

# Responsive Teaching and Scaffolding Educators

## NQS Element 1.2.2 Responsive Teaching and Scaffolding

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

**E = Embedded** I do that **ALL** the time

**K = I know** I need to do that, but I don't do it all the time

**T = Please teach** me how to do it or improve my understanding of why I need to do it.

**ED1    ED2    ED3    ED4    ED5**

### Practices

	ED1	ED2	ED3	ED4	ED5
Do you critically reflect through children's eyes to see their interests and questions and use this to inform program planning?					
Do you always look for new ways to implement activities eg let's draw from a bird's eye view rather than a front on view?					
Do you research and learn with the children if you're unfamiliar with a topic?					
Do you always explain ideas and concepts to children when opportunities arise?					
Do you encourage children to investigate, experiment and test their ideas?					
Do you plan 'mini projects' based on children's interests and knowledge?					
Do you develop children's connections with their families and community when you plan and respond to children eg consider local culture, places, jobs, activities?					
Do you encourage children to listen to and consider other children's ideas and suggestions?					
Do you plan activities for small and large groups?					
Do you build on children's understanding of science, maths, literacy, the arts etc when opportunities arise?					
Do you follow children's lead in their play and take on imaginary roles/ characters?					
Do you implement extension activities and experiences other than art and craft?					
Do you plan environments that offer appropriate levels of risk and challenge children to build on their skills and understandings?					
Do you make sure environments are regularly reorganised and refreshed to encourage children's natural curiosity?					

### Interactions

Do you ask open-ended questions to promote children's learning?					
Do you provide positive feedback and additional ideas when children discuss issues?					
Do you give positive feedback when children build on their skills or transfer them from one context to another?					

### Actions required

