Early Years Twilight Seminar

14 August 2019 video transcript

Video 12: Comparing the VEYLDF and the Swedish Curriculum

DARLENE LEACH: How does the Victorian Early Years Learning and Development Framework compare, or does it, to the Swedish curriculum? And what values or ideas do you see as being similar, noting the contextual – very different contextual situations that we find ourselves in.

SUSANNE GARVIS: When I recently read VEYLDF, I was amazed. It's got so many similarities to the Swedish curriculum. So ideas around the child at the centre with the ecological systems model. It mirrors the Swedish curriculum. Ideas around working with families, partnerships, looking at transitions. The outcomes, the practice principles. They're all there in both documents, just worded in different ways. But the intentions are the same.

So I think there's actually more similarities between these two documents than actually differences. But the real, I guess, thing to consider is the continuity of children's learning that is also the basis of both documents. That idea that learning is lifelong and both contexts are supporting that. They're supporting the child's learning development, and that also children come with many capabilities and it's working with those capabilities.

DARLENE LEACH: How does that look like from early childhood into school?

SUSANNE GARVIS: This is really interesting, I think, because the children are coming with many capabilities, and it's supporting those capabilities as the child moves into the next phase of learning. And also very much about sharing the information so it – this is where the concept of the transitions is really, really important. But what I find is that early years teachers in primary schools want the same things for children in preschool, and it's about finding and sharing the commonalities that are there because both want the same for the children at the end of the day. And both are very much looking at this idea of supporting the learning of development in continuity in the child's learning trajectory.

DARLENE LEACH: And I suppose for these children that starts when they do the inskolning because that concept of attachment is taken so seriously and so carefully.

SUSANNE GARVIS: Definitely, and I think it's one important factor from the Swedish system that is relevant to other countries. I don't think we give enough time sometimes to that initial entry into the preschool as well 'cause it's the most important experience ever for the child. It's their first step into an education system.