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

TITLE: Victorian Early Years Learning and Development Framework. Video 5: Children are effective communicators.

DR CAROLINE COHRSSEN: The VEYLDF tells us that children communicate from birth. Most children are innately social, creative and motivated to exchange ideas, thoughts, questions and feelings. They begin by using gestures, movement, visual and non-verbal cues, sounds, language and assisted communication to engage in the world and form relationships.

Victorian families and the communities in which children live are diverse. Maintenance of first language is important for children's identity, wellbeing, communication and learning. Children begin to explore written communication by scribbling, drawing, and producing approximations of writing. They use digital technologies and multimedia resources to communicate, play and learn. They learn to recognise how sounds are represented alphabetically and identify some letter sounds, symbols, characters and signs. As their skills advance, they accurately spell words that are frequently used and make use of known spelling patterns to make plausible attempts at spelling unfamiliar words.

In the planning resource documents relating to communication, you will see one entitled Water. It presents an observation of George and Tom talking about ice. Let's read the observation together.

During a lesson using ice cubes, George said to his friend, ‘Ice is just frozen water.’

‘I know,’ said Tom. ‘You just put it in the freezer and it goes hard. Why does it even do that?’

This planning cycle resources is grouped with those for six- to eight-year-olds. However, it's an example of an observation that we could take when younger learners are exploring ice and melting. It demonstrates why it's important when using the planning cycle resources to look at the examples grouped together for older and younger learners. When analysing the observation, we can see the both boys seem to understand that water can exist in different states - solid, liquid and gas.

Links have been made to evidence markers in the VEYLDF:

* Learners show increasing knowledge, understanding and skill in conveying meaning, and
* Learners contribute their ideas and experiences in play and small and large group discussion.

When planning a learning experience based on this observation, two aims have been identified. For the learners:

* To investigate three states of water: solid, liquid and gas, and what makes water change states, and
* To role-play being water molecules in the three different states.

The aims link to both the VEYLDF and the first three levels of the Victorian curriculum F-10 for science. The VEYLDF evidence marker states, learners ‘use the creative arts, such as drawing, painting, sculpture, drama, dance, movement, music and storytelling to express ideas and make meaning.’

The Victorian Curriculum F-10 for science states, ‘Everyday materials can be physically changed or combined with other materials in a variety of ways for particular purposes.’

The text that describes the learning experience provides opportunities for learners to communicate their understanding of the changing states of matter by moving like water molecules In the final step, educators are encouraged to reflect and review the learning experience. Specific provocations are provided to demonstrate the types of questions educators may ask themselves. One key question is, ‘What will you plan next to consolidate or extend this learning?’

This question is important. By intentionally continuing to focus on these learning aims in many different contexts, learners are supported by educators to generalise the learning, to transfer the concepts or capabilities from one experience to another By providing multiple opportunities to rehearse these capabilities or concepts in ways that follow learners' interests, the planning cycle keeps on turning.

[The five circles of the planning cycle rotate clockwise around the central circle labelled ‘Context’.]

DR CAROLINE COHRSSEN: Learning is deepened in the context of play.

[Dr Caroline Cohrssen. Honorary (Professional Fellow), Melbourne Graduate School of Education, The University of Melbourne. Authorised and published by the Victorian Curriculum and Assessment Authority.]