For Meeting and **Exceeding** the Self-Assessment Tool (SAT) NSW ONLY

If you are using the NSW Assessment Tool, below are meeting and exceeding examples for your Self-Assessment Tool. Your examples can be submitted into the portal on a weekly basis – NSW Services only.

# 1.2.1 Intentional Teaching

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

Educators use their professional knowledge 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, for example, during planned/spontaneous activities, during routines, transitions, play.

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| To **MEET** the QIP and Self-Assessment Tool (SAT) | To **EXCEED** the QIP and Self-Assessment Tool (SAT) |
| *Please give a recent example of your “intentional teaching” during routines or transitions.*  | *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.*  |
| *Educators intentionally teach children during routines and transitions.* Recently, during snack times, I focused on teaching about the human body's needs and self-regulation. I engaged children in discussions about why our bodies need various types of foods and how we know we're full, encouraging them to listen to their bodies and choose healthy snacks. This routine became an opportunity to teach nutrition and self-care. | *Educators consistently take every opportunity to extend each child’s learning through open-ended questions, interactions, feedback, and the provision of resources. For example,* In every interaction, We use open-ended questions and provide varied resources to stimulate curiosity. For example, during snack time, I might ask, "What fruits make you feel energised?" and provide books on nutrition. This approach encourages children to think critically and express their ideas, extending learning beyond the immediate activity. |
| *Please give a recent example of an activity where you used a range of intentional teaching strategies.*  | *Please give an example showing the variety of strategies you implement to support Intentional Teaching.*  |
| *Educators regularly use a range of intentional teaching strategies. In a recent project on sustainability, I used role plays, open-ended questions, and problem-solving activities. Children became 'waste warriors', identifying recyclable materials and deciding the best ways to reduce waste. Through role-playing and brainstorming, they developed an understanding of sustainability practices.* | *Educators implement a variety of strategies to implement to support Intentional Teaching. We integrate a mix of strategies like role modelling positive social interactions and facilitating brainstorming sessions to solve conflicts among children. By applying these methods, I cater to diverse learning styles, fostering a holistic development environment where every child feels valued and understood.* |
| *Please give a recent example of the way you organised the environment to support your intentional teaching.*  | *Please give an example of a time you’ve used your families’ suggestions to support intentional teaching.*  |
| *Educators organise the environment to support their intentional teaching. To support learning on sustainability, I organised the classroom to include recycling bins with clear labels and a compost bin near the garden. Educational posters about recycling processes and the importance of reducing waste were displayed. This environment encouraged daily discussions and hands-on learning about sustainability.* | *Educators use families’ suggestions to support intentional teaching. After a family shared insights on their child's interest in space, I integrated astronomy into our learning activities. This involved setting up a 'space corner' with resources for exploring planets and stars, demonstrating how family suggestions enrich our curriculum and make learning more relevant to children's lives.* |
| *Please give an example where you engaged in intentional teaching spontaneously during an activity/play.* | *Please explain how your intentional teaching practices connect to the service philosophy.* |
| *Educators engage in intentional teaching spontaneously during activities/play. While exploring the garden, children discovered various insects. Seizing this spontaneous moment, I facilitated a discussion on biodiversity and the role of insects in our ecosystem, extending their learning about sustainability and the importance of respecting all living things, thereby enhancing their understanding of science and nature.* | *Our intentional teaching practices connect to the service philosophy in the following ways. Our intentional teaching practices directly reflect our service philosophy by creating a learning environment that prioritises safety, inclusivity, and community engagement. For instance, by integrating family suggestions into our curriculum, we embrace community values and ensure that our teaching is responsive to the children's and their families' backgrounds and interests.* |
| *Give an example showing the way you intentionally teach children about diversity or Indigenous/First Nations culture.*  | *Give an example of how you select intentional teaching strategies that best promote each child’s learning because they’re based on the needs and abilities of each child.* |
| *Educators intentionally teach children about diversity and Indigenous/First Nations culture. I introduced Dreamtime stories and organised an excursion to a local Indigenous community centre. Through storytelling and cultural activities led by Indigenous elders, children learned about the significance of land, animals, and community in Indigenous culture, fostering respect and appreciation for Australia's First Nations peoples.* | *Educators select intentional teaching strategies based on the needs and abilities of each child to best promote each child’s learning.* When choosing teaching strategies, I consider each child's individual needs and abilities. For a child interested in music but shy, I might incorporate musical role plays that encourage participation in a supportive group setting, thereby aligning with their interests and supporting their social confidence. This personalised approach ensures that learning experiences are meaningful and effective for each child. |