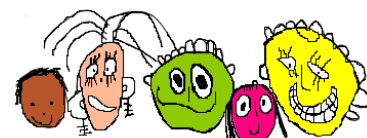


Hamilton Community Pre-School



"Where discoveries, learning and fun connect"

Information Sheets for Parents

Early Years Learning Framework (EYLF) Introduction

National Quality Standard – Quality Area 1

Element 1.1.1 – Approved learning framework. Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

The EYLF or Belonging, Being and Becoming was developed in 2009 as a result of the Council of Australian Governments (COAG) and is based on conclusive national and international evidence as to the importance of early childhood. Since then, the EYLF has been revised and updated, this occurred in 2023.

V2.0 of Australia's National Early Years Learning Framework aim is to support early childhood providers, teachers and educators to extend and enrich children's learning from birth to 5 years and through the transition to school.

As part of the National Quality Framework, the Early Years Learning Framework supports the objectives and principles of the National Law and Regulations including the National Quality Standard. The Framework identifies a shared **Vision** for children's learning, **Principles** and **Practices** to underpin learning and teaching and the **5 Learning Outcomes**. Together these elements inform the professional work of early childhood teachers and educators.

VISION		
BELONGING, BEING AND BECOMING		
PRINCIPLES	PRACTICES	LEARNING OUTCOMES
<ul style="list-style-type: none">• Secure, respectful and reciprocal relationships• Partnerships• Respect for diversity• Aboriginal and Torres Strait Islander perspectives• Equity, inclusion and high expectations• Sustainability• Critical reflection and ongoing professional learning• Collaborative leadership and teamwork	<ul style="list-style-type: none">• Holistic, integrated and interconnected approaches• Responsiveness to children• Play-based learning and intentionality• Learning environments• Cultural responsiveness• Continuity of learning and transitions• Assessment and evaluation for learning, development and wellbeing	<ul style="list-style-type: none">• Children have a strong sense of identity• Children are connected with and contribute to their world• Children have a strong sense of wellbeing• Children are confident and involved learners• Children are effective communicators

Each of the Learning Outcomes consist of key components to provide examples of evidence that educators may observe in children as they learn these are: -

OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

- Children feel safe, secure and supported
- Children develop their emerging autonomy, inter-dependence, resilience and agency
- Children develop knowledgeable, confident self-identities and a positive sense of self-worth
- 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 connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens
- 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, emotional and mental wellbeing
- Children become strong in their physical learning and wellbeing
- Children are aware of and develop strategies to support their own mental and physical health and personal safety

OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

- Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of learning and thinking skills and processes such as problem solving, inquiry, 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 digital technologies and media to access information, investigate ideas and represent their thinking

The Framework has been designed for use by early childhood educators, early childhood teachers and approved providers working in partnership with children, families, other professionals, schools and community members to inform educational programs and practices that are place-based and relevant to that community.

For more information:

- On each of the Learning Outcomes please visit Quality Area 1 Information Sheets for Parents
- <https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf>