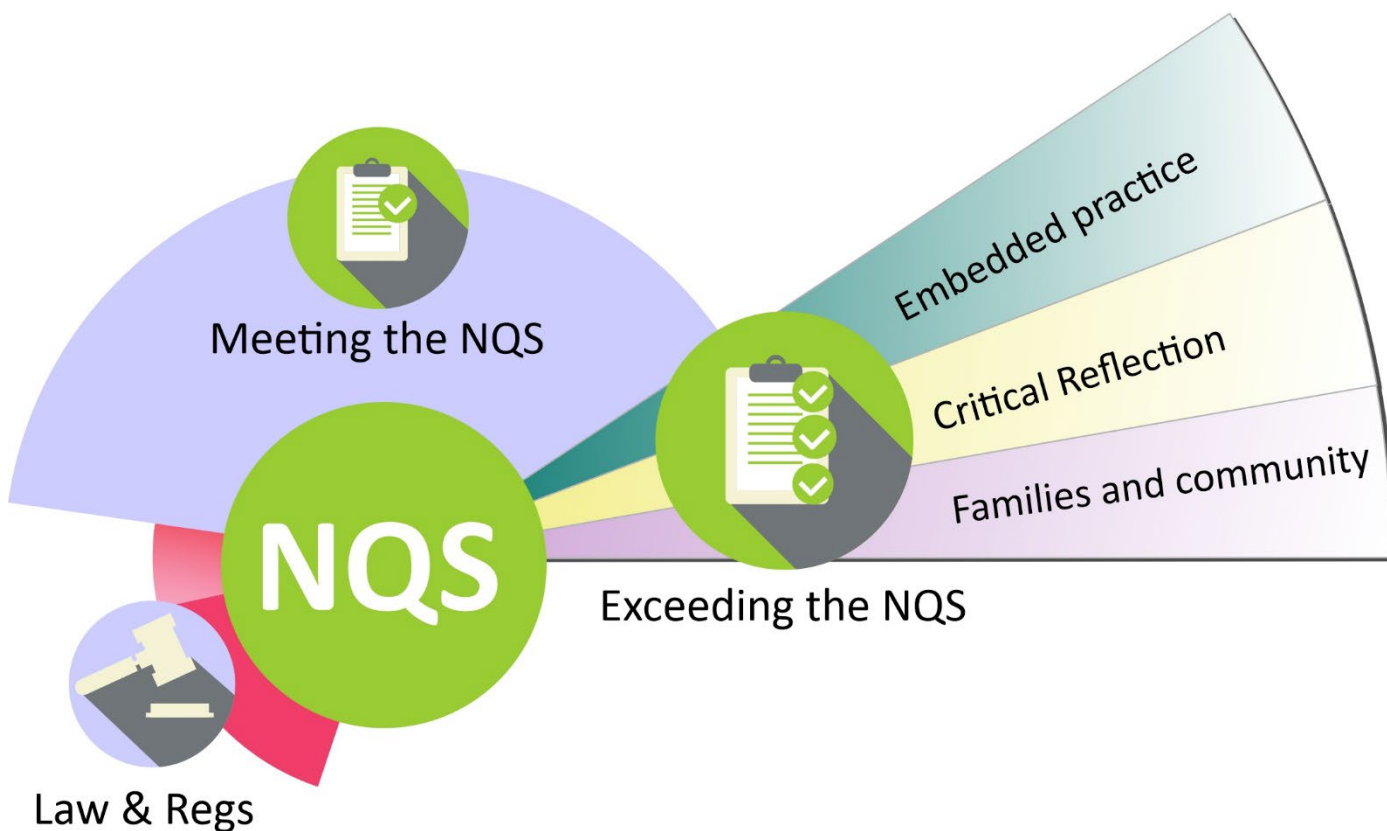


Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback.

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 5, 27 February to 3 March 2023 – 1.2.2 Responsive teaching and scaffolding

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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 1.2.2

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.

Educators use children's feedback to plan and create the curriculum. This feedback can come from comments given by children or looks and expressions and interest by nonverbal child.

Educators respond to and extend children's ideas to plan and create the curriculum. For example, we use Bloom's Taxonomy framework for categorising different levels of cognitive learning, starting from the simplest level of remembering information to the highest level of creating new knowledge.

Educators use open-ended questions to plan and create the curriculum. Examples include the following.

- "Who knows ...?"
- "What should/could we do ...?"
- "Where do you think we could find/look/do ...?"
- "I wonder what this means ...?"
- "What did you like about ...?"
- "What didn't you like about ...?"

Educators support children to engage in projects that extend learning over several days or weeks. For example, we use scaffolding by applying the process of providing temporary support, guidance, and structure to a learner as they acquire new knowledge, skills, or concepts. This support is gradually removed as the learner becomes more competent and independent.

Week 5, 27 February to 3 March 2023 – 1.2.2 Responsive teaching and scaffolding

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Educators break down complex tasks into smaller, more manageable steps, providing prompts or cues to guide learners, modelling the desired behaviour or skill, and offering feedback and support as learners work through problems or challenges. Examples of this practice is evident in the children's learning documentation.

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' responses to each child's ideas, questions, and feedback strongly promotes the principles and practices of the EYLF. These include:

- secure, respectful, and reciprocal relationships
- high expectations and equity, for example, children not limited by educator's values/beliefs about capabilities
- respect for diversity
- holistic approaches (physical, personal, social, emotional, and spiritual wellbeing)
- responsiveness to children
- learning through play
- cultural competence (educators' ability to understand and honour differences)
- ongoing learning and reflective practice (educators learn with children and reflect on effectiveness of responses/practices)
- intentional teaching (response to child's ideas, questions, and feedback)
- learning environments (organising in response to child's ideas, questions, and feedback)
- assessment for learning (what does the child know and how can we extend their learning?).

Exceeding – Embedded Practice All educators are consistently deliberate, purposeful, and thoughtful in their decisions and actions that impact on children's learning and development. The Ed Leader reflects and guides the educators to ensure they respond to children's ideas, incorporate them in the program and

extend them. We practise the technique of pointing and describing. This provokes the use of open-ended questions and the answers form part of children's feedback.

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



Exceeding - Critically Reflecting - One of the theoretical or philosophical influences on our practice in relation to element 1.2.2 is from EYLF 2023 V2 book p13:

Critical Reflection "Early childhood educators draw upon a range of perspectives in their work which may include:

- developmental theories
- socio-cultural theories
- practice theories
- ancestral knowledges
- place-based sciences
- critical theories
- feminist and post-structuralist theories

Exceeding – Critical reflections. A theoretical or philosophical influence on our practice relating to element 1.2.2 involves socio-behaviourist theories that focus on the role of experiences in shaping children's behaviour. This occurs during excursions, exposing children to the many social ways of being in our community and observing the ways people in the community act and respond. We often reflect upon this with the children, for example, describing customers' actions at the coffee shop, or in Bunnings.

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



Families



Community Links

Educators use the centre's location or community to respond to and scaffold children's learning. For example:

- recognising nearby environmental/geographical influences and physical features such as busy roads/river/farms
- connecting with community organisations/parent committees
- making the most of community influences such as local culture/everyday practices (farming, camping, sport, arts, apartment life with no backyards and therefore more focus on physical activity)
- connecting with community cultures such as Indigenous and refugees.

Exceeding – families and community Educators use our geographical location in a business park to respond to and scaffold children's learning. We have built close relationships with all the businesses, which enhances children's learning. Business logos, signs, occupations, and customer interaction extend literacy and numeracy skills and teach community awareness and concepts of belonging. The park's pond and trees are the greatest source of learning about the environment – ducks, hollows, galahs, bees, dragonflies, and frogs.

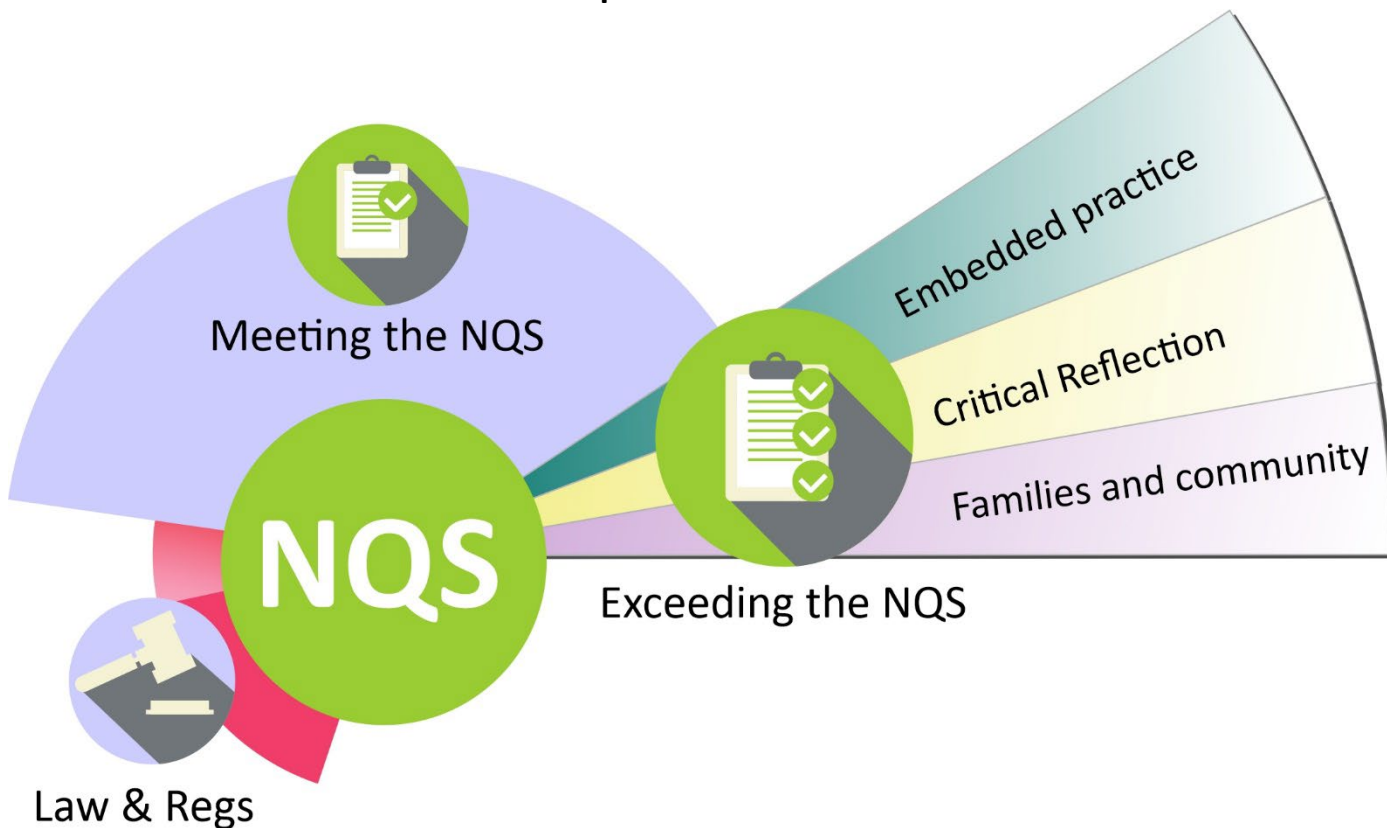
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Week 5, 27 February to 3 March 2023 – 1.2.2 Responsive teaching and scaffolding

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

Educational Leader and Nominated Supervisor



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There are **8 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/556454125/6c8eca0be0>

- (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 Blooms Taxonomy examples with your educators.
- (6) Explore the exceeding critical reflections and use parts you feel confident in.
- (7) Ensure your service is connecting with families to create intentional teaching opportunities.
- (8) 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 5, 27 February to 3 March 2023 – 1.2.2 Responsive teaching and scaffolding

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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 Chloe asked if there were any Regs covering Element 1.2.2 Responsive teaching and scaffolding. Are there?		
Mr Jack asks what scaffolding learning means. Please explain.		
Miss Sue asks if responsive teaching is the same as intentional teaching (element 1.2.1). Is it?		

Week 5, 27 February to 3 March 2023 – 1.2.2 Responsive teaching and scaffolding

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1.2.2

Responsive teaching and scaffolding

Week 5 – 27.2.2023

Monday to Friday

Educational Leader weekly sheet

Date	Educational Leader activity	With whom?	Comments	Follow up
Monday 27.2.23	Demonstrated practice in a room by becoming the room leader for the day.	Wombats	I could see the new room leader doing well, but there were things she didn't know as she had not seen it in practice before.	Follow up with the routine and ensure all educators know what to do.
Monday 27.2.23				
Tuesday 28.2.23				
Wednesday 1.3.23				
Thursday 2.3.23				
Friday 3.3.23				

General thoughts or ideas



Answers from last week - 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?	Yes but indirectly. Section 168 of the Law says the educational program must be delivered in a way that's consistent with the EYLF/MTOP – and one of the Practices' in the learning framework is Intentional Teaching.	
Miss Hanah asks if Reg 73 Educational Program is also relevant. Is it?	Yes. Using intentional teaching strategies educators support children's progress towards the five learning outcomes mentioned in the Reg.	
Miss Chloe says he's still not really clear what 'intentional teaching' means. Please respond.	It's deliberate and thoughtful conversations and actions educators take to challenge children and prompt them to think at a higher and broader level.	



Exceeding the NQS



Critical Reflection

This week, I'll be showing you some examples of how 'the theories that influence the development and implementation of the curriculum from EYLF 2023 V2 book p13. could be used.

I'll use our grey teal duck as an example; however I'll be leaving out development theories as it would be difficult to connect it to learning about a duck.

“Early childhood educators draw upon a range of perspectives in their work which may include:

- **developmental theories** that focus on describing and understanding the influences on, and processes of children’s learning, development, and wellbeing over time.
- **socio-cultural theories** that emphasise the central role families and cultural groups play in children’s learning and the importance of respectful relationships and provide insight into social and cultural contexts of learning and development.
- **practice theories**, such as affordance theory that asks educators to think, for example, about the possibilities for activity that the physical environment offers children.
- **ancestral knowledges** are ways of knowing and understanding shared through history and culture, in the written, oral and spiritual traditions of Aboriginal and Torres Strait Islander peoples.
- **place-based sciences** that foster community connections in ways that build on local (children, families, communities, and educators) funds of knowledge (experiences and understandings) that assist in building thriving learners and communities.
- **critical theories** that invite early childhood educators to challenge assumptions about curriculum and consider how their decisions may affect children differently.
- **feminist and post-structuralist theories** that offer insights into issues of power, equity and social justice in early childhood settings.

Learning plan based on socio-cultural theories regarding grey teal ducks.

Socio-cultural theories suggest that learning and development are shaped by cultural and social factors. Here's a possible learning plan based on socio-cultural theories:

Understanding the social and cultural context: To create an effective learning plan, it is important to understand the social and cultural context in which grey teal ducks live. This might include factors such as their natural habitat, social structures, and interactions with other animals and humans.

Identify key socio-cultural theories: There are several socio-cultural theories that could be applied to the learning plan for grey teal ducks. These include Vygotsky's zone of proximal development, Bandura's social learning theory, and Bronfenbrenner's ecological systems theory. Each theory provides a different lens through which to understand the social and cultural factors that influence the development of grey teal ducks.



Vygotsky's zone of proximal development is a concept in educational psychology that describes the range of skills that a child can perform with the guidance and assistance of a more knowledgeable individual. The idea is that a child's learning is most effective when they are

challenged to work just beyond their current level of competence, with the guidance and support of a more experienced person.

Week 5, 27 February to 3 March 2023 – 1.2.2 Responsive teaching and scaffolding

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When it comes to teaching preschool-aged children about grey teal ducks, you can use Vygotsky's zone of proximal development to help them learn about the ducks in a way that is challenging, yet achievable. Here are some steps you can take:

- 1. Assess the children's current knowledge:** Before you begin teaching about grey teal ducks, you should assess what the children already know. Ask them questions about ducks and see how much they already understand.
- 2. Introduce new information:** Once you have an idea of what the children know, you can begin to introduce new information about grey teal ducks. Use simple language and visual aids to help the children understand.
- 3. Provide guided practice:** To help the children work within their zone of proximal development, provide them with guided practice. This could involve showing them pictures or videos of grey teal ducks and asking them to describe what they see or having them practice drawing or tracing the ducks.
- 4. Encourage independent practice:** As the children become more familiar with grey teal ducks, encourage them to practice independently. Provide them with books or other resources that they can use to learn more about the ducks and allow them to explore their own interests.
- 5. Review and reinforce:** Finally, it is important to review what the children have learned and reinforce their understanding of grey teal ducks. This could involve asking them to explain what they have learned or creating a project that showcases their knowledge.



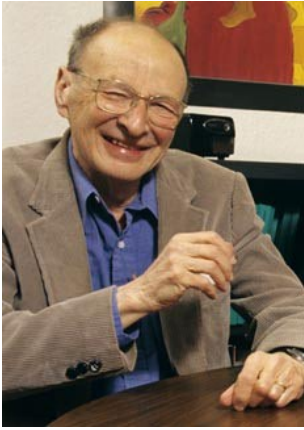
Bandura's social learning theory is a psychological theory that emphasizes the importance of observing and modelling the behaviours, attitudes, and emotional reactions of others in order to learn new skills and behaviours. This theory can be applied to teaching preschool-

aged children about grey teal ducks in the following ways:

- 1. Role modelling:** You can model interest and curiosity in grey teal ducks by showing enthusiasm, asking questions, and demonstrating a positive attitude towards the ducks. Children are more likely to become interested in something if they see others modelling that interest.
- 2. Observational learning:** Children can also learn about grey teal ducks by observing others interacting and learning about them. You can provide videos or pictures of the ducks, or even take the children on an excursion to observe the ducks in their natural habitat.
- 3. Reinforcement:** Bandura's theory also emphasizes the importance of reinforcement in learning. When children show an interest or ask questions about grey teal ducks, it's important to provide positive feedback and encouragement. You can reinforce their learning by praising them for their curiosity, showing them new and interesting facts about the ducks, and even providing rewards for their learning efforts.
- 4. Collaborative learning:** Bandura's theory also highlights the importance of collaboration and social interaction in learning. You can encourage children to work together to learn about grey teal ducks by providing group activities, such as drawing, painting, creating posters or small world habit creation, or even acting like the ducks.
- 5. Self-efficacy:** Finally, Bandura's theory emphasises the importance of self-efficacy, or the belief in one's own ability to succeed. Encourage children to take an active role in their own learning about grey teal ducks by asking questions, making observations, and drawing their own conclusions. Provide opportunities for them to share what they have learned with others, building their confidence and sense of mastery over the topic.

Week 5, 27 February to 3 March 2023 – 1.2.2 Responsive teaching and scaffolding

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Bronfenbrenner's ecological systems theory is a psychological theory that emphasizes the importance of considering the various contexts and systems in which children develop, including the family, the community, and the broader cultural and societal influences.

This theory can be applied

to teaching preschool-aged children about grey teal ducks in the following ways:

Microsystem: The microsystem refers to the immediate environment in which children interact and develop, including their family, friends, and teachers. You can incorporate learning about grey teal ducks into the children's microsystem by encouraging parents and teachers to talk to the children about the ducks, provide them with books or videos about the ducks, and even take them on an excursion to observe the ducks in their natural habitat.

Mesosystem: The mesosystem refers to the connections and interactions between different aspects of the microsystem, such as the relationship between the child's family and their centre/school. You can incorporate learning about grey teal ducks into the mesosystem by involving both parents and teachers in the learning process, encouraging them to collaborate and share information about the ducks with each other and with the children.

Exosystem: The exosystem refers to the broader social and cultural context in which children develop, such as the community, the media, and the larger society. You can incorporate learning about grey teal ducks into the exosystem by providing children with access to media and resources that showcase the ducks, such as nature documentaries, children's books, and educational websites.

Macrosystem: The macrosystem refers to the broader cultural and societal influences that shape children's development, such as cultural norms, values, and beliefs. You can incorporate learning about grey teal ducks into the macrosystem by exploring the cultural significance of the ducks, and how they are viewed and valued in different cultures and societies.

Week 5, 27 February to 3 March 2023 – 1.2.2 Responsive teaching and scaffolding

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Chronosystem: The chronosystem refers to the historical and developmental context in which children develop, including the era in which they are born and the historical events that shape their world. You can incorporate learning about grey teal ducks into the chronosystem by exploring the historical significance of the ducks, such as their role in Indigenous cultures or in historical conservation efforts.

Learning plan based on practice theories regarding grey teal ducks.

Practice theories suggest that learning and development are shaped by the everyday practices that individuals engage in, and that learning occurs through participation in these practices. Here's a possible learning plan based on practice theories for grey teal ducks:

Identify key practices: To create an effective learning plan, it is important to identify the key practices that grey teal ducks engage in. This might include activities such as feeding, swimming, and grooming, as well as social practices such as communication, mating behaviours and raising offspring.

Create a learning environment that supports practice: Based on the understanding of key practices, it is important to create a learning environment that supports learning about the natural practices of grey teal ducks. This might involve safely providing children access to appropriate habitats, food, and water of the grey teal duck. Ensure you assist children to observe the social interactions with other ducks.

Encourage active participation: Practice theories suggest that learning occurs through active participation in everyday practices. In a learning plan for grey teal ducks, this might involve creating activities that encourage active participation in key practices, such as providing opportunities for the children to source appropriate food for the ducks to eat and observe the way the ducks engage in social behaviours when they eat and nurture their ducklings.

Provide opportunities for reflection: Practice theories also emphasise the importance of reflection and the role of feedback in shaping learning. In a learning plan for grey teal ducks, this might involve providing opportunities for children to reflect on their

experiences and learn from feedback provided by other children or from the environment itself.

Monitor progress and adjust the learning plan: As the learning about grey teal ducks progresses, it is important to monitor the children's progress and adjust the learning plan as needed.

Learning plan based on **ancestral knowledge** regarding grey teal ducks.

Ancestral knowledge, also known as **traditional ecological knowledge**, refers to the collective knowledge and practices of **indigenous communities** and other traditional societies, passed down from generation to generation. Here's a possible learning plan based on ancestral knowledge for grey teal ducks:

Learn about the cultural and historical context: To create an effective learning plan based on ancestral knowledge, it is important to understand the cultural and historical context in which this knowledge developed. This might involve learning about the ways in which indigenous communities and other traditional societies have interacted with grey teal ducks and other wildlife over time.

Identify key ancestral knowledge practices: Based on the understanding of the cultural and historical context, it is important to identify the key ancestral knowledge practices that relate to grey teal ducks. This might include traditional hunting and gathering practices, as well as knowledge about the ecological relationships between ducks and other animals and their environment.

Create a learning environment that honours ancestral knowledge: In a learning plan based on ancestral knowledge, it is important to create a learning environment that honours and respects the traditional knowledge and practices of indigenous communities and other traditional societies. This might involve providing opportunities for cultural exchange and collaboration, as well as incorporating traditional practices into the learning activities.

Encourage active participation in traditional practices: Ancestral knowledge is often passed down through active participation in traditional practices. In a learning plan for grey teal ducks, this might involve

providing opportunities for active participation in traditional hunting and gathering practices, or creating activities that encourage engagement with traditional ecological knowledge through songs, dance and storytelling.

Overall, a learning plan based on ancestral knowledge for grey teal ducks should be designed to honour and respect the traditional ecological knowledge and practices of indigenous communities and other traditional societies. The learning environment should provide opportunities for cultural exchange and active participation in traditional practices, while also incorporating contemporary scientific knowledge to promote a holistic understanding of the ecological relationships between ducks and their environment.

Here is an 8-week lesson plan for preschool children based on **Australian Aboriginal ancestral knowledge** regarding grey teal ducks:

Week 1: Introduction to Australian Aboriginal Ancestral Knowledge

- Introduce the concept of Australian Aboriginal ancestral knowledge and explain its importance in understanding the natural world.
- Discuss how Australian Aboriginal people have used their knowledge to live in harmony with the environment.
- Use pictures and stories to illustrate the connections between Australian Aboriginal people, the environment, and grey teal ducks.

Week 2: Dreamtime Stories and the Grey Teal Duck

- Introduce the concept of Dreamtime stories and their importance in Australian Aboriginal ancestral knowledge.
- Read a Dreamtime story that features the grey teal duck and discuss its meaning and significance.
- Use art, dance, rituals and song activities to help the children engage with the story and explore its themes.

Week 5, 27 February to 3 March 2023 – 1.2.2 Responsive teaching and scaffolding

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Week 3: Understanding Grey Teal Duck Behaviours

- Discuss how Australian Aboriginal people have observed the behaviours of grey teal ducks and developed an understanding of their movements and behaviours.
- Take the children on a nature walk to observe grey teal ducks in their natural habitat and encourage them to use their senses to explore the ducks' behaviours.
- Use drawings and stories to help the children remember and reflect on what they have observed.

Week 4: The Grey Teal Duck in Traditional Aboriginal Culture

- Introduce the ways in which grey teal ducks are depicted in traditional Aboriginal art, such as bark paintings, symbols and art.
- Discuss the meanings and significance of these depictions and how they relate to traditional Aboriginal culture.
- Use art activities to encourage the children to create their own depictions of grey teal ducks in traditional Aboriginal style.

Week 5: Traditional Aboriginal Hunting and Gathering

- Discuss the ways in which traditional Aboriginal people hunted and gathered food, including the hunting of grey teal ducks.
- Explain the ethical considerations that were considered when hunting grey teal ducks and how this relates to the concept of sustainable living.
- Use role-play and storytelling activities to help the children understand the principles of sustainable living and the importance of respecting the environment.

Week 6: Grey Teal Duck as a Food Source

- Discuss the ways in which grey teal ducks were used as a food source in traditional Aboriginal culture.
- Explain the importance of respecting the animal and the rituals that were performed before and after hunting the duck.
- Use cooking activities to help the children prepare and cook traditional Aboriginal dishes that feature duck, you will need to use

supermarket purchased duck, not grey teal ducks.

Week 7: Grey Teal Duck as a Symbol of Connection

- Discuss the ways in which grey teal ducks are used as a symbol of connection in traditional Aboriginal culture.
- Explain the connections between the ducks, the environment, and traditional Aboriginal culture.
- Use storytelling and art activities to encourage the children to explore their own connections with the natural world.

Week 8: Grey Teal Duck Reflection and Recap

- Provide time for the children to reflect on what they have learned about grey teal ducks and their significance in traditional Aboriginal culture.
- Use traditional Aboriginal games and activities to reinforce the concepts learned throughout the 8-week lesson plan.
- Provide opportunities for the children to share their experiences and what they have learned with their families.

Learning plan based on place-based sciences regarding grey teal ducks.

Place-based sciences refer to the use of local knowledge, culture, and ecology to support learning and research. Here's a possible learning plan based on place-based sciences for grey teal ducks:

Understand the local ecology and culture: In order to create an effective learning plan based on place-based sciences, it is important to understand the local ecology and culture of the region where grey teal ducks are found. This might involve learning about the local flora and fauna, as well as the cultural practices and traditions of the people who live in the area.

Identify key local knowledge and practices: Based on the understanding of the local ecology and culture, it is important to identify the key local knowledge and practices that relate to grey teal ducks. This might include knowledge about the ecological relationships between ducks and other animals and their environment, as well as traditional hunting and gathering practices.

Week 5, 27 February to 3 March 2023 – 1.2.2 Responsive teaching and scaffolding

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Create a learning environment that reflects the local ecology and culture: In place-based sciences, it is important to create a learning environment that reflects the local ecology and culture. This might involve providing opportunities for engagement with local ecological and cultural practices, as well as incorporating local knowledge and culture into the learning activities.

Encourage active participation in local practices: Place-based sciences emphasise the importance of active participation in local practices to support learning and research. In a learning plan for grey teal ducks, this might involve providing opportunities for active participation in local bird watching and counting practices for community science projects, or creating activities that encourage engagement with local ecological knowledge including protecting the duck's habitat.

Overall, a learning plan based on place-based sciences for grey teal ducks should be designed **to reflect the local ecology and culture of the region** in which they are found. The learning environment should provide opportunities for engagement with local ecological and cultural practices, while also incorporating contemporary scientific knowledge to promote a holistic understanding of the ecological relationships between ducks and their environment.

Here is an 8-week lesson plan for preschool children based on practice theories regarding grey teal ducks:

Week 1: Introduction to Grey Teal Ducks and Their Habitat

- Read a story about grey teal ducks to the children and discuss their characteristics and behaviours.
- Introduce the concept of habitats and explain the different types of habitats where grey teal ducks can be found.
- Use pictures and diagrams to illustrate the different types of habitats and help the children understand the unique characteristics of each.

Week 2: Observing Grey Teal Ducks in Nature

- Take the children on a nature walk to observe grey teal ducks in their natural habitat.

Week 5, 27 February to 3 March 2023 – 1.2.2 Responsive teaching and scaffolding

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- Encourage the children to use their senses to observe the behaviour and movements of the ducks.
- Provide magnifying glasses and binoculars to help the children see the ducks more clearly.

Week 3: Creating a Habitat for Grey Teal Ducks

- Discuss the importance of creating a suitable habitat for grey teal ducks and the different elements that are necessary for their survival.
- Work with the children to create a habitat for grey teal ducks, using materials such as mud, sticks, and leaves.
- Observe the behaviour of the children as they create the habitat and discuss how their actions are like those of the ducks.

Week 4: Nest Building and Egg Hatching

- Introduce the concept of nesting and explain how grey teal ducks build their nests.
- Provide materials such as feathers, grass, and twigs for the children to build their own nests.
- Use props such as plastic eggs and dolls to illustrate the process of egg hatching and the care of the ducklings.

Week 5: Grey Teal Duck Migration

- Introduce the concept of migration and explain how grey teal ducks migrate to different habitats throughout the year.
- Discuss the reasons why grey teal ducks migrate and the challenges they face during migration.
- Use maps and pictures to illustrate the migration patterns of grey teal ducks.

Week 6: Food and the Grey Teal Ducks

- Discuss the different types of food that grey teal ducks eat and their importance to the ducks' survival.
- Work with the children to create a feeding station for the ducks using bird seed and other appropriate foods.
- Observe the behaviour of the ducks as they come to feed and discuss the importance of providing food for wildlife.

Week 7: Grey Teal Duck Conservation

- Discuss the importance of conservation and how humans can help protect grey teal ducks and their habitat.

- Introduce the concept of environmental conservation and discuss the ways in which humans can reduce their impact on the environment.
- Work with the children to create posters or artwork that promote the conservation of grey teal ducks and their habitat.

Week 8: Grey Teal Duck Reflection and Recap

- Provide time for the children to reflect on what they have learned about grey teal ducks and their habitat.
- Use games and activities to reinforce the concepts learned throughout the 8-week lesson plan.
- Provide opportunities for the children to share their experiences and what they have learned with their families.

Learning plan based on critical theories regarding grey teal ducks.

Critical theories refer to a range of theoretical frameworks that focus on questioning and analysing power structures and systems of oppression. Here's a possible learning plan based on critical theories for grey teal ducks:

Understand the power structures and systems of oppression: To create an effective learning plan based on critical theories, it is important to understand the power structures and systems of oppression that impact grey teal ducks. This might involve learning about the ways in which human activities, such as habitat destruction and hunting, impact the ducks and their natural habitat.

Identify key critical theories: Based on the understanding of the power structures and systems of oppression, it is important to identify the key critical theories that relate to grey teal ducks. This might include feminist and environmental justice theories, as well as postcolonial and decolonial theories.

Create a learning environment that promotes critical consciousness: In a learning plan based on critical theories, it is important to create a learning environment that promotes critical consciousness, or the ability to analyse and question power structures and systems of oppression. This might involve creating opportunities for critical reflection and discussion, as

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well as incorporating diverse perspectives and experiences.

Encourage activism and social change: Critical theories emphasize the importance of activism and social change in addressing power structures and systems of oppression. For our grey teal ducks, this might involve creating opportunities for activism and social change, such as engaging in conservation efforts or advocating for policies that support the protection of grey teal ducks and their habitat.

Overall, a learning plan based on critical theories for grey teal ducks should be designed to promote critical consciousness, activism, and social change. The learning environment should provide opportunities for critical reflection and discussion, while also incorporating diverse perspectives and experiences to support a deeper understanding of power structures and systems of oppression that impact grey teal ducks and their natural habitat.

Learning plan based on feminist and post-structuralist theories regarding grey teal ducks.

Feminist and post-structuralist theories focus on questioning and challenging dominant narratives and power structures, as well as analysing the ways in which gender and other social categories intersect with knowledge and power. Here's a possible learning plan based on feminist and post-structuralist theories for grey teal ducks:

Understand the ways in which gender and other social categories intersect with knowledge and power: It is important to understand the ways in which gender and other social categories intersect with knowledge and power in the context of grey teal ducks. This might involve learning about the ways in which human activities, such as hunting and habitat destruction, impact grey teal ducks, as well as the ways in which gender and other social categories influence knowledge production, environmental decision-making and the influence building and housing development has created.

Identify key feminist and post-structuralist theories: It is important to identify the key feminist and post-structuralist theories that relate to grey teal ducks.

This might include theories of environmental justice, feminist ecology, and postcolonial and decolonial theories.

Create a learning environment that is inclusive and diverse:

It is important to create a learning environment that is inclusive and diverse, and that considers the ways in which gender and other social categories intersect with knowledge and power. This might involve creating opportunities for diverse perspectives and experiences, as well as promoting critical reflection and questioning of dominant narratives. Involving families and their perspectives would enhance the environment.

Encourage activism and social change: Feminist and post-structuralist theories emphasize the importance of activism and social change in challenging dominant narratives and power structures. In a learning plan for grey teal ducks, this might involve creating opportunities for activism and social change, such as engaging in conservation efforts that promote the protection of grey teal ducks and their natural habitat, and advocating for policies that support environmental justice and equity.

Overall, a learning plan based on feminist and post-structuralist theories for grey teal ducks should be designed to promote inclusivity, diversity, critical reflection, and activism. The learning environment should provide opportunities for diverse perspectives and experiences, while also challenging dominant narratives and power structures that impact grey teal ducks and their natural habitat.

Learning plan based on Gardner's multiple intelligence theory regarding grey teal ducks.

Gardner's multiple intelligence theory suggests that individuals have a variety of intelligences, including verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, musical-rhythmic, interpersonal, intrapersonal, and naturalistic. To create a learning plan about grey teal ducks for preschool-aged children based on this theory, you can design activities that tap into multiple intelligences in the following ways:

Verbal-linguistic: Provide children with books or stories about grey teal ducks and encourage them to

ask questions and share their own thoughts and observations. You can also provide opportunities for them to learn new vocabulary related to ducks, such as "feathers" or "webbed feet."

Logical-mathematical: Engage children in activities that require problem-solving and critical thinking, such as creating a duck-themed puzzle or matching activity. You can also provide opportunities for them to count and measure different aspects of the ducks, such as their wingspan or the number of feathers on their bodies.

Visual-spatial: Provide children with pictures and videos of grey teal ducks and encourage them to draw or paint their own representations of the ducks. You can also provide opportunities for them to create dioramas or other three-dimensional representations of the ducks and their habitat.

Bodily-kinesthetic: Engage children in activities that involve movement and physical exploration, such as acting out the movements of ducks or creating a dance inspired by the ducks' behaviour. You can also provide opportunities for them to interact with ducks in a safe and supervised environment, such as feeding them or observing them at a local pond or park.

Musical-rhythmic: Introduce children to music inspired by ducks or the natural environment and encourage them to create their own musical compositions inspired by the ducks. You can also provide opportunities for them to sing songs about ducks or create their own duck-themed chants or rhymes.

Interpersonal: Provide opportunities for children to collaborate and work together, such as creating a group project or a collaborative art piece inspired by the ducks. You can also encourage children to share their thoughts and observations with each other, and to practice active listening skills.

Intrapersonal: Encourage children to reflect on their own thoughts and emotions related to the ducks, and to express their own individual perspectives and experiences. You can also provide opportunities for them to engage in self-directed learning, such as choosing their own books or materials related to the ducks.

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Naturalistic: Provide opportunities for children to explore the natural world and to observe and interact with ducks in their natural habitat. You can also provide opportunities for them to learn about other animals and plants that live in the same environment as the ducks, and to explore the connections between different aspects of the natural world.

8-week lesson plan based on Gardner's multiple intelligence theories for grey teal ducks:

Week 1: Introduction to Grey Teal Ducks

- Introduction to Grey Teal ducks, including their habitat, diet, and behaviour.
- Focus on naturalistic intelligence through observation of the ducks in their natural environment.
- Introduction to various types of water bodies, food sources, and different species of animals that are found in their natural habitat.

Week 2: Bodily-kinaesthetic intelligence

- Focus on bodily-kinaesthetic intelligence through activities such as swimming, diving, and feeding.
- Opportunities for ducks to engage in these activities to develop and strengthen their physical abilities and coordination.

Week 3: Spatial intelligence

- Introduction to spatial intelligence, including the ducks' ability to navigate and find their way in their habitat.
- Opportunities for ducks to explore different parts of their habitat and practice spatial navigation.

Week 4: Linguistic intelligence

- Introduction to linguistic intelligence through observation and communication among the ducks.
- Encouragement of socialization and communication among the ducks through vocalizations and other nonverbal cues.

Week 5: Interpersonal intelligence

- Introduction to interpersonal intelligence through social interactions between ducks
- Opportunities for collaboration and mentorship between older and younger children, like the ducks, as well as socializing with other duck species and waterfowl

Week 6: Intrapersonal intelligence

- Focus on intrapersonal intelligence through self-reflection and observation of the ducks' behaviour.
- Encouragement of self-directed exploration and individualized behaviour among the ducks

Week 7: Musical intelligence

- Introduction to musical intelligence through the ducks' vocalizations and other forms of sound-making
- Encouragement of vocalizations and other forms of musical expression among the ducks.

Week 8: Culminating activities

- Culminating activities to reinforce all the various intelligences developed over the course of the learning plan.
- Activities might include scavenger hunts in the habitat, collaborative activities among the ducks, and opportunities for free exploration and play.

Exceeding – Critical Reflection A theoretical or philosophical influence on our practice relating to element 1.2.2 involves Place-based sciences that refer to the use of local knowledge, culture, and ecology to support learning and research. This occurs during excursions, exposing children to the many animals their interactions and interdependence in our community and observing the ways we and they respond. We often reflect upon this with the children, for example, our project that explored many aspects of our local grey teal duck.

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