# Developmental Continuum: Discovery

What does Discovery look like as it develops from Prep-Year 2? By Deb Vietri

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| Aspect | Beginning | Developing | Extending |
| What the student is doing |
| How they engage with the opportunities provided | Students playing with favourite things or playing with their friends. Exploring things that interest them. Exploration is playful and unstructured. They may take time to decide on what to do or move from area to area quite regularly. They may constantly return to the same area because it is their favourite or because they feel comfortable. | Exploration is playful and has structure or intent. Students often have an idea or a goal in mind for the session. They are developing ‘play stamina’ returning to something they started in a previous session to extend it. They respond to provocations to take an idea further. They sometimes respond to an invitation and try something new or different taking risks and experimenting. | Students have a more sustained focus and begin to participate in emerging inquiries or extended projects over several sessions. They are open to discussing what they might do next and respond to provocations and ‘nudges’.They can apply knowledge, skills and processes learned in other areas to achieve a goal or project. Students may want to join in, or conduct workshops offering new experiences or skill development. |
| Type of play | Students may often engage in solitary, onlooker or parallel play.Beginning to engage in associative play.  | Predominantly engages in associative play and beginning to explore co-operative play. | Able to confidently engage in co-operative play including following and designing rules for games. |
| Learning dispositions | Students are learning about dispositions such as; persistence, creativity, problem-solving and co-operating, and attempt to demonstrate these when prompted by the teacher. | Students begin to display dispositions such as; persistence, creativity, problem-solving, risk-taking, resilience and collaboration more independently.  | Students are more intentional about using their dispositions eg. persistence, creativity, problem-solving, risk-taking, resilience and collaboration and metacognitive skills (thinking ahead, reflecting, adapting) |
| Sharing their learning | Students retell ‘what they did’ using simple language structures.They may rely on props (eg photographs, things they have made or teacher prompts) to support their sharing. | Students retell ‘what they did’ using more extended sentences and giving some detail. They begin to use more explicit vocab eg. I created, I constructed rather than I played or I made.They attempt to articulate their thinking in simple terms when prompted. | Students share their achievements and the process they used. They add more detail and use the language of learning to explain how and why they did something.They can talk about what they were thinking during the process. |
| What the teacher is doing |
| Design of areas/stations | Areas developed around student interests, developmentally appropriate play, ideas and concepts drawn from other learning areas and community events.Children suggest materials or equipment they would like to see included at stations. | Areas developed around student interests and concepts and ideas raised through other learning areas and community eventsChildren contribute to the design and construction of new stations and areas. | Stations/areas still developed around student interests and links to the curriculum. Emphasis on areas that enable students to investigate, research, create, experiment and design in some depth. Student projects influence the type of areas created and materials provided |
| Explicit teacher focus | Development of social skills, oral language,and personal management skills.Noticing and naming positive learning behaviours including being curious, creative and managing impulsivity. | Further development of social and collaborative skills, oral language, personal management and continuity of learning.Reinforcement of making good learning choices, taking risks and learning from mistakes. | Development of skills in collaborating, negotiating, building stamina and planning and managing small projects.Focus on the learning process using aids such as ‘the learning pit.’ |
| Strategic discussions | Introductions, share time and one on one conversations with teachers during Discovery are used to encourage oral language development, model desired language and behaviours and to promote thinking. | Introductions are used to support students to be more intentional eg. by using action verbs (creating, exploring, wondering, discovering, experimenting, designing etc). Share times focus on noticing and naming, making the learning visible. Learning conversations during the session are used to provoke or nudge students as well as to articulate their thinking. | Teachers have learning conversations with children before during and after an extended project. Introductions and share times are used to help provoke extended projects with students sharing and communicating their projects and their learning. |