



National Quality Standard Professional Learning Program



Connecting with practice—EYLF and NQS

Vignette: Marking with coloured pencils

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

Overview:

This vignette shows a toddler using coloured pencils to draw and her interactions with an educator.

Possible focus points:

- concentration and attention span
- impact of physical set-up
- educators' roles and conversation
- learning opportunities for young toddlers.

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

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 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 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.

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:*

- 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

Learning Outcome 5: Children are effective communicators.

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 physical environment, the materials 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 other 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 that applies more generally to children of any age.



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

This vignette can prompt discussion on a variety of topics related to very young children's learning and appropriate curriculum for this age group.

- *Children have to explore materials for creative expression—materials such as textas, paint, coloured pencils and clay—before they can move on to using them as tools for self-expression. What do you think about giving children this age coloured pencils?*
- *Look at the details of the set-up of the physical environment—the placement of the table, its size, the size of the paper and its attachment to a clipboard. How do these contribute to the learning opportunities the experience offers?*
- *What is Jasmine demonstrating that she has learned already? What do you think she is learning through this experience? Note that speculating about what children may be learning is likely to be different to what they are doing.*

Notice Jasmine's communication skills. She communicates very effectively and has a lot to say, even though some of her verbalisations are not understandable.

- *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.*
- *Pay particular attention to what the educator does and says. How does her communication contribute to the quality of the experience? What are some examples of ways that she demonstrates respect for Jasmine and supports her sense of agency?*
- *What does the likely effect of her involvement have on Jasmine's learning?*
- *Ask for reactions to the educator joining in the drawing. How did that contribute to Jasmine's learning?*
- *What about the educator's level of involvement? Do you think she provided just the right amount of help? Why or why not?*
- *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 (although there is some interaction with a second 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?*
- *Is this experience play? Why or why not?*

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?'

You may want to discuss, among other topics:

- *the set-up of the physical environment and its impact on children's learning*
- *assumptions educators make about what older babies and young toddlers will be interested in—that is, do we sometimes have low expectations?*
- *the contribution of an educator's interest and involvement to children's learning*
- *the importance of taking advantage of opportunities for one-to-one interactions with a child.*
- *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 (DEEWR) (2009). *Belonging, being and becoming: The Early Years Learning Framework for Australia*. Canberra, ACT: DEEWR.



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