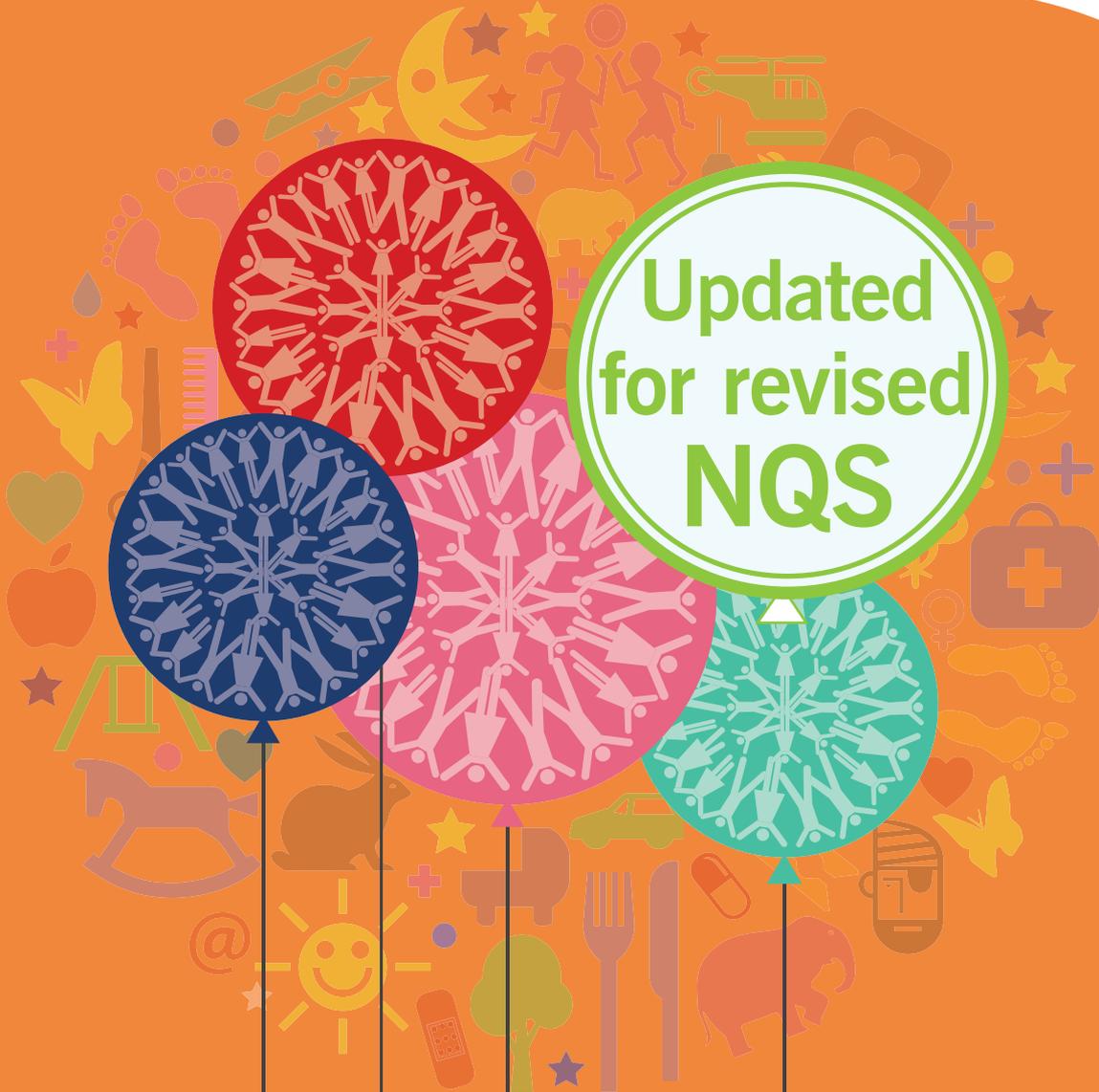


CHCECE009

Use an approved learning framework to guide practice



Updated
for revised
NQS

Learner guide



aspire
learning resources

CHCECE009

Use an approved learning framework to guide practice

Release 2

Learner guide

Aspire Version 2.1



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CHCECE009 Use an approved learning framework to guide practice, Release 2



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Before you begin

This learner guide is based on the unit of competency *CHCECE009 Use an approved learning framework to guide practice*, Release 2. Your trainer or training organisation must give you information about this unit of competency as part of your training program. You can access the unit of competency and assessment requirements at: www.training.gov.au.

How to work through this learner guide

This learner guide contains a number of features that will assist you in your learning. Your trainer will advise which parts of the learner guide you need to read, and which practice tasks and learning checkpoints you need to complete.

Feature of the learner guide	How you can use each feature
Learning content	<ul style="list-style-type: none"> ▶ Read each topic in this learner guide. If you come across content that is confusing, make a note and discuss it with your trainer. Your trainer is in the best position to offer assistance. It is very important that you take on some of the responsibility for the learning you will undertake.
Examples	<ul style="list-style-type: none"> ▶ These highlight learning points and provide realistic examples of workplace situations.
Practice tasks	<ul style="list-style-type: none"> ▶ Practice tasks give you the opportunity to put your skills and knowledge into practice. Your trainer will tell you which practice tasks to complete.
Video clips	<ul style="list-style-type: none"> ▶ Where QR codes appear, you can use smartphones and other devices to access video clips relating to the content. For information about how to download a QR reader app or accessing video on your device, please visit our website: www.aspirelr.com.au/help. 
Summaries	<ul style="list-style-type: none"> ▶ Key learning points are provided at the end of each topic.
Learning checkpoints	<ul style="list-style-type: none"> ▶ There are learning checkpoints at the end of each topic. Your trainer will tell you which learning checkpoints to complete. These checkpoints give you an opportunity to check your progress and apply the skills and knowledge you have learnt.



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

1A Understanding learning frameworks

The national learning frameworks are based on the view that children's lives involve aspects of belonging, being and becoming. They are based on principles, practices and outcomes, and are underpinned by the National Quality Framework (NQF).



The National Quality Framework

What the NQF applies to

The NQF aims to improve the quality of education and care services. This framework applies to:

- ▶ long day care
- ▶ family day care
- ▶ preschool/kindergarten
- ▶ outside school hours care.

What the NQF includes

The NQF incorporates licensing, regulations and quality assurance into a single system operating Australia-wide. It includes:

- ▶ the *Education and care services national law*
- ▶ the Education and Care Services National Regulations
- ▶ the National Quality Standard (NQS)
- ▶ an assessment and quality rating process
- ▶ national learning frameworks.

The goal of the NQF is to help organisations use a single system to work towards goals of best practice and best quality. The Australian Children's Education and Care Quality Authority (ACECQA) oversees the implementation of the NQF. ACECQA also educates and informs the community, the children's services industry and the government about current research and best practice across Australia.

The NQF also reflects the following articles from the United Nations Convention on the Rights of the Child:

- ▶ Article 3 – The best interests of children must be the primary concern in making decisions that may affect them.
- ▶ Article 12 – When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.
- ▶ Article 29 – Children's education should develop every child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights, their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.
- ▶ Article 31 – Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

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>

National learning frameworks

The national learning frameworks include:

- ▶ *Belonging, being and becoming: The early years learning framework for Australia (EYLF)*
- ▶ *My time, our place: Framework for school age care in Australia (MTOPI)*

Both frameworks provide guidance to educators in implementing high-quality, responsive programs with a focus on individual strengths, interests and needs. These frameworks are covered in each aspect of the NQF, including regulation of staff–child ratios and how the curriculum or program of activities is delivered.

The learning frameworks that you work with encourage you to see children as individuals, and to challenge yourself and those you work with to identify ways to meet children’s various needs.

These frameworks are based on a system of goals and objectives with core principles and practices. The EYLF focuses on children from birth to five years and the MTOPI is relevant to children between the ages of five and 12 years. The MTOPI builds on the EYLF and extends the principles, practice and outcomes so that it is relevant to children who attend school age care.

The EYLF and MTOPI separate goals into two categories:

- ▶ overall goals
- ▶ broad and long-term goals.

You can access both learning frameworks at:
<http://aspirelr.link/approved-learning-frameworks>

Frameworks other than the EYLF and MTOPI may apply in your state or territory. The following two frameworks are listed as approved on the ACECQA website.

State	Framework	Website
Victoria	<i>Victorian early years learning and development framework (VEYLDF)</i>	http://aspirelr.link/veyldf
Western Australia	<i>The curriculum framework for kindergarten to year 10 education in Western Australia</i>	http://aspirelr.link/scsa-wa

Overall goals of the EYLF and MTOPI

Within both the EYLF and MTOPI, the overall goals for children are belonging, being and becoming.

Belonging

- ▶ Belonging is about how children connect to people and places. Children need to know where and with whom they belong.
- ▶ Belonging is based on human existence, the questions about who we are and where we belong, identities, relationships and the central core of worth that allows children to learn and enjoy healthy development.

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.

Organisational standards, policies and procedures

Your organisational policies and procedures will reflect the learning framework that applies. Organisational policies and procedures ensure that the framework standards and legislative requirements are implemented into the service in a practical way. The table below shows how the outcomes – and some of the subcategories – are linked to policies and procedures.

Outcome	Subcategory	Policy and procedure examples
Outcome 1 Children have a strong sense of identity	Children feel safe, secure, and supported	<ul style="list-style-type: none"> ▶ Child protection policy ▶ Collection of children policy ▶ Active supervision policy
Outcome 2 Children are connected with and contribute to their world	Children respond to diversity with respect	<ul style="list-style-type: none"> ▶ Anti-bias policy ▶ Anti-bullying policy
Outcome 3 Children have a strong sense of wellbeing	Children become strong in their social and emotional wellbeing	<ul style="list-style-type: none"> ▶ Behaviour guidance policy ▶ Interaction policy
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	<ul style="list-style-type: none"> ▶ Planning cycle procedure ▶ Art policy
Outcome 5 Children are effective communicators	Children use information and communication technologies to access information, investigate ideas and represent their thinking	<ul style="list-style-type: none"> ▶ iPad procedures ▶ Technology policy

You must adhere to all the policies and procedures of your organisation. If you are ever unsure of something, seek clarification from your supervisor.

Your organisation should also have an educational leader, which is a regulatory requirement for all registered services (Regulation 118 of the Education and Care Services National Regulations). The role must be designated to one person, and this person should lead the implementation of educational programs. The educational leader is the person to speak to when you have questions about learning frameworks, their link to the NQF, or when you are reflecting on your principles and/or practice.

Watch this video for more about organisational policies and procedures.



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.

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

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- 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?

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5. Access the EYLF or MTOP and explain how a sustainability policy links with outcome 2, subcategory 4.

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Summary

- ▶ There is a variety of learning frameworks that aim to provide a professional educator with a foundation for creating a successful learning environment for children.
- ▶ The framework you use will depend on your jurisdiction and the age of children you educate.
- ▶ The EYLF and MTOP are national frameworks.
- ▶ Frameworks are implicated in laws and regulations.
- ▶ You can clarify how the learning frameworks are being implemented by asking other educators or support people.

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* (MTO): <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>

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

Present the information in a table similar to the following.

Evidence to provide	Evidence you found
<p>Provide two examples of where the language of the approved learning framework is demonstrated.</p>	<p>1.</p> <p>2.</p>
<p>Element 1.1.1 of the NQS relates to the implementation of the national framework. What is the descriptor for this element?</p>	
<p>Provide an example of how belonging, being and becoming might be seen in the service.</p>	<p>Belonging:</p> <p>Being:</p> <p>Becoming:</p>
<p>Which two pieces of evidence demonstrate how the educational leader supports the following two closely linked goals?</p> <ul style="list-style-type: none"> ▶ EYLF outcome 4: Children are confident and involved learners ▶ United Nations Convention on the Rights of the Child Article 29 is summarised as: ‘Children’s education should develop every child’s personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people ...’ 	<p>1.</p> <p>2.</p>



Topic 2

In this topic you will learn about:

- 2A Developing skills for applying the learning frameworks**

- 2B Collaborating with others to apply the learning frameworks**

Applying the learning frameworks

The interactions, experiences, routines and events that occur in early childhood services are collectively called the curriculum. The curriculum that is developed in an early childhood service should be designed to foster children's learning and development, and take into account each child's needs within the service, including their family and community background.

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

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

The eight EYLF/MTOP practices support the principles of pedagogy. Educators draw on a collection of practices to promote children’s learning, as described in the following table.

EYLF practice	MTOP practice	Explanation
Holistic approach	Holistic approach	Recognising the connectedness of mind, body and spirit
Responsiveness to children	Collaboration with children	Acknowledging all children’s strengths, abilities and interests
Learning through play	Learning through play	Encouraging children to learn through play and to discover, create, improvise and imagine
Intentional teaching	Intentionality	Ensuring the educator is deliberate, purposeful and thoughtful in their teaching
Learning environments	Environments	Providing welcoming play spaces for children to explore and learn in
Cultural competence	Cultural competence	Demonstrating respect of multiple cultural ways of knowing, seeing and living
Continuity of learning and transitions	Continuity and transitions	Assisting children to manage change
Assessment for learning	Evaluation for wellbeing and learning	Gathering and analysing information as evidence about what children know, can do and can understand

Learning outcomes

The national learning frameworks are based on a system of goals and objectives with core principles and practices. The three goals of belonging, being and becoming are supported by five learning outcomes.

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.

To implement the approved learning framework system, you may start with the five outcomes and their subcategories.

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.

Take the following steps to become competent in applying the EYLF or MTOP.

Applying the EYLF or MTOP

Apply the principles and practices according to your organisational policies, procedures and philosophy.

Be aware of the learning and development that the children are displaying.

Consider the children's goals and objectives, and ensure there is a link to the learning framework through a plan, experiences and activities.

Regularly reflect on the principles and practices so you can:

- ▶ clarify what you know
- ▶ identify what you have learnt since the last review
- ▶ be aware of changes you have made
- ▶ be aware of changes that need to be made.

Practice task 2

1. Reflect on the **five** principles of the EYLF or MTOP and list them in order of importance to you. Explain why you have chosen this order.

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2B Collaborating with others to apply the learning frameworks

Principle 5 of the EYLF/MTOP is 'Ongoing learning and reflective practice'. It suggests you can improve your abilities by constantly engaging with others about your curriculum and pedagogy. It can be exciting and rewarding to learn new things and put them into place.



Benefits of collaboration

When you collaborate with someone you are working with them to achieve common goals. Collaboration encourages you to use problem-solving and results in improved performance.

If you collaborate with other educators by sharing information, you will be fostering growth, support and professionalism among your work team.

Steps for stimulating learning and development in the workplace

- ▶ Discuss and reflect on:
 - the curriculum and any plan of activities
 - teaching strategies, including the way you manage different situations
 - possibilities for play-based learning.
- ▶ Practise aspects of the principles and practices, and discuss outcomes with colleagues.
- ▶ Listen to the experiences of colleagues and how they implement the framework.
- ▶ Contribute to discussions and listen to colleagues' experiences in order to provide support and encouragement.

Questions you may raise while sharing information

- ▶ What approach has been the most successful for you?
- ▶ How do you incorporate a particular practice?
- ▶ Which learning outcomes are you focused on for a particular child?

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

Educator 2

Elise views the group as working to achieve Alex's vision. She helps the children turn the tap on and off. She asks if they need additional help and supports the children to complete the tasks they take on by assisting with skills and providing materials.

- ▶ **Principle:** 3 – High expectations and equity
- ▶ **Practices:**
 - Holistic approaches
 - Responsiveness to children
 - Learning through play
- ▶ **Learning outcome:** 2 – Children are connected with and contribute to their world
- ▶ **Subcategory:** Children develop a sense of belonging to groups and communities, and an understanding of the reciprocal rights and responsibilities necessary for active community participation

In the example above, the two educators have approached the learning scene from different perspectives. Jayne encourages Alex to lead the group and to help the other children learn new skills. Elise includes all the children in social learning and belonging, taking away some responsibility from Alex, but also allowing him to achieve his goals.

When working with others in a team environment, it is vital that you communicate your ideas constantly throughout the day as you notice learning take place, not just at planning times. Your service practices, policies and procedures will determine whether you have time away from children to communicate with other educators, or if you must make time throughout the day.

You can collaborate with others to expand your understanding of how the learning framework is applied in your organisation.

The following are some of the ways collaboration can occur:

- ▶ Set regular meeting times to discuss reflections and observations. These might be quick catch ups or organised meetings away from children.
- ▶ Ask to participate in preparation time with other educators or to contribute to their planning.
- ▶ Read any plan or curriculum material provided and ask questions about your role in these prior to implementation.
- ▶ Ask other educators about any new learning activities.
- ▶ Review how you see the priority of the principles and practices, and discuss this with other educators.
- ▶ Contribute to the collection of 'points of evidence' information about children. This might be by jotting down things you notice about children, or by collecting records such as stories and photos.
- ▶ Contribute your ideas for learning experiences.
- ▶ Contribute to the evaluation of an experience you are involved in.

Practice task 3

- Using the previous example, explain which approach you would have taken with the children’s group. Would you respond like Jayne or like Elise, or would you have a different approach altogether?

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- What principles, practices and learning outcomes would underpin your approach?

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- Compare your approach to the situation with a colleague. What principles, practices and learning outcomes would underpin your colleague’s approach?

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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.

- 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?	

- 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.

- What was their response to the situation?

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- 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.

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- c. After reflecting on your discussion, which points could you implement to further enhance your children’s services practices?

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