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

TITLE: Victorian Early Years Learning and Development Framework. Video 3: Children have a strong sense of wellbeing.

DR CAROLINE COHRSSEN: The VEYLDF tells us that from birth and throughout early childhood, the foundations for physical, social, emotional and spiritual wellbeing are laid. Wellbeing means having good mental and physical health, including attachment, positive affect and self-regulation. This means being able to manage emotions productively and build resilience and persistence, being adaptable and confident, and experiencing feelings of satisfaction and happiness. With increasing physical mobility comes greater opportunity to explore and experience the world.

Outdoor play promotes children's physical and cognitive development and their ability to assess risk. Children learn to maintain their own hygiene practices, and they are able to contribute to and maintain basic health and safety practices. Dance, drama and musical experiences can combine stillness and movement, and children learn to create and perform simple rhythmic movement sequences. The growth of strong spatial awareness across the early years is also known to positively influence the development of children's mathematical capabilities.

In the planning resource documents relating to wellbeing, you will see one entitled Move Your Body Dice. It presents a group observation of six learners singing the Hokey Pokey song. Let's read the observation together.

During group time in the toddler room, the educator sang the ‘Hokey Pokey’ song. All six learners participated and copied the educator’s actions with enthusiasm.

When analysing the observation, we can see that the learners in the group enthusiastically copied the movement patterns being modelled by the educator. Opportunities to create their own movement patterns would extend their knowledge of the parts of their bodies and the ways in which their bodies move. A link has been made to one evidence marker in the VEYLDF. Learners are happy, healthy, safe and are connected to others.

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

* To name the parts of their bodies, and
* To invent new creative movements based on the images on the die.

You would also see the first learning intention could be applied to any activity that focuses on naming parts of their bodies. In this way, we focus on the intended learning, but the vehicle for learning will follow learners' interests. For example, a routine activity such as nappy-changing or playing with dolls and soft toys or book-reading would also present opportunities for learners to name parts of the body.

The text that describes the learning experience provides opportunities for learners to demonstrate the aims or learning intentions that were identified. Suggestions of open-ended questions and new words are also provided. 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.

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