

*The Early Years Learning
Framework: A summarised
version -*



Belonging is all about how relationships (to family, cultural group, neighbourhood and a wider community) shape child's sense of identity.

Meeting each child's needs

Being respectful

Accepting diversity

Showing mutual respect

Providing a sense of security

How do you know you are achieving belonging?

Positive relationships with children

Being knowledgeable of families

Make families feel welcome

Creating meaningful learning environments

Appreciating children for their individuality

Being is all about providing children enough time and opportunities in the present to seek and make meaning of the world, including but not limited to – getting to know themselves, build and maintain relationships with others, engage with life's joys and complexities, and meeting challenges in everyday life.

Appreciating skills

Providing opportunities for children to explore and learn

Extending on child interest

Embracing culture

How do you know you are achieving being?

Supporting individual children

Having respectful relationships with children and families

Recognising each child's values and skills

Understanding children uniqueness and individuality

Celebrating children's achievements

Becoming is all about the change and growth children go through in terms of identities, knowledge, understandings, capacities, skills and relationships during childhood. We can achieve becoming by teaching children skills to participate fully and actively in society.

Encouraging independence

Implementing school readiness

Focusing on child's positives

**Enabling children to be
confident**

*How do you know you are achieving
becoming?*

Aspiring others

Reflecting on individual growth

Building foundations for learning

**Maintaining and developing
relationships**

Expanding on skills

Principles

Partnerships

- Work with families, staff and support professionals to enhance daily programming routine and play.
- Create a warm and welcoming environment.
- Collaborate with staff and families to provide meaningful learning experiences.
- Build trust with families.
- Communicate effectively with families and build respect.
- Share daily snippets and perspectives of child.
- Engage in shared decision making.

Respect for diversity

- Valuing the practices, values and beliefs of families.
- Providing program and practice that reflects on the practices, values and beliefs of families.
- Honour the cultures, histories, languages, traditions, child rearing practices and lifestyle choices of families.

Secure, respectful and reciprocal relationships

- Understand and be aware of children's thoughts and feelings.
- Interact positively with each child to support their wellbeing (develop confidence and feel respected and valued).
- Form trusting relationships.

High expectations and equity

- Believe that all children are capable of succeeding, regardless of their abilities and cultural diversity.
- Remove barriers to achieving learning outcomes by promoting inclusion and participation of all children.
- Work in partnership with other services, children and families to give each child an equal opportunity to succeed.

Ongoing learning and reflective practices

- Continuously improving your own professional knowledge and learning practices.
- Continuously learn about philosophy, ethics and practice.
- Gain knowledge and value the local knowledge of families and the community.
- Research information that supports child's development and learning.

Practices

Responsiveness to children

- Be aware and respond to child's strength, abilities and emerging interest.
- Build on children's strengths, skills and knowledge to extend learning and engage their motivation.
- Value child's tradition, languages and ways of knowing.
- Building respect and trust and sharing decisions with children.

Intentional teaching

- Provide challenging experiences and interactions to promote learning.
- Use strategies such as demonstrating, modelling, explaining, speculating, engaging in shared thinking and questioning to improve on children's problem solving skills.
- Provide challenging experiences that foster children's higher order thinking skills.

Continuity learning and transitions

- Build on child's past and present experiences in order to help them feel secure, confident and connected to people, events and familiar situations.
- Make the transitioning process easier by helping children understand the traditions, routines and practices of the new setting.

Holistic approaches

- Including experiences and/or routines that enhance mind, body and spirit (physical, personal, social, emotional, cognitive and spiritual wellbeing) on daily basis.
- Enhance children's concept of the natural environment and the connections between the people, plants, animals and the land.
- Include family input and encourage community participation.

Learning through play

- Provide a range of opportunities for children to explore, discover, create and imagine.
- Create learning environment that encourage children to explore, solve problems, create and construct.
- Extend children's thinking by helping them ask questions, solve problems and think critically (higher order thinking skills).
- Create a learning environment (e.g. provocation) that encourages you and children to engage in sustained shared conversations with children during play to extend on thinking.
- Create balance between child led, child initiated and educator supported.
- Use spontaneous teaching moments to create provocations to build on children's learning.

Practices

Assessment for learning

- ❑ Gather and analyse information to analyse children's abilities and understanding.
- ❑ Use a range of ways to demonstrate how children learn.
- ❑ Create an ongoing cycle of planning, documenting and evaluating each child's learning to support and extend on learning.
- ❑ Use the five outcomes, theories as one of the assessment tools.

Cultural competence

- ❑ Respect all cultures.
- ❑ Gain knowledge of tradition, histories of various religions and cultures.
- ❑ Understand, communicate with, and effectively interact with people across cultures.
- ❑ Develop positive attitudes towards cultural differences.
- ❑ Develop skills for communication and interactions across cultures.

Learning environments

- ❑ Provide engaging indoor/outdoor environments that respond to the interest and needs of children.
- ❑ Indoor/Outdoor environment allows children and families to contribute ideas, questions and interest and promote children's understanding about responsibility to care for the environment.
- ❑ Provide a welcoming environment that encourages participation.
- ❑ Provide an environment that caters to various learning styles and capacities and allows children and families to share interests, questions and ideas.
 - ❑ Provide an outdoor environment that invites open ended interactions, spontaneity, risk taking, exploration, discovery and connection with nature.
- ❑ Open ended materials that provoke more complex and abstract thinking.
- ❑ Sustainable resources to promote children's understanding about their responsibility to care for environment.

The 5 outcome cheat sheet

Early Years Learning Framework				
Outcome 1: Children have a strong sense of identity <ul style="list-style-type: none"> Children feel safe, secure, and supported Children develop their emerging autonomy, interdependence, resilience and sense of agency Children develop knowledgeable and confident self-identities Children learn to interact in relation to other with care, empathy and respect 	Outcome 2: Children are connected with and contribute to their world <ul style="list-style-type: none"> Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation Children respond to diversity with respect Children become aware of fairness Children become socially responsible and show respect for the environment 	Outcome 3: Children have a strong sense of well-being <ul style="list-style-type: none"> Children become strong in their social and emotional well-being Children take increasing responsibility for their own health and physical well-being 	Outcome 4: Children are confident and involved learners <ul style="list-style-type: none"> Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. Children develop a range of skills and processes such as problem, enquiry, experimentation, hypothesising, researching and investigating. Children transfer and adapt what they have learned from one context to another Children resource their own learning through connecting with people, place, technologies and natural and processed materials 	Outcome 5: Children are effective communicators <ul style="list-style-type: none"> Children interact verbally and non-verbally with others for a range of purposes Children engage with a range of texts and gain meaning from these texts Children express ideas and make meaning using a range of media Children begin to understand how symbols and pattern systems work Children use information and communication technologies to access information, investigate ideas and represent their thinking.

EYLF Practices

- Holistic Approaches
- Responsiveness to children
- Learning through play
- Intentional teaching
- Learning environments
- Cultural competency
- Continuity of learning & transitions
- Assessment for learning

EYLF Principles

- Secure, respectful & reciprocal relationships
- Partnerships
- High expectations & equity
- Respect for diversity
- Ongoing learning & reflective practice

National Quality Standards

- QA1 Educational program & practice
- QA2 Children's health & safety
- QA3 Physical environments
- QA4 Staffing arrangements
- QA5 Relationships with children
- QA6 Collaborative partnerships with families & communities
- QA7 Leadership & service management

Quick topic and outcome guide

Topic	Outcome (s)
- Culture, community	- 1.3, 2.1
- Relationships	- 1.1, 1.2, 1.4, 2.1, 4.4
- Sense of agency	- 1.2
- Decision making	- 1.2, 2.1
- Self regulation	- 1.2, 3.1
- Working cooperatively	- 1.2, 1.4, 3.1
- Self identity	- 1.3
- Dramatic/ role play (Developing/ gaining knowledge of identities)	- 1.1, 1.3, 5.3
- Showing empathy	- 1.4, 2.2
- Natural environment, living/non living	- 2.4, 4.2
- Tell stories	- 5.3
- Creative arts	- 5.3
- Use technology to design, edit etc	- 5.4

Quick topic and outcome guide

Topic	Outcome (s)
- Trust/ confidence	- 3.1
- Emotions	- 3.1
- Seeking challenges	- 3.1
- Managing emotions	- 3.1
- Gross/ fine motor	- 3.2
- Personal hygiene	- 3.2
- Safety	- 3.2
- Dance/music	- 3.2
- Spatial awareness	- 3.2
- Sensory motor skills	- 3.2
- Good nutrition	- 3.2
- Curious, enthusiastic, persist	- 4.1
- Investigate, imagine and explore ideas	- 4.1, 4.2
- Solve problems, predict, generalise, reflect, contribute to arguments	- 4.1, 4.2, 4.4
- Creativity/ imagination	- 4.1, 4.4
- Categorise	- 5.4
- Technology	- 5.5

Quick topic and outcome guide

Topic	Outcome (s)
- Verbal and non-verbal	5.1, 5.3, 5.4
- Convey and construct messages	5.1
- Use language/ representations from play, music and art	5.1
- Explore ideas, concepts, clarify and challenge thinking	5.1
- Exchange ideas/ feelings during play	5.1
- Measurement (size, length, volume, capacity, names, numbers)	5.1
- Perspective of others	5.1
- Rhymes	5.1
- Reading (sounds of language, letter sound relationships, concepts of print)	5.2