



National Quality Standard
Professional Learning Program



Connecting with practice—EYLF and NQS

Vignette: Discovering—Story time transition to nap time

Note: Use these notes in conjunction with the [general notes](#) called Looking at practice vignettes.



Overview:

This vignette shows four children who are four years old in family day care having story time through to getting ready for rest time. It depicts an educator sharing a book and then involving children in routines.

Key Early Years Learning Framework (EYLF) concepts:

- the power of sharing books
- involving children in routines
- intentional teaching
- Learning Outcomes 2, 3, 4, 5.

Key links to standards in the NQS:

1.1, 1.2, 2.1, 3.2, 5.1, 5.2

First viewing: What did you notice?

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

- *What did you notice?*
- *What were the children doing?*
- *What was the educator doing?*
- *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). Use questions to extend thinking about different perspectives.

How does developmental theory help educators to plan for shared story times? For example, developmental theories help us to understand that stories need to be selected carefully to meet children's developmental stage.

What aspect of developmental theory supports the planning for small groups rather than large groups when reading stories to young children?

What literacy theories support the importance of reading stories to groups of children? For example, literacy as a social practice stresses the importance of the way we learn to be literate through our interactions and relationships with others (EYLF, p. 41).





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 children learning in the shared story experience and how does this learning link with the Learning Outcomes in the EYLF? For example, children are learning to engage with verbal, written and visual texts when a story is read aloud using a picture book (Learning Outcome 5).*
- *How are the children learning?*
- *What teaching strategies does the educator use to promote or support children's learning? For example, she uses predictable routines and highly engaging story-sharing skills to keep children interested.*
- *What learning opportunities would this story offer?*
- *What might children be learning from the simple routine of putting the sheet on their bed? For example, they are learning about being independent.*



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 identify examples of children's agency in this vignette? For example, the children putting on a sheet on the bed were exercising agency.*
- *How does being a member of a small group of children in this type of setting promote a strong sense of belonging?*

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

- *Why do educators sometimes use large groups for shared experiences? Are there pedagogical or theoretical reasons that support or challenge that practice?*
- *How could educators working with larger groups of children provide regular and similar small group experiences? One example would be by encouraging the same group of children to sit together each snack or lunchtime. What else?*
- *What have we learned that we can apply to our workplace from our discussion? For example, we have learned that small groups can be helpful for improving the level of children's interest, participation and enjoyment.*
- *What action will we take as a result of our discussion? For example, we will reduce the times when we work with large groups, especially when we want every child to be actively involved in the discussion or the 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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