



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

- (1) Review the points from the Law and Regulation and make yourself familiar with them. Conduct the compliance test with your educators to check their knowledge.
- (2) 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.
- (3) Guide your educators to ensure they are at the meeting level, use the examples in the educators' section and the checklist to help you know exactly what is required.
- (4) Explore the exceeding themes with the examples.

Work with your Nominated Supervisor, 2IC and edit the QIP (SAT for NSW) template provided by Centre Support to ensure it is reflecting your service's practices.



## Law & Regs

### The Law - Section 168 Offence relating to required programs.

(1) and (2) The approved provider and nominated supervisor ... must ensure that a program is delivered to all children ... that—

- (a) is based on **an approved learning framework**; and
- (b) is delivered in a manner that accords with the approved learning framework; and
- (c) is based on the developmental needs, interests and experiences of each child; and
- (d) is designed to take into account the individual differences of each child.

**Penalty: \$4000 if an individual. \$20,000, in any other case (eg approved provider is a company).**

### Approved learning frameworks - ACECQA

There are two nationally approved learning frameworks:

- Belonging, Being and Becoming: The Early years learning framework Version 2 (birth to 5 years)
- My Time Our Place: Framework for School Age Care in Australia Version 2 (school age children)

There's also the Victorian Early Years Learning and Development Framework (for Victoria only).

### **Regulation 73 Educational program**

(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.



## Practices observed in educators related to intentional teaching

**Facilitating Thoughtful Conversations:** Educators providing opportunities for challenging and thoughtful conversations, encouraging children to think and engage deeply.

**Asking Open-ended Questions:** Engaging with children by asking questions that stimulate discussion, reflection, and critical thinking.

**Varied Communication Strategies:** Use of diverse communication methods including explanations, speculations, and problem-solving techniques.

**Collaborative Learning:** Working alongside children to expand their knowledge and skills through cooperative learning experiences.

**Goal-oriented Teaching Strategies:** Implementing teaching methods that align with specific learning objectives for children's development.

**Support During Play and Transitions:** Providing targeted support to children during play, routines, and transitional periods to enhance learning opportunities.

**Mindful Presence in Learning:** Educators being fully present and seizing every chance to extend learning moments.

**Planning and Strategy Use:** Discussion around the planning and application of intentional teaching strategies to promote comprehensive learning.

**Extending Children's Play:** How educators use teaching strategies to enrich and extend children's play and spontaneous learning experiences.

**Adapting Practices for Inclusive Learning:** Adjusting teaching methods to support children with additional needs, ensuring their meaningful participation.

**Building a Caring Community:** Strategies used to address unfair play and foster a sense of fairness and inclusivity among children.

**Resource Positioning and Environment Structuring:** Decisions regarding the strategic placement of resources and arrangement of the learning environment to facilitate learning.

**Promotion of Learning in Leisure:** Conscious efforts to integrate learning opportunities into leisure-based programs for enhanced wellbeing.

**Documentation of Teaching Strategies:** Review of written programs, meeting minutes, and reflective practices that document the use of intentional teaching strategies.

**Critically Reflective Practice:** Evidence of educators reflecting critically on their practices to support children's thinking and learning.

**Planning for Ongoing Learning:** Documentation that outlines resources and plans for sustained learning experiences.

**Monitoring Learning and Engagement:** Records tracking children's learning progress, wellbeing, and engagement levels.

**Strategic Use of Intentional Teaching:** Insight into when and why specific intentional teaching strategies are employed.

**Supporting Diverse Learning Needs:** Practices tailored to accommodate children with disabilities or learning barriers, promoting equal learning opportunities.

**Engagement in Professional Learning:** Evidence of educators' participation in professional development activities related to intentional teaching and inclusive practices.



## Compliance test for educators

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

Name of educator:

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

1.2.1

**Intentional Teaching**

All aspects of the program, including routines, are organised in ways that maximise opportunities

Week 5  
26.2.2024**Section 8. Role of the Educational Leader (Educational Leader)**

Detailed guidelines for the Educational Leader.

**Compliance test for educators ANSWERS for this week.**

**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?	Intentional teaching is not explicitly mentioned by name in the Education and Care Services National Law (the Law) or the Education and Care Services National Regulations (the Regulations). However, the concept is embedded within the broader expectations for quality education and care. The Regulations, especially through the National Quality Standard (NQS) and the approved learning frameworks, emphasise the delivery of educational programs that are based on the principles of early childhood pedagogy, including intentional actions and decisions by educators to promote children's learning and development.	
Miss Hanah asks if Reg 73 Educational Program is also relevant. Is it?	Yes, Regulation 73 - Educational Program, is highly relevant to the concept of intentional teaching. It requires that the educational program contributes to the following outcomes for children: enhancing their learning and development; being based on an approved learning framework; being designed to address the individual needs of each child; and being delivered in a way that is culturally safe. While it doesn't mention intentional teaching directly, the requirement for programs to be purposeful and tailored to the learning needs of children aligns with the principles of intentional teaching practices.	
Miss Chloe says he's still not really clear what 'intentional teaching' means. Please respond.	Intentional teaching refers to the practices where educators actively plan and engage in strategies to bring about specific learning outcomes in a purposeful manner. It involves educators being deliberate, purposeful, and thoughtful in their decisions and actions, aimed at extending and enriching children's learning. Intentional teaching is characterised by planning educational activities based on professional knowledge of how children learn, as well as being responsive to their interests and needs. It includes setting clear goals for children's learning, using appropriate strategies to achieve these goals, and adapting the learning environment and interactions to support these educational objectives. Intentional teaching is about making informed decisions to scaffold children's learning and development actively.	

# 1.2.1

## Intentional Teaching

All aspects of the program, including routines, are organised in ways that maximise opportunities



Week 5  
26.2.2024

### Section 8. Role of the Educational Leader (Educational Leader)

Detailed guidelines for the Educational Leader.

### Educational Leader weekly sheet

Date	Educational Leader activity	With whom?	Comments	Follow up
Monday 26.2.24	Training educators in staff meeting with their interactions focusing on the positives.	Educators	I could see the younger inexperienced educators needed to write a list of the positives to help and assist with their interactions.	Use the room inspections to discuss further the positives and demonstrated in practice. .
Monday 26.2.24				
Tuesday 27.2.24				
Wednesday 28.2.24				
Thursday 29.2.24				
Friday 1.3.24				

General thoughts or ideas