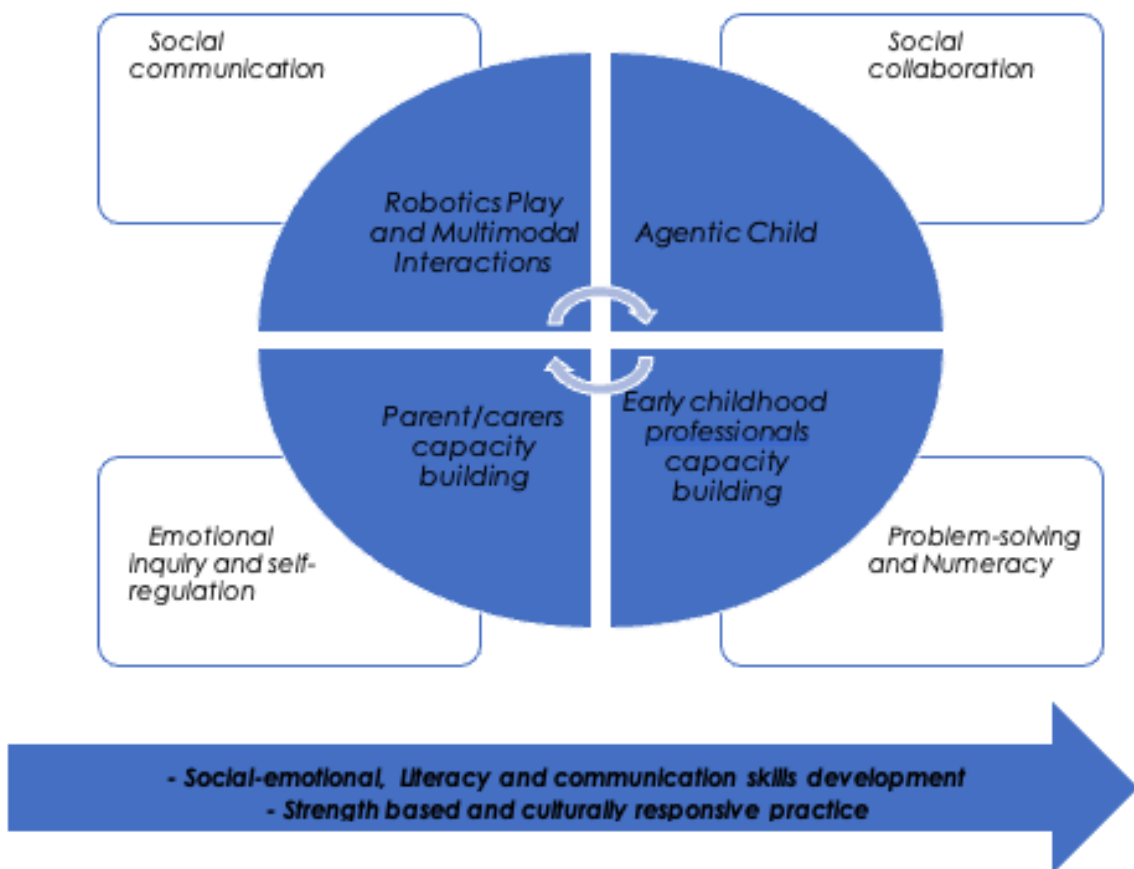


# PROGRAM CONCEPTUAL FRAMEWORK

## Program's conceptual framework



The program's conceptual framework underpinning Bronfenbrenner socioecological lens acknowledges that a young child's natural learning environment comprises of parents, siblings, peers and early childhood professionals (e.g., educators) who play an essential role in the development of child's social-emotional learning, communication skills development facilitated by the robotics play. This ecological structure situates child's interests and competencies within a broader system and supports the agentic nature of children to partake and have a voice in all facets of their social-emotional learning and

## **The framework covers the following aspects of children's early learning and school readiness skills:**

1. *Social communication (the ability to socially communicate such as questioning, commenting, sharing, and participating in activities via a range of modalities);*
2. *Social collaboration (the ability to collaborate with peers, siblings, parents, and educators on certain tasks);*
3. *Emotional inquiry and self-regulation (the ability to understand and express emotions, take turns, empathise, persistence on tasks);*
4. *Problem-solving and numeracy (the ability to question, pose solutions, adapt and deal with problems such as a failed code, sequencing and recoding)*

The program supports the VEYLDF's implementation of harnessing the potential of using digital technologies and multimedia resources to plan for children's play-based experiences such that children can communicate their emotions, create and display their understandings, and expressions of their everyday world. As children's social-emotional development advances they become increasingly able to form and sustain positive relationships, experience, manage and express emotions, and explore and engage with their environment.

Using the conceptual framework and strategies, educators can scaffold the unique attributes of each child, be they cultural, behavioural, intellectual, social-emotional (DET, 2016, p. 6).

Educators can use the program framework in their intentional planning and delivery of quality learning experiences to support multimodal interactions with children. For example, through multimodal play affordances (digital, dance, movement, drawings, text, sound), educators can teach children to make sense of, become aware of, and construct creative ideas about the social and natural worlds.