ECA National Conference 2017

Reimagining the VEYLDF: Research, Evidence and Consultation

Presenters:
Melanie Quin (DET)
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VEYLDF and Other Frameworks
VEYLDF- A Vision for all Victorian children

(Graphic from *The Education State – Early Childhood Consultation State Paper*, p. 11)
Early Childhood Development Reform Plan

Draft Outcomes

*We know the outcomes that we want for Victorian children and families*

- All children are engaged, confident and creative learners
- All young children are safe, cared for and thriving
- Vulnerability and disadvantage do not determine outcomes for young people
- Parents and carers feel well supported by early childhood services.
'Research underscores the imperative for comprehensive and integrated systems that support children’s learning and development, health and wellbeing in partnership with families.'

(VEYLDF page 2)
How Research, Evidence and Consultation informed the VEYLDF Vision and Purpose

- Recognises and respects **Aboriginal cultures** and their unique place in the heritage and future of Victoria
- Adopts a **comprehensive approach** to children's learning and development
- Recognises **health as a crucial enabler** for learning and development from birth
- Recognises **children's wellbeing** from birth as both a prerequisite for and an outcome of learning
- Upholds the image of a child as a **rights holder and a competent learner** with capacities to do so from birth
The 8 interrelated VEYLDF Practice Principles

- Reflective practice
- Partnerships with families
- High expectations for every child
- Respectful relationships and responsive engagement
- Equity and diversity
- Assessment for learning and development
- Integrated teaching and learning approaches
- Partnerships with professionals
Reflecting on and critically evaluating practice is a core part of all early childhood professionals’ work.

It is at the heart of maintaining a learning culture in a service, setting or network and is linked with continuous improvement.
The 5 VEYLDF Learning and Development Outcomes which interconnect with F-10

Children:

- have a strong sense of identity
- are connected with and contribute to their world
- have a strong sense of wellbeing
- are confident and involved learners
- are effective communicators.
Wellbeing means having good mental and physical health, including attachment, positive affect and self regulation.

Early childhood professionals, individually and together, play a key role with families in promoting healthy life practices and children’s wellbeing.
## Wellbeing

<table>
<thead>
<tr>
<th>Wellbeing</th>
<th>Victorian Curriculum F-10</th>
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<tbody>
<tr>
<td>Show an increasing capacity to understand, self regulate their emotions in ways that reflect the feelings and needs of others</td>
<td>Practise personal and social skills to interact with others. (F) (<a href="#">VCHPEP060</a>)</td>
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<tr>
<td>Make choices, accept challenges, take considered risk, manage change and cope with frustrations and the unexpected</td>
<td>Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict. (L1–L2) (<a href="#">VCPSCSO015</a>)</td>
</tr>
<tr>
<td>Combine fine and gross motor movement and balance to achieve increasingly complex patterns of activity, including dance, creative movement and drama.</td>
<td>Use fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore safe movement possibilities and dance ideas. (F) (<a href="#">VCADAE017</a>)</td>
</tr>
</tbody>
</table>
Continuum of learning across birth to eight years - supporting transitions
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