**[Catharine Hydon]:** So, I think It might be helpful now Mary and Caroline, to help us explore maybe a particular example of a plan. So we can take a little bit of a deeper dive. As you have identified, these are not exemplar examples saying this is the perfect addition here and they are not what we would ask there as expected in terms of a rating and assessment visit, I know some of you are thinking in that direction. But these are to stimulate conversations and debate and, and investigation in your local context. What, what works for you, what might help your thinking. So, we're going to take a bit of a dive into one, and we want to be able to look at one to give us a bit of a sense of how you might use those in your conversations. If you are an educational leader here, this is something that you might do. So, what we're going to talk about might be something that you might model to your colleagues. So we're about to share an example, and if you actually have the document in front of you, or you're looking on another screen in front of you, it's on page 5. So I can get you to go there. We did send some links to you in your registration. So, some of you might need to go back in there. If you weren't the person who got the link, etc, you might go back later on, have a look and see if you could find that or otherwise you can follow the links when we come to it. So, you'll see if you can just scroll up a little bit so that we can see the top of that, that would be ace. There we go and maybe I can get Mary to share a couple of key points around this. I noticed in here, there's something that speaks to me, is this use of the term VCAA, no, no, no, Victorian Early Years Learning and Development Evidence Markers. Can you explain that term? Some people will be familiar with it, other people maybe not. Mary are you there?

**[Mary Holwell]:** I am here, because I had to unmute myself. So the VEYLDF evidence markers for this particular learning sample plan are that children are open to new challenges and make new discoveries, they initiate interactions and conversations with trusted educators, that was in the question and analyse section, and then in the plan section, there's an evidence marker that children respond to ideas and suggestions from others. So Steph if you could go to the next slide, which is called key components of learning and evidence markers slide number 4 for us. That's fantastic. It's showing that it's starting to share. Oh, yeah, that's it. Um, unfortunately, when Stephanie shares, she can't see what she's sharing, so we might from time to time have to give Steph a little bit of feedback, but all is going well, so far. So, if you look at the slide now. Underneath the words viewing Stephanie's app, it says children have a strong sense of identity. Okay so that's the VEYLDF Learning and Development Outcome. Then on the left-hand side we've got a 1st column that says 'key component of learning' and then there's another box a little bit further down that says VEYLDF evidence markers. Let's just look first of all at the key component of learning. So there are four boxes there, children feel safe, secure and supported, children develop their emerging autonomy, interdependence, resiliency, resiliency and sense of agency, children develop knowledgeable and confident self-identities, and children learn to interact in relation to others with care, empathy and respect.

**[Catharine Hydon]:** And these Mary, should be very deeply familiar to people.

**[Mary Holwell]:** They should be deeply familiar and what I want to say is they exist for every outcome. Not the same words, but there are always key components of learning that sit underneath each one of the VEYLDF outcomes. Then sitting underneath those key components of learning, we have what we have termed, VEYLDF evidence markers. So these are the statements that always begin with the phrase, 'this is evident when children' and then there are a series of dot points listed in each column. They've previously been unnamed. We need to talk about them in some way so we needed to give them a name. They're not outcome 1.1.2 or outcome 1.3.1, they are the evidence markers. And the thing to think about when, when we refer to the evidence markers that exist in the illustrative maps that are part of the VEYLDF, they come as the big posters that sit behind your hard copy, they are not the sum total of any evidence that you will find that relates to any of these outcomes. Particularly if you are working with children who are a little bit younger, you will need to be looking for alternative evidence markers. Most of the evidence markers that currently exist are written for slightly older children, but even for that older child group, you can still see other samples. So you can be adding things in. And we would love to hear from you. If you've got ideas about other things that you think sit within any of those key components of learning, we'd love to see your list. We'd love to be able to share that with more and more people.

**[Catharine Hydon]:** And Mary, just before you get going, we've got a couple of people asking that exact question, 'are they meant to be prescriptive?', well you've answered that very nicely. And people are loving the term 'evidence marker'. Now some people might have seen it before in VCAA publications or other things, but I do think it helps to describe what it is. And people of course, can put their own in.

**[Mary Holwell]:** That's right, they certainly can. And they're not a checklist. It's not that the child has to achieve one, then the next, then the next and then the next. But rather they are an illustration of some of the evidence that you might see, that helps you understand the child is tracking towards that outcome.

**[Catharine Hydon]:** And are the illustrative maps in this document too, Mary?

**[Mary Holwell]:** They are. So, Steph, I wonder if you could show us now, the illustrative maps slide, are you able to go to that for me?

**[Catharine Hydon]:** Sorry, if I'm jumping you around.

**[Mary Holwell]:** No, no that's okay. So. Here we are, it's a combination of pages 94 and 95, I think it is in the book and I'll just do a double check to make sure.

**[Catharine Hydon:** It starts on page 85.

**[Mary Holwell]:** Yes, they do the whole series of illustrative maps starts on page 85, but what we're showing you here is a combination of pages, 94 and 95.

**[Catharine Hydon]:** So those of you who've got a copy you can quickly flick to that. Otherwise take a note of that so that when you get your opportunity to have a look at it, you can dig deeper.

**[Mary Holwell]:** Yeah. And you can see it here on the screen with us now. So across the top, we've got identity, and this is talking about experiences that are connected to science and maths. So, this is a tighter illustration of the connection between the prior to school setting and the school setting, than what you see in the illustrative maps that accompany the VEYLDF hard copy. These ones have been developed specifically related to the kinds of experiences that sit within the resource that we're talking about this evening. And I've put this one in for a particular reason. You've got in one corner, in the top left-hand corner, the word VEYLDF, and in the top right-hand corner, Victorian Curriculum L F-2, with a little dotted line and an arrow in between. That's to show us, to remind us that there is a continuum of learning all the way along from the first stages of the VEYLDF, right through until at least level 2 in the Victorian Curriculum. And really beyond that anyway, but we're only interested in those first, 3 levels. And what we see, if we look to the first column, and there's the words 'use effective routines to help make predicted transitions smoothly'. And now we move across to the next column and under science it covers the whole, of the page. And it has, after the words 'observable changes occur in the sky landscape; daily and seasonal changes affect everyday life.' Then it says F-2. So that's telling us that at any time across that F to 2, foundation to 2, level 2 range, children will begin to display some evidence that they understand these sorts of things. In the next box down, which is headed 'mathematics', the word 'F' for foundation comes after the 1st entry, the word 'L1', the level 1, comes after the entry in the 2nd column, and L2 comes after the entry in the 3rd column. Because for mathematics, in relation to this kind of concept, you might expect to see the beginnings of development, beginnings of understanding at foundation level, you'll see it grow a little bit more in level 1, and you'll see it extend even further in level two. So in the past people have said to us, the way the VEYLDF used to be set up, that had a column for prior to school, a column for prep, a column for level or for year one, and a column for year two, was really helpful. But the Victorian Curriculum is no longer arranged like that. It's no longer tied to nominal year levels, but rather recognises that there's a continuum of development that goes from foundation through to the end of level 2. And for that reason, when you're looking to make a connection from your VEYLDF outcomes and the kind of learning that children are showing, you can be looking at something that might be crossing the continuum from foundation to 2, or you might be looking at something that's just foundation. Or you might even be looking at something, this child might seem to sit in that level 1 area and that's okay.

**[Catharine Hydon]:** Ah, one person has just come through with a comment about an online documentation platform. I think you could be using the same sort of ideas in any online documentation platform. I think they would be able to be embedded and you could potentially have a conversation with your provider about how you can emulate the headings etc., to be able to be more reflective of the, of the planning cycle. So that it's easy to do. But that's a really good question, and something for you to take into your own organisation. Mary, one more thing before we move to Caroline to ask another element, I note there is an 'act and do' section. So, can you talk a little bit about why you've articulated this to the extent that you have?

**[Mary Holwell]:** Sure, sure. So, 'act and do' exist as part of the early years planning cycle. And when we've developed the resource, we've put in information that helps, imagine the educator, it helps the educator to focus their intention, to think deeply about what it is they're going to do. And there are some other advantages there. And that is, if you work as part of a team of educators, whether it's just with one educator, or whether you have lunch relief coming in if you're in a kindergarten, or if you're in a team of four educators or whatever it might be in a long day care setting, in particular same in outside school hours care, perhaps less of an issue in a family day care setting or in a school classroom. But what it does is, it makes it makes the information that's recorded in that learning sample plan available to everybody. It's no longer just the responsibility of the educator who wrote the plan for the learning. So by writing it down it hones your thinking, it ensures that your staying on topic for want of a better description, but it makes it available to everybody else. And in doing so, we've come to think of it as a way of ensuring that you are taking a professional and collaborative approach and that, you are, making this learning available, making the possibility of learning available to everybody. Anyone can pick it up and keep it going.

**[Catharine Hydon]:** Yeah, great, thank you very much Mary. I might get you to put yourself on mute again. I'll switch over to Caroline. A couple of you are asking about templates and different ideas. I would hope that you are talking to your colleagues in your local areas, through networks. We know that people really benefit from sharing ideas. So, reach out to your colleagues in different contexts and different settings, your colleagues in primary education to early childhood, different centres. There may be people who are prepared to share with you ideas. Certainly my experience has been that lots of people are very generous in their sharing of ideas around that. So keep asking your colleagues locally.

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