



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

## Law & Regs

### Why is the element important?

Looking at the element in detail - Element 1.2.1 educators must be able to:

- select the **best teaching strategies** for particular activities and particular children, and change strategies when needed to promote learning
- intentionally teach children whenever **opportunities arise** eg during planned/spontaneous activities, during routines, transitions, play.

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

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

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

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

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

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- 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)

**What could potentially go wrong if educators didn't do the above?**

**Missed Educational Opportunities:** Missed Learning Opportunities: Children may miss out on valuable learning experiences and knowledge acquisition if educators do not seize opportunities to intentionally teach during planned or spontaneous activities, routines, transitions, and play.

**Lack of Skill Development:** Without intentional teaching, children may not develop essential skills such as road safety, sun safety, social skills, sustainability practices, risk assessment, and self-regulation, which are crucial for their safety, well-being, and development.

**Limited Understanding:** Children may have a limited understanding of important concepts related to road safety, sun safety, human body needs, social skills, sustainability, risk assessment, and self-regulation, leading to potential safety hazards or difficulties in navigating social situations.

**Ineffective Problem-Solving:** Without exposure to intentional teaching strategies such as open-ended questions, role modelling, role plays, hypothesising, problem-solving, and brainstorming, children may struggle to develop critical thinking and problem-solving skills, hindering their ability to navigate challenges effectively.

**Unsafe Environment:** Failure to organise the environment to support intentional teaching, such as displaying road safety signs, offering shade, creating suitable spaces for rest and quiet activities, and supporting self-regulation, could result in safety hazards or an environment that does not adequately support children's physical, emotional, and developmental needs.

**Reduced Engagement:** Children may become disengaged or disinterested in learning if educators do not use varied and engaging intentional teaching strategies, potentially leading to behavioural issues or a lack of motivation to participate in educational activities.



### To address potential challenges arising from not intentionally teaching include:

You must practice

**Capturing Learning Opportunities:** Actively look for moments during daily routines, transitions, and play to intentionally teach important concepts. For example, educators can incorporate discussions about road safety while walking to the playground or engage children in conversations about sustainability during nature walks/bush kindy.

**Explicit Skill Development:** Ensure intentional teaching of essential skills by integrating them into planned activities and spontaneous experiences. For instance, educators can organise role-playing scenarios to teach social skills like sharing and cooperation or incorporate problem-solving activities into group projects.

**Safety Integration:** Integrate intentional teaching about safety measures into various aspects of the environment and daily routines. For example, educators can display visual cues for sun safety near outdoor play areas or conduct regular discussions about risk assessment before engaging in adventurous activities.

**Social and Emotional Support:** Provide explicit instruction and modelling of social skills and self-regulation techniques during interactions and activities. For instance, educators can facilitate

discussions on emotions and coping strategies during circle time or model conflict resolution techniques during peer conflicts.

**Engagement Enhancement:** Use a variety of intentional teaching strategies to keep children engaged and motivated. For example, educators can incorporate hands-on activities, role-playing, and group brainstorming sessions to make learning experiences interactive and enjoyable.

After reading these points, which one(s) do you think you are doing well? Describe your practice in detail so it can go directly into your QIP or SAT (NSW only).

After reading these points, which one(s) do you think you need to work on? Describe how you could improve your practice.