# 1.2.2 Responsive teaching and scaffolding

*Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback.*

To respond to children’s ideas and play, educators plan and create a curriculum that:

* uses open-ended questions, “spontaneous teachable moments”, and positive feedback
* encourages children to extend their learning
* ensures the environment and children’s groupings support their ideas and play.

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| To **MEET** QIP and Self-Assessment Tool (SAT) | TO **EXCEED** the QIP and Self-Assessment Tool (SAT) |
| *Please give a recent example of the way you use children’s feedback to plan and create the curriculum.*  | *Please give an example of the way all educators are consistently deliberate, purposeful, and thoughtful in all of their decisions and actions that impact on children’s learning and development.*  |
| *Educators use children’s feedback to plan and create the curriculum. After noticing children's interest in insects during outdoor play, we introduced a mini-beast project. We used their observations and questions to shape the curriculum, incorporating hands-on exploration and research activities. This approach deepened their engagement and understanding of the natural world.* | *All educators are consistently deliberate, purposeful, and thoughtful in all of their decisions and actions that impact on children’s learning and development. For example:* *Our team integrates intentional teaching by planning activities that build on children's current interests and knowledge, using their feedback to adapt our approach. This deliberate practice includes using open-ended questions to facilitate deeper thinking and exploration, ensuring our actions support meaningful learning experiences.* |
| *Please give a recent example of the way you use open-ended questions to plan and create the curriculum.*  | *Please discuss one of the theoretical or philosophical influences on your practice in relation to element 1.2.2.*  |
| *Educators use open-ended questions to plan and create the curriculum. Examples include the following.* We initiated a project on community helpers by asking, 'Who helps us in our community and how?' This open-ended question led to a child-driven exploration, including visits from local firefighters and nurses, enabling children to directly engage with and learn from real-world experiences. | *One of the theoretical or philosophical influences on our practice in relation to element 1.2.2 Socio-cultural theories significantly influence our practice, especially the concepts introduced by Vygotsky. We emphasize the importance of social interactions in learning, creating a community where children learn from each other and from adults. This approach underpins our curriculum design, fostering an environment where respectful relationships and cultural understanding are paramount.* |
| *Please give a recent example of the way you respond to and extend children’s ideas to plan and create the curriculum.*  | *Please give an example of how you use the centre’s location or community to respond to and scaffold children’s learning.* |
| *Educators respond to and extend children’s ideas to plan and create the curriculum. For example A child’s drawing of a castle sparked a medieval kingdom exploration. We extended this interest by creating a castle in the classroom, integrating history, architecture, and storytelling, which encouraged collaborative play and learning, showing responsive curriculum planning in action.* | *Educators use the centre’s location or community to respond to and scaffold children’s learning. For example: Educators at our centre utilise the unique aspects of our location and the surrounding community to enrich and scaffold children's learning experiences. For instance, we incorporate visits to local farms to explore agricultural practices, enhancing their understanding of where food comes from. Our connections with Indigenous Elders facilitate culturally rich storytelling sessions, offering children deeper insights into the local Indigenous culture and heritage. We also engage with local sports clubs to provide children with diverse physical activities, promoting health and teamwork. These intentional links with the community not only extend learning beyond the classroom but also instil a sense of belonging and appreciation for the diverse world around them.* |
| *Please give an example where you or your team were unfamiliar with a topic and researched it with the children so you could promote or extend their learning.*  | *Please give an example of how your responses to each child’s ideas, questions and feedback strongly promotes the principles and practices of the EYLF/MTOP.* |
| *Educators research unfamiliar topics with the children and extend this learning. For example, Faced with children's curiosity about space, our team, not being experts, embarked on a learning journey together. We researched planets, stars, and galaxies, using resources like books and educational videos, culminating in a space-themed day that made learning memorable and fun.*  | *Educators’ responses to each child’s ideas, questions, and feedback strongly promotes the principles and practices of the EYLF. These include:* Our educators embrace EYLF/MTOP principles, fostering secure, respectful relationships and maintaining high expectations. We celebrate diversity and apply holistic approaches for comprehensive well-being. Our responsive, play-based learning acknowledges cultural differences, with ongoing reflective practice ensuring we adapt alongside our children. Intentional teaching and tailored environments support individual curiosity, enabling dynamic, inclusive learning experiences that respect each child's unique path. |
| *Please give an example where you or your team supported children to engage in projects that extended learning over several days or weeks.*  | *Please give an example of how your regular reflections, or those with your team, help you scaffold children’s learning so they respect and appreciate different cultures, including those of Indigenous Australians.*  |
| *Educators support children to engage in projects that extend learning over several days or weeks. For example We supported a long-term project on sustainable living, starting with the children's questions about waste. Over several weeks, we explored recycling, composting, and water conservation through practical activities, discussions, and creating a garden, which empowered children with knowledge and action on sustainability.* | *Our regular team reflections help scaffold children’s learning so they respect and appreciate different cultures, including those of Indigenous Australians. Our team reflections focus on integrating Indigenous Australian cultures into our curriculum, promoting respect and appreciation among children. For instance, we incorporate Aboriginal storytelling, art, and music into our daily activities, inviting Indigenous Elders to share stories and knowledge. This practice not only enriches children's understanding of Australia's first peoples but also embeds a deep respect for cultural diversity from an early age, fostering an inclusive learning environment.* |