



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 1.2.2 educators must respond to children's ideas and play by:

- using open-ended questions, 'spontaneous teachable moments and positive feedback.
- 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.

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

Limited Engagement and Motivation - Without employing open-ended questions, spontaneous teachable moments, and positive feedback, children might not feel sufficiently challenged or engaged. This could lead to a lack of motivation and interest in learning, as the educational content may not seem relevant or stimulating to them.

Restricted Cognitive Development - Not encouraging children to extend their learning or to participate in projects that stretch over days or weeks can limit their cognitive development. They might not achieve higher levels of thinking, such as analysing, evaluating, and creating, which are crucial for developing critical thinking and problem-solving skills.

Impaired Social and Emotional Development - Failing to ensure that the environment and children's groupings support their ideas and play can lead to social isolation and hinder the development of emotional intelligence. Children learn social skills and empathy through interaction with peers in a supportive setting. If educators do not facilitate these interactions thoughtfully, children might miss out on developing these essential life skills.

Ineffective Curriculum Development - Utilising children's feedback, both verbal and non-verbal, is critical for creating a curriculum that is responsive to their needs, interests, and stages of development. If educators overlook this feedback, the curriculum might not be relevant or engaging, leading to a disconnect between the children's interests and the learning activities provided.

Missed Opportunities for Scaffolding - Scaffolding is essential for supporting children's learning at various stages of development. Without applying scaffolding techniques, such as providing temporary support and gradually increasing independence, children might struggle to acquire new knowledge, skills, or concepts effectively. This could result in a slower learning process and potentially widen the gap between different learners' abilities.

Reduced Creativity and Inquiry - By not using open-ended questions and failing to stimulate curiosity and inquiry, educators might stifle children's creativity and natural desire to explore. This could lead to a learning environment where children are less likely to take initiative, ask questions, and engage in creative problem-solving.

Overlooked Individual Needs - Element 1.2.2 emphasises the importance of responding to individual children's needs, including those with additional needs. If educators do not tailor their teaching strategies to accommodate these needs, some children might not receive the support they require to participate fully in the programme, potentially leading to feelings of exclusion or frustration.



To address potential challenges arising from not being a responsive educator who scaffolds children's learning

You must practice
include:

Challenge: Limited Engagement and Motivation

Strategy: Incorporate a variety of open-ended questions and seek out spontaneous teachable moments that align with children's interests. Use positive feedback to encourage participation and show genuine interest in their responses, making learning more relevant and engaging for them.

Challenge: Restricted Cognitive Development

Strategy: Encourage higher-order thinking by introducing activities that require analysis, evaluation, and creation. Use Bloom's Taxonomy as a guide for crafting questions and tasks that push children to think more deeply and critically.

Challenge: Impaired Social and Emotional Development

Strategy: Create an inclusive environment that supports diverse groupings of children for play and learning. Facilitate social interactions and model empathy and social skills. Encourage children to work together, share ideas, and respect each other's contributions.

Challenge: Ineffective Curriculum Development

Strategy: Actively listen to and observe children to gather feedback, both verbal and non-verbal. Use this feedback to adapt and plan the curriculum, ensuring it meets the children's current interests and developmental needs. Involve children in the decision-making process to make learning more meaningful.

Challenge: Missed Opportunities for Scaffolding

Strategy: Implement scaffolding by providing appropriate support and gradually reducing it as children become more independent. Tailor the level of support based on individual learning needs, ensuring each child can progress at their own pace while being challenged appropriately.

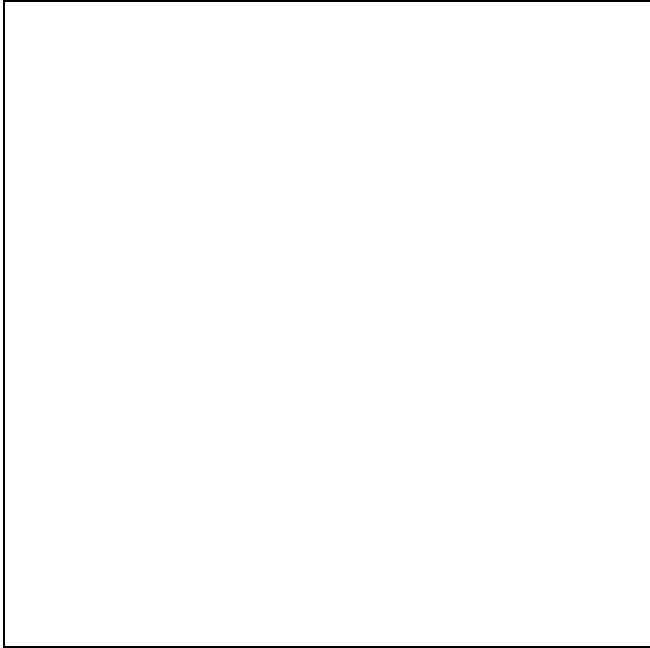
Challenge: Reduced Creativity and Inquiry

Strategy: Foster a culture of curiosity and creativity by posing open-ended questions that stimulate thinking and exploration. Create a learning environment that encourages experimentation, investigation, and the expression of creative ideas.

Challenge: Overlooked Individual Needs

Strategy: Pay close attention to the needs of all children, including those with additional needs. Provide differentiated support, resources, and opportunities to ensure equitable access to learning. Work to identify and remove barriers to participation, creating a learning environment where every child feels valued and supported.

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 you 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.

