**[Catharine Hydon]:** So, I want to now go to this vocabulary section. I know that there's a vocabulary section. I want to ask Caroline, why do we have to have, don't have to Catharine, why is there a vocabulary section in this? Can you share a couple of thoughts about that?

**[Caroline Cohrssen]:** Sure. Thanks, Catharine. Steph, could you please scroll down, there we go, perfect. Excuse me, so why have a vocabulary section? It's partly because of what Mary has just been speaking about, in terms of making our planning accessible to co-educators in the room. There are actually lots and lots of reasons. And so maybe what I'll do is just focus on three. Modelling new words is a really important part of supporting the learning in play-based learning. And we do it intuitively, but we also know from research that book reading is important because books tend to use words that we don't necessarily use every day. And so, when we plan words in a really purposeful way that we are wanting to be using in association or to support a play-based learning activity, what we might be doing by planning them so carefully is again, choosing words that we may not use spontaneously without planning them first. So, in the same way that, um, children learn new words from books, by planning for them purposefully we might be widening children's vocabulary a little bit. In the same way, you know, by using new words there too, you will just need to excuse me I'm going to just have to cough.

**[Catharine Hydon]:** Well, I know lots of you are thinking about the words that you use all the time and it's great to be able to deliberately and purposefully set yourself in a direction to use something that's maybe a new word, you know like a different word that you might not use all the time, but introduces something really different to children.

**[Caroline Cohrssen]:** Exactly. Thanks Catharine. And it comes back to what I was talking about earlier on, with the notion of instructional support. You might remember we had concept development, quality of feedback and language modelling. So this notion of language modelling is really important, because for a child who speaks the language that is being used in the centre, language modelling might be using complex sentences, introducing adjectives, that type of thing. For a child who may be learning to speak, for example English, it may be modelling really specific naming words. So even being really purposeful and mindful about that decision-making is part of the rationale for including it in this document. The other thing is languages are a really important part of identity, and it contributes to child's sense of belonging in the space. And planning words ahead of time makes it possible for us to talk to families, have meaningful conversations about families and say we're going to, we've been looking at insects recently. Can you tell me how you say insect in Urdu, or Hebrew, or Italian or Cantonese? And we learn from our families in that way. But it also helps us to position a child who is learning to speak English in our context, as an expert in another language. So, this contributes to a really strong sense of participation for the child. It's a meaningful connection for the family, and it supports our own learning. So that's really a second important reason to be really purposeful about the vocab that we want to be including in our planning. And then on a very practical level, as, as I said, in this links back to what Mary was saying, planning the vocab, planning the words that we're going to be modelling around a place, base in our program, in our rooms, is helpful for co-educators because it means that they can come up to the table where we've been looking at insects, and they know 'oh, the words that we are planning on using are insect...'. I'm looking at my text because this is what a co-educator will do, um we are looking at insects, we want to use words like insects, we want to focus on the legs, we want to talk about living and maybe non-living. It means then that it's supporting a collaborative approach within the program. And supporting those sort of collegial conversations around our planning program, our planning and our written plan, but also planning for individual children, and it supports continuity of practice. So, there are multiple reasons. And I think you can probably think of a lot more than the three that I've named. But being really purposeful about that I think is part of our intentional teaching.

**[Catharine Hydon]:** Yeah, and I, and Caroline, too, you can see that and those of you, who've dived into different parts of this. We'll see some of the words here, there's a couple of really good examples, page fourteen I'm looking at the visual timetable and there's some great words, but you don't just have to use those in one encounter of course. If you've got those under your belt, you can be out on an excursion, out into the world, and you could be talking about some of those words that you've identified. Just really enriches the program. And I love the idea of sharing that with families, because they might be able to come back to you and share some words. And we know how empowering that is for families to feel like they're part of their children's learning in the context of the early years. And something that families have been broadly getting to know quite a lot about in recent times here in Melbourne. It's been a really interesting time. I'm just conscious of time, I'm powering along here, and I know we're taking a really, really quick dive into these things. And some of you've got some really great questions on the Q and A, so keep those coming. Can you just quickly take us Caroline, to this 'reflect and review' section? What's the importance of this and tell us a little bit about those questions that feature there?

**[Caroline Cohrssen]:** Yeah. So the reflect, from a dictionary perspective, to reflect means to think deeply and to think carefully. Okay, so that's important to remember, to think deeply and to think carefully. But we also know the reflection is part of Quality Standard 1.3.1, that we have to reflect, and 1.3.2 critical reflection on children's learning and development. So, 'reflect and review' is also the last box in the early years planning cycle, but what we have in mind with this document, is it's not just ticking the last box in the early years planning cycle. The whole process actually sits within a process of reflecting and reviewing. And we do this again. We do this sort of intuitively all the time as we are responding to children in the moment. But what this, what we're proposing here is that we be really purposeful in it. And so the planning cycle doesn't start when we tidy up and we transition to the next activity. There's that last crucial step that means we need to reflect on whether we actually achieved those learning aims that we set out at the start of the document you know, under, in the section called 'plan' for the learners to, we set out some, learning aims for children that were based on our original observations of the children, or the knowledge we got from co-educators or families. And if we really tighten these learning aims, we were able then to reflect on whether we achieved them. And if we didn't achieve them, what do we need to adapt. You know, if the child's been exploring concepts of volume and capacity and we planned a water activity okay, so we still know that the child's exploring those concepts, but how do we follow the child's interest and we can then retain those learning aims but perhaps build something into the sand pit. And so that 'reflect and review' process is really important, it's really the engine that drives us onto the next learning cycle. And something that I was thinking about when Mary was speaking earlier is, when we look at how the VEYLDF has been mapped against the first 3 levels of the Victorian Curriculum, if that, if the planning cycle keeps on turning, then we can see how it synchronises really neatly into the first 3 levels of the Victorian Curriculum of formal education. Because that cycle is turning all the time, and what that then means for us as educators is if we, if we're doing, if we are doing our planning, and we're not sure where to take things, we can look to see what children are going to be working towards. Alternatively, teachers who work in the first 3 years, first 3 levels of primary school, can kind of look back and see where the learning has come from. So, this 'reflect and review' process is what's actually driving the cycle and keeping that continuum of learning going [inaudible]. So it answers that question, so what next? Yeah, so we've done this, what next?

**[Catharine Hydon]:** Yeah, and potentially you can collect multiple pieces of data, multiple pieces of evidence, and bring those questions that you have and you can bring them together and use some of these questions to be able to say,'what does this collection of material tell us about how we design curriculum moving forward?'.

**[Caroline Cohrssen]:** Exactly.

**[Catharine Hydon]:** It's again one of the areas that we do struggle with a bit, and I think this helps us. And some of these questions are great. So, you can modify some of those questions and use them. Those of you who are educational leaders, great ways of sharing those and bringing up a conversation with your colleagues. Use some of these sorts of questions to shape the calibre of the reflections.

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