



National Quality Standard
Professional Learning Program



Connecting with practice—EYLF and NQS

Vignette: Respecting and responding to children

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



Overview:

This brief vignette shows an educator and three children playing and interacting outside.

Possible focus points:

- Responding to children's interests
- Attending to several children at once
- Educators' language and interactions
- Giving choices and finding reasonable solutions.

Key Early Years Learning Framework (EYLF) concepts:

- Respectful relationships
- Intentional teaching
- Responsiveness to children
- *Belonging, Being and Becoming*
- Holistic definition of curriculum
- Learning Outcomes 1, 2 and 5.



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

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, strengths, ideas, culture, abilities and interests are the foundation of 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 3: Physical environment

Element 3.1.1: Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.

Element 3.2.1: Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.

Element 3.2.2: Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.

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.

Element 5.1.2: The dignity and rights of every child are maintained.

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 were the children doing?*
- *What was the educator doing?*
- *What did you notice about the physical setting?*

Participants are likely to notice different things—some may focus on the children, some on the educator, some on the small group of children and some on the setting or experience itself. These differences are interesting, as in our work we pay attention to different things. If there are different perspectives on what was happening, highlight that there are always different ways of seeing the same practice or event. Each perspective enriches what we can learn from the vignette.



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

- *What are the children learning or demonstrating that they have learned?*

Note that what children are *learning* is likely to be different to what children are *doing*. Pay attention to their verbal and non-verbal communication as well as what the children are doing.

- *What Learning Outcomes does this vignette illustrate?*
- *What roles does the educator play? What does she do and say to encourage learning? What more could she do or what could she do differently?*
- *What did you notice about the interactions between the educator and the children?*
- *How does the physical environment contribute to the learning opportunities?*

In the initial part of the vignette, the space the educator and children are in looks very cosy and welcoming. The educator refers to the space later in the vignette as the fairy garden.

- *What might be the effect of having such a special space in an early learning setting?*
- *How might it look and how might it be used?*

You may want to point out in this discussion that the educator's roles, interactions and conversations are examples of intentional teaching—being thoughtful, deliberate and purposeful. Pay particular attention to the language the educator uses and the ways she responds to children.

- *What are your reactions to the educator's level of engagement with the children?*

Transitions and enlisting children's cooperation are important components of every day in an early learning setting. Near the end of the vignette the educator decides that it is time to go inside.

- *How does she communicate this to the children?*
- *What happens as a result?*
- *What teaching happened, and what do you think her intentions might have been?*
- *What do you think the children would have learned from this interaction?*

The educator in this vignette asked a question about going inside and implied that there was a choice. As a result of the conversation she found a solution that satisfied the child and achieved her aim.

- *How did this interaction demonstrate respect for children?*

Third viewing: What have we learned? What next?

- *What have we learned that we can apply to our practice?*

Hopefully participants will have been reminded of the importance of their verbal communication with children. They may be more aware of showing children in a variety of ways that they value them and enjoy their relationship with them.

- *What actions might we take as a result of the discussion about the vignette?*
- *What would the children involved see in the vignette?*

The educator seemed to be in touch with and responsive to all three children.

- *How do educators engage deeply with a child and at the same time fulfill their responsibilities to supervise all children?*
- *What are some of the challenges and how can you meet them?*
- *Do you have a special space, like the fairy garden in the vignette, in your setting? If so, how is it used? What do you do to keep it special? What more could you do?*

If you don't have one, reflect on how you might set one up.

- *How could you involve the children in designing it and deciding on its uses?*
- *What would be your intentions in setting up such a space?*
- *How do you manage transitions from one part of the day or curriculum to another?*
- *How do you ensure that transitions are smooth and that they contribute rather than take away from children's sense of agency?*
- *Do we sometimes offer children choices when there really isn't a choice? If so, why?*
- *What is the impact on children's learning?*
- *How can we make sure we offer lots of meaningful choices but only when we can accept children's decisions?*



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