

# Discovery: A Developmental Continuum

Aspect	Beginning	Developing	Extending
What the student is doing			
How they engage with the opportunities provided	<p>Playing with favourite or familiar things. Exploring things that interest them. Exploration is playful and unstructured.</p> <p>Playing alone, or only with their friends. They may let friends decide what they do during the session.</p> <p>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.</p>	<p>Exploration is playful but also has structure or intent. They are not limited to playing only with friends' but are also happy to follow their own interests or engage with children who have similar interests.</p> <p>They are developing 'play stamina' returning to something they started in a previous session to extend it. Students often have an idea or a goal in mind for the session.</p> <p>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.</p>	<p>Focus is more sustained. They return to the same task in order to complete more extended ideas over several sessions.</p> <p>Applying knowledge, skills and processes learned in other areas to achieve a goal or project. Making connections to 'real world'.</p> <p>Making suggestions about what they want to see included in Discovery or what they need for a project they have in mind.</p> <p>Open to discussing what they might do next. Happy to plan out how they might achieve a goal or project.</p>
Type of play	Students may often engage in solitary, onlooker or parallel play. They begin to engage in associative play.	Predominantly engaging in associative play and beginning to explore cooperative play.	Able to confidently engage in co-operative play including following and designing rules for games.
Learning dispositions	Learning about dispositions such as; persistence, creativity, problem-solving and co-operating, attempting to demonstrate these when prompted.	Beginning to display dispositions such as; persistence, creativity, problem-solving, risk-taking, resilience and collaboration more independently.	More intentional use of dispositions eg. persistence, creativity, problem-solving, risk-taking, resilience, collaboration
Sharing their learning	<p>Retelling 'what they did' using simple language structures.</p> <p>They may rely on props (e.g. photographs, things they have made or teacher prompts) to support their sharing.</p>	<p>Retelling 'what they did' using more extended sentences and giving some detail. Beginning to use more explicit vocab eg. I created, I constructed rather than I played or I made.</p> <p>Attempting to articulate their thinking in simple terms when prompted.</p>	<p>Sharing achievements and the process they used. Beginning to talk about what they were thinking during the process.</p> <p>Adding more detail and using the language of learning to explain how and why they did something.</p>

What the teacher is doing

<p><b>Design of areas/stations</b></p>	<p>Developing areas around student interests, developmentally appropriate play, ideas and concepts drawn from other learning areas and community events.</p> <p>Inviting children to explore different areas and concepts through introductions and provocations.</p> <p>Observing how children respond and adding materials and provocations based on this.</p>	<p>Developing areas around student interests, and connections to learning areas and community events. Some areas are deliberately planned to explore concepts that are not familiar.</p> <p>Choosing provocations based on observations and learning intentions to encourage children to extend their play and thinking.</p> <p>Inviting student input into areas.</p>	<p>Considering student interests and links to the curriculum, but increasing emphasis on areas that extend children beyond the 'familiar'.</p> <p>Strategically planning of areas that enable students to investigate, research, create, experiment and design in some depth.</p> <p>Designing areas to enable student ideas and projects.</p>
<p><b>Explicit teacher focus</b></p>	<p>Development of social skills, oral language, and personal management skills.</p> <p>Noticing and naming positive learning behaviours including being curious, creative and managing impulsivity.</p>	<p>Further development of social and collaborative skills, oral language, personal management and continuity of learning.</p> <p>Reinforcement of making good learning choices, taking risks and learning from mistakes.</p>	<p>Deliberate exposure to 'extended projects' through introductions and share times. Using students who have started the process as peer examples.</p> <p>Development of skills in collaborating, negotiating, building stamina and planning and managing small projects.</p>
<p><b>Learning conversations</b></p>	<p>Introductions, share time and one on one conversations with teachers during Discovery are used to:</p> <ul style="list-style-type: none"> <li>● Build positive relationships</li> <li>● Determine student strengths and interests</li> <li>● Encourage oral language development</li> <li>● Model desired language and behaviours</li> <li>● Promote thinking</li> </ul>	<p>Introductions are used to support students to be more intentional eg. by using action verbs (creating, exploring, wondering, discovering, experimenting, designing etc).</p> <p>Share times focus on noticing and naming, making the learning visible.</p> <p>Learning conversations during the session are used to provoke or nudge students as well as to articulate their thinking.</p>	<p>Introductions and share times are used to:</p> <ul style="list-style-type: none"> <li>● Provoke deeper exploration and thinking about ideas</li> <li>● Teach more efficient skills and strategies</li> <li>● Provoke extended projects with students sharing and communicating their projects and their learning.</li> </ul> <p>Teachers have learning conversations with children before, during and after an extended project in order to stretch thinking and learning.</p>