This webinar commences at

1:30pm (Can/Syd/Mel/Hob)
1030am (Per)
1pm (Adl)
1230pm (Bris)
12pm (Alice/Dar)
The role of the Educator – Our role
Before we get started

Thank you for joining our learning community today. There are a few things we need to know about our webinar and then we will get started...
Welcome

We show our respect for where we are, for the Aboriginal elders on whose land we meet who have guided us and guide us now and those who contribute to our profession and all its participants.
Our objectives today

At the end of this course, we will have covered:

– Overview of the EYLF
– The 5 Learning Outcomes
– Interpretation of the Outcomes
– What about intentional teaching?
– Developmental Milestones- Where did they go?
What is the framework?

Approved Learning Frameworks
The Early Years Learning Framework (EYLF)
The Framework for School Aged Care (MTOP)
The Curriculum Framework endorsed by local jurisdictions

National Quality Standards (NQS)
1. Educational Program and Practice
2. Children’s Health and Safety
3. Physical Environment
4. Staffing Arrangements
5. Relationships with Children
6. Collaborative Partnerships with Families
7. Leadership and Service Management

Assessment & Rating Process

The Law
National approach
• National Law
• National Regulations
‘The aim of this document is to extend and enrich children’s learning from birth to five years and through the transition to school.’.

Belonging, Being and Becoming the Early Years Learning Framework for Australia, Page 5.
Overview of the EYLF

Belonging, Being and Becoming

Belonging
- Children’s interdependence
- Relationships

Being
- In the moment, here & now
- Knowing themselves

Becoming
- Process of rapid change
- Participation
Overview of the EYLF

Learning Outcomes
- Represents the learning and development of children
- Elements used to optimise learning

Principles
- Reflects the founding theories and research
- Underpins practice

Practice
- Reflects the approach to pedagogy
- Guidance as to how to achieve the learning outcomes
<table>
<thead>
<tr>
<th>1. Children have a strong sense of identity</th>
<th>2. Children are connected with and contribute to their world</th>
<th>3. Children have a strong sense of wellbeing</th>
<th>4. Children are confident and involved learners</th>
<th>5. Children are effective communicators</th>
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</thead>
<tbody>
<tr>
<td>1.1 Children feel safe, secure, and supported.</td>
<td>2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.</td>
<td>3.1 Children become strong in their social and emotional wellbeing.</td>
<td>4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.</td>
<td>5.1 Children interact verbally and non-verbally with others for a range of purposes.</td>
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<tr>
<td>1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.</td>
<td>2.2 Children respond to diversity with respect.</td>
<td>3.2 Children take increasing responsibility for their own health and physical wellbeing.</td>
<td>4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.</td>
<td>5.2 Children engage with a range of texts and gain meaning from these texts.</td>
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<tr>
<td>1.3 Children develop knowledgeable and confident self identities.</td>
<td>2.3 Children become aware of fairness.</td>
<td></td>
<td>4.3 Children transfer and adapt what they have learned from one context to another.</td>
<td>5.3 Children express ideas and make meaning using a range of media.</td>
</tr>
<tr>
<td>1.4 Children learn to interact in relation to others with care, empathy and respect.</td>
<td>2.4 Children become socially responsible and show respect for the environment.</td>
<td></td>
<td>4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials.</td>
<td>5.4 Children begin to understand how symbols and pattern systems work.</td>
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<td>5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking.</td>
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OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

Belonging, being and becoming are integral parts of identity. Children learn about themselves and construct their own identity within the context of their families and communities. This includes their relationships with people, places and things and the actions and responses of others. Identity is not fixed. It is shaped by experiences. When children have positive experiences they develop an understanding of themselves as significant and respected, and feel a sense of belonging. Relationships are the foundations for the construction of identity – ‘who I am’, ‘how I belong’ and ‘what is my influence?’

Children feel safe, secure, and supported

This is evident, for example, when children:
- build secure attachments with one and then more familiar educators
- use effective routines to help make predicted transitions smoothly
- sense and respond to a feeling of belonging
- communicate their needs for comfort and assistance
- establish and maintain respectful, trusting relationships with other children and educators
- openly express their feelings and ideas in their interactions with others
- respond to ideas and suggestions from others
- initiate interactions and conversations with trusted educators
- Children feel safe, secure, and supported

Educators promote this learning, for example, when they:
- acknowledge and respond sensitively to children’s cues and signals
- respond sensitively to children’s attempts to initiate interactions and conversations
- support children’s secure attachment through consistent and warm nurturing relationships
- support children in times of change and bridge the gap between the familiar and the unfamiliar
- build upon culturally valued child rearing practices and approaches to learning
- are emotionally available and support children’s expression of their thoughts and feelings
- recognise that feelings of distress, fear or worry are normal and expected

Children develop their sense of autonomy, inter-dependence, resilience and sense of agency

Children develop knowable and confident self identities

Children learn to interact in relation to others with care, empathy and respect
What do the outcomes mean?

OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

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

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

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment
What do the outcomes mean?

**OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING**

- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing
What do the outcomes mean?

OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials
What do the outcomes mean?

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work
- Children use information and communication technologies to access information, investigate ideas and represent their thinking
How to better understand the Learning Outcomes?

‘the teacher who can explain just why she is doing what she is doing [who] is acting intentionally – whether she is using a strategy tentatively for the first time or automatically from long practice, as part of an elaborate set up or spontaneously in a teachable moment’ (Epstein 2007)
Developmental Milestones

Developmental milestones and the EYLF/NQF

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<tr>
<th>1 to 2 years</th>
<th>3 to 5 years</th>
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### Physical
- **Examples of how to support**:
  - Encourage children to explore new environments and activities.
  - Provide safe and age-appropriate equipment and materials.
  - Encourage children to engage in physical play and activities.

### Social
- **Examples of how to support**:
  - Encourage children to interact with peers and adults.
  - Provide opportunities for children to engage in social play.
  - Encourage children to express emotions and needs.

### Emotional
- **Examples of how to support**:
  - Encourage children to express emotions and needs.
  - Provide opportunities for children to engage in creative activities.
  - Encourage children to develop self-confidence and independence.

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**EYLF Domains**:
- 1. A sense of self
- 2. Communication and language
- 3. Social interaction
- 4. Knowledge and understanding
- 5. Participation and contribution

**EYLF Outcomes**:
- 1. I can say and do things to show I am happy and sad.
- 2. I can listen to other people and use words to show what I want.
- 3. I can play with others and follow simple rules.
- 4. I can make friends and share.
- 5. I can stand and walk and do other things by myself.
Summary

– Take an active role in educating educators
– Embed the framework within practice
– Look at the framework as a language not a requirement
– Collaborate and use the framework resources