**Responsive**

‘Incorporating a willingness to be flexible, to ensure that learning is always child, context, content and discipline appropriate. To achieve this, educators will balance opportunities for structure and spontaneity, open-ended and specific tasks, and child-led and educator-led learning.’[[1]](#footnote-1)

Consider the questions for reflection in terms of your own interactions with young learners. As you write your responses ask yourself how they would be evident in action to a family or visitor to the classroom.

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| **Teacher/Teacher Aide behaviours** | **Young learner behaviours** | **Questions for reflection** | **My reflections** |
| **Teachers/Teacher Aides may:**   * openly discuss classroom decision-making with young learners * provide opportunities for young learners to engage in learning experiences that they have initiated * provide a program that balances opportunities for structure and spontaneity * promote co-construction of the learning environment with young learners. | **Young learners may:**   * understand that they are part of the classroom decision-making process * take responsibility for their learning: planning, doing and reflecting * feel safe and respected * develop ownership of, and responsibility for, the classroom environment | * To what extent am I willing to be responsive, flexible, and open to alternate learning possibilities? * Are there opportunities for young learners to engage in learning experiences that they have initiated? * In what ways do I provide opportunities that balance structure and spontaneity? * How do I promote co-construction of the learning environment with young learners? | • |

1. Queensland Government and Department of Education (n.d.)*.* *Foundation Paper Age-appropriate pedagogies in the early years of schooling,* p.28. [↑](#footnote-ref-1)