**[Karen Hope]:** You have said in the past that it seems to you that young children's learning and our teaching is always evolving and it's like a dance, and this is true of digital play, engagement and learning. Are you able to expand on this idea?

**[Anne Kennedy]:** Yeah, I think Stephanie might have a slide.

**[Karen Hope]:** Yes, Steph's got a slide.

**[Anne Kennedy]:** Yeah.

**[Karen Hope]:** Thanks Steph.

**[Anne Kennedy]:** I'm really, I love this diagram from the Victorian Early Years, Learning and Development Framework, because to me it does give a visual representation of that notion of the dance. And the dance is this, that in any learning encounter, you see that shifting between where the child might be directing and leading, and the adult is, or the adult is leading and the child is following. And I think what the framework is asking us to make sure that we're conscious of that, that there's a balance of that. So all our pedagogy isn't adult-led learning with the adult out the front and the children just following along behind. On the other hand, it isn't that the child just leads. And, we had that period where we used to talk about everything's just, was it emerging?

**[Karen Hope]:** I think emergent curriculum.

**[Anne Kennedy]:** And that was dangerous because I saw the danger in that, because nobody knew where it was going, why it was happening, what was the rationale behind it, how you could set things up.

So, you'd need that balance. That balance is important and it is like a dance. And for example, if a baby's sitting on your knee and is fascinated by your smart watch. They might initiate that by touching it, tapping it, looking at it, you might then take the lead and say, "Oh, have you seen one of these before?". Or you might bring it closer to the child. Then they do something. Then you respond. So we talk about it in conversation like serve and return, but in learning opportunities, it's also referred to as the dance of child leading, adult leading. And sometimes the child leads for much longer and we just follow and we might just tune in and show that we're interested. And other times we take back the lead by asking a question, responding to something they've said, et cetera. So it's not prescriptive. There's no recipe for it. And it does come with experience.

And it suggests to, you've got to create an environment where there's time to do that, where you're not rushing around, try to put out spot fires of all sorts of too many activities, and you're trying to run yourself ragged, trying to get on top of it all. You have to create that kind of environment with good open-ended materials, which might include some digital devices where you've got time to tune in, and do that dance of leading and following the learning. And the evidence suggests that's where you get good outcomes.

**[Karen Hope]:** I think when you, when we were talking about tonight, you suggested the use of this image. I've often thought I would love this image to just be on everyone's wall, enlarged in early learning centres, because it's a very powerful visual. And for those of you that are participating tonight and haven't seen this before, or not so familiar with it, it is in the Victorian Early Years, Learning and Development Framework on page 15. And it really does beautifully. I almost like to use it as a provocation.

I used to tell pre-service teachers when I was working in that space, that it's a really beautiful visual reminder of the approaches, that word's really important, integrated teaching and learning. And as Anne, you just said, sometimes there might be more of one than the other, but if we don't have visuals like this, we do sometimes get very pigeonholed into, as you referred to emergent learning. And I know when I was a young teacher, that was the thing. And I thought that meant that you just wait for children to tell you what they wanted to learn. And that's a very limiting thing for children. So a visual, like this would have been really useful for me as a teacher, thinking about the dance and it is a dance between children and family and teachers and educators.

**[Anne Kennedy]:** Yeah. So that taking the lead and following, it is really important.

**[Karen Hope]:** And if you listen to children, if you deeply listen to them, they will give you the clues. I think, sometimes educators wonder whether they are going to, whether you don't push enough or put the right things out on the table, or provoke enough, will you get that kind of rich pedagogy? But children, in my opinion, will lead the way. And they will give you the clues around what they're interested in.

**[Anne Kennedy]:** Exactly. I mean, there are some aspects of learning where the child may never say to you, look, I often use this example, I've never had a child say to me, "Anne, I'm desperate to learn about road safety or oral hygiene or whatever." No, but as adults, we make a decision that's important learning. So then how we teach that, will be in this frame, will be in this notion of the dance and will be based on a play-based pedagogy, et cetera. So, we won't do road safety as a lesson or a worksheet. We'll do that in a play-based way with some direct teaching yes, some quite explicit stuff about the rules. We don't send children out on the road, and so now I want you to play on the road and learn about road safety. Anyway, I feel like we're getting, I'm getting off that digital technology, but the digital technology pedagogy could certainly fit very much so with this dance.

**[Karen Hope]:** I agree, and I think you introduced that term right at the start about ‘digital pedagogy’. And it's something that I, it's kind of a bit of a take home for me, for sure, from this conversation about, you think about all the other types of pedagogy and practice that you do. This is no less different and no less important. And this image supports that as well. And that idea about intentional teaching, which is what your article is about that supports this webinar, about being deliberate and purposeful. And I think if educators stopped before they did it and said, 'is this deliberate and purposeful?', that would better guide some of the decisions you might make around technology, or at least, and also open your mind to the different types of technology available.

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