

Practical Ideas for familiarisation with the Early Years Learning Framework

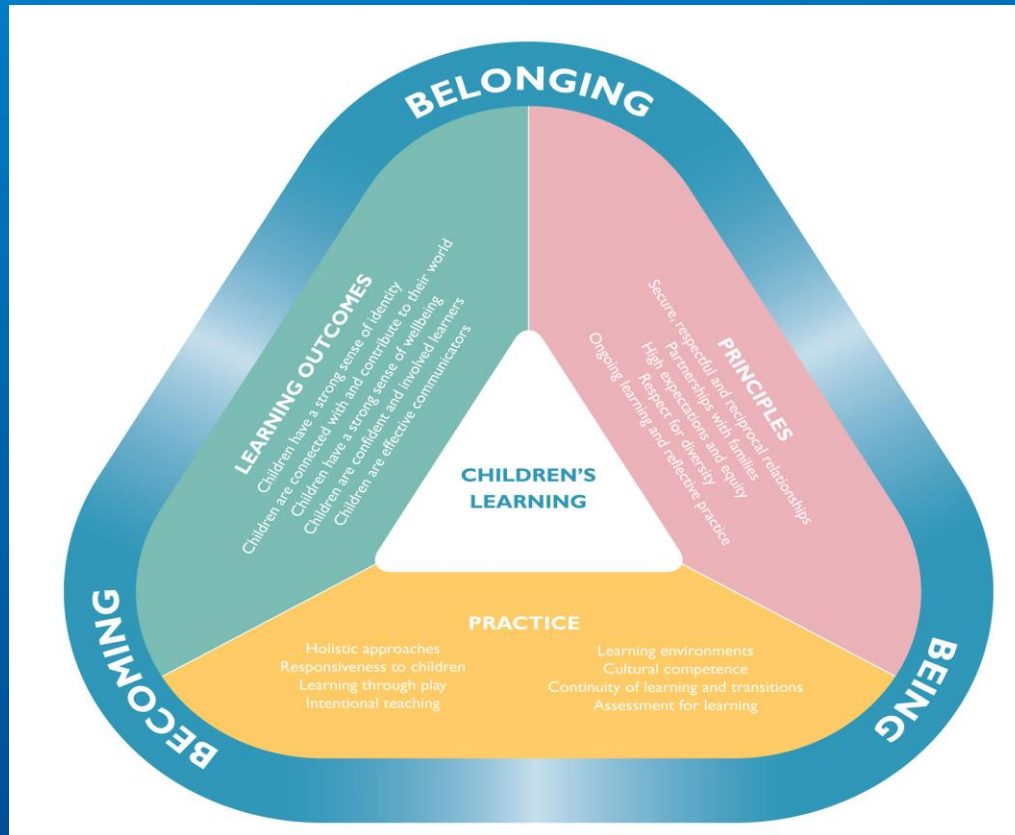
Session Outcomes

- Through this session you will have the opportunity to:
- Understand what a framework is
- Discuss where services can start with familiarisation of the EYLF
- Gain ideas on how to review a services philosophy in relation to the EYLF principles
- Discuss current practises in relation to EYLF practices
- Gain ideas on how to become familiar with the 5 outcomes and reflect on what services are already doing.

What is a learning framework?

- Not a syllabus
- Not a curriculum
- **Learning framework:** a guide which provides general goals or outcomes for children's learning and how they might be attained. It also provides a scaffold to assist early childhood settings to develop their own, more detailed curriculum. (Glossary p46).

Elements of the Early years Learning Framework. (p10)



Belonging , Being & Becoming

Ways of thinking about the complexity of young children's learning.

Belonging: children learn from their social contexts

Being: children are capable learners from birth and contribute to family and society – they are not merely learning to become adults

Becoming: childhood is the beginning of life with many possibilities

How to start

- Ensure all staff have read the EYLF
- Have a meeting and discuss where you want to start as a team
- Inform parents through a letter, email or notice boards, give families the EYLF information for families
- Network with other services to find out what they have done and are doing

Pedagogical Principles of the EYLF

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

Sample philosophy for reflection

Our service believes that children are capable, competent and active learners, and important contributors to their community. Our service values the importance of childhood as a significant stage of human development in its own right as well as the foundation for all later learning and development. In our work we seek to contribute to all children realising their promise and potential, both now and in the future.

We believe that positive outcomes for children can best be achieved in environments and communities that are free from discrimination, where children can feel they belong and can be safe, and where their rights and views are respected.

Our belief in equity and social justice is expressed in our work with all children. We support our staff to challenge discrimination, to advocate for children's rights, and to access the resources and expertise they need to contribute to equality of outcomes for children.

When families are strong and caring children can experience the complexities of life in safe and secure ways. Our vision for families acknowledges the critical role of families in raising children. In our work we seek to recognise, support and advocate for families in order to make this vision a reality.

Ideas for reflection on principles of the EYLF

- Create a table with the headings: EYLF Principles and Our Philosophy to see how they fit together.
- Discuss what the principles mean to your staff, What is most important to them?

More ideas for reflection on Principles and Philosophy

- Design a chart for display for each Principle: This is reflected in our philosophy when we.... and This is reflected in our practice when we....
- Keep this on a notice board for staff and families to add to. Once completed you could display it on the wall near your philosophy or in a designated EYLF folder divided in sections.

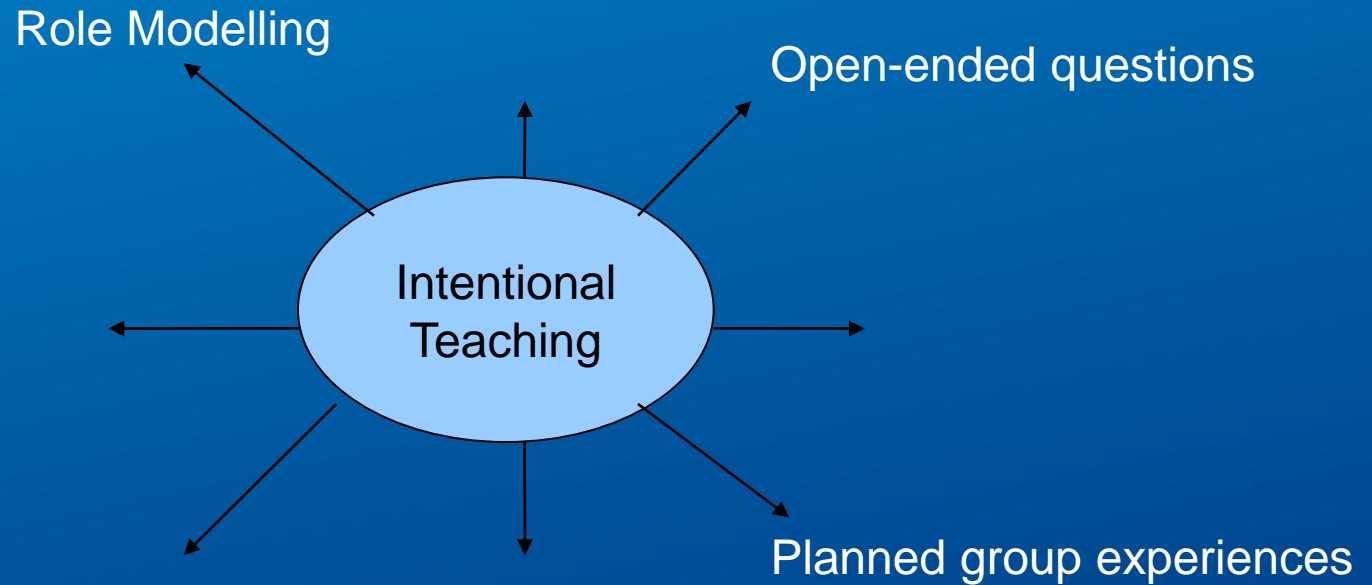
Practice in the EYLF

- Holistic approaches
- Responsiveness to children
- Learning through play
- Intentional teaching
- Learning environments
- Cultural Competence
- Continuity of learning and transitions
- Assessment for learning

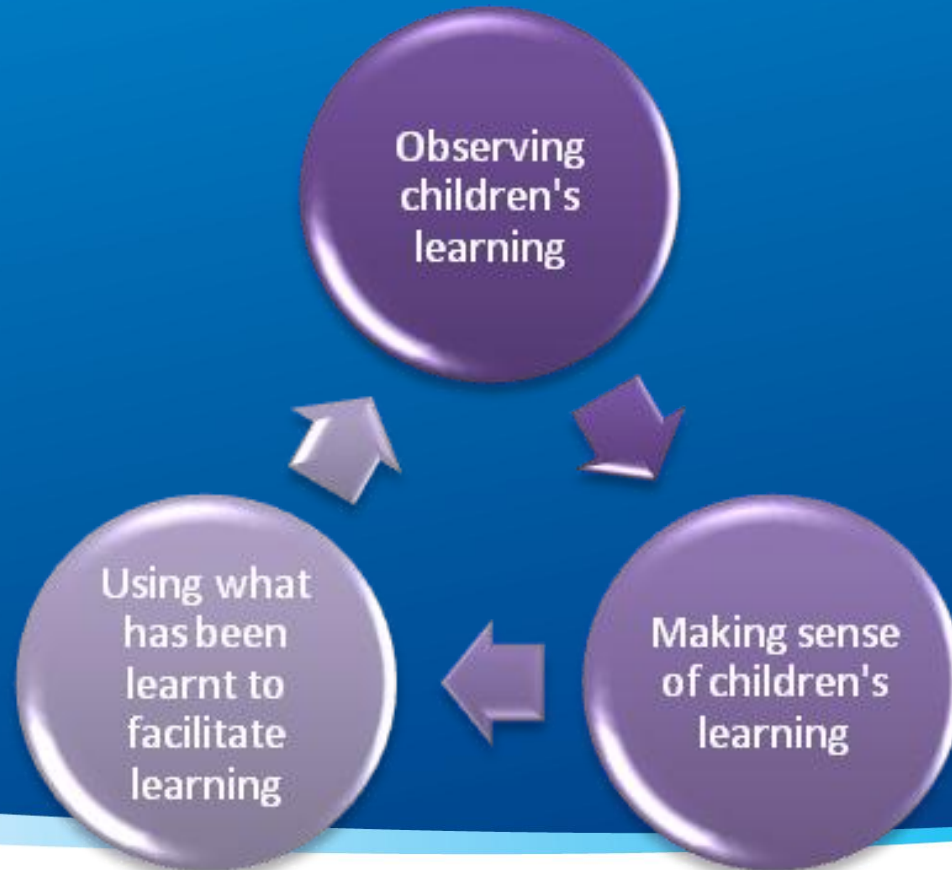
Reflecting on your practices

- It is important that each educator understands what the practices in the EYLF are.
- Discuss them as a team, as staff what they think it means to practice '....'
- Mind map or brainstorm each practice in relation to how these practices look in your service at the moment.

Mapping Practices



- Working with the learning Outcomes-
What we already do



Learning Outcomes in Focus

- **Learning Outcome 1:** Children have a strong sense of identity
- **Learning Outcome 2:** Children are connected with and contribute to their world
- **Learning Outcome 3:** Children have a strong sense of wellbeing
- **Learning Outcome 4:** Children are confident and involved learners
- **Learning Outcome 5:** Children are effective communicators

OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

- Children feel safe, secure, and supported
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self identities
- Children learn to interact in relation to others with care, empathy and respect

OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

- 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 WELLBEING

- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

- 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 solving, 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

- 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

How do the outcomes fit with what we already do?

EYLF Outcomes	Developmental areas/ learning areas
Outcome 1: Children have a strong sense of Identity	Social development Dramatic play Home languages Culture
Outcome 2: Children are connected with and contribute to their world	Rules and responsibilities Respecting and caring for the environment Group games and experiences
Outcome 3: Children have a strong sense of wellbeing	Social and emotional development relationships Physical experiences Gross Motor Fine Motor Health and Nutrition
Outcome 4: Children are confident and involved learners	Cognitive development Solving Problems Creativity in thinking Imagination New ideas
Outcome 5: Children are effective communicators	Language development Literacy/ reading Numeracy Stories Creative arts- music, movement, drama Painting, drawing, sculpting

Early Years Learning Framework

Outcome : OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

- Children interact verbally and non-verbally with others for a range of purposes

This is evident, for example when children:	In the room, we support this by:

- **Children feel safe, secure, and supported**

Reflective question	Current Practice/ Strengths	Actions for continuous improvement
How do you establish, and then maintain a secure and warm attachment with every child in your care?	<i>e.g. I spend one on one time with each child and love having long conversations with them.</i>	<i>e.g. Ensure there is always time in the routine for all professionals to spend meaningful time with the children.</i>
Are all children free to openly express their feelings and ideas at all times throughout the day? What does this look like in your room?		
How do you value the uniqueness of each child and how do you show children they are valued?		

Time frame for familiarisation

- Putting the EYLF into practice is going to be a long journey, It can not be implemented overnight
- This is intentional, to help us become familiar with the framework and reflect on what best practise looks like in your service
- A good plan may be to focus on one outcome or practice a month

Where to go for support

PSCWA Helpline: 1800 783 768

Website: www.pscwa.org.au

Email: pscwa@childaustralia.org.au

Department of Education, Employment and
Workplace relations:

Website: www.deewr.gov.au

Email: EYLF@deewr.gov.au