



National Quality Standard  
Professional Learning Program



Connecting with practice—EYLF and NQS

## Vignette: Discovering—Making music

**Note:** Use these notes in conjunction with the *General guidelines*.



### Overview:

This vignette shows several children engaged with a very creative outdoor music and sound station.

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

- children teaching and learning from other children
- engaging equipment from 'found' materials
- agency
- collaboration among children
- play and learning styles
- Learning Outcomes 1–5
- learning through play.

### Key links to standards in the NQS:

1.1, 1.2, 3.1, 3.2, 5.1, 5.2.

### First viewing: What did you notice?

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

- *What stands out for you in this vignette?*
- *What did you notice?*
- *What were the children doing?*
- *What was the educator doing?*

Extend the discussion by asking about different perspectives on this vignette.

*Thinking about how others might see this vignette can extend our knowledge as educators.* For example, how might the children's parents respond to the vignette? Why? What might their response tell us? For example, the boy's family might tell us that he plays his dad's drum at home. That information would help to inform our planning for extending this child's musical learning.



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

Before showing the vignette again, suggest to participants that they shift their focus to what the children might be *learning* rather than on what the children are *doing*.

- **What are the children learning?** For example, through experimenting, one child is learning about cause and effect by dropping the metal rod through the pipe (Learning Outcome 4) and one child is learning about rhythm (Learning Outcome 5).
- **What social learning—that is, learning about working together—is taking place here?** For example, the boy's play changes and is influenced by the girl's play as she introduces new possibilities, and he joins in enthusiastically.
- **How are the children learning?** For example, by experimenting, imitating, talking with each other and with the educator.
- **What was the educator's role in this learning experience?**
- **What learning was the boy showing when he immediately drummed more quietly when asked to by the educator?** For example, self-control, growing consideration of others and willingness to cooperate.
- **The educator's role in this vignette was limited. What do you think about just letting children use the equipment in whatever way they want—that is, that an educator wasn't involved in making suggestions? Is that the best way to offer such a piece of equipment?**
- **Do you think more learning would have occurred if an educator had been involved? Why or why not?**



## 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.

- **The EYLF highlights the concept of children as teachers of other children and able to support their own learning.**
  - What can you see that is evidence of children as active partners and collaborators in their own and others' learning?
  - What are the children learning from each other?
  - How are they contributing to their own learning?
- **Why is this vignette an excellent example of what the EYLF calls 'intentional teaching'?**
- **What might you record from this vignette about the children's learning or the experience itself?** In other words, what's worth recording? How might this experience contribute to your assessment of the children in the vignette and the learning opportunities you offer?
- **If you were the educator, how would you extend this play and learning opportunity to take advantage of the interest in it?**
- **What have we learned about using something like the 'music-making machine', a very attractive and engaging piece of equipment? What is it about it that makes it so engaging?**



## 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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