Teaching techniques to use with children.

Philosophising: Asking questions and seeking answers to explore and understand what we understand to be true to our world. It involves encouraging the exploration of their everyday truths.	**Investigating:** Investigating with truth and a form of critical reflection to understand ethical (impact) implications.
Reinforcing: Using strengths to increase or decrease the probability of children demonstrating a particular behavior. Using observation to understand the context of recurrence (ongoing) of children's behavior.	**Scaffolding:** Scaffolding as a teaching technique is a process of temporarily supporting children as they move from one stage of understanding to the next. Provide a learning environment that supports scaffolding, is providing an environment that supports exploration as children build on what they almost know and understand through all learning areas.
Task analysis: Breaking down the key features or processes of completing a complex task that assists child/ren to understand the key steps and purpose of the strategies that support children to succeed. It requires educators and teachers to observe and examine what children can currently achieve based on their current abilities.	**Co-constructing:** Children focus on meaning making and building on their knowledge of areas significant to the child. Co-construct requires working and building strong foundations of your partnerships with the children. This will enable you to be able to extend on the child's interests and ability to support the child/ren to form a sense of their world.
Deconstructing: Requires critical thinking, re-examining our current ways of knowledge and understanding. When we deconstruct, we explore our assumptions, perceptions and find ways of thinking and acting.	**Empowering:** It is the transfer of power from one group to another; educators to children or child to child. Educators need to provide the opportunity for children to have the resources and independence to enable them to be able to problem solve and make decisions based on their needs and abilities. Empowering children is a way for educators to build positive relationships with children and support the development of children's self confidence.
Problem solving: Encouraging and supporting children to find answers to enable them to build on and understand their learning. Educators can support problem solving skills by creating a range of resources that will provide children with respect, time, and space for investigation. Educators can facilitate the learning by questioning, positive role modeling, suggesting strategies, listening and providing positive feedback.	**Incorporating technology:** Being able to identify meaningful digital technologies that will support children's learning and ways to extend children's learning.
Suggesting: It is used to extend or use open verbal and non-verbal communication skills that provide learning opportunities for children's learning. Allow children to follow instructions, or modify suggestions.	**Telling and instructing:** Provide children with verbal and non-verbal instructional communication which enables them to know how to do something, able to understand an idea, concept or concept of learning. Use clear simple sentences that are effective, and can be effective with communicating safety requirements.

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Encouraging: To provide children with the support and reassurance through verbal and non-verbal encouragement. Acknowledge and encourage the enthusiasm	**Demonstrating:** Seeing how children respond to tasks can be used through physical actions and clear verbal instructions.
Grouping: Purposely making decisions regarding the grouping of children both formally and informally. Considering the room/children dynamic, age, child abilities and intention behind the child's learning.	**Listening:** Being able to listen to children to ensure you are respecting the rights of the child, showing them that you value their voice and they feel included through their learning. Positive modeling with children to gain an understanding of the meaning the child is trying to convey.
Modeling: Is a process of demonstrating behaviors, dispositions, attitudes, and values to the children. This teaching technique requires an understanding that children are modeling what you are asking/demonstrating to the child/ren. Ensure when modeling it is adequate and respectful interactions.	**Positioning:** To be thoughtful and deliberate while considering the placement of yourself, at the materials required of the child/ren. Positioning impacts planned and unplanned learning experiences that is thoughtful to the positioning of educators. Positioning is also considered and essential through routines, transitions and through a range of learning skills.
Dispositions: Disposition is their mood or general attitude. It supports children's independence, curiosity, concentration, creativity, responsibility, resilience, patience, perseverance, playfulness, imagination, being interested in things, enjoying problem- solving, being a good listener, assessing and taking risks, being friendly.	**Questioning:** Questioning is a technique used to seek information, clarity to ensure clear understanding of what is required, share theories or gain other's perspectives. Thoughtful questioning provides opportunities to prompt children's learning and extend their thinking, problem solving and language skills.
Purposeful pausing: Pausing allows children to feel less rushed and provides a relaxed thinking time period for children to form their ideas and respond purposefully. Valuing and understanding the importance of silence in a situation can give children the time and space to understand it is their turn through play.	**Setting and resetting:** Learning environments should be set and re-set through transitions of children's play. Resetting provides children with opportunities to add, scaffold, or change materials that are based on the child's play and interest.
Attentive waiting: Being physically present with the child white giving them the space and freedom to explore freely. The educator follows the child's lead and uses language and actions to demonstrate support and care to children.	**Describing:** Use language to paint a picture using all the senses- look, feel, touch, taste, sounds and smell. Expanding and extending children's understanding of the world in the way that is inclusive to the children.