

Intentional teaching in action:

The superhero play

Transcript of video

This video is available from <http://www.qcaa.qld.edu.au/17207.html>

Facilitator:

What is inclusive practice?

Inclusive practice takes account of the social, cultural, physical and linguistic diversity of all children (including learning styles, abilities, disabilities, gender, family circumstances and geographic location). This is used in the decision-making processes of organising and structuring learning experiences and in observation opportunities. Inclusivity ensures that all children are provided with equitable access to resources and participation in the classroom. Inclusivity means recognising and valuing all children's experiences, creating opportunities to value difference, and providing multiple opportunities for children to demonstrate their learning.

How do teachers support inclusion through their decision making?

When making decisions about how to provide additional support for children, teachers are guided by the principles of inclusiveness. That is, high expectations and equity in educational opportunities for all children. Decision making involves much more than planning some materials and spaces for the learning environment. In a quality program teachers need to interact intentionally and actively to maximise every child's participation and learning. Teachers are responsive to children's ideas and interests and they use the *teachable moments* to extend and challenge children's thinking and to promote aspects of children's learning and development that they need to be successful.

In the following audiovisual segment entitled, "The superhero play", we have an opportunity to observe how one teacher, Lisa, supports inclusive practices in her centre. As we observe Lisa's interactions with a small group of children we see the way that she incorporates a myriad of on-the-spot decisions to support and extend the play.

Instructions (part 1)

Facilitator:

Before you begin viewing this audiovisual segment entitled, "The superhero play", please download the document. This document will make it easier for you to record your ideas as you observe the film.

First, take a moment to view and enjoy the audiovisual segment, "The superhero game [play]".

The superhero play

Teacher:

Now Hayden, let's have a look at what's happening here.

Boy 1:

But that's a wall.

Teacher: These are the walls for the superheroes. Can you see George and Liam have been building a space to play the superman game?

Boy 2: Yep, but I want to be a superman.

Teacher: Are you still building with your building, or is that finished now?

Boy 2: Yep, it's finished.

Teacher: Okay, so Hayden, eyes here and look to see what these children are doing. Look what Liam and George ... have been collecting the blocks and doing the busy working. So is it fair for you to come along over here while they're doing that building?

Boy 2: No.

Boy 3: No.

Teacher: No, so what could you do?

Boy 2: Stand back.

Teacher: You could stand back over there or you could collect some more blocks to help.

Boy 2: Can I collect more blocks?

Boy 1: Yes, you can.

Boy 3: Yes, you can.

Teacher: Great choice.

Instructions (part 2)

Facilitator: Now that you have viewed the short segment, read the intentional teaching strategies listed on pages 63 and 64 of the *Queensland kindergarten learning guideline*.

Now watch the audiovisual segment a second time and use the list to identify the intentional teaching strategies that Lisa, the teacher, uses to support children's play.

Note: See the transcript above of *The superhero play* audiovisual segment.

Finally, answer the following set of five reflective questions based on this audiovisual segment:

- What did the teacher do to support Hayden's inclusion in the play?
- How did she encourage the other boys playing the superhero game to be accepting and inclusive when Hayden attempts to join in?

- What kind of learning does this scenario capture?
- What links can you see between the strategies used to support the superhero play and the *Queensland kindergarten learning guideline* learning and development areas?
- And finally, what principles for practice were evident in the film segment?