



## National Quality Standard Professional Learning Program



### Connecting with practice—EYLF and NQS

## Vignette: Discovering—making connections

**Note:** Use these notes in conjunction with the [General Information](#) document.



### Overview:

This vignette shows three- and four-year-olds in a group setting using a rich learning area set-up to explore the topic of animals. They use a light box, documentation and other materials.

### Key Early Years Learning Framework (EYLF) concepts:

- Children as teachers of other children
- Rich learning environments
- Use of print, visual text and other documentation to support children's learning
- Intentional teaching.
- Learning Outcomes 2, 3, 4, 5
- Learning through play.

### Key links to standards in the NQS:

1.1, 1.2, 3.2 and 5.2

### First viewing: What did you notice?

Ask participants to watch and listen to the vignette. Then use a range of questions to start the discussion.

- *What did you notice?*
- *Who was involved?*
- *What were the participants doing?*
- *What resources were used or available for the children?*
- *How would you describe this environment?*

In this vignette, participants might notice that:

- there were two different groups playing—a girl with a boy and then a group of four girls and that each group played differently in the same space the children were using a light box and other resources
- the children were using a light box and other resources
- there was lots of conversation between the children
- some children were leading the conversation
- there was a noticeboard with lots of pictures and information about animals
- the educators were not visible.

Try to help participants recognise that there are different perspectives on the vignette as each educator sees things through the lens of their beliefs, values and experience as an educator.

*Why do we notice different things?*

*How can these different perspectives help us as educators?*



## Second viewing: Looking more deeply at the learning and teaching

Before showing the vignette again, suggest to participants that this time they focus on what and how the children are learning rather than on what they are doing.

- **What are the children learning?** For example, they are learning to share ideas and understandings about animals, how to use a light box, how to 'read' visual photo texts.
- **How are the children learning?** For example, by talking, listening, watching, experimenting, imitating.
- **How does the identified learning link with the EYLF Learning Outcomes?** For example, children manipulate objects and experiment (Learning Outcome 4); children explore texts (spoken, visual and written) and they work out their meaning (Learning Outcome 5).

During the discussion ask questions to focus thinking on the educator's role.

- **How did the educators support the children's learning?** For example, by setting up the learning environment, observing the children as they participated and documenting what they know and can do to help future planning.
- **What might have been the educator's intentions in setting up the experience?**
- **Do you think there might have been any unexpected learning—that is, learning that the educator might not have anticipated?**
- **No educator was involved in the learning experience we just saw. Do you think more learning would have**

## Third viewing: What have we learned? What next?

Suggest to participants that this time they focus on links to the EYLF vision, Principles and Practices and their own practice.

- Are there examples of children's belonging, being and becoming or children's agency in this vignette?

Extend the discussion by asking 'what next?' questions.

- **If you were the educator, what would you do next?**

For example:

- What conversations would you have with the children?
- What environmental or resource changes would you make?
- How could you extend the children's learning about animals based on what they already know?
- How could families support your learning intentions?
- **What have we learned that we can apply to our workplace from our discussion?** For example, we will be more tuned into and encourage children teaching each other and seeing themselves as teachers of others as part of their identity.
- **What action will we take as a result of our discussion?** For example, we will use printed and visual texts when we document information to support children's learning.

## 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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