[The logo for the Victorian Curriculum and Assessment Authority, and the Victorian State Government.]

TITLE: Victorian Early Years Learning and Development Framework. Introduction.

DR CAROLINE COHRSSEN: The Victorian Curriculum and Assessment Authority has developed a suite of planning cycle resources. These provide examples of the ways in which early childhood educators use the VEYLDF to guide their planning. The planning cycle resources focus on learning and development across each of the learning outcomes. They are organised to reflect the age ranges according to which most early learning centres group learners. That is, birth to age 2, and 3 to 5 years. The VEYLDF addresses learning and development from birth to age 8. For this reason, there are also planning cycle resources that have been grouped together that may be helpful when planning learning for learners aged 6 to 8 years.

A particular benefit of the work lies in the mapping of the continuum of learning from the VEYLDF evidence markers to the first three levels of the Victorian Curriculum F-10. This is important because, as you know, learning and development is both individual and variable across domains. So, look at the resources that first seem to be suitable for the learners attending your program or in your class. Then look at the planning cycle resources grouped together for younger and older learners as well. You may find more appropriate learning samples in those levels.

The VEYLDF requires educators to observe, analyse observations and plan learning experiences that both follow learners' interests and support learning. Analysing observations means that we need to assess what the learner knows already and what they may be ready to explore next. After planning a learning experience that consolidates what learners already know and supports them along their individual learning trajectories, educators are required to evaluate how effective their own teaching practice was and to continue or adapt their practice accordingly.

Each planning cycle resource has been planned to show how the early years planning cycle can be used to help you cycle through the process of collecting information, analysing information, planning, enacting your plans and then reviewing the efficacy of your planning.

[A circle labelled ‘Context’ is surrounded by five other circles, in clockwise order: Collect information, Question and analyse, Plan, Act and do, and Reflect and Review.]

DR CAROLINE COHRSSEN: To help with this, the planning cycle resources provide examples of the ways in which you could do this. Each planning cycle resource starts with a short observation that presents a snapshot of information about a child's interests and capabilities. When reading the planning cycle resources, it's important to remember that these are examples. We hope that these examples will help you to recognise ways in which your own observations could enact the early years planning cycle.

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