

# Intentionality in Learning Environments



The course aims to equip educators with the knowledge and skills necessary to teach with intentionality. By understanding their role, exploring different forms of intentionality, and incorporating spontaneous intentional teaching, educators can create meaningful learning experiences that support children's development, curiosity, and engagement. Additionally, to empower educators with the knowledge and skills necessary to create enriching and engaging learning environments. By considering aesthetics, utilising natural resources, accessing diverse materials, fostering imagination, embracing diversity, and supporting risky play, educators can create dynamic spaces that promote holistic development, curiosity, and joy in learning.

## Areas covered within the course include:

- Understanding the role of the educator
- Exploring what intentionality can look like
- Opportunities for intentionality in the moment
- Aesthetic spaces
- Utilising natural resources as a tool
- Ideas for accessing resources to create learning environments
- Fostering imagination
- Embracing diversity and considering acoustics
- Supporting risky play

## Course Alignment

National Quality Standards	EYLF and VEYLDF	Certificate III in Early Childhood Education and Care (CHC30121)
<p><b>Standard 1.1 – Program</b> The educational program enhances each child's learning and development.</p> <p><b>Standard 1.2 – Practice</b> Educators facilitate and extend each child's learning and development.</p> <p><b>Standard 1.3 – Assessment and Planning</b> Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</p> <p><b>Standard 3.1 – Design (Physical Environment)</b> The design of the facilities is appropriate for the operation of a service.</p> <p><i>Continued on next page.</i></p>	<p><u><b>EYLF Principles</b></u></p> <ul style="list-style-type: none"> <li>• Secure, respectful and reciprocal relationships</li> <li>• Partnerships</li> <li>• Respect for diversity</li> <li>• Aboriginal and Torres Strait Islander perspectives</li> <li>• Equity, inclusion and high expectations</li> <li>• Sustainability</li> <li>• Critical reflection and ongoing professional learning</li> <li>• Collaborative leadership and teamwork</li> </ul> <p><u><b>VEYLDF Practice Principles</b></u></p> <ul style="list-style-type: none"> <li>• Reflective Practice</li> <li>• Partnerships with families</li> <li>• High expectations for every child</li> <li>• Respectful relationships and responsive engagement</li> <li>• Equity and diversity</li> <li>• Assessment for learning and development</li> <li>• Integrated teaching and learning approaches</li> </ul>	<p><u><b>CHCECE036:</b></u> Provide experiences to support children's play and learning</p> <p><u><b>CHCECE037:</b></u> Support children to connect with the natural environment</p> <p><u><b>CHCECE034:</b></u> Use an approved learning framework to guide practice</p>

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<p><b>Standard 3.2 – Use (Physical Environment)</b> The service environment is inclusive, promotes competence and supports exploration and play-based learning.</p> <p><b>Standard 5.1 – Relationships between educators and children</b> Respectful and equitable relationships are maintained with each child.</p> <p><b>Standard 5.2 – Relationships between children</b> Each child is supported to build and maintain sensitive and responsive relationships.</p>		