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34

Using the Approved Learning Frameworks V2.0 in Family Day Care

Introduction

Under the [National Quality Framework \(NQF\)](#) which includes the National Law and Regulations, services are required to base their educational program on an approved learning framework.

The two nationally Approved Learning Frameworks (ALFs) which outline practices that support and promote children's learning have been updated and services must now use Version 2 from February 2024 onwards.

These are:

- ▶ [Belonging, Being and Becoming: The Early Years Learning Framework for Australia \(EYLF\) V2.0 2022](#). This is the National Framework under the NQF for young children from birth to 5 years of age.
- ▶ [My Time, Our Place: Framework for School Age Care in Australia V2.0 2022](#). This is the National Framework under the NQF for school age children.

Engaging with and using the Frameworks to inform our program and practice is a requirement under to the National Law. It's also the magical mastery of Educators and Educational Leaders.

Our practice is our expertise. The Frameworks support and guide us to engage in practice that is crafted through creative thinking, decision making and then implemented in ways that address the two overarching goals of the Frameworks:



acecqa.gov.au

Goal 1: The Australian education system promotes excellence and equity.

Goal 2: All young Australians become:

- ▶ confident and creative individuals
- ▶ successful lifelong learners
- ▶ active and informed members of the community.

Under the Frameworks, we have lots of opportunity to create programs that authentically reflect the children and communities in which we live and work. We know that when children feel good about being themselves, they learn best. We know that children learn best when they know they belong. We know that children will become confident, creative, successful lifelong learners and active informed members of the community.

Using the Approved Learning Frameworks V2.0 in Family Day Care

There are many different ways in which you as Educators and/or Service Leaders can use the Frameworks.

Sometimes people are unsure where to begin – so just like the Sound of Music – let's start at the very beginning, it's a very good place to start...

Essentially the updated principle 'Critical reflection and ongoing professional learning' (*EYLF & MTOP V2.0*, p. 18) is the magical spell that drives all of our practices. It is the primary way we engage with the Frameworks and it underpins everything we do. When we recognise that our practice is essentially ongoing professional learning, we begin to integrate all elements of the Frameworks and we make our everyday streamlined, more achievable and fun!

The Frameworks and The National Quality Standard



Under the NQF sits the National Quality Standard (NQS). Your service is rated against the NQS during assessment and rating by your Regulatory Authority (RA) in your state or territory. The NQS is the minimum standard for the quality of education and care you are required to provide in your Family Day Care service and they are part of the National Regulations. Each of the Standards in the 7 Quality Areas are high-level outcome statements. Under each standard are elements that describe how the standard is achieved.

For example, Quality Area 1: Educational Program and Practice requires you to gather and analyse information about children's learning and development. Element 1.1.1 requires you to draw upon examples from the Frameworks to support your analysis of children's observations and the decisions you make about what experiences, strategies, and/or goals linked to that key component of the Learning Outcomes you can plan for that child or group of children.

[The Australian Children's Education and Care Quality Authority \(ACECQA\)](#) is the National Authority that oversees

QA1		Educational program and practice
1.1	Program	The educational program enhances each child's learning and development.
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2	Practice	Educators facilitate and extend each child's learning and development.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
1.3	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
1.3.1	Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
1.3.3	Information for families	Families are informed about the program and their child's progress.

the NQF and works with governments and other stakeholders including your RA to achieve the objectives of the NQF. ACECQA does not rate and assess your service however they do provide a suite of resources on their website to support you to implement quality practice, including information sheets on the [updates in the Frameworks](#) and what they look like in practice.

This is just a little reminder to always look for information from a reputable organisation. For example, make the ACECQA website your first port of call for information so that all your information comes directly from the source of truth.

For more information about Assessment and Rating you can also revisit NSW Family Day Care Association's [PD In Your Pocket Assessment and Rating in FDC](#).

What's new?

What are the main changes?

The changes you will find in both Frameworks comprise a mix of **clarifications** and **expanded explanations** across elements of the original Frameworks, and a smaller number of more substantial changes, including the **addition of three new principles** and **updated practices** across all relevant aspects.

The main differences you will see are a **stronger connection** between the Frameworks and the National Quality Standard in areas such as **transitions, sustainability, theoretical approaches, critical reflection, the importance of Aboriginal and Torres Strait Islander ways of being, knowing and doing, inclusion** and the **addition of three new principles**.

(ACECQA, 2023)

EYLF V2.0

Key updates Key updates to the *EYLF* (V2.0) include:

- ▶ Strengthening Aboriginal and Torres Strait Islander perspectives throughout the frameworks including the vision, principles, practices and outcomes
- ▶ Strengthening the link between the vision and planning cycle
- ▶ Strengthening the principle of ongoing learning and reflective practice
- ▶ Introducing a new principle promoting collaborative leadership
- ▶ Introducing a new sustainability principle
- ▶ Strengthening the principle of high expectations and equity
- ▶ Updating the principle of secure, respectful and reciprocal relationships to include relational pedagogy
- ▶ Strengthening partnerships to include other professionals
- ▶ Clarifying the meaning of holistic approaches
- ▶ Strengthening the connection between play-based learning and intentionality
- ▶ Replacing cultural competence with cultural responsiveness
- ▶ Aligning assessment and evaluation for learning development and wellbeing
- ▶ Expanding and strengthening guidance to support the Learning Outcomes

MTOP V2.0

Key updates Key updates to the *MTOP* (V2.0) include:

- ▶ Strengthening Aboriginal and Torres Strait Islander perspectives throughout the frameworks including the vision, principles, practices and outcomes
- ▶ Strengthening the link between the vision and planning cycle
- ▶ Strengthening the principle of ongoing learning and reflective practice
- ▶ Introducing a new principle promoting collaborative leadership
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BELONGING, BEING AND BECOMING

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

EYLF, p. 10

Purple = re-worded principles and practices

Green = principles that are new inclusions

Orange = 2 combined practices

What To Do with What's New

What do the changes mean for your practice?

Services will **consider *how* to incorporate the updates** to the relevant National Frameworks Version 2.0 into their **programs and practices**. This may involve **bringing some new practices** into their daily work lives and **scaffolding their own and children's learning**...

(ACECQA, 2023)

So... let's explore some small achievable ways that you can incorporate the updates and additions into your programs and practice.

Let's begin with a question...



The Power of Questioning

Dr Red Ruby Scarlet (Scarlet & Semann, 2024) has developed a very easy and effective method for engaging with the Frameworks. This ‘way of working’ (Martin 1997, Atkinson, 2020) or ‘way of playing with’ helps shift our engagements from feeling like we have to know everything to feeling like we can enquire into small achievable pieces of the Frameworks.

“In practice, educators can frame their critical reflection within a set of overarching questions, developing more specific questions for areas of **inquiry**”. (EYLF V2.0, p. 18)

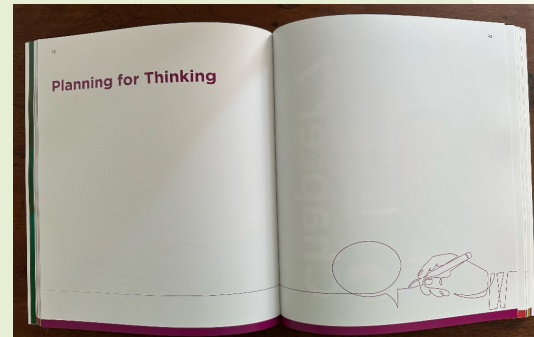
“Critical reflection is a key practice that involves close examination of all aspects of events, practices and experiences from diverse perspectives. Educators can frame their critical reflection within a set of overarching questions, developing more specific questions for particular areas of **enquiry**”. (MTOF V2.0, p. 18)

Questioning is essentially the heartbeat of our practice. Code words for playing with questions in the Frameworks are ‘enquiry’ and ‘inquiry’ – from a very generalised perspective

both words though spelled differently mean ‘to question’, to be curious about and to prompt creativity in thinking and doing.

So, when we learn to trust questions and questioning processes, we open up our educational universes to many possibilities. Trusting questions and questioning processes takes pressure off us to have to know and remember everything toward being curious, creative and then successful in how we engage with the Frameworks.

Let’s have a look at how this can be done.



Ways to Question

There are also many ways to ask a question! Let's explore a few...

Brainstorming

Brainstorming is a practice that can be undertaken with yourself or with children, families and in any communications you may have with your colleagues at events or on electronic calls.

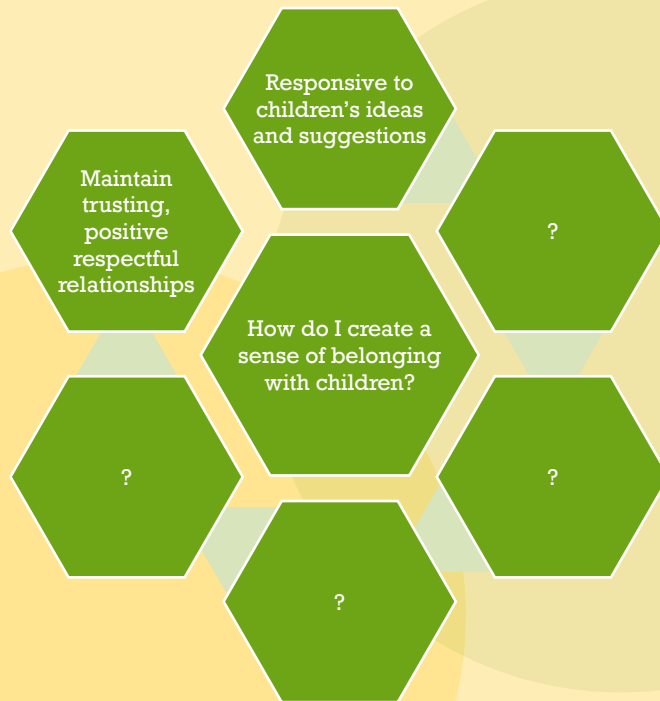
Let's brainstorm the concept – **Belonging**.

If we take the time to brainstorm these concepts it usually results in creating a wonderful set of words that describe our beliefs or philosophies about children and how they learn and grow. If you get stuck – try a few prompts like this:

- ▶ How do I create a sense of **belonging** with children? (notice the 'with' not for?)
- ▶ How do I create a sense of **belonging** with families?
- ▶ How do my places and spaces offer and welcome a sense of **belonging**?
- ▶ How do I communicate in a way that creates a sense of **belonging**?



Remember these questions are just examples that you can try – but be brave and make up your own! Or go to page 18 of the Frameworks, as they both have a list of really good questions that can support you.



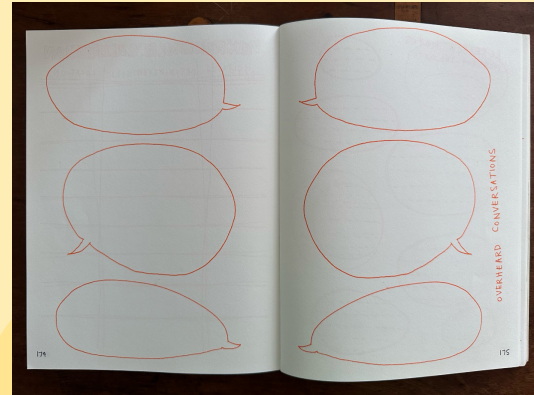
Charting

Charting is a practice that can be undertaken by yourself or with children, families and in any communications you may have with your colleagues at events or on electronic calls.

Let's chart the places, spaces and resources we have and how we might use them in our practice.

- ▶ Make lists of objects and how they can be used
- ▶ Note what is sustainable (recycled, upcycled, renewed)
- ▶ Make notes about the different ways materials can be used
- ▶ Plan for children to help create and label materials
- ▶ Plan for children to help design and resource learning environments as places and spaces
- ▶ Make a photo essay (a series of photos that tell a story) if words aren't your thing

Remember that charting these ideas is something you can constantly add to (always pop the date on your annotations) which makes your thinking visible and demonstrated the ongoing learning you are engaging in to create your program and practice.



Mapping

Mapping is a practice that can be undertaken with yourself or with children, families and in any communications you may have with your colleagues at events or on electronic calls.

Let's map the first "Principle – Secure respectful reciprocal relationships"

- ▶ Draw thought bubbles for each word
- ▶ Add in notes that come to mind when you think of those words

- ▶ Draw little images
- ▶ Use emojis!

Remember that when we are working with questioning practices, we don't have to have an answer as we are committed to making our thinking *processes* visible. That's why what we do is called *practice*.

Webbing

Webbing is a practice that can be undertaken with yourself or with children, families and in any communications, you may have with your colleagues at events or on electronic calls.

Let's use webbing to learn from children and what they are curious about.

Using blobs or bubbles or circles or squiggly lines to place and connect ideas together. These can be a collection of things children have shown interest in or things you are curious about learning with and from children (again visit page 18 of the Frameworks where you'll find a great question for webbing that addresses both your practice and children's learning – here it is for you:

“What is our understanding of each child, their culture and context?” (p. 18 – *EYLF V2.0* & *MTOP V2.0*, 2022)

This is a fabulous planning question because it helps us web together all of the pieces of knowledge and understanding we have of children and their contexts that then paints the picture of what their learning can look like.



Putting it all Together: A Game of Cat's Cradle

Have you ever played a game called cat's cradle? It's a playful game where you use string from around the place and make different shapes.

Cat's cradle is a famous one and it has been used in early childhood as a practical way to bring and 'cradle' ideas for practice together.

As we revisit the goals of the Frameworks we remember that our role is to create programs that grow “confident and creative individuals” who become “successful lifelong learners” and “active and informed members of the community” (*EYLF V2.0*, p. 4).

So, imagine your pieces of string putting brainstorming, charting, mapping and webbing together. You twist and tie the knots to make sure that your cat's cradle is reflective of your service and the children and families who make it up. Every cat's cradle should look different based on where you are (Belonging) who you are (being), and how you can grow there (becoming) – see how this works!

You have begun your overall plan. You have created your Statement of Principles or philosophy of children's learning through brainstorming, you have charted your resources and learning environments that give you rationale and purpose for your program, you have explored the specific interests and curiosities of children and included families in the process through mapping and you have gathered ideas for your program authentically through webbing!

Your cat's cradle is now ready to swing and sway into action!

As it swings and sways it keeps your curiosity and creativity alive so that you are constantly reflecting on your own practices.

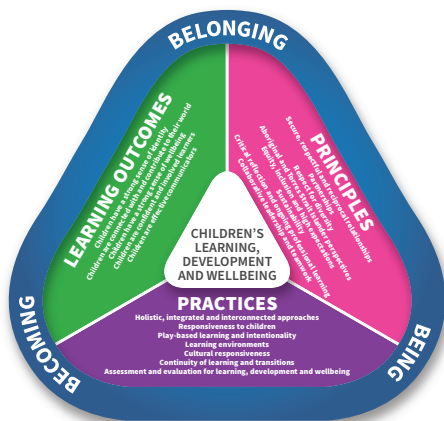
Let's swing through the elements of the Frameworks to ensure that we are exploring each one authentically in small achievable ways.

Questioning the Elements of the Frameworks

ELEMENTS OF THE EARLY YEARS LEARNING FRAMEWORK

Diagram 1

This diagram shows the integrated connections of the Vision, Principles, Practices and Learning Outcomes that centre on children's learning, development and wellbeing. *Belonging, Being and Becoming* overlap all these elements.



CONTENTS

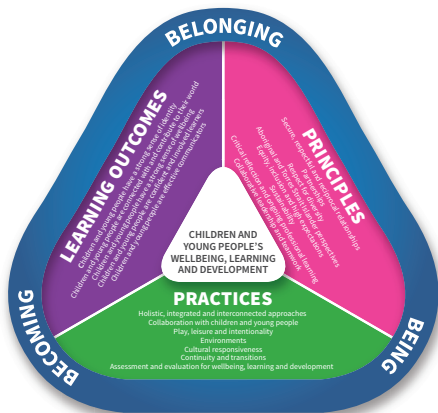
INTRODUCTION	4
A VISION FOR CHILDREN'S LEARNING	6
Belonging	6
Being	6
Becoming	6
Elements of the Framework	7
Children's learning	8
ELEMENTS OF THE EARLY YEARS LEARNING FRAMEWORK	10
EARLY CHILDHOOD PEDAGOGY	12
PRINCIPLES	14
Secure, respectful and reciprocal relationships	14
Partnerships	14
Respect for diversity	16
Aboriginal and Torres Strait Islander perspectives	16
Equity, inclusion and high expectations	17
Sustainability	17
Critical reflection and ongoing professional learning	18
Collaborative leadership and teamwork	19
PRACTICES	20
Holistic, integrated and interconnected approaches	20
Responsiveness to children	21
Play-based learning and intentionality	21
Learning environments	23
Cultural responsiveness	23
Continuity of learning and transitions	24
Assessment and evaluation for learning, development and wellbeing	25
THE EARLY YEARS LEARNING FRAMEWORK PLANNING CYCLE	27
LEARNING OUTCOMES	29
Outcome 1: Children have a strong sense of identity	30
Outcome 2: Children are connected with and contribute to their world	38
Outcome 3: Children have a strong sense of wellbeing	44
Outcome 4: Children are confident and involved learners	50
Outcome 5: Children are effective communicators	57
GLOSSARY OF TERMS	64
REFERENCES	70

EYLF, pp. 10–11

ELEMENTS OF THE FRAMEWORK FOR SCHOOL AGE CARE

Diagram 1

This diagram shows the integrated connections of the Vision, Principles, Practices and Outcomes that centre on children and young people's wellbeing, learning and development. The 3 themes of *Belonging, Being and Becoming* are included, thereby overlapping all these elements.



CONTENTS

INTRODUCTION	4
A VISION FOR CHILDREN AND YOUNG PEOPLE'S LEARNING THROUGH PLAY AND LEISURE	6
Belonging	7
Being	7
Becoming	7
Elements of the Framework	8
Children and young people's learning	8
ELEMENTS OF THE FRAMEWORK FOR SCHOOL AGE CARE	10
Pedagogy	12
PRINCIPLES	13
Secure, respectful and reciprocal relationships	13
Partnerships	14
Respect for diversity	15
Aboriginal and Torres Strait Islander perspectives	16
Equity, inclusion and high expectations	16
Sustainability	17
Critical reflection and ongoing professional learning	18
Collaborative leadership and teamwork	19
PRACTICES	20
Holistic, integrated and interconnected approaches	20
Collaboration with children and young people	21
Play, leisure and intentionality	22
Environments	23
Cultural responsiveness	24
Continuity and transitions	25
Assessment and evaluation for wellbeing, learning and development	26
MY TIME, OUR PLACE FRAMEWORK PLANNING CYCLE	30
OUTCOMES	32
Outcome 1: Children and young people have a strong sense of identity	34
Outcome 2: Children and young people are connected with and contribute to their world	41
Outcome 3: Children and young people have a strong sense of wellbeing	47
Outcome 4: Children and young people are confident and involved learners	54
Outcome 5: Children and young people are effective communicators	60
GLOSSARY OF TERMS	64
REFERENCES	70

MTOP, pp. 10–11

Turning The Frameworks into Questions

Earlier we lightly discussed turning the Frameworks into questions.

Now let's see how this can shape our program and practice so that we create programs that grow “confident and creative individuals” who become “successful lifelong learners” and “active and informed members of the community” (*EYLF* V2.0, 2022, p. 4).

Let's begin with a few of the new Principles to help dive in and explore them in practice:

Aboriginal and Torres Strait Islander perspectives

Turn to page 16 of either the *EYLF* V2.0 or *MTOP* V2.0.

The first sentence of this principle reads:

“Providing opportunities for Aboriginal and Torres Strait Islander children and young people to see themselves, their identities and cultures reflected in their environment is important for growing a strong identity”

Reading this can mean something to us but it might not help us know where to begin, reflect or plan. So... we turn the sentence into a question:

How am I – Providing opportunities for Aboriginal and Torres Strait Islander children and young people to see themselves, their identities and cultures reflected in their environment is important for growing a strong identity?

If you are an Aboriginal or Torres Strait Islander Educator, you will have your own specific culturally appropriate ways to engage with this Principle.

If, however you are a non-Indigenous Educator you will engage with it differently – for example – your first response might be to spend time listening and learning from the child and their family, care giver or community in order to understand the specific ways that child thrives within their culture. Remember that children are the experts on themselves, and their families and we have the privilege to learn from and with them.

You might add this sentence to your question from page 16:

How do I as an Educator think deeply and seek assistance where possible, through engaging with Aboriginal and Torres Strait Islander people, about how to embed Aboriginal and Torres Strait Islander perspectives in the philosophy of the setting, their planning and implementation of curriculum?

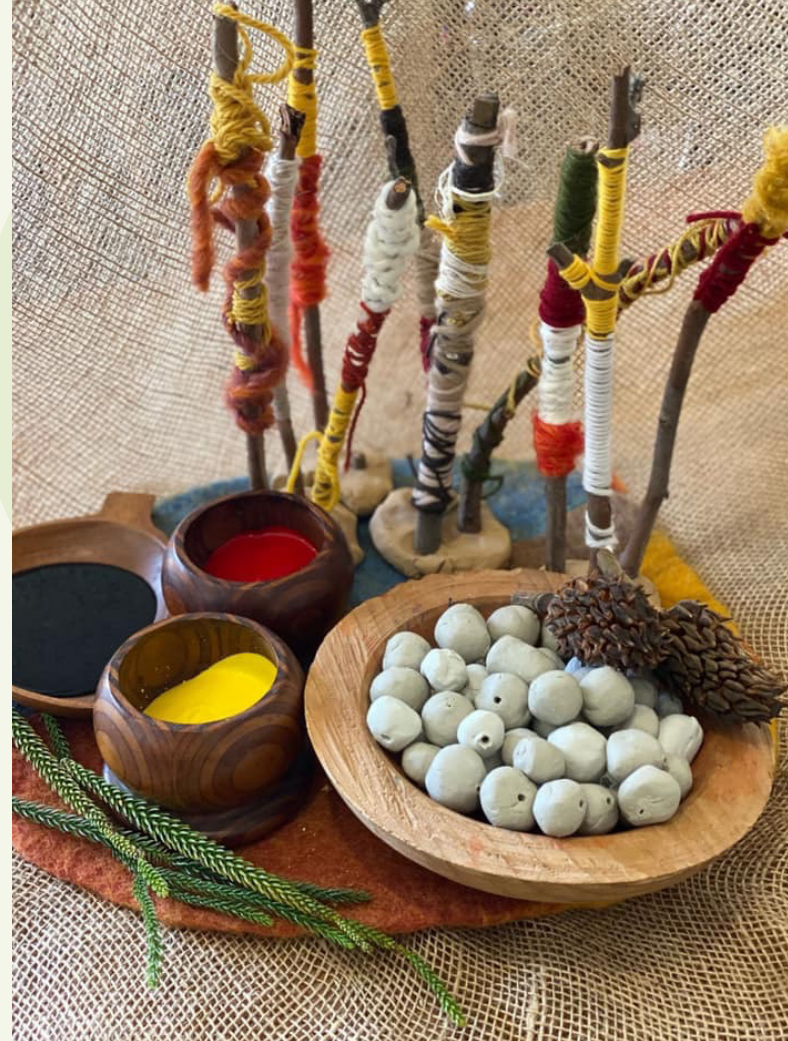
This way you are demonstrating that you are taking the time to question what you know and what you can learn – remember the brainstorming and charting, mapping and webbing? This is where they come into play so you can make your thinking visible – this kind of thinking is a fabulous example of reflective practice that then leads into your planning...

Let's look at another example...

Collaborative leadership and teamwork

The first sentence reads:

“All educators exercise aspects of leadership in their daily work with children, young people, families and colleagues. Educators lead their own ethical practice as they take professional and personal responsibility for their actions and the decisions they make” (*EYLF V2.0 & MTOP V2.0*, p. 19).





Now let's turn it into a question:

How am I as an Educator exercising aspects of leadership in my daily work with children, young people, families and colleagues? (EYLFV2.0 & MTOP V2.0, p. 19).

You could also add in materials, places and spaces – given that when we set up learning experiences with and for children we are collaborating with Country, we are collaborating with the resources we have and we are collaborating with the furniture etc. Each part human and non-human plays a role in who and what we collaborate with (have a look at EYLFV2.0 p. 12 & MTOPV2.0 p. 13).

Once again use your ways of questioning we explored earlier to collect your responses. Remember in charting we suggested using a photo essay (a series of photos that tell a story) to show how you are collaborating with the people places and things.

Let's have a look at one of the practices:

Play-based learning and intentionality

This is how the first sentence reads:

“Play based learning approaches allow for different types of play and recognise the intentional roles that both children and educators may take in children's learning” (EYLF v2.0, p, 21)

Now let's turn it into a question:

How do the play based learning approaches I use allow for different types of play and recognise the intentional roles that both children and educators may take in children's learning?

Similarly for school aged children in Family Day Care settings:

Play, leisure and intentionality

This is how the first sentence reads:

“Play and leisure experiences provide opportunities for children and young people to learn as they discover, problem solve, create, improvise, imagine and act with confidence” (*MTOP* V2.0, p. 22).

Now let's turn it into a question:

How are play and leisure experiences providing opportunities for children and young people to learn as they discover, problem solve, create, improvise, imagine and act with confidence?

You could break this down even further by pulling out the verbs (or doing words) to demonstrate your deep thinking and understandings –

▶ How am I planning for discovery?

▶ How am I planning for problem solving?

▶ How am I planning for creativity?

▶ How am I planning for improvisation?

▶ How am I planning for imagination?

So wander through the Principles and Practices and find sentences that interest you and turn them into questions.



The Biggest Question of them all... The Planning Cycle

By far the most asked question of them all is how do we do the planning cycle? Well – the answer is the same – turn it into a question.



(EYLF V2.0 & MTOP V2.0, p. 27)

Here is Dr Red Ruby Scarlet's set of Planning Cycle Questions:

1. Observe/Listen/Collect Information

How am I acknowledging, documenting, and describing children's capabilities and unique ways of belonging, being and becoming to ensure children's and families' voices are sought, heard, and included?

	OBSERVE / Listen / Collect information Educators use multiple sources of information to gather and document different aspects of children's learning, development and wellbeing. This can be undertaken across the whole curriculum and throughout the day, including during routines, planned and unplanned experiences, and interactions with peers, family members and other adults. Educators observe, listen to, engage with, and are attuned to children's dispositions, curiosity, discoveries, theories, perspectives, knowledge skills, involvement in learning and contributions to their own learning and the learning of others. Educators acknowledge, document and describe children's capabilities and unique ways of <i>belonging, being and becoming</i> ensuring children's and families' voices are sought, heard and included.
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(EYLF V2.0 & MTOP V2.0, p. 28)

2. Assess/Analyse/Interpret Learning

What approaches and sources of information am I using to clearly identify children’s strengths and capacities and consider these in relation to the Learning Outcomes and/or other assessment criteria?



Refer to the Learning Outcomes in the Frameworks and identify which one/s relates to the important learning observed. Use the language from the left-hand column of the Learning Outcome in your analysis of the child/ren’s learning. This is what you may have observed the child demonstrating or what you would like to see the child work towards as evidence of meeting this Outcome.

3. Plan/Design

In what ways am I choosing appropriate learning and teaching strategies, content, resources, and design plans, with children, families, community, and other professionals?



Refer to the Learning Outcomes in the Frameworks and identify which one/s relates to the important learning you would like to

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

- Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens

This is evident when children, for example:

- identify themselves as being part of family and **community groups**
- **begin to recognise there is a diversity of cultures, traditions and family structures**
- **begin to recognise that they have a right to belong and contribute to many communities**
- cooperate with others and negotiate roles and relationships in play episodes and group experiences
- take action to include and assist children to participate in social groups
- broaden their understanding of the world in which they live
- **express an opinion**
- **contribute to decision-making and action taking in matters that affect them**
- **build on their own social experiences to explore other ways of being**
- participate in reciprocal relationships
- gradually learn to ‘read’ the feelings and behaviours of others and respond appropriately
- demonstrate a sense of belonging and comfort in their environments
- are playful and respond positively to others, reaching out for company and friendship
- advocate for their own rights with the adults that care for them
- begin to understand and use sustainable practices in their settings and communities across all dimensions of sustainability
- become aware and use the 7Rs of sustainability: reduce, reuse, recycle, respect, repair, reflect and refuse as part of economic and environmental sustainability

Educators promote this learning for all children when they, for example:

- promote a sense of community within the early childhood setting
- build connections between the early childhood setting and the local community
- create opportunities for open and authentic partnerships with all families, communities and organisations, including with Aboriginal and Torres Strait Islander people and organisations, and those from culturally diverse backgrounds
- provide opportunities for children to investigate ideas, complex concepts and ethical issues that are relevant to their lives and their local communities
- model language that children can use to express ideas, negotiate roles and collaborate to achieve goals
- support and build children’s skills to participate and contribute to group play and projects
- invite grandparents and ‘grandfriends’ to assist in planned experiences such as storytelling, and to engage in play
- plan opportunities for children to participate in meaningful ways in group discussions and shared decision-making about rules and expectations
- investigate and explore cultures, traditions and heritages to broaden children’s understanding of the world
- model practices that create a culture of inclusion and social justice within the setting and community
- challenge children to explore the natural and constructed environments
- investigate the dependence between people, animals, plants, lands and waters

Continued over the page >

support/extend based on your analysis of the child/ren’s learning. Use the language from the right-hand column of the Learning Outcome to identify learning and teaching strategies and to choose the types of experiences you can plan.

4. Implement/Enact

How can I turn plans into action/s to amplify children’s learning?

5. Evaluate/Critically Reflect

How am I ensuring children’s cultural and linguistic identities and diverse capabilities are being considered in my evaluation and critical reflective practices to support learning possibilities moving forward?

6. The Planning Cycle

How do I ‘do’ documentation at every stage of the planning cycle?

(Scarlet, 2023)

You might like to discover more resources that addresses the entire EYLF V2.0 here <https://redrubyscarlet.com.au/the-eylf-club/#freebies>

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

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This is evident when children, for example:

- identify themselves as being part of family and community groups
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- begin to recognise that they have a right to belong and contribute to many communities
- cooperate with others and negotiate roles and relationships in play episodes and group experiences
- take action to include and assist children to participate in social groups
- broaden their understanding of the world in which they live
- express an opinion
- contribute to decision-making and action taking in matters that affect them
- build on their own social experiences to explore other ways of being
- participate in reciprocal relationships
- gradually learn to ‘read’ the feelings and behaviours of others and respond appropriately
- demonstrate a sense of belonging and comfort in their environments
- are playful and respond positively to others, reaching out for company and friendship
- advocate for their own rights with the adults that care for them
- begin to understand and use sustainable practices in their settings and communities across all dimensions of sustainability
- become aware and use the 7Rs of sustainability: reduce, reuse, recycle, respect, repair, reflect and refuse as part of economic and environmental sustainability

Educators promote this learning for all children when they, for example:

- promote a sense of community within the early childhood setting
- build connections between the early childhood setting and the local community
- create opportunities for open and authentic partnerships with all families, communities and organisations, including with Aboriginal and Torres Strait Islander people and organisations, and those from culturally diverse backgrounds
- provide opportunities for children to investigate ideas, complex concepts and ethical issues that are relevant to their lives and their local communities
- model language that children can use to express ideas, negotiate roles and collaborate to achieve goals
- support and build children’s skills to participate and contribute to group play and projects
- invite grandparents and ‘grandfriends’ to assist in planned experiences such as storytelling, and to engage in play
- plan opportunities for children to participate in meaningful ways in group discussions and shared decision-making about rules and expectations
- investigate and explore cultures, traditions and heritages to broaden children’s understanding of the world
- model practices that create a culture of inclusion and social justice within the setting and community
- challenge children to explore the natural and constructed environments
- investigate the dependence between people, animals, plants, lands and waters

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Turn Outcomes into Incomes

The last piece of the Frameworks that we address here are the Learning Outcomes.

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

It's very easy to slip into the habit of either plonking an outcome on the end of an observation or making a sweeping statement that children have a strong sense of identity because they know where their locker is! We have all been there right!

Once again though – it can be tricky to find a way to get started on engaging authentically with the outcomes because we want to resist ticking off a list.

Instead, Dr Red Ruby Scarlet calls them 'Learning Incomes'!

When we use the 'way of working' through turning everything into a question – we open up space to tell real stories of children have a strong sense of identity and how they have a strong sense of wellbeing and can communicate and and and...

When we turn the Learning Outcomes into questions – they become useful tools that bring in information about children and their learning – therefore they are Learning Incomes!

Let's have a look at how this works:

Income One

- ▶ What are the ways that children have a strong sense of identity?

Income Two

- ▶ How do children show us or tell us the ways in which they feel connected to their world?

Income Three

- ▶ How do children express their sense of wellbeing?

Income Four

- ▶ How do children demonstrate their confidence as learners?
- ▶ How can I capture them engaging in learning?
- ▶ Could I ask children to express how they feel about learning?

Income Five

- ▶ How do children communicate? Is it effective?

Then we have the opportunity to combine the Learning Incomes. For example:

Income One and Five together:

- ▶ How do children communicate their strong sense of identity?

You can then dive in a little more deeply and use the indicators that accompany each 'Learning Outcome' to become quotations to help you be curious about children's learning and keep up that culture of professional enquiry that drives all of our practices.

So trust yourself with Socratic wonderment and remember:

THE ANSWER IS – **QUESTION EVERYTHING...**

For more information:

ACECQA

- ▶ Resources to support implementation of *EYLF V2.0* and *MTOP V2.0* – [Approved learning frameworks | ACECQA](#)
- ▶ Approved Learning Frameworks V2.0 – Induction Module – [eLearning resources | ACECQA](#)

NSW Department of Education

- ▶ Implementing the Approved Learning Frameworks V2.0 – [Implementing the Approved Learning Frameworks V2.0 \(nsw.gov.au\)](#)

Dr Red Ruby Scarlet

- ▶ The New EYLF Ideas and Discussions Group: www.facebook.com/groups/eylftop
- ▶ Scarlet, R. and Semann, A. *The EYLF V2 Playbook*, 2024 – [Home – Dr Red Ruby Scarlet](#)

This booklet is part of the PD In Your Pocket professional development program.



This topic – **Using the Approved Learning Frameworks V2.0 in Family Day** – has an accompanying webinar and video, both of which can be viewed as videos or listened to as podcasts.

There is also a Facebook Group where you can discuss the topic with other Family Day Care educators in NSW.

For more information about PD In Your Pocket, go to:

www.nswfdc.org.au/pdinyourpocket



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NSW Family Day Care Association

Email: info@nswfdc.org.au

Ph: (02) 9779 9999

Web: www.nswfdc.org.au

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