

Intentional teaching practices

Strategy	Explanation
Challenging	In the context of secure relationships, educators gauge when to offer challenges and opportunities for children to extend their skills and ideas. Educators can extend children's thinking through provocation and reflection.
Co-constructing	Working together with children to investigate and explore ideas. Educators take their own ideas and those that children bring, and build on them to discover new possibilities and develop and test hypotheses.
Collaborating	Enabling children to take the lead in an investigation or an idea while working alongside them to contribute to, rather than dominate, the direction of the experience. This can also include involving others, such as family members and members of the community, who may have particular expertise or knowledge that can inform the learning.
Encouraging	Motivating and supporting children to persist with a task, particularly one that requires effort.
Explaining	Making ideas and requests clear for children, particularly when children want or need to understand a concept or idea, often in relation to their own and others' safety or rights.
Identifying	Drawing children's attention to new ideas and topics. Pointing out things of interest may generate areas for exploration and investigation.
Imagining	Creating environments where children are encouraged to use imagination and creativity to investigate, hypothesise and express themselves. Educators plan opportunities for children to freely engage in experiences with no set expectations for outcomes, and where children can explore their own possibilities.
Instructing	Using techniques that engage and are respectful of children's ideas. Educators use direct instruction when other strategies might not be appropriate. For example, teaching children about road safety on an outing requires educators to be clear about their expectations of children, and to identify the safe practices needed in these types of situations.
Listening	Through actively responding to children's contributions, educators create opportunities for authentic and lengthy exchanges resulting in sustained shared conversations. Deeply and thoughtfully, encourage children to lead conversations.
Making connections	Assisting children to see relationships and incongruities. Educators contribute to children's thinking by comparing and contrasting experiences and ideas.
Modelling	Demonstrating a skill or how a task is done. Modelling should always be supported with opportunities for children to attempt and practise the skill.
Negotiating	Enabling children to attempt to solve problems themselves, and address challenging issues. Educators provide scaffolding to allow children to see multiple sides to an argument or issue, and encourage children to find reasonable solutions to address their own and others' perspectives.
Providing for choice	Recognising children's capacities to make safe choices and experience the outcomes. Provisions for choice need to be well-considered, and should not place children at risk or in danger. Enabling children to make choices is valuable when autonomy and independence are encouraged.
Questioning	To engage children in thinking and problem-solving. Questions should be genuine and respectful, and not used to gather responses already known by educators. Educators should encourage children to ask questions of them and of their peers.
Researching	Working with children to find out and investigate. This can involve them in asking others, using the internet and local library, or telephoning relevant agencies. Researching helps children learn about the many ways of finding solutions and gathering information.
Revisiting and revising	Taking the opportunity to revisit experiences and thinking, which enables children to reflect on and build on prior learning.
Scaffolding	Using knowledge of children's abilities, educators break down tasks and ideas, and provide children with a supportive framework for taking the next steps or moving onto a higher level of thinking.