intentional Teaching. When “in community” we identify symbols and signs for communication and literacy. Patterns, shapes, numbers and boat sizes aid maths. Our local pond teaches the environment and sustainably, the mobility shop teaches inclusion, and large blocks of land aid running and physical activity. Composting teaches sustainability, hygiene, and seed propagation of natives and aids behaviour and friendships.

Week 4, 20 to 24 February 2023 – 1.2.1 Intentional teaching

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Answers from last week - Compliance test for educators

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Name of educator:

Questions	Response	Pass or Fail
Miss Rose asks whether there are any Regs covering routines and transitions which educators could use to extend children's learning. Are there?	Yes for example: Regulation 77 Health, hygiene and safe food practices Regulation 78 Food and beverages Regulation 81 Sleep and rest Regulation 97 Emergency and evacuation procedures Regulation 99 Children leaving the education and care service premises	
Miss Tamara asks for examples of the learning that could be promoted in relation to these Regulations. Please respond.	For example, learning about: <ul style="list-style-type: none"> germs, sneeze and cough etiquette, hand washing and infection control food safety eg temperature controls and safe storage food healthy food and drinks eg water best drink food intolerances and allergies, actions needed to protect others with allergies diverse foods in other cultures benefits of sleep/rest, impact on health if not enough sleep/rest different emergencies and emergency responses child safety/protection, 'stranger danger'	
Mr Tom asks if anything in the National Law is relevant as far as promoting element 1.1.3. Please respond.	Yes – section 167 Offence relating to protection of children from harm and hazards	

Week 4, 20 to 24 February 2023 – 1.2.1 Intentional teaching

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