



National Quality Standard Professional Learning Program



Connecting with practice—EYLF and NQS

Vignette: Discovering—Routines around lunch

Note: Use these notes in conjunction with the general notes called *Looking at practice vignettes*.



Overview:

This vignette takes place in the lead-up to lunch for two four-year-olds and two babies in a family day care home, including hand washing.

Key Early Years Learning Framework (EYLF) concepts:

- children's agency
- learning about health and hygiene
- rich learning environments
- intentional teaching.
- Learning Outcomes 1–5.

Key links to standards in the NQS:

1.1, 1.2, 2.1, 2.2, 3.2, 5.1, 5.2.

First viewing: What did you notice?

Ask participants to watch and listen to the vignette. After viewing, ask a range of questions to start the discussion.

- *What did you notice?*
- *Who was involved?*
- *What were the children doing?*
- *What was the educator doing?*
- *Where did this happen?*
- *How would you describe the environment?*

It is likely that participants will focus on or notice different aspects of practice in this vignette. Use these differences to highlight the importance of seeing practice from different perspectives, including different theoretical perspectives (EYLF, p.12). For example:

- *Did some participants focus on the children's skills at hand washing? (developmental theories)*
- *Did some focus on the social nature of the learning? (socio-behaviourist or socio-cultural theories).*

How can different theories help us to better understand what we observe and to improve the ways we respond?





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?** How does this learning link with the Learning Outcomes in the EYLF? For example, helping to wash the tables prior to lunchtime helps the children to learn that they are valued contributors (Learning Outcome 2).
- **How do you know that children and the educator have engaged in prior conversations about nutrition and healthy eating?** For example, one of the girls mentions rice crackers appearing on the food pyramid.
- **How are the children learning?** For example, by sharing their thinking, listening to and watching others and by imitating.

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

- **What might be the educator's intentions for this routine?** For example, the educator intends for this routine to be a smooth transition for the children.
- **How did the educator support the children's learning?** For example, the predictability of knowing that the tables would be wiped first and then hands washed before eating empowers children in their own experience.

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.

- **Can you see examples of children's belonging, being and becoming or children's agency in this vignette?** For example, healthy eating is important for who children are (their healthy, active being) and who they will become.

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

- **If you were the educator, what would you do next?** For example:
 - How could families support your learning intentions?
- **What have we learned that we can apply to our workplace from our discussion?** For example, we have learned how routines can provide rich opportunities to support children's learning, development and sense of belonging.
- **What action will we take as a result of our discussion?** For example, we will find ways to promote children's meaningful contribution to the program and routines across the day. We will use questions to help us achieve this:
 - How could the children be more actively involved in preparing spaces indoors and outdoors?
 - How could children be consulted about things that are important to them?
 - How do we show children that we take their ideas and contributions seriously?

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



Early Childhood Australia
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The NQS Professional Learning Program is funded by the Australian Government Department of Education, Employment and Workplace Relations.