



CHCECE034

Use an approved learning
framework to guide
practice

**LEARNER
GUIDE**



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This Learner Guide

CHCECE034 - Use an approved learning framework to guide practice (Release 1)

This unit describes the performance outcomes, skills and knowledge required to source and use an approved childhood learning framework.

This unit applies to educators who support children's learning according to established curriculum under the guidance of others in regulated children's education and care services in Australia.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

A complete copy of the above unit of competency can be downloaded from the TGA website:

<https://training.gov.au/Training/Details/CHCECE034>

About This Unit of Study Introduction

As a worker, a trainee, or a future worker, you want to enjoy your work and become known as a valuable team member. This unit of competency will help you acquire the knowledge and skills to work effectively as an individual and in groups. It will give you the basis to contribute to the goals of the organisation which employs you.

It is essential that you begin your training by becoming familiar with the industry standards to which organisations must conform.

This Learner Guide Covers

Use an approved learning framework to guide practice

- I. Identify learning frameworks
- II. Apply the learning framework
- III. Reflect on use of the learning framework

Learning Program

As you progress through this unit of study, you will develop skills in locating and understanding an organisation's policies and procedures. You will build up a sound knowledge of the industry standards within which organisations must operate. You will become more aware of the effect that your own skills in dealing with people have on your success or otherwise in the workplace. Knowledge of your skills and capabilities will help you make informed choices about your further study and career options.

Additional Learning Support

To obtain additional support you may:

- Search for other resources. You may find books, journals, videos and other materials which provide additional information about topics in this unit.
- Search for other resources in your local library. Most libraries keep information about government departments and other organisations, services and programs. The librarian should be able to help you locate such resources.
- Contact information services such as Infolink, Equal Opportunity Commission, Commissioner of Workplace Agreements, Union organisations, and public relations and information services provided by various government departments. Many of these services are listed in the telephone directory.
- Contact your facilitator.

Facilitation

Your training organisation will provide you with a facilitator. Your facilitator will play an active role in supporting your learning. Your facilitator will help you at any time during working hours to assist with:

- How and when to make contact
- What you need to do to complete this unit of study
- What support will be provided.

Here are some of the things your facilitator may do to make your study easier:

- Give you a clear visual timetable of events for the semester or term in which you are enrolled, including any deadlines for assessments
- Provide you with online webinar times and availability
- Use 'action sheets' to remind you about tasks you need to complete, and updates on websites
- Make themselves available by telephone for support discussion and provide you with industry updates by email where applicable
- Keep in touch with you during your studies

Flexible Learning

Studying to become a competent worker is an interesting and exciting thing to do. You will learn about current issues in this area. You will establish relationships with other students, fellow workers, and clients. You will learn about your own ideas, attitudes, and values. You will also have fun. (Most of the time!)

At other times, studying can seem overwhelming and impossibly demanding, particularly when you have an assignment to do and you aren't sure how to tackle it, your family and friends want you to spend time with them, or a movie you want to see is on television.

Sometimes being a student can be hard.

Here are some ideas to help you through the hard times. To study effectively, you need space, resources, and time.

Space

Try to set up a place at home or at work where you can:

- Keep your study materials
- Be reasonably quiet and free from interruptions
- Be reasonably comfortable, with good lighting, seating, and a flat surface for writing

If it is impossible for you to set up a study space, perhaps you could use your local library. You will not be able to store your study materials there, but you will have a quiet place, a desk and chair, and easy access to the other facilities.

Study Resources

The most basic resources you will need are:

- A chair
- A desk or table
- A computer with Internet access
- A reading lamp or good light
- A folder or file to keep your notes and study materials together
- Materials to record information (pen and paper or notebooks, or a computer and printer)
- Reference materials, including a dictionary

Do not forget that other people can be valuable study resources. Your fellow workers, work supervisor, other students, your facilitator, your local librarian, and workers in this area can also help you.

Time

It is important to plan your study time. Work out a time that suits you and plan around it. Most people find that studying, in short, concentrated blocks of time (an hour or two) at regular intervals (daily, every second day, once a week) is more effective than trying to cram a lot of learning into a whole day. You need time to 'digest' the information in one section before you move on to the next, and everyone needs regular breaks from study to avoid overload. Be realistic in allocating time for study. Look at what is required for the unit and look at your other commitments.

Make up a study timetable and stick to it. Build in 'deadlines' and set yourself goals for completing study tasks. Allow time for reading and completing activities. Remember that it is the quality of the time you spend studying rather than the quantity that is important.

Study Strategies

Different people have different learning 'styles'. Some people learn best by listening or repeating things out loud. Some learn best by 'doing', some by reading and making notes. Assess your own learning style and try to identify any barriers to learning which might affect you. Are you easily distracted? Are you afraid you will fail? Are you taking study too seriously? Not seriously enough? Do you have supportive friends and family? Here are some ideas for effective study strategies:

1. **Make notes.** This often helps you to remember new or unfamiliar information. Do not worry about spelling or neatness, as long as you can read your own notes. Keep your notes with the rest of your study materials and add to them as you go. Use pictures and diagrams if this helps.
2. **Underline keywords** when you are reading the materials in this Learner Guide. (Do not underline things in other people's books.) This also helps you to remember important points.
3. **Talk to other people** (fellow workers, fellow students, friends, family, or your facilitator) about what you are learning. As well as help you to clarify and understand new ideas, talking also gives you a chance to find out extra information and to get fresh ideas and different points of view.



Using This Learner Guide

A Learner Guide is just that, a guide to help you learn. A Learner Guide is not a textbook. Your Learner Guide will:

1. Describe the skills you need to demonstrate to achieve competency for this unit.
2. Provide information and knowledge to help you develop your skills.
3. Provide you with structured learning activities to help you absorb knowledge and information and practice your skills.
4. Direct you to other sources of additional knowledge and information about topics for this unit.

How to Get the Most Out of Your Learner Guide

Some sections are quite long and cover complex ideas and information. If you come across anything you do not understand:

1. Talk to your facilitator.
2. Research the area using the books and materials listed under Resources.
3. Discuss the issue with other people (your workplace supervisor, fellow workers, fellow students).
4. Try to relate the information presented in this Learner Guide to your own experience and to what you already know.
5. Ask yourself questions as you go. For example, 'Have I seen this happening anywhere?' 'Could this apply to me?' 'What if...?' This will help you to 'make sense' of new material, and to build on your existing knowledge.
6. Talk to people about your study. Talking is a great way to reinforce what you are learning.
7. Make notes.
8. Work through the activities. Even if you are tempted to skip some activities, do them anyway. They are there for a reason, and even if you already have the knowledge or skills relating to a particular activity, doing them will help to reinforce what you already know. If you do not understand an activity, think carefully about the way the questions or instructions are phrased. Read the section again to see if you can make sense of it. If you are still confused, contact your facilitator or discuss the activity with other students, fellow workers or with your workplace supervisor.

Additional Research, Reading, and Note-Taking

If you are using the additional references and resources suggested in the Learner Guide to take your knowledge a step further, there are a few simple things to keep in mind to make this kind of research easier.

Always make a note of the author's name, the title of the book or article, the edition, when it was published, where it was published, and the name of the publisher. This includes online articles. If you are taking notes about specific ideas or information, you will need to put the page number as well. This is called the reference information. You will need this for some assessment tasks, and it will help you to find the book again if you need to.

Keep your notes short and to the point. Relate your notes to the material in your Learner Guide. Put things into your own words. This will give you a better understanding of the material.

Start off with a question you want answered when you are exploring additional resource materials. This will structure your reading and save you time.

Introduction



The early years of a child's life offer tremendous growth and development potential. Australia has recognised this window of opportunity in shaping a child's future and has established a [National Quality Framework \(NQF\)](#). The NQF consists of the following:

- National Law and national regulations
- National Quality Standard
- Assessment and quality rating process
- National learning frameworks

These are in place to guide all early childhood and care services in regulating their operations, assessing their processes, and improving their services.

This Learner Guide will focus on the nationally approved learning framework to help guide your practice. The national learning frameworks serve as the basic structure for all educational programs. As an educator, you must understand the applicable learning framework for your practice and how to use it to support children's learning and development.

In this Learner Guide, you will learn to identify learning frameworks, apply the learning framework to your practice and reflect on the use of the learning framework.

Identify Learning Frameworks



Learning frameworks are developed to ensure that educational programs for children facilitate their learning in the best way possible. Government bodies generally approve them after thorough research and input from experts. They are created to guide educators in creating curriculums and provide outlines for planning lessons and evaluating quality.

As an educator, you ensure the children under your care have quality learning experiences. Thus, you must identify the learning framework that best applies to your practice.

This chapter will discuss how you can:

- Investigate the function of a learning framework in the context of children's education and care
- Determine the approved learning framework that applies to the service
- Source and correctly interpret information on the content of the relevant framework
- Clarify the relationship between the framework and other aspects of relevant law and regulations

1.1 Investigate the Function of a Learning Framework in the Context of Children's Education and Care

There are two nationally approved learning frameworks for educational programs in Australia:

Belonging, Being and Becoming: The Early Years Learning Framework for Australia

- Focuses on children below five years old

My Time, Our Place: A Framework for School Age Care in Australia

- Focuses on school-age children

Victoria's learning framework is the Victorian Early Years Learning and Development Network.

The law requires early childhood education and care services to follow the approved learning frameworks in their education programs. These frameworks outline the practices that support children's learning and development and encourage educators to use critical reflection.

Knowing the function of these learning frameworks will help you understand how to best utilise them in your practice, allowing you to provide quality education and care for children.

1.1.1 Function of a Learning Framework

The function of a learning framework refers to the purpose for which it was created.

In 1945, Australia became a founding signatory of the United Nations. The United Nations is an intergovernmental organisation created for the harmony of nations. In 1990, Australia agreed to the treaty on children's rights, also known as the United Nations Convention on the Rights of the Child (CRC). The CRC outlines four principles:

- Respect for the best interests of the child as a primary consideration
- The right to survival and development
- The right of all children to express their views freely on all matters affecting them
- The right of all children to enjoy all the rights of the CRC without discrimination of any kind

Sourced from [About Children's Rights](#), used under CC BY 4.0. © Australian Human Rights Commission 2017.

These principles paved the way for the creation of approved learning frameworks in Australia. The primary purpose is to ensure consistency of support and services for all children and families by establishing the National Quality Framework for Early Childhood Education and Care.

1.1.2 Children's Education and Care Context



Learning frameworks guide educators in developing learning activities that follow approved practices. They provide examples of how the CRC principles can be adapted to daily routines and practices involving children.

Learning frameworks may also be used to develop policies and procedures in your organisation. To understand how learning frameworks are used, you can:

- **Consult the existing curriculum in your centre or organisation**
 - Does the curriculum follow education and care standards?
 - How was the curriculum created?
- **Inquire about your organisational policies and procedures**

What policies and procedures does your organisation have relevant to its educational program?
- **Research approved learning frameworks in your state or territory**

Is there an existing learning framework used in your state or territory?
- **Ask your supervisor or colleagues about existing practices and activities**
 - Where are the existing practices and activities based?
 - What practices are implemented by your organisation?

1.2 Determine the Approved Learning Framework That Applies to the Service



As discussed earlier in Subchapter 1.1, there are two nationally approved learning frameworks for educational programs in Australia:

- **Belonging, Being and Becoming: The Early Years Learning Framework for Australia**

Belonging, Being, & Becoming: The Early Years Learning Framework (EYLF) caters to children under five to maximise their potential. The EYLF aims to develop children's learning capabilities through play and assist them in transferring from a home-based setting to a learning centre. In a sense, the EYLF gives young children a solid foundation they build once they get older.

- **My Time, Our Place: A Framework for School Age Care in Australia**

In contrast, My Time, Our Place is a framework directed at school age children, ranging from six to twelve years. This framework builds upon the EYLF by supporting child development through undemanding activities. In this framework, children have more say in learning and growing.

Victoria also has an approved learning framework called the *Victorian Early Years Learning and Development Network*.

Some key differences between the two different frameworks:

Early Years Learning Framework	My Time, Our Place
Aimed at children below five years	For children ages six to twelve
Aids in transition from home to school	Gives children already in school chances to improve themselves
A partnership between the centre and the children's families	Involves the centre, the families, as well as the community
Provides children a solid foundation to build upon in later years	Builds upon the foundation created by the EYLF

The law mandates that early childhood education and care services follow the approved learning frameworks in their programs. To determine which approved learning framework applies to your service, you may do the following:

- **Identify the scope of your service**

You should know the extent of your services. Answering the following questions can help you identify the scope of your services:

- Who are my services for?
- How old will the children under my care be?
- What development stage are these children in?
- What are the services that I will be providing?
- Where will my services be provided?

- **Consult your supervisor**

You may always inquire about existing learning frameworks used by your organisation. Your supervisor can help you identify the best learning framework that you can use. You may also inquire about the historically used frameworks of your organisation for services similar to yours.

The State of Victoria also has a similar framework, the Victorian Early Years Learning and Development Framework for early childhood education.

To focus on the early childhood education and care setting, the approved framework for this Learner Guide will be the Early Years Learning Framework.



Checkpoint! Let's Review

1. The law requires early childhood education and care services to follow the approved learning frameworks in their education programs. These frameworks outline the practices that support children's learning and development and encourage educators to use critical reflection.
2. The approved learning framework for children below five years old is the Early Years Learning Framework (EYLF).



Further Reading

You can find the complete Early Years Learning Framework and My Time, Our Place Framework below:

[Belonging, Being and Becoming: The Early Years Learning Framework for Australia \(EYLF\) V2.0 2022](#)

[My Time, Our Place: Framework for School Age Care in Australia V2.0 2022](#)



1.3 Source and Correctly Interpret Information on Content of the Relevant Framework

After determining the approved learning framework for your service, you must understand what it entails.

You are responsible for implementing the education program for the children under your care. To properly do this, you must understand the learning framework.

1.3.1 Source Information on Content of the Relevant Framework

To source refers to the act of obtaining information about the relevant framework. As established in the previous subchapter, the relevant framework for this Learner Guide is the EYLF.

The EYLF, or Belonging, Being & Becoming, may be found on the [Australian Children's Education and Care Quality Authority \(ACECQA\)](#) website. ACECQA assists governments in administering the National Quality Framework (NQF). You may find downloadable resources from their website for research and learning purposes.

Other sources may discuss information about the vision, principles, practices and learning outcomes of the EYLF.

Relevant sources may include, but are not limited to, the following:

- Research papers
- Publications
- Blogs
- News articles
- Government websites
- Conference papers



It is essential to check if the information is from a reliable source.

The list below provides you with some of the questions you may check to verify reliability:



1.3.2 Interpret Correctly the Content of the Early Years Learning Framework

Vision and Pedagogy

The EYLF envisions children's lives as characterised by belonging, being and becoming.

'All children engage in learning that promotes confident and creative individuals and successful lifelong learners. All children are active and informed members of their communities with knowledge of Aboriginal and Torres Strait Islander perspectives.'

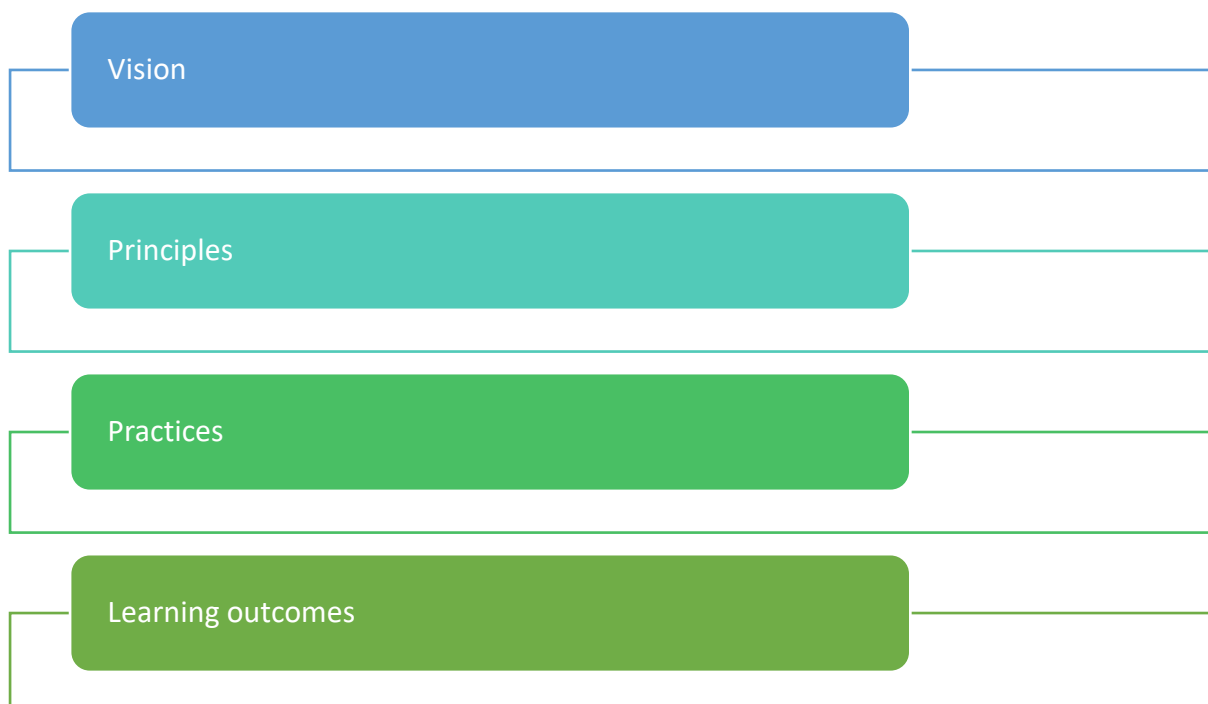
The framework emphasises the importance of belonging, being, and becoming in children's lives, viewing them as successful life-long learners and active community members who appreciate Aboriginal and Torres Strait Islander perspectives. Children's early development and learning occur through their relationships with family, community, culture, and place, with families playing a crucial role as their first and most influential educators. As children engage in daily life, they develop interests, construct identities, and form their own understanding of the world. The framework also acknowledges and values the diversity of children, families, and communities, recognising the opportunities this diversity brings to gain knowledge about the world. The EYLF-based practices prioritise holistic approaches, responsiveness to children's needs, and appreciation for their cultural and social backgrounds to promote meaningful learning.

Australian Government Department of Education [AGDE] (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia \(V2.0\)](#). Australian Government Department of Education for the Ministerial Council.

Belonging	Children from diverse families in local and global communities experience a sense of belonging when they clearly understand their place and relationships. This understanding acknowledges the interconnection between children and others and how it plays a vital part in shaping their individual identities.
Being	The impact of the past and identity development in the present is crucial for providing a nurturing and supportive environment for children from diverse families in local and global communities.
Becoming	Children experience change as they learn and grow. These changes shape their identities, knowledge, understandings, dispositions, capabilities, skills and relationships as they become adults.

Pedagogical practices are strategies and practices that educators utilise to achieve learning outcomes. It is the holistic nature of professional practice. Practices in line with the EYLF use holistic approaches, are responsive to children, and value the cultural and social contexts that children belong to when they promote learning. The learning outcomes the framework strives for are observable and acknowledge that children learn things differently.

The EYLF has four interdependent elements:



Principles

The EYLF has eight principles:



- **Secure, respectful and reciprocal relationships**

Educators are vital in building the foundation for children's learning through positive relationships. They promote security and respect by providing nurturing and consistent emotional connections. These caring relationships and interactions with educators and peers contribute to healthy brain development, fostering children's confidence and empathy. Additionally, educators focus on relational and place-based pedagogies, valuing rituals and routines, supporting children's wellbeing, and creating a supportive learning environment.

- **Partnerships**

Early childhood educators should acknowledge that they are not the sole authorities on a child's educational needs. Instead, they should recognise and value the unique insights that diverse families provide regarding their children's learning requirements. True partnership involves mutual trust and respect between educators and families, where they communicate openly and make decisions collaboratively.

This collaborative approach extends to working with diverse families, creating culturally safe spaces, and strengthening connections with child and family professionals and school communities. By embracing a team effort that includes children, other professionals, and communities, the educational experience becomes more holistic and effective.

▪ **Respect for diversity**

Recognising diversity means embracing the numerous cultures and heritages children belong to. It enriches society and enhances children's world understanding through various cultural perspectives. To respect diversity, educators must value traditional practices, heritage, and ancestral knowledge within the curriculum. They should also create culturally safe environments that acknowledge all families' unique histories, languages, traditions, religions, beliefs, child-rearing practices, and lifestyle choices. This inclusive approach ensures that every child and family feel recognised and valued for their cultural backgrounds and experiences.



▪ **Aboriginal and Torres Strait Islander perspectives**

Promoting a strong identity for Aboriginal and Torres Strait Islander children involves providing opportunities that reflect their cultures and identities in their environment. To advance reconciliation, it is essential to integrate Aboriginal and Torres Strait Islander perspectives into the philosophy and practices of all educators. This contributes to fulfilling the commitment to Closing the Gap and ensures that every Australian child learns about Australia's First Nations' histories, knowledge systems, cultures, and languages.

▪ **Equity, inclusion and high expectations**

Encouraging children to advance and grow requires setting ambitious goals for them to strive towards. While aiming high is essential, it is equally important for educators to acknowledge and understand that each child has unique needs, challenges, and learning barriers. To promote equity and inclusion in the classroom, educators should consciously create an environment where all children can actively participate and thrive.



▪ **Sustainability**

Educators ensure that children understand sustainability comprehensively by providing them with various opportunities. This understanding goes beyond nature-related experiences and conservation efforts. Children are guided to appreciate that sustainability encompasses environmental, social, and economic dimensions. Moreover, educators must facilitate discussions on important concepts like social justice, fairness, sharing, democracy, and citizenship, helping children recognise the interconnectedness of these principles with sustainability.

▪ Critical reflection and ongoing professional learning

Educators must look for ways to improve their craft and develop the learning communities they are a part of.

- Educators are committed to lifelong learning and use professional development to support critical reflection and practice improvement.

Reflective practice is the continuous learning process of questioning your philosophy, ethics and daily practices.

- Reflective practice collects information and uses it to improve your childhood education decisions.
- Early childhood educators reflect on the day-to-day happenings in their learning centres and consider what could be improved.

Critical reflection involves examining these occurrences from various perspectives, including those of colleagues, children and families.

- This type of learning involves asking numerous questions to delve deeper into the process.
- Additional prompts are included to aid critical reflection in everyday practice, encouraging educators to enhance their skills continually.

▪ Collaborative leadership and teamwork

Collaborative leadership and teamwork thrive through professional, respectful conversations about practice. Educators value diverse perspectives, engaging in critical self-reflection individually and as a team to influence curriculum decisions and quality improvement plans. This approach enhances children's learning, development, and wellbeing as educators communicate and exchange ideas to improve their practice. The peer mentoring and shared learning culture allow all team members to contribute to each other's professional growth, resulting in high-quality programs for children.

Australian Government Department of Education [AGDE] (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia \(V2.0\)](#). Australian Government Department of Education for the Ministerial Council.

Practices

A set of principles supports the practices of early childhood pedagogy. Educators can make use of these practices through the following:

- **Holistic, integrated and interconnected approaches**

Holistic approaches prioritise the comprehensive wellbeing of the child, encompassing the mind, body, and spirit. These approaches emphasise cognitive development and physical, social, emotional, personal and spiritual growth.

Understanding holistic approaches involves recognising the interconnectedness between the vision, principles, practices and desired learning outcomes. By considering the child's holistic development, educators can create a well-rounded educational experience that supports their overall wellbeing and learning journey.



- **Responsiveness to children**

Educators are attentive to every child's strengths, interests, capabilities and curiosity. They also respect and respond to children's expertise, cultural traditions, and ways of knowing expressed through multiple languages or dialects.

Acknowledging the significance of educator responsiveness to children's funds of knowledge becomes a crucial basis for curriculum decision-making. By valuing and incorporating these diverse aspects, educators foster a more inclusive and enriching learning environment for all children.

- **Play-based learning and intentionality**

Play is essential to children's early interactions with the world, offering them opportunities to explore, create, improvise and imagine. Engaging in play with other children fosters the formation of social groups, allowing them to test ideas, challenge each other's thinking, and develop new understandings. Intentional teaching is a dynamic approach that rejects rote learning and adhering to traditions merely for tradition's sake. This teaching style incorporates strategies such as modelling, open questioning, speculating, explaining, shared thinking and problem-solving. By embracing this intentional approach within play-based learning, educators facilitate a more purposeful and reflective learning experience for children.

■ Learning environments

Learning environments play a vital role in education, fostering meaningful interactions and accommodating diverse learning styles. They should be vibrant, flexible, and inclusive, reflecting each child's strengths, culture, interests and the local community. Welcoming ideas from children and families, these environments create an intercultural space where Western and traditional knowledge can coexist. The contributions of Aboriginal and Torres Strait Islander families help build a rich learning experience that includes opportunities to learn in the country.

■ Cultural responsiveness

Understanding a child's culture is essential for their identity and belonging. Culturally responsive educators go beyond being aware of differences. They also acknowledge their own perspectives, maintain a positive attitude towards diverse cultures, and effectively communicate across cultural boundaries.



Cultural responsiveness involves valuing and appreciating various cultures' beliefs, practices, and traditions. Educators collaborate with children, families, and the community to establish culturally safe and secure environments. By fostering inclusivity and respect, educators create a supportive learning space that celebrates cultural diversity and promotes a sense of belonging for everyone involved.

■ Continuity of learning and transitions

Educators should build upon children's prior learning and experiences to ensure continuity in learning. Educators can strengthen this practice by understanding and utilising children and their families' funds of knowledge. It also involves acknowledging children's changing identities as they enter new learning settings, where they develop new ways of knowing, being, and doing while fostering a sense of belonging in the new environment. Building on children's learning experiences helps them feel secure and confident in their learning journey, enabling smooth transitions between different learning settings.

▪ **Assessment and evaluation for learning, development and wellbeing**

Assessment is an ongoing process that involves gathering and analysing information about what children know, can do, and understand. By employing assessment for learning, educators utilise this information to plan children's learning, track their progress towards desired outcomes, identify areas requiring support, and assess the effectiveness of teaching strategies. Children and their families are actively engaged in the assessment process, with clear communication of learning goals and progress, fostering a collaborative approach.

To enhance evaluation, educators emphasise critical reflections and value family feedback to improve their practice. Prompts are provided to support educators in effectively engaging in assessing and evaluating learning and teaching methods. This comprehensive approach creates a dynamic learning environment, fostering collaboration and continuous improvement for educators and families.

Australian Government Department of Education [AGDE] (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia \(V2.0\)](#). Australian Government Department of Education for the Ministerial Council.

Learning Outcomes

EYLF has five expected outcomes. These outcomes are as follows:

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.

▪ **Children have a strong sense of identity.**

Children develop a strong sense of identity through their relationships and experiences. This is evident when children confidently initiate interactions and conversations with trusted educators. Educators can promote this outcome by nurturing secure attachments through consistent and warm relationships with all children, regardless of their background or abilities.

- **Children are connected with and contribute to their world.**

Children are connected and contribute to their world when they feel a sense of belonging. This is demonstrated when children actively participate in fair decision-making about matters that affect them. Educators can foster this outcome by creating inclusive learning environments that allow all children to engage in meaningful group discussions and shared decision-making, considering diverse perspectives.

- **Children have a strong sense of wellbeing.**

Wellbeing refers to the overall health and happiness of a child. This is displayed when children make choices, embrace challenges, take considered risks, adapt to change, and cope with frustrations and unexpected situations. Educators can support this outcome by recognising and affirming children's efforts and growth, emphasising resilience and self-esteem in all children.

- **Children are confident and involved learners.**

Children gain confidence in supportive learning environments. This is evident when children initiate and contribute to play experiences rooted in their own ideas and interests. Educators can encourage this outcome by providing inclusive and adaptable learning settings that allow all children to revisit their ideas and explore their thinking, fostering a sense of ownership in their learning.

- **Children are effective communicators.**

Children are social beings, communicating from birth. This is observed when children engage in enjoyable verbal and non-verbal interactions. Educators can nurture this outcome by actively listening to and responding to all children's attempts at communication, embracing their diverse forms of expression and encouraging inclusive communication practices.



Australian Government Department of Education [AGDE] (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia \(V2.0\)](#). Australian Government Department of Education for the Ministerial Council.

To correctly interpret information on the vision, principles, practices and learning outcomes of the EYLF, it is essential to consult and collaborate with your colleagues and supervisors to understand different views on how these may be applied.

1.4 Clarify the Relationship Between the Framework and Other Aspects of Relevant Law and Regulations

The nationally approved learning frameworks are part of the National Quality Framework (NQF), National Law and national regulations, National Quality Standard (NQS) and the assessment and quality rating process.

The EYLF is also designed to go hand in hand with national regulations. For example, under Quality Area 1 of the National Quality Framework, one of the requirements is for families to be kept in the loop on the education program and how their child is doing. Under the EYLF, educators are instructed to partner with the families.

National Law

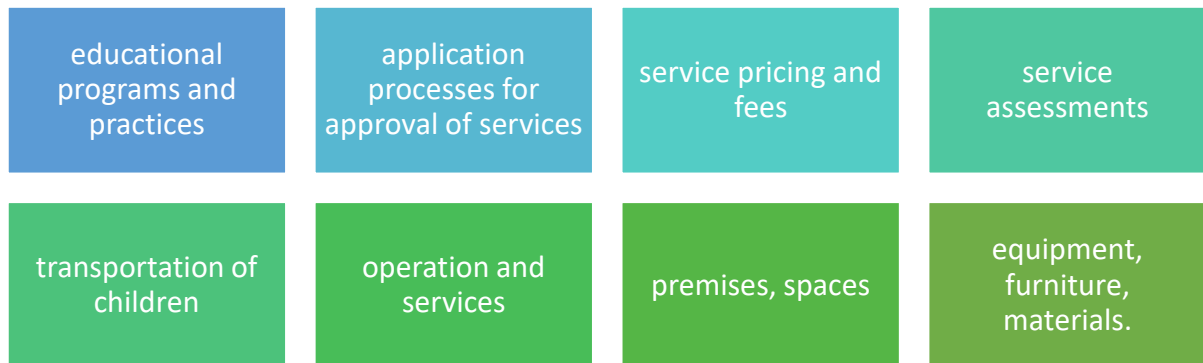
The Education and Care Services National Law sets a national standard for all children's education and care services throughout Australia. The National Law requires compliance with the regulations, standards, processes and learning frameworks. Variations may apply based on the needs of the state or territory.

Below are the legislations that apply to different states and territories:

State/territory	Legislation
Australian Capital Territory	Education and Care Services National Law (ACT) Act 2011
New South Wales	Children (Education and Care Services) National Law (NSW) No 104a of 2010
North Territory	EDUCATION AND CARE SERVICES (NATIONAL UNIFORM LEGISLATION) ACT 2011
Queensland	Education and Care Services National Law (Queensland)
South Australia	Education and Early Childhood Services (Registration and Standards) Act 2011
Tasmania	Education and Care Services National Law (Tasmania)
Victoria	Education and Care Services National Law Act 2010
Western Australia	Education and Care Services National Law (WA) Act 2012

National Regulations

The national regulations support the National Law by outlining the operational requirements for education and care services. Some of these requirements include:



National Quality Standard (NQS)

The NQS regulates education services by setting up standards that ensure the implementation of learning frameworks.

The National Quality Standard are as follows:

- Quality Area 1 – Educational program and practice
- Quality Area 1 – Educational program and practice
- Quality Area 3 – Physical environment
- Quality Area 4 – Staffing arrangements
- Quality Area 5 – Relationships with children
- Quality Area 6 – Collaborative partnerships with families and communities
- Quality Area 7 – Governance and leadership

Sourced from the New South Wales Legislation website at 1 March 2023. For the latest information on New South Wales Government legislation please go to <https://www.legislation.nsw.gov.au>. Education and Care Services National Regulations (2011 SI 653), used under CC BY 4.0



Further Reading

The Australian Children's Education and Care Quality Authority (ACECQA) has a National Quality Standard with a comprehensive guide on quality areas. You can access them, as well as Australia's National Regulations, through the links below:

[National Quality Standard](#)

[National Regulations](#)

The National Quality Framework (NQF) provides guidelines to ensure education services adhere to National Quality Standard. For instance, Quality Area 1 of the National Quality Standard outlines the educational program and practice standards. This outlines the following considerations:

Program

The educational program should enhance children's learning and development.

- Approved learning framework
- Child-centred
- Program learning opportunities

Practice

The educators providing the educational service must facilitate children's learning and development.

- Intentional teaching
- Responsive teaching and scaffolding
- Child-directed learning

Assessment and planning

Educators and relevant service providers use reflective implementation of the program.

- Assessment and planning cycle
- Critical reflection
- Information for families

Assessment and Quality Rating Process

Education and care services go through assessments to check compliance with the seven quality areas of the NQS. There are five NQS Ratings, each based on how the service performs for each of the seven quality areas, with an overall rating given according to the seven results.

NQS rating	Description
Significant improvement required	The service does not satisfy one of the seven quality areas or a section of the law. There might be a danger to the health or wellbeing of the children in the service. This will prompt the regulatory authority to take swift action.
Working towards National Quality Standard	While the service provides a safe environment and program, there is at least one area in which it could be doing better.
Meeting National Quality Standard	The service satisfies all seven quality areas.
Exceeding National Quality Standard	Service exceeds the requirements of the National Quality Standard in at least four areas, with at least two of these being Quality Areas 1, 5, 6, or 7.
Excellent	The service is a leader in the education sector and provides excellence in education and care. Only services rated at least exceeding National Quality Standard may apply for this rating. ACEQCA awards this rating.



Further Reading

The details of the Assessment and Quality Rating Process can be found below:

[Assessment and rating process](#)

State or territory regulatory authorities are the ones who assess and rate services. These ratings are required to be displayed at all times.

Below are the state or territory regulatory authorities:

State/territory	Regulatory authority
New South Wales	NSW Department of Education
Victoria	State Government of Victoria
Queensland	Department of Education
Western Australia	Education and Care Regulatory Unit
South Australia	Education Standards Board
Tasmania	Education and Care Unit (ECU)
Australian Capital Territory	ACT children's education and care services Regulatory Authority
Northern Territory	Quality Education and Care NT

State Laws

It is also crucial for you to know about other laws that may affect the application of learning frameworks. Although there is a National Law that is centralised and adopted throughout Australian territories, there are state legislations that may apply. Each state has 'local' laws based on Federal or Commonwealth law but has been interpreted to consider obligations and responsibilities at the state level. You must be aware of state laws and regulations and how they will impact your duties within the workplace.

Local government (local councils) take responsibility for making decisions relating to their immediate location. These include maintenance of roads and parks, building licences, immunisation, family health and community programs etc.

Court judges make common law decisions based on legal principles. The Australian government accepts these decisions as being relevant to all Australians.



Checkpoint! Let's Review

1. The NQF includes:
 - Approved learning frameworks
 - National Law
 - National regulations
 - National Quality Standard (NQS)
 - Assessment and quality rating process

These are all interrelated and ensure consistent, centralised standards for children across Australia.



Learning Activity for Chapter 1

Well done completing this chapter. You may now proceed to your **Learning Activity Booklet** (provided along with this Learner Guide) and complete the classroom learning activities associated with this chapter.

Please coordinate with your trainer/training organisation for additional instructions and guidance in completing these practical activities.

Apply the Learning Framework



In the previous chapter, you learnt how to identify the approved learning framework for your service. The EYLF does not tell early childhood educators what to teach; it provides direction about intent, pedagogy, outcomes for children's learning, and the foundation for a specific, local curriculum.

It does this by:

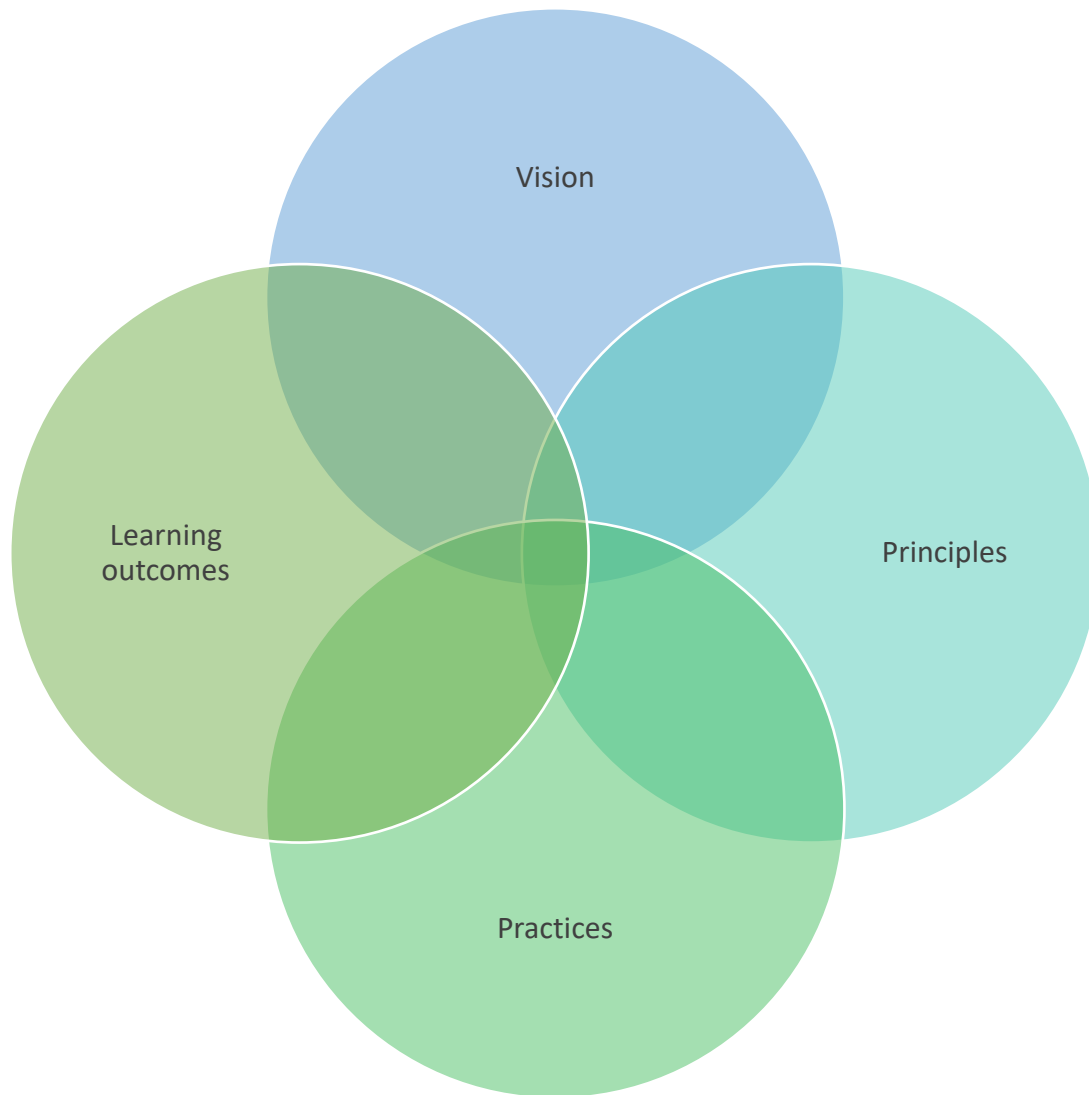
- Outlining the kinds of environments in which children's learning is facilitated
- Highlighting the desirable knowledge, skills and attitudes held by early childhood educators
- Addressing ways that children's learning opportunities may be enhanced

This enables early childhood educators to plan content relevant to their local context and be responsive to children's interests and ideas while still working on the broad outcomes of the EYLF. In this chapter, you will learn how to apply the learning framework. This chapter will cover how you can:

- Determine how the framework is applied to support educators' practice
- Utilise the framework to support children's learning, development and wellbeing

2.1 Determine How the Framework Is Applied to Support Educators' Practice

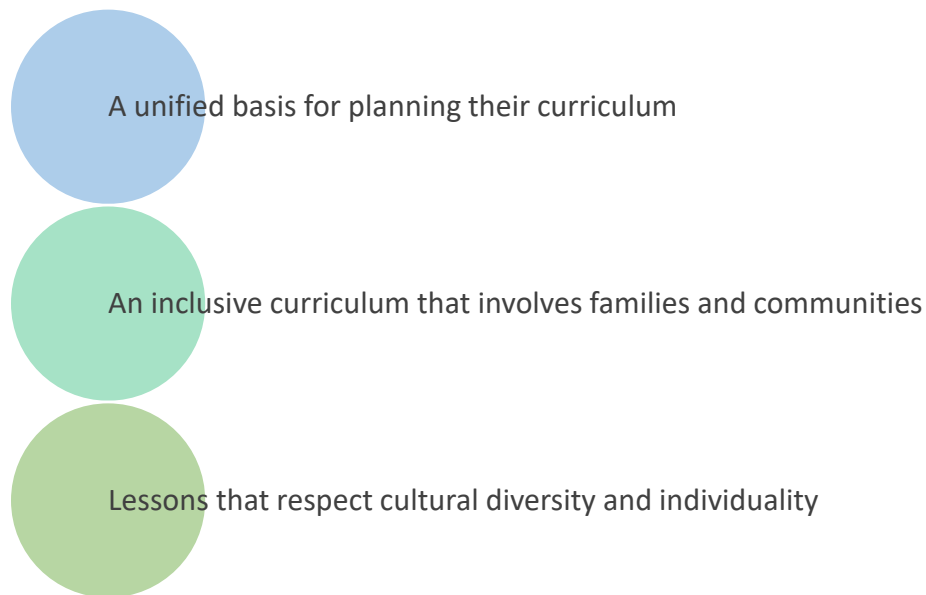
The EYLF is a guideline for early childhood educators. Section 1.3.2 discussed the four interdependent elements of the EYLF:



These interrelated elements are the basis for childhood pedagogy and curriculum decision-making. The EYLF is designed to ensure that the principles behind the educators' practices are aligned with expected learning outcomes. Pedagogy refers to the entirety of an educator's professional practice. It includes all the interactions, participation, and happenings within a learning environment, whether planned or unplanned.

Australian Government Department of Education [AGDE] (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia \(V2.0\)](#). Australian Government Department of Education for the Ministerial Council.

The learning framework provides educators with an opportunity to have:



As mentioned earlier, the EYLF is a mere guide for early childhood educators. Although the law requires you and your organisation to develop educational programs based on it, it is not the curriculum itself. As an educator, you are responsible for applying the fundamental elements of the framework in your practice.

2.1.1 Fundamental Elements

Vision

The framework highlights the significance of Belonging, Being, and Becoming in children's lives. Children are initially connected to their families, communities, culture, and environment. This forms the basis for their learning and wellbeing. Families play a crucial role as children's first educators. Early childhood educators create learning experiences that nurture children's confidence, creativity, and active participation in society. They celebrate diversity with children and their families, valuing the unique perspectives it offers to comprehend the world. Acknowledging the diverse backgrounds of each child, educators uphold the principles of Belonging, Being, and Becoming in their daily practices.

Principles

You must understand its different elements to know how the EYLF can be applied to your practice. The EYLF principles are based on theories and research evidence relevant to early childhood learning and pedagogy. They serve as the foundation for early childhood practices:

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

- **Secure, respectful, and reciprocal relationships**

Establish secure, respectful, and reciprocal relationships with children, families, and colleagues by prioritising trust, empathy and effective communication.

- **Partnerships**

Ensure collaborative decision-making and shared responsibility in children's learning and development by forming strong partnerships with families and the community.

- **Respect for diversity**

Foster respect for diversity by embracing and celebrating all children and families' unique cultural backgrounds, languages and traditions.

- **Aboriginal and Torres Strait Islander perspectives**

Recognise and honour the rich cultural heritage and knowledge of Australia's First Nations peoples by integrating Aboriginal and Torres Strait Islander perspectives into the curriculum and practices.

- **Equity, inclusion and high expectations**

Promote equity, inclusion and high expectations by providing tailored support and equal opportunities for all children, regardless of their abilities or backgrounds.

- **Sustainability**

Emphasising sustainability in early education practices encourages a focus on environmental responsibility and stewardship to create a more sustainable future for children.

- **Critical reflection and ongoing professional learning**

Continuously improve practices and stay updated with the latest research and developments in early childhood education by engaging in critical reflection and ongoing professional learning.

- **Collaborative leadership and teamwork**

Foster collaborative leadership and teamwork by promoting a culture of mutual support, open communication and shared learning among educators, staff, families and the community.



These principles are critical aspects of curriculum decision-making. They outline the things you need to consider and think about so that you can come up with a curriculum that can best result in the framework's learning outcomes.

An example of putting these principles into your practice would be forming respectful, secure relationships with the children under your care and their families. This will facilitate easier, more transparent communication.

Practices

The EYLF also has practices that support its principles:

Holistic, integrated and interconnected approaches

- Understand that the child's physical, emotional and spiritual development are connected.

Responsiveness to children

- Note and respond to what each child is good at and what activities or things interest children.

Play-based learning and intentionality

- Hold fun activities that can enhance the children's development. Encourage children to learn not just through planned activities but also through social interactions and conversations.

Learning environments

- Create an environment that encourages children to learn.

Cultural responsiveness

- Appreciate the differences brought by diversity and respect that different cultures have different perceptions.

Continuity of learning and transitions

- Assist families and children during their transition from home to school.

Assessment and evaluation for learning, development and wellbeing

- Plan meticulously for the child's development and update the families regularly about their progress.

These practices outline what you need to do in your curriculum to embody the principles of the EYLF and lead children to the learning outcomes. An example of applying these would be to teach children through games or other fun activities.

Learning Outcomes

The EYLF suggest that if you can embody the principles of the framework and perform the practices that support it, you will be able to lead children to the best learning outcomes designed for their development. These learning outcomes are as follows:

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.



- **Children have a strong sense of identity.**

Ensure children have good experiences to facilitate the creation of a positive self-image. Recognise and react appropriately to the signs they display.

- **Children are connected with and contribute to their world.**

Teach children early on the value of community.

- **Children have a strong sense of wellbeing.**

Ensure all the children under your care experience a sense of pride and accomplishment from their successes and attempts.

- **Children are confident and involved learners.**

Give recognition and value to how the children are involved in their own growth.

- **Children are effective communicators.**

Demonstrate language and encourage the children to express themselves with words.

By providing these elements, the EYLF supports educators in developing curriculums that promote children's learning and wellbeing and help them improve and reflect on their own practices.

2.1.2 Curriculum Decision-Making



Key Stakeholders in the Implementation of the Approved Learning Framework

Developing a curriculum for the children under your care involves interactive decision-making with key stakeholders in implementing the learning framework.

These key stakeholders are as follows:

- **Families**

Families support their children throughout the learning and development process. They can also help develop more relevant and appropriate assessments for their children.

- **Children**

Involving children in the implementation of the framework helps the centre develop a more specific curriculum that is more relevant to them.

- **Educators**

Educators are the primary implementors of the framework. Early childhood education practitioners are responsible for nurturing relationships, curriculum decision-making, teaching and learning.

- **Community members**

Community members may include local organisations and volunteers actively engaging with early childhood services. Community members enrich children's learning environments and support the principles of the EYLF by participating in collaborative partnerships, providing resources, and sharing cultural knowledge.

- **Other professionals**

Other professionals, such as health care providers, social workers, and specialists in various fields, also contribute to the successful implementation of the EYLF. Through collaborative teamwork with early childhood educators, these professionals provide specialised support and expertise to address children's unique needs and challenges.

Quality Area 6 of the NQS encourages collaborative partnerships with families and communities. Below are its two key features:

- **The views of parents are respected.**

Parents are consulted during curriculum development and asked if any special considerations must be considered when working on classroom activities. These special considerations may relate to families' culture, beliefs, or children's needs.

- **There is a continuity of learning and transition for each child.**

Families are asked about their children's current skill levels, capabilities and interests so that the centre can provide appropriate activities for the child. Educators can also discuss with families how they can continue practising what children have learnt at the centre at home.

Some Helpful Tips for Communicating With Families

Get to know each other on a first-name basis.

Learn the names of all the family, including immediate and extended family members.

Explain to parents why they need to contact the centre if one of their family members (not listed on the enrolment form) is picking their child up.

Do not feel intimidated by a parent or community member, and be sure not to intimidate them.

Adapt your language to suit the individual or group of people you are speaking to.

Develop appropriate communication with parents and community members.

Provide a comfortable environment when liaising with parents and staff.

Sharing Power and Partnerships With Families

Mutual understanding, collaboration and partnership building between centres and Aboriginal and Torres Strait Islander services and communities are essential to building cultural competence in the centre and its services. Commitment to and respect for Aboriginal self-determination and Aboriginal cultures should form the ground rules for these partnerships.



For the centre to be culturally competent, there needs to be clarity around issues of:

- Aboriginal self-determination
- Acknowledging the impact of the past and contemporary forms of racism/marginalisation
- Respect for culture and acknowledgement of the role of culture in programs/services

Reflective Practice

Reflection is exploring one's thoughts and feelings and trying to understand their reasoning. Engaging in reflection is expected of you in Early Childhood Education and Care. It is a process of thinking about your own perspectives, values, beliefs, skills and experiences in relation to other views and being open to changing yours if needed.

Early years educators use reflection to drive continuous improvement. It helps you learn, grow, change and become a better educator. You should reflect on your own actions—what you did well and what needs improving—and examine the children's progress in your care. This informs your planning for the next cycle. Reflection happens during the day, 'on the go', and deeper analysis after the day's events. The whole point is to improve outcomes continually.



Checkpoint! Let's Review

1. The Early Years Learning Framework (EYLF) has four fundamental elements:
 - Vision
 - Principles
 - Practices
 - Learning outcomes

2.2 Utilise the Framework to Support Children's Learning, Development and Wellbeing



The EYLF encourages educators to think and reflect when designing a curriculum for children. The EYLF guides them about their curriculum decisions.

As an educator, you are responsible for implementing a curriculum that reflects the EYLF. The experiences you add to your curriculum plan need a corresponding Learning Outcome that children will achieve. When an input in your curriculum leads to a learning outcome, it justifies using that experience to utilise the EYLF.

You may also use the EYLF to inform practices by embedding it in your daily practices, experiences and routines.

However, to support a child's learning, development, and wellbeing, you must first understand what these terms mean:

- Learning refers to the act of gaining new information and capabilities. You may use the framework to support children's learning by targeting the proposed learning outcomes and incorporating the practices outlined for each.
- Development is the process of growth and progress. You may use the framework to support children's development by integrating the recommended practices as a guideline for your curriculum.
- Wellbeing is a person's happiness, good health, and comfort. You may use the framework to support children's wellbeing by embedding the principles behind children's education and care into your practice.

2.2.1 Daily Practice

Practice is the customary, habitual, or expected procedure or way of doing something. Daily practices should develop an environment conducive to learning. You may utilise the EYLF in your daily practices by reviewing the practices underpinning the EYLF principles.

It is important to remember that not all children are the same, and not every household is the same. Some children are allowed to do things at home that other children are not allowed to do in their homes. This means you will need to communicate with the families of each of your children and understand the rules of their home to maintain consistency and continuity for the children. There would be no point in allowing children to do things in your care that they cannot do at home.

The norms of the cultural group a child's family belong to influence the family's norms. Families who follow the norms of their cultural group are often called 'traditional'. Other families may not be as culture-bound. Such families may be influenced by other factors such as socioeconomic status, life experiences, and personal beliefs. Some families consider themselves 'cosmopolitan' and do not identify with any particular culture.

Child-rearing practices may differ between families in the following areas:

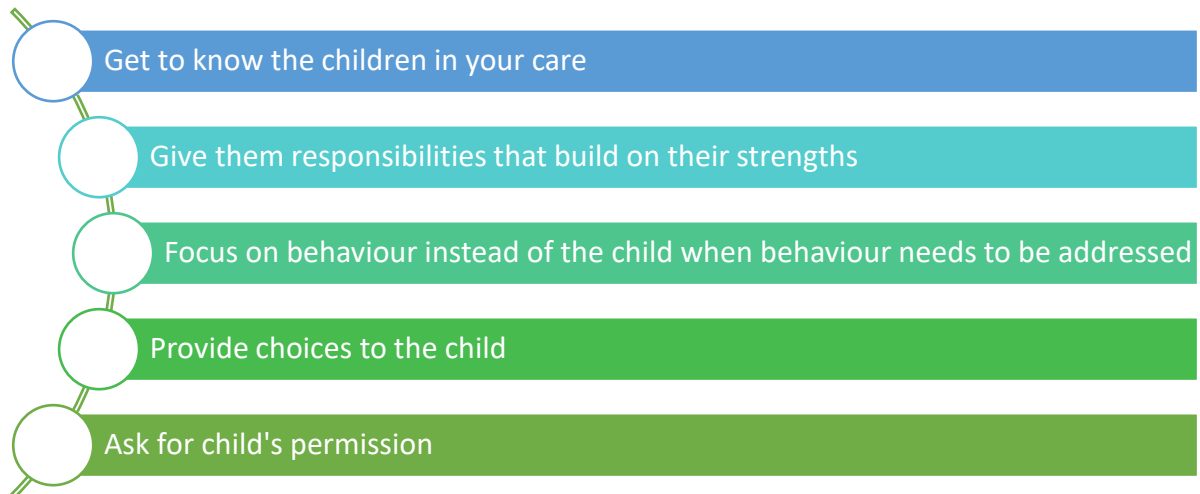


Note that some of these practices may concern a person's culture. However, other factors influence how a family raises their children. As an educator, you need to carefully consider the child-rearing practices of a child's family before you develop a curriculum so that you can incorporate cultural competence, inclusivity and respect for diversity.



When honouring children, their families and the community you work in, you respect their diverse experiences, attitudes, beliefs and values. You approach interactions with an open mind and work together to create the best possible outcomes for each child.

Some practices you can implement to support the learning and development of children in early childhood include the following:



- **Get to know the children in your care** – The more you respond authentically to children, the more you know about them and their families. You can build relationships with them like you do with anyone else. Sit down, talk, share, and respond with care and empathy. Doing so will help you establish their strengths which will help in the following practice and support their development and wellbeing.
- **Give them responsibilities that build on their strengths** – By giving children responsibilities according to their strengths, you allow them to exercise their sense of agency with the skills they are good at. This improves their self-esteem and makes it easier for them to feel accomplished. This will encourage them to develop attitudes related to being responsible, supporting both learning and development.
- **Focus on behaviour instead of the child when behaviour needs to be addressed** – When children behave in ways that need to be addressed, you must address the behaviour without making them feel that they are being scolded for who they are. Focusing on behaviour implies that the thing being addressed is related to a specific situation that can be changed. This leads to emotional development and eventual wellbeing.
- **Provide choices to the child** – Providing choices to children is an easy way to allow them to exercise their sense of agency. As previously mentioned, simple choices like which coloured pencil they want to use are not enough to encourage children to embrace their own agency, but they can be a start. A sense of agency is vital for both learning and development.
- **Ask for the child's permission** – Asking for permission works double-fold as a way for children to exercise their own agency and as a way for you to model how to respect other people's agency to the children in your care. This will aid in improving both development and wellbeing.

2.2.2 Experiences



Children are very receptive to new experiences. Early childhood is a time of exploration and bewilderment for children. During this time, educators can provide children with positive learning experiences to help their growth and development. Children's experiences are geared towards learning outcomes when organised in a way that best reflects EYLF. You can organise spaces and resources to facilitate learning and development.

Organise Spaces

A well-designed space encourages children to feel happy and confident to participate in its experiences. This makes it easier for children to achieve the desired objectives from their experiences without becoming stressed or frustrated. It also develops their sense of agency as they are free to engage in experiences they are interested in.

Whether space is indoors or outdoors, the materials and experiences you provide need to be arranged invitingly. Each environment should also include various places for children to undertake different types of play. Under the EYLF, play is recognised as one of the ways to support a child's learning and wellbeing.

The following checklist provides some ideas to think about when setting up new spaces or reflecting on existing ones:

Items to check	Check	
	Yes	No
<i>Does your list include the following items?</i>		
Private places	<input type="checkbox"/>	<input type="checkbox"/>
Soft spaces	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor spaces	<input type="checkbox"/>	<input type="checkbox"/>
Natural materials	<input type="checkbox"/>	<input type="checkbox"/>
Open-ended materials	<input type="checkbox"/>	<input type="checkbox"/>
Recycled materials	<input type="checkbox"/>	<input type="checkbox"/>
Consideration of children's height	<input type="checkbox"/>	<input type="checkbox"/>
<i>What about the layout of the playroom and playground?</i>		
Clear pathways	<input type="checkbox"/>	<input type="checkbox"/>
Active/passive areas	<input type="checkbox"/>	<input type="checkbox"/>
Juxtaposition (i.e. what goes next to what)	<input type="checkbox"/>	<input type="checkbox"/>
Spaces for one child, two children, three children, four children	<input type="checkbox"/>	<input type="checkbox"/>
Play spaces are 1.5 times the number of children.	<input type="checkbox"/>	<input type="checkbox"/>

Items to check	Check	
	Yes	No
<i>Ask yourself the following questions:</i>		
Do the spaces encourage positive and respectful interactions?	<input type="checkbox"/>	<input type="checkbox"/>
Are there spaces that allow children and families to communicate openly?	<input type="checkbox"/>	<input type="checkbox"/>
Do the spaces include materials that showcase and appreciate different cultures and traditions?	<input type="checkbox"/>	<input type="checkbox"/>
Are there resources that reflect Aboriginal and Torres Strait Islander perspectives?	<input type="checkbox"/>	<input type="checkbox"/>
Are the spaces designed to be accessible and inclusive for all children?	<input type="checkbox"/>	<input type="checkbox"/>
Are there environmentally friendly practices implemented, like recycling and saving energy?	<input type="checkbox"/>	<input type="checkbox"/>
Is there a specific area for educators to reflect on their practices and engage in ongoing learning?	<input type="checkbox"/>	<input type="checkbox"/>
Does the environment promote teamwork and collaboration among educators?	<input type="checkbox"/>	<input type="checkbox"/>
Are the spaces designed to support the whole child's development, considering physical, cognitive, emotional, and social aspects?	<input type="checkbox"/>	<input type="checkbox"/>
Are the spaces flexible and adaptable to cater to children's individual interests and needs?	<input type="checkbox"/>	<input type="checkbox"/>
Do the play materials and resources align with learning goals and intentional learning experiences?	<input type="checkbox"/>	<input type="checkbox"/>

Items to check	Check	
	Yes	No
<i>Ask yourself the following questions:</i>		
Are there culturally diverse materials and representations that reflect the backgrounds and experiences of all children and families?	<input type="checkbox"/>	<input type="checkbox"/>
Are the spaces organised and well-maintained to encourage children's engagement and focus?	<input type="checkbox"/>	<input type="checkbox"/>
Do the spaces support smooth transitions between different learning activities and experiences?	<input type="checkbox"/>	<input type="checkbox"/>
Are there areas for educators to observe, gather evidence, and document children's learning and development?	<input type="checkbox"/>	<input type="checkbox"/>

You will need to consider how the various play areas will work together. Children need a selection of both quiet and active play areas. Quiet areas allow the children to relax, create their own experiences and have some alone time. This could include a book corner, for example. An active area should provide the children with a place to be noisier, move around more, and engage in lively play.

An attractive or aesthetically pleasing environment will offer choices, space, time, variety and ownership (soft spaces, comfortable spaces, quiet places). A well-planned activity room will be set up, ready for the children to use and incorporate appropriate equipment, toys, materials and furniture.

Spaces should be geared towards the children and consider their needs. Have space where the children can store their personal belongings, provide child-sized and child-friendly furniture and equipment, and provide equipment that all children can use regardless of ability and without the help of an adult. Other considerations include:

- Installing and using low shelves so that children can access equipment and toys on their own
- Maintaining neat storage spaces so children can see what is there
- Arranging equipment in logical ways so that children can find them (e.g. storing shovels with pails)

Organise Resources

Open-Ended Materials

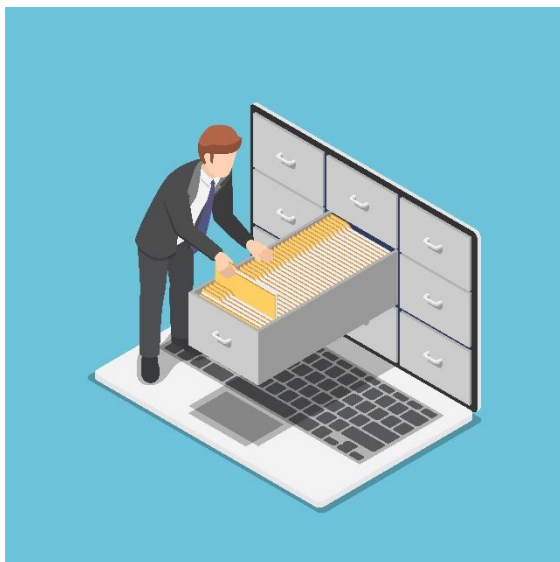
By providing a range of materials that can be used in various ways, you create opportunities for children to explore and create in individual ways. Providing children with art and craft materials allows them to make things and use the materials in their own unique and creative way.

Providing colouring books, stencils or dot-to-dot drawings, ready-made cut-outs of birds, butterflies and animals, or traced drawings for children to colour in or paint-by-numbers does not make a creative experience. These are adult-directed activities and only provide practice in fine motor skills. Educators must give the children opportunities to create for themselves rather than always involving them in adult-directed experiences. Children can become frustrated when blocked from expressing their creativity.

Open-ended materials harness children's imagination and have no limit to how they can be used. These could include plasticine, clay, dress-up materials such as hats and gloves, and cooking utensils which could all be used in various games and experiences.

By providing children with open-ended materials, they can dip into their imagination and find creative new ways to use everyday objects.

Organising Resources for Easy Access



If materials are dumped on the floor or in the sandpit, this does not show a caring, thought-out plan. Instead, you could arrange buckets and spades to be ready for use, or you may display and set up trains on their tracks. You should also re-set these play experiences during the day for other children.

Good preparation in organising resources in advance help reduce children's stress and frustration. It is essential for children to easily see, reach, and access the materials they might want to play with without asking for help or competing with other children's space.

2.2.3 Routines

A routine is a sequence of actions that is regularly followed. During playtime, children are often interrupted to stop their play so that routine tasks can be completed, though as children get older, their needs will change to include continuity of play.

As an educator, you must think about organising your time and space, including spaces for routines. Routines are important in early childhood settings to ensure a smoothly running and predictable environment for children.



Transitions

Transitions are when children stop doing one activity to start doing something else. Children can become upset and frustrated if they have to stop playing suddenly. Similarly, they may feel stress when they have to move from one location to another or when they are being left at the service by their parent.

Give them a warning before respectfully asking them to stop their play. Many centres give a 5-minute notice. It can be marked by the ringing of a bell, playing the tambourine, verbal instruction or playing a particular piece of music, letting the children know that the transition from free play to a routine time is about to happen.

You must find ways to allow children, especially older children, continuity of play throughout your routines. This may include children's work or constructions placed on shelves for continued creation after the routine time has finished or to show to their parents at the end of the day.

Continuity of play encourages the children to participate in the program and fully invest in the experience as they know their work will not be destroyed or packed away. If their work and efforts are not valued, they may not create beautiful constructions next time because they feel it is not seen as worthwhile.

During transitions from one location to another, you can explain where they are going and what will happen there to reduce the potential for stress. This helps them set realistic expectations about where they are going. You can help transition during arrival at the learning centre by telling children what they will do for the day and when their parents will return. Remember to communicate using positive language and non-verbal gestures to put children at ease as you help them transition to support their development and wellbeing.



As routines are essential for children, consistency between home and childcare is vital. This is especially important for babies and toddlers learning self-regulation and developing their personal rhythms.

Some rules and routines can be adapted to suit the child's needs, and some will not. Your policies and procedures must guide you on the things that can be altered and the things that are not negotiable.

For example, mealtimes, rest, and sleep times could be changed for children at the centre to maintain the consistency of mealtimes at home. Physical care routines such as nappy changing, oral care, and skin care can also be adjusted to maintain the continuity of the child's experience from home to the learning centre. This includes how you communicate with them as they go through these routines. Allow them to take their time and go through each step of the physical care routine while providing support only where needed.

However, some things may not allow for change. For example, if the rules of the childcare centre do not allow balls to be kicked indoors, this would need to be discussed with parents, and the child would need to understand the rules for this are not the same as at home.

How you explain rules to children will depend on their age. For example, it is easier to explain the rule 'we do not kick a ball indoors' to a five-year-old than to a one-year-old child. Therefore, explaining rules in a language the child understands will be up to you.



Sparkling Stars Early Years Learning Centre

Sparkling Stars is the simulated early years learning centre referenced in our learning resources.

Their policies and procedures are published on their site. You can access them through the link below:

[Sparkling Stars Early Years Learning Centre Policies and Procedures](#)

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Learning Activity for Chapter 2

Well done completing this chapter. You may now proceed to your **Learning Activity Booklet** (provided along with this Learner Guide) and complete the classroom learning activities associated with this chapter.

Please coordinate with your trainer/training organisation for additional instructions and guidance in completing these practical activities.

Reflect on Use of the Learning Framework



As an educator, you need to be familiar with the principles, practices and learning outcomes of the EYLF. You learnt how to identify and apply these elements in the previous chapters. These are all necessary aspects of your curriculum decision-making. However, the use of EYLF does not end with the drafting of an educational program. EYLF promotes a reflective practice cycle that reflects its ongoing learning and reflective practice principle. The framework involves continuous reflection and assessment of existing practices to improve early childhood and care services.

In this chapter, you will learn how you can:

- Identify situations where use of the framework positively supports children's learning
- Use positive examples from own experience and workplace observation as the basis for development of own practice
- Identify opportunities to enhance own skills through reflection and develop actions with supervisor

3.1 Identify Situations Where Use of the Framework Positively Supports Children's Learning

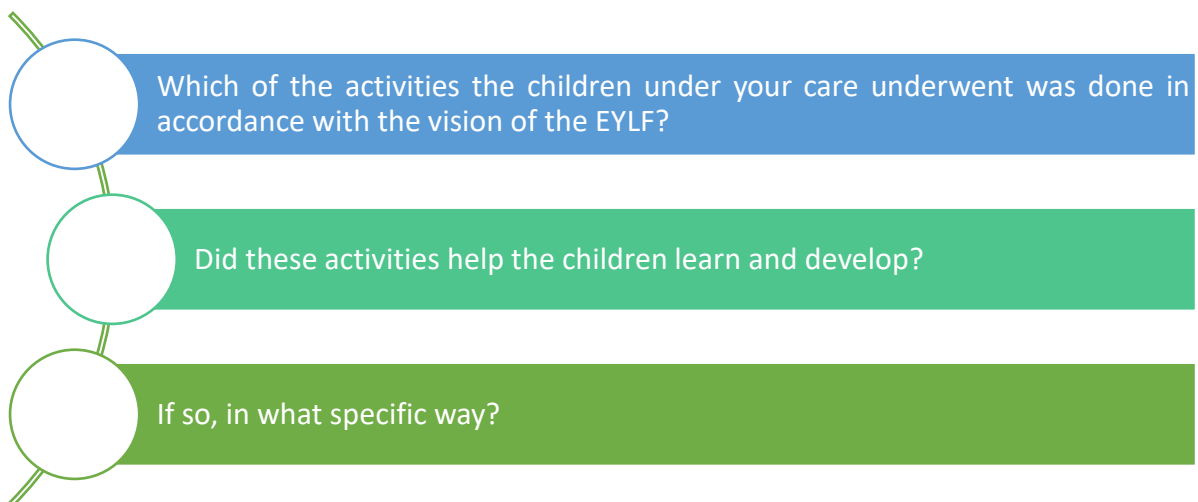
A holistic understanding of a child's behaviour is acknowledging that their behaviour is not the result of one factor alone but the interaction of several different factors. It is the recognition that a child's behaviour came about because of the connectedness (or disconnectedness) of their 'nature' and 'nurture'.



Identifying situations where using the EYLF positively supports children's learning can help you understand how to best utilise the framework in your curriculum. As an early childhood educator, you can better address a child's learning and development needs when you know your curriculum has a positive impact. This allows you to make a more directed approach to dealing with the children in your care.

As mentioned in Section 2.1.2, early years educators use reflection to drive continuous improvement. It helps you learn, grow, change and become a better educator. Using reflection allows educators to gather information and gain insights that support, inform and enrich the decision-making in implementing the learning framework. Educators use reflection to identify areas for improvement in their current implementation and think of ways to improve the facilitation of child development further. To reflect on the effectiveness of the learning framework, you need to identify the situations where it positively supports a child's learning.

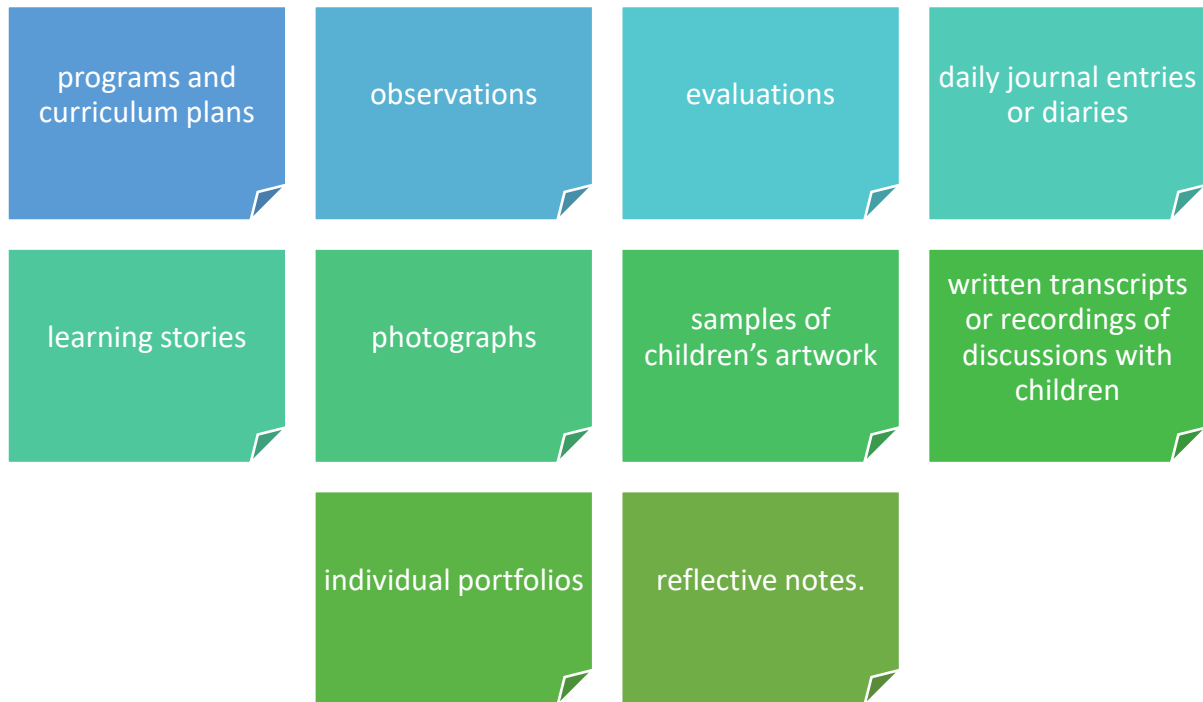
Consider the following:



Always ensure that information collected through observation and secondary sources is discussed with relevant staff and recorded accurately in accordance with service requirements.

Document Experiences

Documentation may consist of:



Educators must keep a range of documentation that will help them to:

- Further their understanding of children's thinking, ideas, interests and patterns of learning
- Reflect on how they develop relationships with, work with and interact with children; and
- Share and discuss ideas with others

Documentation provides the basis for planning and helps to ensure that children's natural desires to discover, explore and learn are supported and encouraged.

Documentation and planning are important parts of working with young children. To effectively meet their needs, educators need to consider practical and meaningful ways to document what they notice and how they can share this information with children and families.



Interpret and Implement

Use the information you have collected to provide the curriculum for children. Follow all guidelines if discussing information with others, including information with the appropriate people.

These observations of the service program can be influenced by the child and the records gathered, including your pedagogy in professional practice. The information collected can provide routines, interactions and experiences that reflect the group's or individual children's needs and interests. The recorded information ensures quality educator interactions and program planning for children.

Over time, children and families change; it is vital that you continually reflect on whether the practices used still meet the needs of new and existing families. You must keep the lines of communication open and stay updated with any changes. You should also help families understand how the framework will support their children's learning by providing clear, easy-to-understand information.

You can involve families in the process by:

Asking for feedback about the best way to share information

Asking families to contribute to children's discussions and their observations

Having a section in the documentation for the parent's voice

Asking families specific questions relating to the observation or learning story

Keeping a written record of parent feedback in conversations

Providing a 'take home' toy and journal for families to join in the experiences

Providing documentation in various languages wherever possible

Sharing examples of family feedback

Communicating regularly with the family via email and other forms

Allowing sufficient time and space for the family to review all information relating to their child

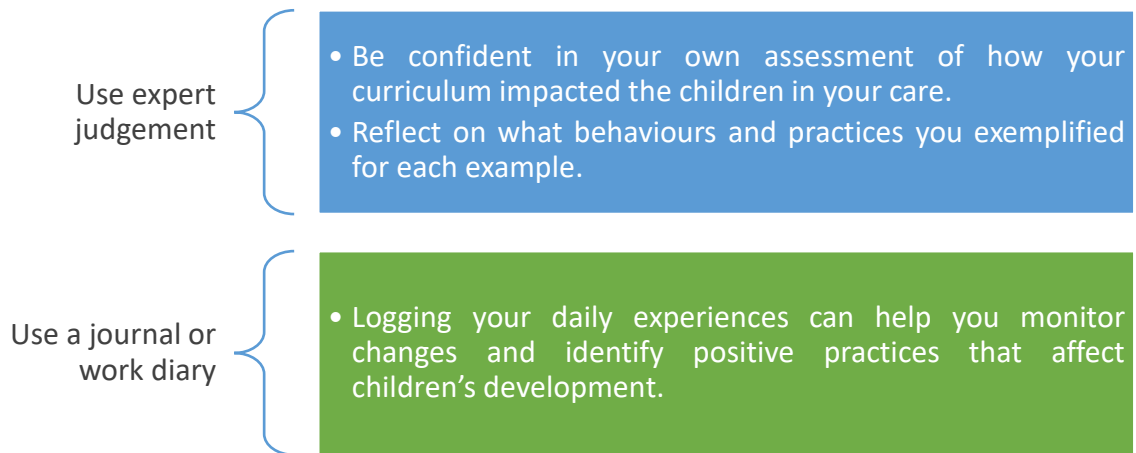
3.2 Use Positive Examples From Own Experience and Workplace Observation as the Basis for Development of Own Practice

Much like how observation and assessment guide children towards learning goals, observation and assessment may also guide and shape early childhood educators' practices. As an individual, early childhood educators' practices are personal and unique to each, these are shaped by:

- Own professional knowledge and skills
- Children, families, communities, programs and schools
- Beliefs and values
- Past experiences
- Style, creativity and imagination

Identify Positive Examples From Own Experience

Positive examples refer to those that result in the achievement of planned learning outcomes. To identify positive examples from your own experiences, you may:

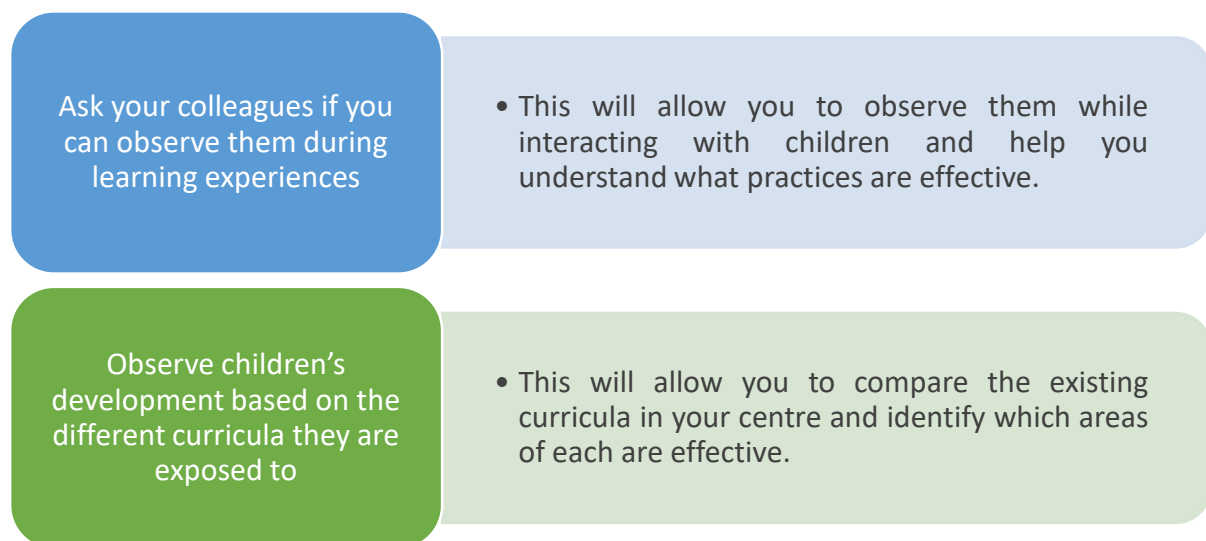


When identifying examples, remember to focus on those that had a positive impact on the development of children and have led to achieving learning outcomes. This is a great way to identify which part of your curriculum worked and why.

Identify Positive Examples Through Workplace Observation

Opportunities to develop your own practice are not limited to your own experiences. You may also collaborate with the educators and adults at your learning centre. Learning about their experiences can help you compare and analyse practices to help improve yours.

To identify positive examples through workplace observation, you may:



3.3 Identify Opportunities to Enhance Own Skills Through Reflection, and Develop Actions With Supervisor

Critical reflection and ongoing professional learning are the primary principles behind implementing the EYLF effectively. This entails continuously striving to enhance your own skills.



Reflection is exploring one's thoughts and feelings and trying to understand their reasoning. Reflection is meaningful when the educator is aware of their own thought process during reflection, can come up with potential applications for their reflection, and when the conclusions or outcomes are shared with relevant individuals within the centre.

Questions to guide your reflection include:

- What are your understandings of each child, including their culture and context?
- What questions do you have about your work? What are you challenged by? What are you curious about? What are you confronted by in relation to your own biases?
- What theories, philosophies and understandings shape and assist your work?
- In what ways, if any, are the theories, knowledge, and world views you usually draw on to make sense of what you do limiting your practice?
- What other theories, knowledge, and world views could help you understand what you have observed or experienced? What are they? How might those theories and that knowledge affect your practice?
- Who is advantaged/included when you work in this way? Who is disadvantaged, excluded or silenced?

Australian Government Department of Education [AGDE] (2022). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia (V2.0)*. Australian Government Department of Education for the Ministerial Council.

Developing reflective practice requires commitment from everyone in the team to analyse the perceptions of practice and look for opportunities to improve learning. It becomes a meaningful reflection when it is used to enhance your practice.

Being reflective:

- Demonstrates you are actively concerned about the outcomes of the work you are doing
- Enables you to monitor, evaluate and revise your own practice continuously
- Requires your capacity to look carefully at your practice to develop new skills and understanding
- Requires a progressive approach
- Enhances both professional development and personal fulfilment through collaboration and dialogue between colleagues

What does reflection involve?

Reflection 'in' action or thinking on your feet



Reflection 'on' action or after the event



Own thoughts and ideas



Colleagues' thoughts and ideas



Children's and parents' thoughts and ideas



Feedback from other partners or agencies



Views and knowledge gained from personal experiences and that of research



What should your approach to reflection as a team involve?

- Give time to the process as a team.
- Be clear about what you are reflecting on.
- Be clear about who your associates in the reflective process are.
- Consider the subject, making links to theory and practice.
- Consider current practice.
- Look for ways to improve.
- Act upon what you have discovered.
- Structure your actions with timescales, responsibilities and the opportunity to reflect on what you have achieved (or not).
- Provide feedback to colleagues, reflecting upon your actions.
- Make further changes or adjustments when required.
- Be aware of the reflective 'tools' available to you, such as quality improvement or self-evaluation forms.

What does reflection aim to achieve?



Documenting Reflection

There are many ways in which you can document your reflections. Documenting these reflections will remind you of where you, as an educator, can improve. The table below shows ways how you can document your reflections:

Method of documentation	Description
Journaling	This is a way to record your thoughts about all practices (relationships, interactions, teaching and learning, assessment, environments).
Online collaboration	Social media or online sites are an excellent way for educators to collaborate and encourage and support one another by sharing reflections. Blogs are also learning spaces online.
Meetings	Staff meetings allow you to discuss and reflect on practices with your colleagues. Meetings should have a facilitator to guide the reflective process and note the discussions.
Discussions with management and mentors	These are great sources of feedback; by asking questions and being guided by your mentors, you will see different perspectives, feel challenged and be encouraged.
Postings on notice boards	Reflective notice boards should be located in the staff room, foyer, and each centre room to highlight reflective practice. You can use those to post events, quotes, questions, articles, pictures, and anything related to reflective practice.

Either by yourself or with others, reflective practices allow you to learn and draw on diverse knowledge, views, experiences and attitudes within yourself and those around you.

Engaging in critical reflection regarding your relationships with children will help you identify improvement areas. There is always room for improvement. Continuous improvement is part of your professional responsibility as an educator.

You may have discovered areas of improvement when reflecting on your experiences and practices as an early childhood educator. Discuss these with your supervisor and ask for advice on enhancing your skills. Although it might be tempting to get everything done fast, avoid trying to tackle everything at once. This will be counterproductive and may lead to burnout. Focus on improving one area at a time. Focusing allows you to devote sufficient time and effort while keeping the possibility of work burnout low.

Develop an action plan to help keep you on track. Describe the current situation in your plan and set clear goals and objectives. Use timelines to show what you will achieve and by when. Work with your supervisor to develop actions to help you reach your goal.

Actions might include:

Formal training, such as a course or workshop

Mentoring or shadowing other educators with strengths in the skill you are planning to enhance

Informal training, such as watching YouTube videos or reading recommended books

Practising specific strategies such as remembering to use children's names—keep a tally during the day

Access relevant sources such as the internet, organisations or colleagues with particular expertise where needed. Remember to include benchmarks to help measure how much you have improved in the areas your work on. Benchmarks could be in the form of statements such as 'You can tell the quality of your relationships has improved because children are more willingly expressing their feelings towards you.'



Checkpoint! Let's Review

1. When you reflect on your relationships with the children in your care, you examine your own behaviours and question how your own values, beliefs, and views of the world might contribute to these in both positive and negative ways.
2. Observing how co-educators interact with the children in the centre can also provide insight into how you might enhance your practice as an early childhood educator.



Learning Activity for Chapter 3

Well done completing this chapter. You may now proceed to your **Learning Activity Booklet** (provided along with this Learner Guide) and complete the classroom learning activities associated with this chapter.

Please coordinate with your trainer/training organisation for additional instructions and guidance in completing these practical activities.

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