

EARLY YEARS OF SCHOOL:

CONNECTING THE VEYLDF WITH THE PRACTICE PRINCIPLES FOR EXCELLENCE IN TEACHING AND LEARNING



WHY BIRTH TO EIGHT YEARS AND WHY IT MATTERS

Teachers working in the early years of school understand the importance of early learning. From birth to eight years, children’s developing brains undergo rapid change and pathways set in the very early years of a child’s life program particular ways of learning.

While genetics play an important role in this selective process, it is a child’s early experiences that are crucial in determining how the brain will eventually be hard wired and impact on later learning and development.

This is when children have the greatest opportunities to develop neural pathways for learning and are also most vulnerable to negative experiences.

Victorian Early Years Learning and Development Framework (VEYLDF)

Research underscores the imperative for all professionals to collaborate to optimise every child’s learning and development, health and wellbeing in partnership with families. Primary schools and early childhood programs understand the critical importance of continuity of learning for young children as experience of transition into the early years of school. Consistent teacher practice further promotes consistency and provides early years teachers with a shared language and understandings.

An informed understanding of the evidence of early learning and development guides professionals to know what children need to thrive and how to best support this.

This is why the VEYLDF is the endorsed Victorian Framework for all professionals working with children, including teachers in the early years of school.

MAKING THE CONNECTION – OUTCOMES AND PRACTICE PRINCIPLES

The VEYLDF **Learning and Development Outcomes** map to the first three levels of the Victorian Curriculum F–10 to support teachers to undertake joint approaches to planning and transition and support children’s progression along a continuum of learning and achievement. The Illustrative Maps from the VEYLDF to the Victorian Curriculum F-10 are available at:

<http://www.vcaa.vic.edu.au/Pages/earlyyears/vfldoutcomes/index.aspx>

The **Practice Principles for Excellence in Teaching and Learning** align with the **VEYLDF Practice Principles**.

Based on contemporary international evidence, the VEYLDF Practice Principles describe the best ways to support early childhood learning and development and inform early years teacher’s pedagogy to support, scaffold and progress learning.

VEYLDF Practice Principles	Practice Principles for Excellence in Teaching and Learning
Reflective practice	1. Curriculum planning and implementation engages and challenges all students
Partnerships with families	2. A supportive and productive learning environment promotes inclusion and collaboration 9. Partnerships with parents and carers enhance student learning
High expectations for every child	1. High Expectations for every student promote intellectual engagement and self-awareness. 2. A supportive and productive learning environment promotes inclusion and collaboration 3. Student voice, agency and leadership empower students and build school pride
Respectful relationships and responsive engagement	2. A supportive and productive learning environment promotes inclusion and collaboration 3. Student voice, agency and leadership empower students and build school pride 5. Deep learning challenges students to construct and apply new knowledge 7. Evidence based strategies drive professional practice improvement 8. Global citizenship is fostered through real world contexts for learning
Equity and diversity	2. A supportive and productive learning environment promotes inclusion and collaboration 4. Curriculum Planning and implementation engages and challenges all students 8. Global citizenship is fostered through real world contexts for learning 9. Partnerships with parents and carers enhance student learning
Assessment for learning and development	4. Curriculum Planning and implementation engages and challenges all students 6. Rigorous assessment practices and feedback inform teaching and learning
Integrated teaching and learning approaches	4. Curriculum Planning and implementation engages and challenges all students 5. Deep learning challenges students to construct and apply new knowledge 7. Evidence based strategies drive professional practice improvement
Partnerships with professionals	2. A supportive and productive learning environment promotes inclusion and collaboration 7. Evidence based strategies drive professional practice improvement 9. Partnerships with parents and carers enhance student learning

Further information on the VEYLDF, including the Learning and Development Practice Principles and Outcomes is available at: www.education.vic.gov.au/veyldf