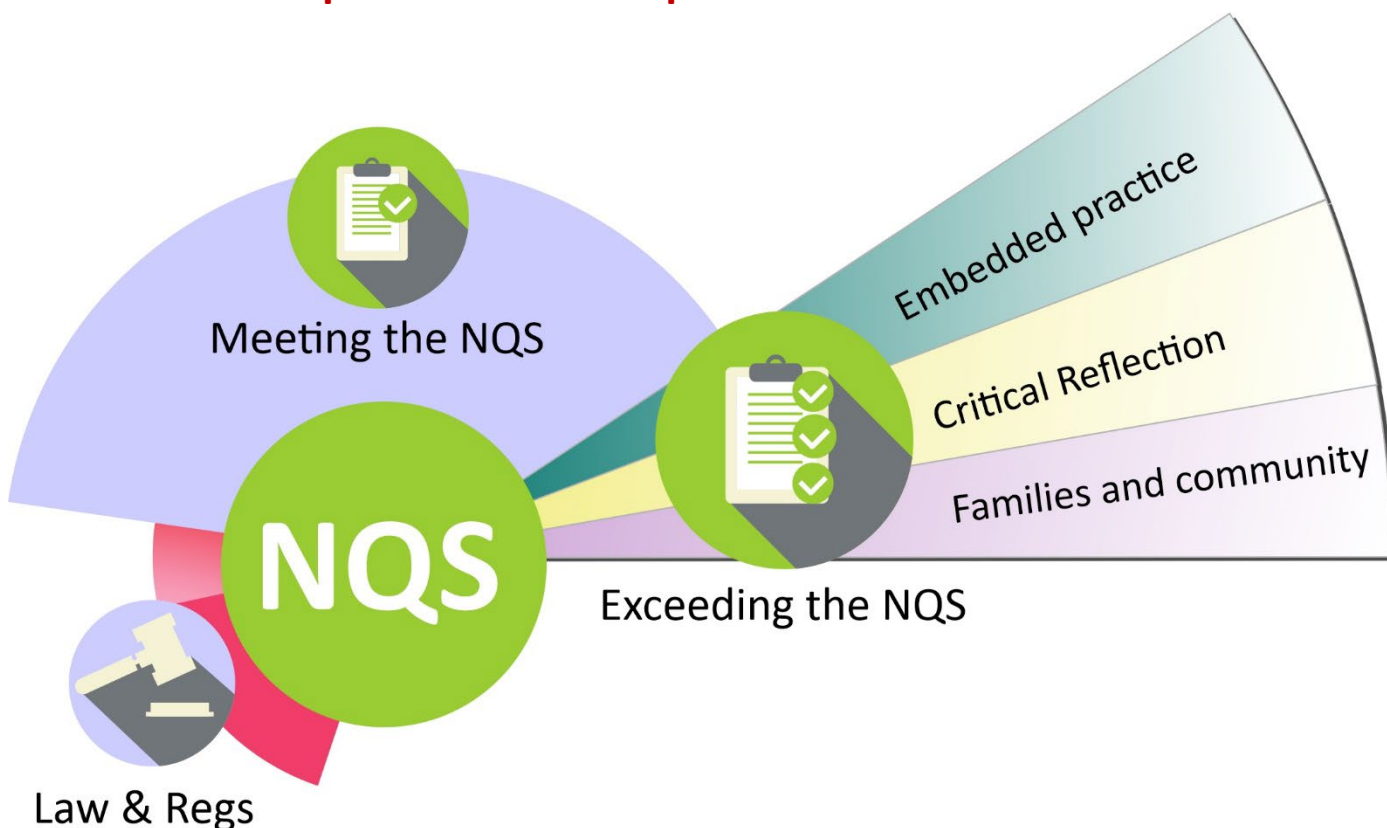


Educators are deliberate, purposeful, and thoughtful in their decisions and actions.

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.



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.

Below are **four detailed lists** of things that you could focus on improving within your routine to ensure children's learning is maximised.

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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
- 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)
- organising spaces to support risky play and assessment of risk taking.

Educators engage in intentional teaching **spontaneously** during activities/play. For example:

- finding something interesting during outside play or on walking excursions (an insect, plant, or loose part)
- supporting children's positive, and respectful interactions with each other
- considering diverse views and opinions
- extending learning during an activity or excursion
- filling in the "gaps" during activities led by visitors/families so children understand.
- enhancing numeracy/STEM/literacy (in the sandpit, during construction activities, when reading/singing).

Evidence can be seen in practice. 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.

Let's look at some of these above points in learning documentation, then evaluate your practice.

All about the brain

The human brain was today's focus as we continue learning about the human body. The children started to apply what they had learnt from the book by speaking about the things that were an interest to them. Miss Lisa then questioned the children on their new knowledge about the brain by asking "what did we learn about the brain?"

Lewi – It works when we are asleep.

Kloe – It's in our head.

Faith – Its inside our skulls.

Gayatri – It helps us think.

Miss Lisa provided the children with a brain diagram to support their investigations and place on 'our body' collage on the door. The children helped by placing the brain in the correct location of the head and told Miss Lisa to use 'lots of glue, so it sticks properly'.

After a long discussion on the brain George asked if we could paint a brain. "Yes, one that looks like spaghetti like the brain." Miss Lisa then provided the children with an opportunity to engage independently with this task by creating their very own brain using shaving foam and glue. We learnt this part of the brain is called the cerebral cortex.

Our daily excursions

As we planned and prepared for our walk it was evident that our friends were really understanding the concept of time and planning. They watched the clock and shared 'The big hand is getting closer to the 12' which means excursion time.

During our walk, Mitchell & Billy were excited to share and point out an electric sign. 'Look, there is an electric

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sign over there' Mitchell said. As Billy extended by saying 'and it has letters & words on it'. Sienna-Rey & Jasper actively shared their enjoyment for texts, reading and literacy as they pointed to the 'camera sign'.

We then spent time conversing with each other, pointing to and identifying the letters and symbols that we saw on the sign. As we continued walking, Miss Nikki jumped with excitement as she said

'Wow, look! I can see a sign painted on the cement'.

Ethan was excited to recognise the 'letter E for Ethan'. Miss Nikki & Mr Zach then answered the curious questions around why the sign was on the ground and explained the meaning of **Entry & Exit**. Shortly after, Ethan was proud of himself as he pointed to another, but smaller EXIT sign! 'Look, it's the same word just smaller' he shared.

Symbols tell us what's inside the shop

While looking at the beehive, Alexia pointed to the symbols and said, "look Matt". As a group we stopped and started pointing to the symbols and Mr Matt asked what was on them by first getting the children to identify what colour they were. Green was correctly identified by all, then a bed. Then Isabel said the orange symbol was a tractor. This made perfect sense as the wheels did look like tractor wheels and Isabel lives on a farm.

Mr Matt helped by giving the symbol a name and then finally the last symbol was the scooter, which again the children identified the real orange scooter that is in front of the shop.



Literacy in action – Mr Matt asked the children if they thought this shop would have beds, wheelchairs, and mobility scooters. To the children's surprise it did. More

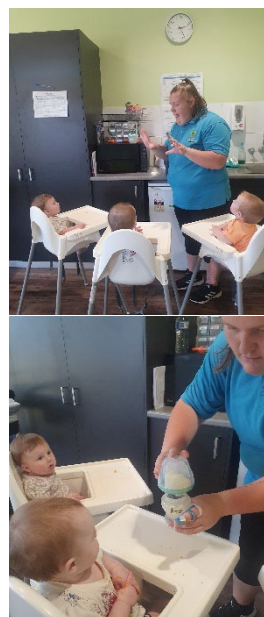
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interestingly, after we left the shop, we looked back at the symbols, and you could see them trying to make sense of what just occurred. Symbols equal what's in the shop.



Making bottles and describing every step



Yesterday afternoon Pia, Rylee and Mackenzie helped Miss Ash make our friend Poppy's bottle. Miss Ash described every step, no matter how small to the children. Miss Ash read the bottle preparation procedure to the children and explained it further. "We removed the top of Poppy's bottle before we put the water in the bottle in." We talked about the formula in the container as Miss Ash told us it was already correctly measured out to make one bottle. We then empty the formula out of the divider into Poppy's bottle

and gave it a good swirl and shake before the bottle was ready for Poppy to enjoy.

See how this level of practice and documentation shows how they are meeting the Element 1.2.1 Program learning opportunities. A shortened example like these could be added to or 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.



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 EYLF**. 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
Do you use strategies like modelling and demonstrating, open-ended questioning, speculating, explaining and engaging in sustained shared conversations to extend children's thinking and learning?					
Do you provide time, space and learning experiences that encourage thoughtful and challenging conversations with children?					
Do you engage with children by listening, showing interest and asking open-ended questions to encourage thinking and conversation?					
Do you use a range of communication strategies that involve explanations, speculation and problem solving?					
Do you collaborate with children to develop further knowledge and skills?					
Do you provide instructional/intentional support to children during play, routines and transitions?					
Can you show plans and strategies you use to promote learning across all aspects of the program?					
Can you show how intentional teaching strategies are used to extend children's play, including spontaneous experiences?					
Can you show how changes in practices have been implemented to support a child requiring additional assistance or to build respect for diversity?					
Can you show and explain why you decide when to use a particular intentional teaching strategy, including the intentional positioning of resources or structuring of the learning environment?					
Can you show how you make conscious decisions in a play/leisure based program to promote learning and wellbeing?					

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



The EYLF and 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:

- The NQF Guide says “*assessors may observe educators who are fully present and mindful of opportunities to provide children with time and space to ‘be’*” (p 120). What do you think this means? How well do you do this?
- Are you stronger in some intentional teaching strategies than others? How could you improve those strategies you’re less confident implementing?
- The NQF Guide says “*intentional educators move flexibly in and out of different roles*” (p 119). What roles do you think the Guide is talking about – what roles do you move in and out of?

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 like showing Miss Bec the things I make and the things I can do. Sometimes she’s busy though – cleaning or talking to other educators. (Grayson)</p>	<p>On a ‘walk through’ the Service the Nominated Supervisor noticed Miss Bec was not engaging with the children. She mentioned this to the Educational Leader and asked her to reflect with Miss Bec on the way children learn through social interactions and communication ie explore the socio-cultural theories that underpin the EYLF.</p> <p>Miss Bec understood more when they discussed the various intentional teaching strategies – and she now regularly uses them for example, while the children engage with loose parts. She also involves them in some of the cleaning activities to learn life skills etc.</p>
<p>an educator</p>	<p>I sometimes clean and write learning stories while the children are engaged eg in playing with loose parts. They don’t need me to help them do that.</p>	<p>Miss Bec understood more when they discussed the various intentional teaching strategies – and she now regularly uses them for example, while the children engage with loose parts. She also involves them in some of the cleaning activities to learn life skills etc.</p>
<p>your families</p>	<p>When I called in to the Service I saw Miss Bec cleaning and then talking about her weekend with another educator. I’m not sure why I’m paying money to have Grayson ‘educated and cared for’?</p>	<p>Miss Bec understood more when they discussed the various intentional teaching strategies – and she now regularly uses them for example, while the children engage with loose parts. She also involves them in some of the cleaning activities to learn life skills etc.</p>
<p>theorist and current research</p>	<p>“<i>Intentional educators:</i></p> <ul style="list-style-type: none"> • <i>recognise that learning occurs in social contexts and that interactions and communication are vitally important for learning</i> • <i>use strategies (such as modelling and demonstrating, open-ended questioning, speculating, explaining and engaging in sustained shared conversations)”</i> NQF Guide p 119 	<p>Miss Bec understood more when they discussed the various intentional teaching strategies – and she now regularly uses them for example, while the children engage with loose parts. She also involves them in some of the cleaning activities to learn life skills etc.</p>

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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>		

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



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

Identifying Road Safety Signs - Mr Jose

Following some family input from Nathaniel’s parents this month we are focussing on our road safety. Today during group time in Millie’s Monkeys, we started with identifying road signs that we may see when we are walking or driving with our families.

“Does anyone know what these signs mean?” Mr Jose asked the children. “That one means stop.” Naveah and Casey called out enthusiastically. “And that means we have to hold hands.” Issy announced as she showed understanding of the meaning of the symbol. “Great job, everyone that is exactly what those signs mean.” Mr Jose told them.

“Does anyone know where we can see the “Holding Hands Sign” here at the centre?” Mr Jose enquired as he drew the children’s attention symbols in their environment. “No, we only see them at the shops.” Ivy

told Mr Jose. “You are right Ivy we do see them at the shops, but we have one of the signs right here at the centre too. It is on the front gate before we go into the car park.” Mr Jose explained. “Do we all hold hands with our mums or our dads when we go into the car park?” “Yes.” all of the children called out together.

“So, if we were walking with our families and saw this sign, what would we need to do?” Mr Jose posed to the children pointing to the pedestrian crossing lights. “We need to stop” Ellie told the group. “Very good” Mr Jose responded. “And what if we see this one.” “That means go” Casey shared confidently with the group.

Once we had looked at all the signs and discussed what they all meant, Mr Jose reflected with the children on what we had learnt. “So, what did this sign mean?” Mr Jose asked Nathaniel. “That one means hold hands.” Nathaniel answered. “And what does this one mean?” Hunter, “that one means stop” Hunter responded. “Last one now, what does this sign mean?” Kyran. “That means go” Kyran said.

Over the next few weeks, we will continue to discuss and learn about how we can stay safe when near the roads.

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).

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Food, Nutrition and Beverage Policy

- Food and drinks provided must be healthy, meet the nutritional and cultural needs of each child and be consistent with the Australian Dietary Guidelines and Infant Feeding Guidelines
- Food will be safely stored and prepared following procedures in the Health, Hygiene and Safe Food Policy
- Children must have access to safe drinking water at all times
- Children who do not eat at mealtimes or are hungry will be provided with food at other times
- Educators will never use food as a reward or punishment
- Services that provide food will display a weekly menu
- Educators will include learning about healthy food options in the curriculum
- Educators will provide healthy food information to families and encourage them to serve healthy food at home
- Bottles of breast milk or formula will be stored and heated safely following the procedure in this policy.

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

Educator's Name	Educator's Signature

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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 an activity where you used a range of Intentional Teaching strategies.</i>	Embedded Practice <i>Please give an example of the way you consistently take every opportunity to extend each child's learning through open-ended questions, interactions, feedback and the provision of resources (eg see QIP/SAT Strength example).</i>
<i>Please give an example where you engaged in intentional teaching spontaneously during an activity/play.</i>	Critical Reflection <i>Please explain how your Intentional Teaching practices connect to the Service Philosophy.</i>
<i>Please give an example showing the way you intentionally teach children about diversity or Indigenous/First Nations culture.</i>	Engagement with families and community <i>Please give an example of a time you've used your families' suggestions to support Intentional Teaching.</i>

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