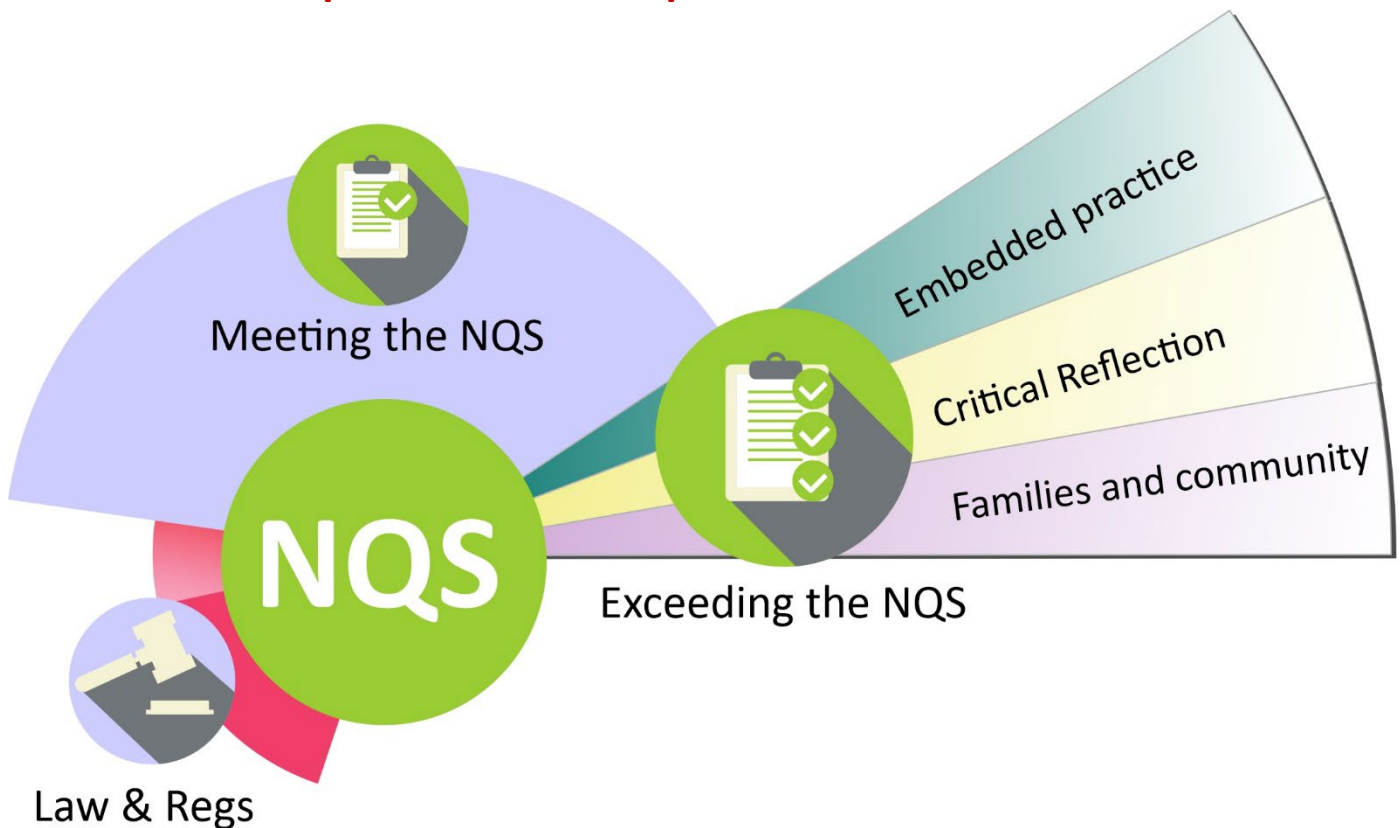


Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback.

Section 2. Examples of what’s required for educators.



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.

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.



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 and Regulation 73 Educational Program

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

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.

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- 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.

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.

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

Let’s look at some of these points in the planning stage.

Bloom’s Taxonomy

The children visit the pond, and the ducks are always an interest to them. To give a child’s interest structure for learning then Bloom’s Taxonomy is a great place to start.



Bloom's Taxonomy is a framework for categorising different levels of cognitive learning, starting from the simplest level of remembering information to the

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highest level of creating new knowledge. The taxonomy has six levels, and each level builds on the previous one. Here's a sample learning plan for studying grey teal ducks:

Level 1: Remembering

- Identify the basic characteristics of grey teal ducks, including their size, colour, and habitat.
- Memorise the scientific name for the grey teal duck (*Anas gracilis*).
- Recall the migration patterns of grey teal ducks.

Level 2: Understanding

- Explain how the anatomy of grey teal ducks allows them to swim, dive, and fly.
- Describe the life cycle of grey teal ducks and the different stages they go through from birth to maturity.
- Discuss the role of grey teal ducks in their ecosystem and how they contribute to their environment.

Level 3: Applying

- Use your knowledge of grey teal duck anatomy to identify different parts of a duck on a diagram or in real life.
- Analyse the habitat requirements of grey teal ducks and recommend ways to improve their living conditions in an environment where their population is declining.
- Apply your understanding of migration patterns to predict where a group of grey teal ducks might be found at a certain time of year.

Level 4: Analysing

- Compare and contrast the physical characteristics of grey teal ducks with those of other ducks, such as mallards or wood ducks.
- Evaluate the impact of human activities, such as hunting or pollution, on the population of grey teal ducks in a particular region.
- Analyse the feeding habits of grey teal ducks and their role in the food chain of their ecosystem.

Level 5: Evaluating

- Assess the effectiveness of different conservation strategies for grey teal ducks and recommend the best approach for protecting their population.

- Judge the credibility and reliability of different sources of information about grey teal ducks

See how the levels scaffold the learning. A lesson plan spread it over 8 weeks would look like below.

8-week lesson plan based on Bloom's Taxonomy for children to learn about grey teal ducks:

Week 1: Remembering

- Introduce grey teal ducks and discuss their basic characteristics, such as their size, colour, and habitat.
- Use picture books and videos to help children remember the name of the grey teal duck.
- Introduce a song or nursery rhyme about grey teal ducks to help children remember their characteristics.

Week 2: Understanding

- Discuss the anatomy of grey teal ducks and how it allows them to swim, dive, and fly.
- Use visual aids, such as picture books and toy ducks, to help children understand the anatomy of the grey teal duck.
- Introduce simple vocabulary words, such as "wings," "feathers," and "bill," to help children understand the different parts of a grey teal duck's anatomy.

Week 3: Applying

- Using pictures and toys, help children identify different parts of a grey teal duck's anatomy.
- Encourage children to pretend they are grey teal ducks by flapping their arms and waddling like a duck.
- Set up a water table with toy ducks and other waterfowl to allow children to apply their knowledge of ducks' aquatic lifestyle.

Week 4: Analysing

- Use pictures and videos to compare and contrast the physical characteristics of grey teal ducks with those of other ducks, such as mallards or wood ducks.
- Encourage children to sort pictures of different types of ducks and identify which ones are grey teal ducks.
- Use simple language to help children analyse the different physical characteristics of the grey

teal duck and how they help it survive in its environment.

Week 5: Evaluating

- Introduce the concept of conservation and explain how it helps protect grey teal ducks and other animals.
- Use pictures and videos to help children evaluate the impact of human activities, such as pollution and habitat destruction, on grey teal ducks.
- Encourage children to brainstorm ways they can help protect grey teal ducks and their habitat.

Week 6: Creating

- Encourage children to create their own grey teal duck art using paint, crayons, or playdough.
- Use toys and props to help children create their own imaginary habitat for grey teal ducks.
- Set up a sensory bin with water and toy ducks to encourage children to create their own duck ponds and habitats.

Week 7: Review

- Review all previous lessons and encourage children to share their knowledge with their peers.
- Use picture books and songs to help children review the characteristics of grey teal ducks.
- Set up a duck-themed scavenger hunt to help children review their knowledge of grey teal ducks and other types of waterfowl.

Week 8: Final Review and Celebration

- Review all topics covered in the course and assess children's comprehension through play-based activities and games.
- Celebrate with a duck-themed party, complete with duck crafts and snacks.
- Provide parents with resources to continue their children's learning about grey teal ducks at home.

See how this level of planning shows how you are meeting the Element 1.2.2 Responsive teaching and scaffolding. An example like these could be referred to in your QIP. For NSW you need to make sure you can show examples like this on the day which means you must know where to access them quickly during an A&R visit.

Let's check our documentation to see if it is meeting.

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Responsive teaching and scaffolding

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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. This process uses the **summative assessment process** from the **new MTOP**. Educators review your achievements and capabilities at specified or selected timepoints. Please make a judgement about the path you are on to understanding the element.

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
Would visitors to your room see you looking for new ways to implement activities eg let's draw from a bird's eye view rather than a front on view?					
Would visitors to your room see you research and learn with the children if you're unfamiliar with a topic?					
Would visitors to your room see you explaining ideas and concepts to children when opportunities arise?					
Would visitors to your room see you encouraging children to investigate, experiment and test their ideas?					
Would visitors to your room see a plan (Bloom's Taxonomy) for 'mini projects' based on children's interests and knowledge?					
Would visitors to your room see you develop children's connections with their families and community when you plan and respond to children eg consider local culture, places, jobs, activities?					
Would visitors to your room see you encourage children to listen to and consider other children's ideas and suggestions?					
Would visitors to your room see you plan activities for small and large groups?					
Would visitors to your room see you follow children's lead in their play and take on imaginary roles/ characters?					
Would visitors to your room see you implement extension activities and experiences other than art and craft?					
Would families visiting your room see you make sure environments are regularly reorganised and refreshed to encourage children's natural curiosity?					
Interactions					
Would visitors to your room see you ask open-ended questions to promote children's learning?					
Would visitors to your room see you provide positive feedback and additional ideas when children discuss issues?					
Would visitors to your room see you give positive feedback when children build on their skills or transfer them from one context to another?					

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



The MTOP says. “Evaluation practices involve educators’ critical reflection on the effectiveness of their planning and implementation of curriculum for children’s learning as part of the planning cycle, both for and with children’. 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>	<p>I saw baby duck at the pond the other day. Miss Hannah said that the babies come from eggs. I thought the babies came from mum and dad ducks. (Tommy)</p>	<p>Tommy’s mum spoke to Miss Hannah and suggested educators could teach children more about the ducks and the environment they live in and how they get their food and where they sleep along with where they fly to.</p>
<p>an educator</p>	<p>Tommy commented on the baby ducks and asked where they came from. I said ‘eggs’ and he looked strangely at me and said ‘no, mum, dad’. Which is so cute, he does appear to understand the eggs come from Mum first. I wonder what he does know about ducks and eggs. I think we better explore this further.</p>	
<p>your families</p>	<p>Tommy is very curious about birds, and he loves ducks. – we’ve seen many ducks in the pond near our place. He’s been asking questions like “where do they sleep?” and “Where do they fly to?” Maybe educators could include this in the program?</p>	<p>Miss Hannah developed a detailed eight week learning plan based on Bloom’s taxonomy. This assisted her to create a structure for her to scaffold and extend learning.</p>
<p>theorist and current research</p>	<p>The goal of scaffolding learning is to help learners move from their current level of understanding to a higher level of understanding, while also fostering independence and self-directed learning. Scaffolding can take many forms, such as breaking down complex tasks into smaller, more manageable steps, providing prompts or cues to guide learners.</p>	

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Responsive teaching and scaffolding

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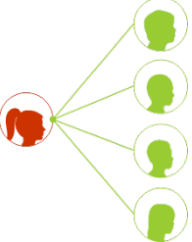
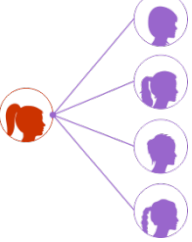
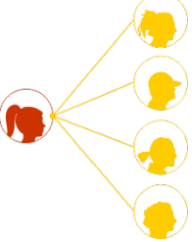
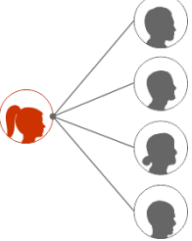
Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback.



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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>		

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Families



Community
Links

Educators' responses to each child's ideas, questions, and feedback strongly promotes the principles and practices of the MTOP. 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?).*

The children in Ms. Lily's class were thrilled to take a trip to the nearby pond. They had been learning about different types of animals and were especially interested in ducks.

Upon arriving at the pond, the children were filled with excitement as they saw ducks swimming in the water. They were amazed at how the ducks could swim so effortlessly and wanted to get closer to them. Ms. Lily encouraged them to observe the ducks from a safe distance, and the children were quick to notice the different colours on their feathers.

As they observed the ducks, Ms. Lily asked them questions to encourage their critical thinking skills. She asked them what the ducks were doing, what they were eating, and how they were able to swim in the water. The children eagerly answered, showing their

understanding of the ducks' behaviours and movements.

Ms. Lily then led the children in a discussion about the different parts of the ducks' bodies, including their beaks and webbed feet. The children were fascinated to learn that the ducks' webbed feet help them swim and stay afloat in the water. They were even more amazed to learn that the ducks' beaks are designed to catch food both in and out of the water.

As the children continued to watch the ducks, they became curious about what the ducks were eating. Ms. Lily explained that ducks like to eat insects, small fish, and plants. She encouraged the children to look for different types of food in the pond, which led to a discussion about the different types of plants that grow in the water.



While observing the ducks, the children also began to notice other animals living in and around the pond. They saw dragonflies flying over the water, turtles sunbathing on logs, and fish swimming beneath the surface. Ms. Lily took this opportunity to introduce new vocabulary words to the children, including "insects," "reptiles," and "fish." She asked them questions about these animals and their behaviours, prompting the children to use their comprehension skills.

As the children continued to observe the animals, Ms. Lily asked them to use their imagination and think about what it would be like to live in the pond. They talked about the different challenges that animals face, such as finding food and avoiding predators. The children showed their ability to analyse and evaluate different situations as they discussed the different strategies that animals use to survive in their environment.

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After spending some time observing the animals, Ms. Lily led the children in a game of "Duck, Duck, Goose." The children were thrilled to pretend to be ducks and geese, and they used their motor skills to run and chase each other around the pond.

As the trip to the pond came to an end, the children said goodbye to the ducks and other animals and returned to their classroom. Ms. Lily asked them to draw pictures of what they saw and learned, encouraging their creativity and expression.

The trip to the pond provided the children with a fun and engaging way to learn about animals and their behaviours. Through their observations and discussions, they were able to use their critical thinking, comprehension, and analysis skills. They also learned new vocabulary words and developed their creativity and expression.

Overall, the trip to the pond was an excellent opportunity for the children to use different levels of

Bloom's taxonomy without even realising it. They were able to apply their knowledge of animals, analyse and evaluate different situations, and create and express their own ideas. Through this experience, the children developed a deeper understanding of the natural world around them, and they will no doubt be eager to explore and learn more in the future.

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.

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

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Photography Policy

The Approved Provider or Nominated Supervisor will ensure:

- the Policy is discussed with parents/families during enrolment
- parents authorise taking photos/videos of their child in writing before any are taken at the centre
- 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
- service phones, tablets etc are never taken home by employees and are stored securely
- photos/videos used publicly only refer to child by first name and surname initial.

Parents/families:

- can only photograph/video their own children unless given permission by another child's parents
- must not share photos/videos with other children or educators (eg on social media) without express consent from child's parents or educators.

Do you have any feedback or comments about this policy? Please include below

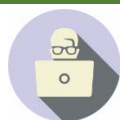
Educator's Name	Educator's Signature

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1.2.2

Responsive teaching and scaffolding

Week 5 – 27.2.2023
Monday to Friday



Add to 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 MTOPP.</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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