

Contents

Before you begin	iv
Topic 1 National learning frameworks	1
1A Understanding learning frameworks	3
Summary	9
Learning checkpoint 1: National learning frameworks	10
Topic 2 Applying the learning frameworks	13
2A Developing skills for applying the learning frameworks	15
2B Collaborating with others to apply the learning frameworks	20
Summary	24
Learning checkpoint 2: Applying the learning frameworks	25



Topic 1

In this topic you will learn about:

1A Understanding learning frameworks

National learning frameworks

A learning framework is a document that has been put together based on research and with a purpose. The purpose of the national learning frameworks is to provide professional educators with a foundation for creating a successful learning environment for children.

The following table maps this topic to the National Quality Standard and both national learning frameworks.

National Quality Standard	
✓	Quality Area 1: Educational program and practice
	Quality Area 2: Children's health and safety
	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
Early Years Learning Framework	My Time, Our Place
Principles	
✓	Secure, respectful and reciprocal relationships
✓	Partnerships
✓	High expectations and equity
✓	Respect for diversity
✓	Ongoing learning and reflective practice
Practice	
✓	Holistic approaches
✓	Responsiveness to children
✓	Learning through play
✓	Intentional teaching
✓	Learning environments
✓	Cultural competence
✓	Continuity of learning and transitions
✓	Assessment for learning
Outcomes	
✓	Children have a strong sense of identity
✓	Children are connected to and contribute to their world
✓	Children have a strong sense of wellbeing
✓	Children are confident and involved learners
✓	Children are effective communicators

Watch these videos for more information about respecting cultural differences.

You can find out more about the NQF by visiting the ACECQA website:
<http://aspirelr.link/approved-learning-frameworks>



The National Quality Standard

The National Quality Standard (NQS) is a key aspect of the NQF, and aims to ensure high-quality, consistent care across Australia. This standard helps to improve children's services by guiding organisations' practices on children's development and safety, and by providing families with information so they can make informed choices about services.

The NQS consists of seven quality areas relating to various aspects of the children's services environment:

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 and communities
7. Leadership and service management

Each quality area is broken down into elements, which children's education and care services are assessed and rated against. For example, Element 1.1.1 relates to the concept of an approved learning framework, as shown in the following table.

Quality Area 1: Educational program and practice	
Standard 1.1: Program	
Concept	Element
Approved learning framework	1.1.1: 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.

You can access the NQS on the ACECQA website:
<http://aspirelr.link/national-quality-standard>

Being

- ▶ Being is the art of childhood. It is about children exploring and building in the present moment, and how these activities contribute to their learning and the way they experience the world.

Becoming

- ▶ Becoming is a result of learning about the values and beliefs upheld by society, and people's intrinsic motivations and attributes. It considers what is required to become an effective member of society.
- ▶ You should support children to manage changes that occur in their life and to understand the processes that allow them to participate in a different way. Becoming is about learning to do new things, and preparing for and dealing with new situations.

Elements of the EYLF and MTOP

The learning frameworks comprise three elements: principles, practice and outcomes.

Principles

- ▶ Principles reflect contemporary theories and research that suggest how you should implement programs for children. These principles guide practice.

Practice

- ▶ Practice is what you implement in your daily program. It is a reflection of your principles. The things you believe about children, their families, and how people learn and develop are all exhibited through your practices.

Outcomes

- ▶ Outcomes have been designed to capture the learning and development that you observe when working with children. These are the long-term goals of the learning frameworks. Each child will progress at their own pace and will interact with each outcome during their learning and development.
- ▶ There are five 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.

Outcomes are broken down into subcategories that provide further clarification for each one. To understand the outcomes, you can access information in the EYLF and/or MTOP. The following details are important:

- ▶ the outcome number
- ▶ subcategories for each outcome
- ▶ dot points explaining what you will see children doing when the outcome applies
- ▶ dot points explaining what you will see educators doing when the outcome applies.

Practice task 1

- For each of the scenarios below, identify which approved learning framework would be most relevant to a service. Clarify your selection by checking with an educator or other person familiar with the frameworks.

Type of service	Registration	Age of children	Most suited approved learning framework/s
Outside school hours care	National registration	5–12 years	
Long day care	National registration	0–5 years	
Occasional care	Victorian registration	0–5 years	
Preschool	National registration	3–5 years	
Family day care	National registration	0–12 years	

- Article 3 from the United Nations Convention on the Rights of the Child states: ‘The best interests of children must be the primary concern in making decisions that may affect them’. This article links to the EYLF and MTOP outcome 1, subcategory 1 – Children feel safe, secure, and supported. Access the EYLF or MTOP and read this outcome, then give one example of why this article and outcome link.

- Which element of the National Quality Standard (NQS) discusses how the frameworks should be implemented?

- If you had difficulty understanding how an outcome from the EYLF or MTOP was being implemented in a program at work, who could you ask?

Learning checkpoint 1

National learning frameworks

1. Select and access **two** of the following learning frameworks. Determine how each framework is applied to support children's learning, then identify **three** key differences between them.

Learning frameworks to guide practice:

- ▶ *Belonging, being and becoming: The early years learning framework for Australia* (EYLF): <http://aspirelr.link/eylf>
- ▶ *My time, our place: Framework for school age care in Australia* (MTOP): <http://aspirelr.link/mtop>
- ▶ *The curriculum framework for kindergarten to year 10 education in Western Australia*: <http://aspirelr.link/k10-outline-wa>
- ▶ *Victorian early years learning and development framework*: <http://aspirelr.link/veyldf-pdf>

2. Research how the relevant frameworks are implemented in a nationally registered service.
 - a. Provide a policy or job description that describes the educational leader's duties and responsibilities.
 - b. If possible, ask an educational leader to help you identify how an approved learning framework is applied in their service. If an educational leader is not accessible, have an open discussion with your colleagues or other learners.

You may like to refer to:

- | | |
|------------------|------------------------------|
| ▶ activity plans | ▶ pamphlets |
| ▶ curriculum | ▶ philosophy |
| ▶ displays | ▶ photographs |
| ▶ documentation | ▶ portfolios |
| ▶ newsletters | ▶ quality improvement plans. |

2A Developing skills for applying the learning frameworks

Now that you understand the underpinnings of learning frameworks, you need to know how they can be applied in your organisation.

Applying the EYLF or MTOP

Each action you take during your day affects every child differently due to their personal experiences and understanding. Although you may organise some daily routines around your needs (such as the need for a tea break), the learning frameworks encourage you to design as much of the day as possible around the needs of the children.



The EYLF and MTOP put children's learning at the core and are built on three foundations: principles, practice and learning outcomes. All three of these foundations are important to curriculum decision-making and pedagogy. Pedagogy refers to your professional practice, including how you develop relationships, make decisions, teach and learn. You can read more about pedagogy in the EYLF and MTOP.

Principles and practices

Focusing on the principles of the EYLF or MTOP helps you to reflect on current practices and look for ways to improve or renew practices. There are five principles in the EYLF and MTOP, which reflect current research and pedagogy in regard to children and professional practice.

EYLF/MTOP principle	Evidence in the workplace
1. Secure, respectful and reciprocal relationships	<ul style="list-style-type: none"> ▶ Being attuned to how children communicate ▶ Understanding the importance of developing respectful, mutual and nurturing relationships with children
2. Partnerships	<ul style="list-style-type: none"> ▶ Forming genuine partnerships with families and valuing each other's ideas
3. High expectations and equity	<ul style="list-style-type: none"> ▶ Ensuring educators and children's parents hold high hopes for children's success and progression
4. Respect for diversity	<ul style="list-style-type: none"> ▶ Providing opportunities to learn about similarities and differences, and how everybody is unique in their own way
5. Ongoing learning and reflective practice	<ul style="list-style-type: none"> ▶ Continually seeking ways to further extend professional knowledge

Points of evidence

Short-term objectives are represented by points of evidence, which are the things you notice throughout the day that tell you something about a child. Educators may notice these points of evidence and develop them into observation records.

The following example illustrates how a simple point of evidence can be used to develop a greater understanding of the child's learning and development. You can see how the learning framework clarifies what is occurring in this situation and how each aspect links to the child and the educator.

Example

Point of evidence

Point of evidence: An infant is cuddling an educator. The educator is talking quietly to the infant, who is smiling and looking up at the educator.

This point of evidence relates to the EYLF in the following ways:

- ▶ Learning outcome: 1 – Children have a strong sense of identity
- ▶ Learning outcome subcategory: Children feel safe, secure and supported
- ▶ Overall goal: Belonging and being
- ▶ Principle: Secure, respectful and reciprocal relationships
- ▶ Practice: Responsiveness to children

It is likely that you will recognise points of evidence frequently and share these with others as part of the story you and your colleagues develop about each child.

Over the course of your study, you will learn how to use a variety of methods to record these points of evidence and, in doing so, create portfolios of each child's learning and development. Some methods of recording are:

- ▶ learning stories
- ▶ anecdotal records
- ▶ samples of work
- ▶ checklists
- ▶ photographs.

Using the frameworks

The EYLF and MTOP guide you toward ensuring that children are given opportunities to engage in high-quality experiences that support individual learning abilities and interests. You will usually work within one framework; however, depending on the age of the children and the registration of your service, you may work within multiple frameworks.

Reflect on your work practices and consult with your colleagues, as they have valuable experience and can provide support on how to apply and/or combine various frameworks. If you need to apply more than one framework yourself, put either the EYLF or MTOP into place first, then analyse any other framework to see how it links.

Collaboration may take place not only between you and your colleagues, but also between you and the children in your care. For example, you may be required to collaborate with a group of children in an activity, as in the following example.

Example

Collaborating with children

The kindergarten children would like to start their own veggie patch to grow their favourite vegetables. The idea forms when two children begin discussing their favourite vegetable over lunch.

The educator who hears this discussion collaborates with the children by extending the conversation to involve other children. The educator develops a discussion about all of the vegetables the children have tried. Before long, all the children at the lunch table have entered the conversation.

That afternoon, the educator provides a drawing activity where the children begin drawing some designs of how their kindergarten vegetable patch will look.

Reflecting on points of evidence

The more you notice points of evidence, reflect on them, and share them with your colleagues, particularly those you work closely with, the more you will understand the approved learning framework you work with.

Don't be afraid to ask others for advice on what you should do in a situation, then apply this in your work. Also consider new ideas and approaches that can be used.

When noticing points of evidence, especially in unplanned or spontaneous learning, be sure to communicate these with your team. They will each have their own perspectives on the point of evidence.

Example

Different perspectives on a point of evidence

Point of evidence: Alex (aged four) is playing in the sandpit. Other children are playing beside him, and are following his directions. Alex is calling out to the children, 'More water! More water!' as he digs a moat with his hands. Although Alex is able to turn the water tap on, the other children are not yet capable of this task and are milling around the water container.

Educator 1

Jayne views Alex as the project manager. She explains to him that the children are unable to turn the water tap on and suggests he talk to them and show them how to turn the tap on so the moat can be built.

- ▶ **Principle:** 3 — High expectations and equity
- ▶ **Practices:**
 - Responsiveness to children
 - Learning through play
 - Intentional teaching
- ▶ **Learning outcome:** 5 — Children are effective communicators
- ▶ **Subcategory:** Children interact verbally and nonverbally with others for a range of purposes

Summary

- ▶ The EYLF/MTOP puts children's learning at the centre, and encompasses three interrelated foundations: principles, practices and learning outcomes.
- ▶ Focusing on the five principles of the EYLF/MTOP ensures educators and organisations reflect on current practices and look for ways to improve or renew practices based on each principle.
- ▶ The eight EYLF/MTOP practices underpin the principles of pedagogy.
- ▶ There are five EYLF/MTOP learning outcomes, each with relevant subcategories.
- ▶ You can develop competence in using the EYLF/MTOP by reflecting on your work practices and consulting with your colleagues.
- ▶ Collaboration is about working with others to achieve common goals. It encourages objective problem-solving and results in improved performance in current and upcoming projects.

Part B

The following case study describes points of evidence that an educator may notice.
Read the case study, then answer the questions that follow.

Case study

Lily and Sue (both aged four) are working at the collage table. They are chatting as they select materials to cut and paste. Hilda (also aged four) has been standing at the table watching and listening for five minutes.

1. Complete a table similar to the following showing how your pedagogy applies in each situation.

What are the points of evidence?	
Which of the five EYLF principles apply?	
Which of the eight EYLF practices apply?	
Which EYLF learning outcome applies?	
Which subcategory applies?	

2. Show your responses to an educational leader. Discuss with them whether they see things differently. If you are not able to discuss the answers with an educational leader, have an open discussion with your colleagues.

- a. What was their response to the situation?

- b. How do they usually document a point of evidence in their daily work?

You may like to provide an example of their records as evidence, if possible.