**[Catharine Hydon]:** Mary can you take us into the relationship between what we have here and the summative assessment process that is probably exemplified in the Victorian context, by our transition statement. So lots of people have been involved in that process. So, it might be helpful just to say, what's the connection between this and what you might be doing in the summative space? Over to you Mary.

**[Mary Holwell]:** Sure, thanks Catharine. And I think I touched on it a little bit earlier by saying that one of the features of the approach that we've taken is that it allows you to bring all of your information into a kind of a neat little package for want of a better description. You've got a story of a child's progress over time recorded through those learning sample plans that you've created and that takes you to the space then that allows you to show how this child, or show where the child is at, at the point in time that you come to write the subjective assessment. But more importantly it allows you to talk about the progress that the child has made across the period of time they've been in your room or in your space. And often that's more important if not as important, as where they are at that point in time. So, anything that allows us to track that progress and to bring it in a coherent way into summative assessment. Whether it is for the purposes of a transition statement, or whether it's for the purposes of a child who's moving from a toddler room to a 3-year-old room, or from a 3-year-old space off to kindergarten for the first time. All educators are looking to write summative assessments often at various times across the year. And having your data well organised where your, your observations well organised, allows you to approach that process of a summative assessment, feeling prepared and feeling like you have something to contribute. Because I know that it often creates anxiety for educators and they think, I don't know where to begin, I don't know what to put in. I don't know where to get started on this. So this is just one way of supporting the educator who feels a bit anxious about it. I'm not suggesting that all educators feel like that, but it will position some of those educators in a better space. And it might help a more accomplished educator to hone the approach that they take to writing their transition statement.

**[Catharine Hydon]:** Thank you very much. Mary. There's a really good question on here about how would you include intentional teaching in the cycle? I think this is actually a really good example of the high levels of intentional teaching. But maybe, Mary can you just clarify for that question? How would you include intentional teaching in the cycle? I think. What's your answer to that? How. Imagine that an educator has written one of these, where does intentional teaching sit?

**[Mary Holwell]:** I think intentional teaching sits right back at the very beginning of it in a sense in what they choose to record as the observation and the decisions that they make then about what will be offered as the next learning opportunity. So, it's about the question and the analyse. The observation gives you a little bit of data, but the question and analysis gives value to the observation that you've collected, and allows you to make a very intentional decision then about what you will offer next, and then takes you to how you're going to go about offering that. And the intentional language that you might use, the intentional choices that you might make about the environment that you will provide in which to offer these things. So, it's in a sense, it's threaded all the way through. And it sits there again at the end for that reflect and review section. [Inaudible] what you're going to offer next.

**[Catharine Hydon]:** Absolutely. And if you are thinking about where you would see it mostly, I think you would see it in making intentional curriculum decisions in the plan components. The act and do is full of intention. You look at some of these examples, there is very strong intention about the sorts of songs you might have for example, and the vocabulary. And I agree the intentionality is woven throughout the whole of these, which is one of the reasons why it's a very strong practice in this space.

**[Caroline Cohrssen]:** Catharine, can I jump in here a little bit?

**[Catharine Hydon]:** Yeah, absolutely.

**[Caroline Cohrssen]:** I'll just keep it quick. Exactly what people have been saying. If we look at the definition of intentional teaching, it's being purposeful and thoughtful. And I think that there's a misperception that intentional teaching is something that happens at a particular table at a particular time. Whereas it's not. Every decision that we make if it's thoughtful and purposeful, it's intentional. And so this document brings that, I think, to the forefront saying we are purposeful about the observation we take. We purposefully thought about how we analyse it. We are purposeful and thoughtful about what we plan, and how we assess whether we achieved our objectives for the child. And what we're going to do next, all of that is intentional, because it's all thoughtful and purposeful.

**[Catharine Hydon]:** Yeah, and that's a very good point. And I think some of people are really liking the fact that we've clarified that. I think we see it woven through this whole document, there's a high level of intention by the authors who brought this together. Thank you very much, to really promote the idea of intentionality. It is not formalising, it's not formality, but intentionality is a really important idea here. Many people, I think would benefit from more conversations with their colleagues about what we mean by intentional teaching. It's really helpful. Lots of resources out there to have a bit of a look at, so check out the links that we are going to send you, so you can do a bit more investigation of that. The nature of intentional teaching.

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