



National Quality Standard Professional Learning Program



Connecting with practice—EYLF and NQS

Vignette: A very young child putting a bib on a doll

Note: Use these notes in conjunction with the [General information](#) for *Connecting with practice*.

Overview:

This vignette is a brief example of a child just over one-year-old attempting to put a bib on a doll.

Possible focus points:

- babies' concentration and attention span
- educators' roles
- learning through play
- extending interests.

Key links to *National Quality Standard (NQS) standards:*

Quality Area 1: Educational program and practice

Element 1.1.1: Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

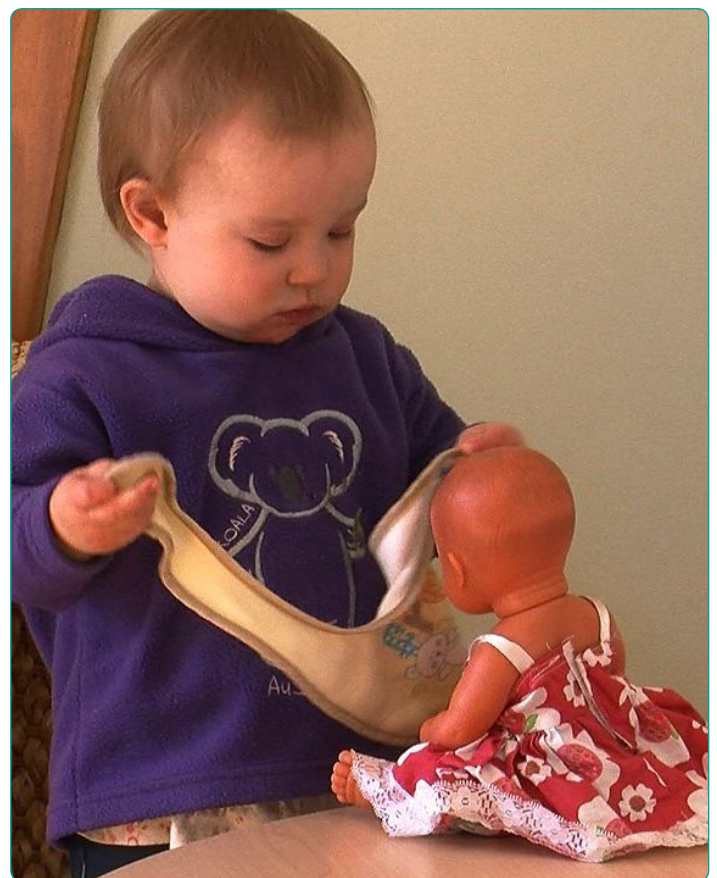
Element 1.1.2: Each child's current knowledge, ideas, culture, abilities and interests are the foundation for the program.

Element 1.1.3: All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.

Element 1.2.3: Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

Quality Area 5: Relationships with children

Element 5.1.1: Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.



Key Early Years Learning Framework (EYLF) concepts:

- Being and becoming
- Agency

Principle 1: Secure, respectful and reciprocal relationships.

Principle 5: Ongoing learning and reflective practice.

Learning Outcome 4: Children are confident and involved learners.

First viewing: What did you notice?

Ask participants to watch and listen to the vignette. After viewing it, ask some general questions to start the discussion:

- *What did you notice?*
- *What was the child doing?*
- *What did the educator do and say?*
- *What did you notice about the setting and the experience itself? Did anything stand out for you?*

Participants are likely to notice different things. These differences are interesting, as in their work educators notice and pay attention to different things. Highlight that there are always different ways of seeing the same practice or event. Each perspective enriches what we can learn. This is why sharing ideas, listening to others' perspectives and having discussions are so important.

Note: If you are using the vignette with a group that includes educators who work with older children, ask them to think about what they can learn from the video and the discussion about it.



Second viewing: Looking more deeply at learning and teaching and links to the NQS

The brief vignette shows an 'old' baby/young toddler doing something straightforward—attempting to put a bib on a doll. It is a good example of play that is richer and more significant if you really pay attention. That is true of much of very young children's play and learning—that it is easy to miss unless you pay close attention.

Because it is so simple and straightforward, this vignette can be a basis for talking about babies' and young toddlers' play and learning, what it looks like, educators' roles, props and materials that encourage play, and most importantly, the kinds of learning opportunities children this age need.

- *What does this vignette tell you about what this child has learned or is learning?* Note that speculating about what children may be learning is likely to be different to what they are doing.
- *What Learning Outcomes does this vignette illustrate? What are the reasons for your answers?* Encourage participants to be specific in their answers, going beyond the headings of the Learning Outcomes to the detail.
- *We don't know from the vignette whether or not the child chose to use the doll and bib together or whether she found them together. How did the availability of the materials—that is, the doll and the bib—make this possible? In what way might placing a doll and a bib on a table encourage her engagement?*

She is clearly concentrating, and she walks away and returns—an example of perseverance. You could ask a general question about what factors may have contributed to her perseverance. Responses may include the fact that it looks as though there were no other materials around to distract her or that she was on her own—away from the rest of the group—for example.

- *What roles did the educator play? Why do you think she chose that moment to enter the play?*
- *What effect did her involvement have on the child's learning?*
- *Ask for reactions to the educator's not taking up the child's request to help put the bib on. Also, what do participants think about the educator's decision to not sit the doll up again when it tipped over?*
- *How did the educator's interaction and conversation contribute to the learning?*
- *What about the educator's level of involvement?* Of course it is hard to judge when we don't know the child, but do you think she provided just the right amount of help? Why or why not?

Second viewing continued ...

- *What Principles and Practices does the vignette illustrate?*
- *What would you have changed or done differently if you were the educator in this situation?*
- *You could have some discussion about different roles that educators play in children's learning. Do you think this is an example of intentional teaching? If so, what do you think the educator's intentions may have been?*

Point out that this is an example of a one-to-one time between an educator and one child. These are so valuable, and often occur when educators are aware of their importance and look for opportunities to have them.

- *What could have made this a better learning experience?*
- *If you were observing this experience, what would be worth recording about this child's learning? How does the fact that you don't know her affect your observations and analysis?*
- *What might the educator decide to do or to offer as a result of observing this child at this time?*

This very simple and brief vignette gives an opportunity to talk about not jumping to conclusions and assuming the obvious when observing children, but rather 'slowing down' mentally and literally, not being too quick to interpret and instead raising questions for yourself. Is she imitating what she sees and experiences? Is she interested in doll play? Alternatively, is she interested in the properties of velcro? Does she commonly persist? (This vignette is heavily edited—she tried for much longer than is shown to put the bib on the doll).



Third viewing: What have we learned? What next?

You may want to begin the discussion after the third viewing with a general question: 'What ideas can we take away from this vignette and the discussion we've had and how can we apply them in our program?'

It appears that this educator chose to interact with the child—that is, there didn't seem to be a reason that she had to come over. Talk about the importance seizing opportunities for one-to-one interactions with a child.

- *Why do they matter? What gets in the way? How do we make sure we have these with all the children, not just the ones who demand our attention but also the ones who quietly and efficiently go about their business and do not demand it?*

It would be easy for an educator to miss this episode in this child's day in a group where there is a lot going on.

- *How do we keep in mind the importance of paying close attention to what children are trying to do and to learn when there are so many things happening that require our attention? How can we 'slow down, pay more attention, and not jump to conclusions'?*
- *What might this child's parents see in this vignette? How could the vignette be used to have discussions with families about children's learning?*
- *What else have we learned that we can apply to our practice?*
- *What actions might we take as a result of the discussion about the vignette?*

References

Department of Education, Employment and Workplace Relations for the Council of Australian Governments (DEEWR) (2009). *Belonging, being and becoming: The Early Years Learning Framework for Australia*. Canberra, ACT: DEEWR.



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