

Early Years Learning Framework



Belonging, Being, Becoming is the new National Early Learning framework (EYLF) for children from birth to 5 years. The vision is for all children to experience play-based learning that is both engaging and builds success for later life. KIDS ACADEMY staff use the Framework in partnership with you to develop learning programs responsive to the child's ideas, interests, strengths and abilities. It recognizes children learn through their play.



Belonging

is the basis for living a fulfilling life. Children feel they belong because of the relationships they have with family, community, culture and place.



Being

is about living here and now. Childhood is a special time in life and children need time to just 'be' – time to play, try new things and have fun.



Becoming

is about the learning and development young children experience. Children start to form their sense of identity from an early age, which helps shape the type of adult they will become.

Play is Learning Through play; babies and young children explore and learn. Not only to understand the world around them but also to communicate, discover, imagine and create. When children play, they show what they have learned and what they are trying to understand. By using this Framework, our staff guides your child's play by carefully designing and co-ordinating learning activities within stimulating indoor and outdoor learning environments.

EYLF Principles: Our Beliefs



These principles influence our practice.
It is important to think about how our beliefs and values
unconsciously drive professional practices.

The five principles that underpin the EYLF Framework are:

- 1 Secure, respectful
and reciprocal relationships
- 2 Partnerships
- 3 High expectations and equity
- 4 Respect for diversity
- 5 Ongoing learning and
reflective practice

EYLF Practices: What We Do



Our teachers draw on a rich repertoire of pedagogical practices to promote children's learning by:

- adopting holistic approaches
- being responsive to children
- planning and implementing learning through play
- intentional teaching
- creating physical and social learning environments that have a positive impact on children's learning
- valuing the cultural and social contexts of children and their families –celebrating their diversity
- providing for continuity in experiences and enabling children to have successful transition
- assessing and monitoring children's learning, in partnership with families and other professionals, to inform provision and to support children in achieving learning outcomes.



Learning Outcomes: What We Aim To Achieve



A learning outcome is a skill, knowledge or disposition that educators can actively promote and assess in early childhood settings, in collaboration with children and families.

The five Learning Outcomes in the EYLF Framework provide our teachers with key reference points against which children's progress can be identified, documented and communicated to families, other early childhood professionals and educators in schools.

Learning outcomes stimulate critical thinking about children's learning and provide us with a stronger focus on those actions we decide to take in order to enrich children's learning (EYLF p. 46)

The expectations for all children's learning from birth to five years and through the transition to school are communicated through five complex Learning Outcomes:

1

Children have a strong sense of identity

2

Children are connected with and contribute to their world

3

Children have a strong sense of wellbeing

4

Children are confident and involved learners

5

Children are effective communicators

Children's Learning



The diversity in family life means that children experience belonging, being and becoming in many different ways. They bring their diverse experiences, perspectives, expectations, knowledge and skills to their learning.

Children's learning is dynamic, complex and holistic. Physical, social, emotional, personal, spiritual, creative, cognitive and linguistic aspects of learning are all intricately interwoven and interrelated.

Play is a context for learning that:

Allows for the expression of personality and uniqueness

Enhances dispositions such as curiosity and creativity

Enables children to make connections between prior experiences and new learning

Assists children to develop relationships and concepts

Stimulates a sense of wellbeing

Children actively construct their own understandings and contribute to others' learning. They recognise their agency, capacity to initiate and lead learning, and their rights to participate in decisions that affect them, including their learning.