

CHCECE034

Use an approved learning framework to guide practice

Learner Guide



**Updated to include
National Quality
Framework changes**

Aspire
Learning Resources

CHCECE034

Use an approved learning framework to guide practice

Release 1

Learner Guide

Aspire Version 2.1



CHCECE034 Use an approved learning framework to guide practice, Release 1

© 2021 One World for Children Pty Ltd
407–411 Thompson Road
NORTH GEELONG VIC 3215 AUSTRALIA
Phone: (03) 5272 2714
www.owfc.com.au

Cover and design
© 2021 Aspire Training & Consulting
© Aspire Training and Consulting Limited
Level 4, 247-251 Flinders Lane
Melbourne VIC 3000 Australia
Phone: (03) 9820 1300

First published July 2021
Second edition published October 2023

Cover design Studio Regina
Printer Doculink Australia Pty Ltd, 1d/28 Rogers Street, Port Melbourne VIC 3207

e-ISBN 978-1-76075-408-2 (PDF version)

ISBN 978-1-76075-407-5

Aspire Training & Consulting apologises for any copyright infringement that may have occurred in this Learner Guide and invites copyright owners to contact us so violations may be rectified. Every effort has been made to ensure that information within the text is accurate. Note that the writer and publisher accept no responsibility for any loss, damage or injury arising from such information. Except where an information source is acknowledged, the names and details of individuals and organisations in examples are fictitious and have been devised for learning purposes only. Any similarity to actual people or organisations is unintentional. All websites within the text were accessed and deemed appropriate at time of publication. For updates to previously published errors, please refer to our website.

Copyright Warning

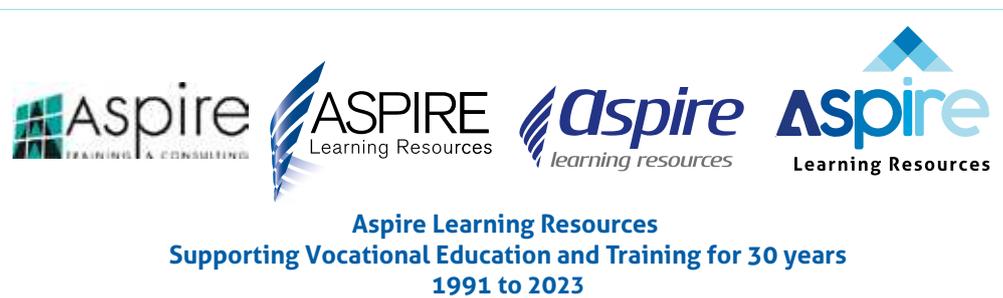
The copyright in this product is owned by One World for Children (ACN 076 297 400).

One World for Children owns copyright in this product. Aspire Training & Consulting owns the licence to publish this material. Except as permitted by the Copyright Act 1968 (Cth) or unless you have obtained the specific written permission of One World for Children, you must not:

- reproduce or photocopy this product in whole or in part
- publish this product in whole or in part
- cause this product in whole or in part to be transmitted
- store this product in whole or in part in a retrieval system including a computer
- record this product in whole or in part either electronically or mechanically
- resell this product in whole or in part.

One World for Children and Aspire Training & Consulting:

- invest significant time and resources in creating original products
- protect their copyright material
- will enforce their rights in copyright material
- reserve their legal rights to claim loss and damage or an account of profits made resulting from infringements of their copyright.



Contents

| | |
|--|-----------|
| Before you begin | v |
| Topic 1 Understanding the quality system | 1 |
| 1A Clarifying quality frameworks | 2 |
| National Quality Framework (NQF) | 2 |
| National Quality Standard (NQS) | 3 |
| Approved learning frameworks | 8 |
| Service policies and procedures | 9 |
| Overview of the system | 10 |
| Practice Task 1 | 11 |
| 1B Interpreting learning frameworks | 12 |
| Function and vision of learning frameworks | 12 |
| Framework principles | 14 |
| Framework practices | 15 |
| Framework outcomes | 16 |
| Practice Task 2 | 18 |
| Summary | 18 |
| Learning Checkpoint 1 Understanding the quality system | 19 |
| Topic 2 Applying a learning framework | 23 |
| 2A Collaborating to apply a learning framework | 24 |
| Ways to collaborate | 24 |
| Practice Task 3 | 26 |
| 2B Applying principles and practices | 27 |
| Applying principles | 27 |
| Applying practices | 30 |
| Practice Task 4 | 36 |
| 2C Applying learning outcomes | 37 |
| Outcomes and sub-outcomes | 37 |
| Observing | 39 |
| Assess | 41 |
| Plan and implement | 43 |
| Evaluating | 45 |
| Practice Task 5 | 48 |
| Summary | 49 |
| Learning Checkpoint 2 Applying a learning framework | 50 |

Before you begin

This Learner Guide is based on the unit of competency *CHCECE034 Use an approved learning framework to guide practice*, Release 1.

Your trainer or training organisation must give you information about this unit of competency as part of your training program. Information regarding how this Learner Guide relates to this unit of competency is detailed in our mapping guide.

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 action. Your trainer will tell you which Practice Tasks to complete. |
| 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 activities to complete. These activities give you an opportunity to check your progress and apply the skills and knowledge you have learnt. |

This table maps each topic in this Learner Guide to the National Quality Standard and national learning framework: Early Years Learning Framework (EYLF).

T = Topic

| Topics | National Quality Standard (NQS) |
|---------------|--|
| T1, T2 | 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 |
| | Principles |
| T1, T2 | Secure, respectful and reciprocal relationships |
| T1, T2 | Partnerships |
| T1, T2 | Respect for diversity |
| T1, T2 | Aboriginal and Torres Strait Islander perspectives |
| T1, T2 | Equity, inclusion and high expectations |
| | Sustainability |
| T1, T2 | Critical reflection and ongoing professional learning |
| T1, T2 | Collaborative leadership and teamwork |
| | Practice |
| T1, T2 | Holistic, integrated and interconnected approaches |
| T1, T2 | Responsiveness to children |
| T1, T2 | Play-based learning and intentionality |
| T1, T2 | Learning environments |
| T1, T2 | Cultural responsiveness |
| T1, T2 | Continuity of learning and transitions |
| T1, T2 | Assessment and evaluation for learning, development and wellbeing |
| | Learning Outcomes |
| T1, T2 | 1. Children have a strong sense of identity |
| T1, T2 | 2. Children are connected to and contribute to their world |
| T1, T2 | 3. Children have a strong sense of wellbeing |
| T1, T2 | 4. Children are confident and involved learners |
| T1, T2 | 5. Children are effective communicators |



Topic 1

In this topic you will learn about:

- 1A** Clarifying quality frameworks
- 1B** Interpreting learning frameworks

Understanding the quality system

In regulated education and care services, approved learning frameworks are components of the National Quality Framework (NQF).

Approved learning frameworks are a set of guidelines that have been put together based on research. The purpose of such frameworks is to provide educators with a foundation for creating a successful learning environment for children across Australia.

1A Clarifying quality frameworks

Education and care services are guided by a system called the National Quality Framework (NQF).

There are many parts of the NQF you must familiarise yourself with in order to understand what role it plays.

National Quality Framework (NQF)

The NQF is a system used across Australia to help education and care services work towards best practice.

The Australian Children's Education and Care Quality Authority (ACECQA) oversees the implementation of the NQF. ACECQA also educates and informs the community, the education and care industry and government about current research and best practice across Australia.

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 NQS
- an assessment and quality ratings process
- approved learning frameworks.

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

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

The Education and Care Services National Regulations have been developed to reflect the Education and Care Services National Law.

Laws and regulations document requirements that education and care services must follow. Within the Education and Care Services National Regulations, the approved learning frameworks are identified.



The NQF includes licensing, regulations and quality assurance.

National Quality Standard (NQS)

The NQS is the measurement system for education and care services.

The NQS is part of the NQF. Its role is to provide care services with a clear set of guidelines, showing what is required if they are to meet an expected level of quality.

The NQS includes seven quality areas relating to education and care:

- 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

In general terms, the NQS involves:

- quality areas that broadly identify what services must think about
- standards that break the quality areas down into particular points that are important
- elements that tell you exactly what needs to be done in each standard to meet the quality level required.

Following are the quality areas, standards and elements of the NQS.

| Part of the NQS | Concept | Descriptor |
|-----------------|----------------------------------|--|
| Quality area 1 | Educational program and practice | |
| Standard 1.1 | Program | The educational program enhances each child's learning and development. |
| Element 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. |
| Element 1.1.2 | Child-centred | Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program. |
| Element 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. |

| Part of the NQS | Concept | Descriptor |
|-----------------|-------------------------------------|--|
| Standard 1.2 | Practice | Educators facilitate and extend each child's learning and development. |
| Element 1.2.1 | Intentional teaching | Educators are deliberate, purposeful and thoughtful in their decisions and actions. |
| Element 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. |
| Element 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. |
| Standard 1.3 | Assessment and planning | Educators and coordinators take a planned and reflective approach to implementing the program for each child. |
| Element 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. |
| Element 1.3.2 | Critical reflection | Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation. |
| Element 1.3.3 | Information for families | Families are informed about the program and their child's progress. |
| Quality area 2 | Children's health and safety | |
| Standard 2.1 | Health | Each child's health is promoted. |
| Element 2.1.1 | Wellbeing and comfort | Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation. |
| Element 2.1.2 | Health practices and procedures | Effective illness and injury management and hygiene practices are promoted and implemented. |
| Element 2.1.3 | Healthy lifestyle | Healthy eating and physical activity are promoted and appropriate for each child. |
| Standard 2.2 | Safety | Each child is protected. |

| Part of the NQS | Concept | Descriptor |
|-----------------------|---------------------------------------|---|
| Element 2.2.1 | Supervision | At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. |
| Element 2.2.2 | Incident and emergency management | Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. |
| Element 2.2.3 | Child protection | Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect. |
| Quality area 3 | Physical environment | |
| Standard 3.1 | Design | The design of the facilities is appropriate for the operation of a service. |
| Element 3.1.1 | Fit for purpose | Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child. |
| Element 3.1.2 | Upkeep | Premises, furniture and equipment are safe, clean and well maintained. |
| Standard 3.2 | Use | The service environment is inclusive, promotes competence and supports exploration and play-based learning. |
| Element 3.2.1 | Inclusive environment | Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments. |
| Element 3.2.2 | Resources support play-based learning | Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning. |
| Element 3.2.3 | Environmentally responsible | The service cares for the environment and supports children to become environmentally responsible. |

| Part of the NQS | Concept | Descriptor |
|-----------------|--|---|
| Quality area 4 | Staffing arrangements | |
| Standard 4.1 | Staffing arrangements | Staffing arrangements enhance children's learning and development. |
| Element 4.1.1 | Organisation of educators | The organisation of educators across the service supports children's learning and development. |
| Element 4.1.2 | Continuity of staff | Every effort is made for children to experience continuity of educators at the service. |
| Standard 4.2 | Professionalism | Management, educators and staff are collaborative, respectful and ethical. |
| Element 4.2.1 | Professional collaboration | Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills. |
| Element 4.2.2 | Professional standards | Professional standards guide practice, interactions and relationships. |
| Quality area 5 | Relationships with children | |
| Standard 5.1 | Relationships between educators and children | Respectful and equitable relationships are maintained with each child. |
| Element 5.1.1 | Positive educator to child interactions | Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included. |
| Element 5.1.2 | Dignity and rights of the child | The dignity and rights of every child are maintained. |
| Standard 5.2 | Relationships between children | Each child is supported to build and maintain sensitive and responsive relationships. |
| Element 5.2.1 | Collaborative learning | Children are supported to collaborate, learn from and help each other. |
| Element 5.2.2 | Self-regulation | Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. |

| Part of the NQS | Concept | Descriptor |
|-----------------|---|---|
| Quality area 6 | Collaborative partnerships with families and communities | |
| Standard 6.1 | Supportive relationships with families | Respectful relationships with families are developed and maintained, and families are supported in their parenting role. |
| Element 6.1.1 | Engagement with the service | Families are supported from enrolment to be involved in the service and contribute to service decisions. |
| Element 6.1.2 | Parent views are respected | The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing. |
| Element 6.1.3 | Families are supported | Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing. |
| Standard 6.2 | Collaborative partnerships | Collaborative partnerships enhance children's inclusion, learning and wellbeing. |
| Element 6.2.1 | Transitions | Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities. |
| Element 6.2.2 | Access and participation | Effective partnerships support children's access, inclusion and participation in the program. |
| Element 6.2.3 | Community engagement | The service builds relationships and engages with its community. |
| Quality area 7 | Governance and leadership | |
| Standard 7.1 | Governance | Governance supports the operation of a quality service. |
| Element 7.1.1 | Service philosophy and purpose | A statement of philosophy guides all aspects of the service's operations. |
| Element 7.1.2 | Management systems | Systems are in place to manage risk and enable the effective management and operation of a quality service. |
| Element 7.1.3 | Roles and responsibilities | Roles and responsibilities are clearly defined and understood, and support effective decision-making and operation of the service. |

| Part of the NQS | Concept | Descriptor |
|-----------------|------------------------------|---|
| Standard 7.2 | Leadership | Effective leadership builds and promotes a positive organisational culture and professional learning community. |
| Element 7.2.1 | Continuous improvement | There is an effective self-assessment and quality improvement process in place. |
| Element 7.2.2 | Educational leadership | The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle. |
| Element 7.2.3 | Development of professionals | Educators, coordinators and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development. |

You will notice that Element 1.1.1 within Quality area 1: Educational program and practice, is where the approved learning frameworks are mentioned specifically; however, the approved learning frameworks influence many areas of the NQS, and most areas of your work.

You can access the NQS on the ACECQA website. This includes lots of information about each quality area. You will also find an A4 poster that is a useful overview: aspirelr.link/national-quality-standard.

To find out what services, and each educator needs to do to meet the NQS, go to the *Guide to the National Quality Framework*, (aspirelr.link/guide-to-the-nqf) where a detailed document explains what you need to do, think about and prepare for. This guide also links regulations and laws to each standard.

Approved learning frameworks

Educators have access to the approved learning frameworks.

This resource focuses on two frameworks in particular:

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

To identify which framework is relevant to you, choose one based on the age of the children you work with.

The Education and Care Services National Regulations state the following as approved learning frameworks.



Research the learning frameworks relevant to your service.

| Approved learning framework | Common name | Jurisdiction (where it can be used) | Child's age |
|--|-------------|-------------------------------------|---------------------|
| <i>Belonging, being and becoming: The early years learning framework for Australia</i> | EYLF | Australia | Birth to five years |
| <i>My Time, our place: Framework for school age care in Australia</i> | MTOP | Australia | School age |

Service policies and procedures

Your service's policies and procedures will reflect the whole of the NQF, including the approved learning framework that applies.

These policies and procedures are in place to make sure that the education and care laws, regulations, standards and approved learning frameworks are followed.

Services will have a range of policies that explain how they expect things to be done, and there are particular policies that services must have. These are listed in Regulation 168:

Policies and procedures are required in relation to the following:

- a. health and safety, including matters relating to:
 - i. nutrition, food and beverages, dietary requirements
 - ii. sun protection
 - iii. water safety, including safety during any water-based activities
 - iv. the administration of first aid
 - v. sleep and rest for children
- b. incident, injury, trauma and illness procedures complying with Regulation 85
- c. dealing with infectious diseases, including procedures complying with Regulation 88
- d. dealing with medical conditions in children, including the matters set out in Regulation 90
- e. emergency and evacuation, including the matters set out in Regulation 97
- f. delivery of children to, and collection of children from, education and care service premises, including procedures complying with Regulation 99
- g. excursions, including procedures complying with Regulations 100 to 102
- h. providing a child safe environment
- i. staffing, including:
 - i. a code of conduct for staff members
 - ii. determining the responsible person present at the service

- iii. the participation of volunteers and students on practicum placements
- j. interactions with children, including the matters set out in Regulations 155 and 156
- k. enrolment and orientation
- l. governance and management of the service, including confidentiality of records
- m. the acceptance and refusal of authorisations
- n. payment of fees and provision of a statement of fees charged by the education and care service
- o. dealing with complaints.

Most of your service’s policies will link to the approved learning frameworks in some way, such as in the following example.

| | |
|---|--|
| Principle 1: Secure, respectful and reciprocal relationships | Service policy: Providing a child safe environment |
| Principle 2: Partnerships | Service policy: Enrolment and orientation |
| Practice: Responsiveness to children | Service policy: Interactions with children, including the matters set out in Regulations 155 and 156 |

Overview of the system

There are a number of frameworks, standards, laws and regulations that you need to be aware of.

The following diagram outlines the NQF system.



Source: ACECQA, *The Guide to the National Quality Framework*, acecqa.gov.au



Practice Task 1

1. Draw a line to match the service details on the left to the relevant approved learning framework on the right.

- | | |
|---|---|
| <ul style="list-style-type: none"> * Birth to five years nationally | <ul style="list-style-type: none"> * <i>My Time, our place: Framework for school age care in Australia (MTOF)</i> |
| <ul style="list-style-type: none"> * School-aged children nationally | <ul style="list-style-type: none"> * <i>Belonging, being and becoming: The Early years learning framework for Australia (EYLF)</i> |

2. Which of the following are aspects of the National Quality Framework (NQF)? Select all that apply.

- Education and Care Services National Law
- National Quality Standard (NQS)
- Approved learning framework
- National Quality Systems (NQS)
- Education and Care Services National Regulations

1B Interpreting learning frameworks

The approved learning frameworks are based on a vision with core principles, practices and learning outcomes.

The following shows the elements of the approved learning frameworks.



Source: *Belonging, being and becoming: The early years learning framework for Australia* (EYLF) V2.0, Australian Government Department of Education and Training

You can research information about the approved learning frameworks at: aspirelr.link/approved-learning-frameworks.

Function and vision of learning frameworks

Approved learning frameworks provide direction for education and care services and educators.

This direction is flexible so that it can be used in the way that best suits the beliefs of each educator and service.

The EYLF and MTOP are designed to:

- provide a direction for education, care services and educators that is flexible and best suits the beliefs of each educator and service



The learning frameworks provide you with direction.

- inspire and improve conversations between educators about young children and their learning
- provide a common language about learning that educators, children, families, the community and professionals can all use.

Both the EYLF and MTOP have been developed with visions or goals in mind. They are meant to be used to guide your focus and help you work with children in positive ways. The way you work with children is called your pedagogy.

Each vision/goal introduces you to a term that means something important. Over time, you will hear these terms being used and start to use them yourself. They help you to explain what you mean in a language that everyone understands across the education and care industry.

The following is an explanation of these terms and what each vision/goal means to educators.

| Parts of the vision | Related terms | What this means |
|--|--|--|
| All children experience learning that is engaging and builds success for life | <ul style="list-style-type: none"> ➤ Lifelong learning | When children are supported to become interested in learning, they will enjoy this and start to look for learning opportunities. This is something that can continue throughout their lives. |
| Belonging | <ul style="list-style-type: none"> ➤ Interdependence ➤ Self-esteem | Belonging is about feeling part of something. When children feel part of something they feel important and that they are important to others. This is how relationships are developed, and it is how children learn to feel good about themselves. |
| | <ul style="list-style-type: none"> ➤ Identity | When someone feels that they belong it is easier for them to understand who they are. |
| Being | <ul style="list-style-type: none"> ➤ Being present | Children need to work at their own pace and take time to enjoy the world as they see it at the time. When children are allowed to take time to 'be', they are taking time to look at the world, to think, investigate and find out about it. Educators often try to help children to prepare for the future. This is important; however, children also need to enjoy and learn from what is happening now. |
| Becoming | <ul style="list-style-type: none"> ➤ Learning and growing | Children change all the time as they learn and have new experiences. People, events and their abilities shape the way they see themselves and others. Educators help children to become effective members of society. |

Framework principles

Principles are foundations, beliefs or truths about something.

Principles help educators to plan with direction and consideration for each child and family.

The following is an overview of each principle of the Early Years Learning Framework (EYLF) and how they influence educators.

| Principles | How this influences you |
|---|---|
| Secure, respectful and reciprocal relationships | <ul style="list-style-type: none"> ➤ Provide safe and predictable learning experiences that show you welcome the child and family. ➤ Include their interests, needs, strengths, ideas and knowledge. |
| Partnerships | <ul style="list-style-type: none"> ➤ Use information you collect and share with families, children and other educators. This is your knowledge of the child. ➤ Include ideas and skills of families and children, and take their needs into account. |
| Equity, inclusion and high expectations | <ul style="list-style-type: none"> ➤ Provide children with opportunities that are challenging and interesting, while still giving them a variety of options. ➤ Treat children fairly and allow them to explore and try for themselves. ➤ Support children and encourage their attempts. |
| Respect for diversity | <ul style="list-style-type: none"> ➤ Include experiences that involve families, children, educators, the community and the world. ➤ Support children to understand that we are all different yet have similarities. ➤ Show children how to accept others and to learn about them in respectful ways. |
| Aboriginal and Torres Strait Islander perspectives | <ul style="list-style-type: none"> ➤ Design environments in ways that demonstrate Aboriginal and Torres Strait Islander culture. ➤ Involve children to engage with the areas local to the service, including Aboriginal and Torres Strait Islander families and communities. ➤ Work toward and maintain practices that support Reconciliation. |

| Principles | How this influences you |
|---|---|
| Sustainability | <ul style="list-style-type: none"> ➤ Consider ways to care for the environment through the implementation of experiences that promote care for materials, use of recycling and reduction in waste. ➤ Make sure that all staff are provided with continuous support, so they are able to function at their best. |
| Critical reflection and ongoing professional learning | <ul style="list-style-type: none"> ➤ Regularly think about how you are doing and what skills you could develop. ➤ Make changes when needed and set goals for yourself to increase your knowledge as well as developing further understanding of each child and their family. |

Framework practices

Practices help educators put into place each idea based on their beliefs or principles.

Practices are about how you actually do things; this is called your pedagogy.

The following is an overview of the EYLF practices and how they might be included in an educator's pedagogy.

| Practices | How this shows in your actions (pedagogy) |
|--|---|
| Holistic, integrated approaches | <ul style="list-style-type: none"> ➤ Consider all aspects of the child. ➤ Think about all of the outcomes of the learning framework and how they can be represented. |
| Responsiveness to children | <ul style="list-style-type: none"> ➤ Listen to children and take their ideas and thoughts into consideration. ➤ Ask them questions and get them involved in planning, setting up, decision-making and problem-solving. |
| Play-based learning and intentionality | <ul style="list-style-type: none"> ➤ Recognise that play is important and is how children learn. ➤ Create valuable yet realistic group activities, and limit long periods of time where children's play lacks choices or opportunities to learn, or where children are confined. ➤ Provide learning opportunities that include time where you model and demonstrate. ➤ Use open questioning, speculation, explanation, engagement in shared thinking and problem solving to extend children's thinking and learning. ➤ Intentional teaching might occur during particular activities as planned, or spontaneously during play. |

| Practices | How this shows in your actions (pedagogy) |
|--|--|
| Learning environments | <ul style="list-style-type: none"> ➤ Enrich the environment to make it a place where children grow and learn in an exciting yet nurturing place. ➤ Create interest and wonder at the child's level of understanding. ➤ Use different methods to expand on learning, using materials and equipment that children are familiar with, as well as introducing new ideas. |
| Cultural responsiveness | <ul style="list-style-type: none"> ➤ Include ideas that support children and adults to respect others and to learn about them and their needs and ideas. ➤ Expand learning to include the world as well as their current environment. |
| Continuity of learning and transitions | <ul style="list-style-type: none"> ➤ Make routines, change and learning opportunities as consistent as possible. ➤ Take into account the emotional needs of children and work from this to help them to become confident and capable. ➤ Allow children to 'be'. Avoid always preparing them for the next stage in their lives. ➤ Build on children's learning based on their interest in being challenged, rather than deciding they must know or be able to do something. |
| Assessment and evaluation for learning, development and wellbeing | <ul style="list-style-type: none"> ➤ Plan based on the things you see and know are consistent. ➤ Gather information over time and take this into consideration to provide environments that meet each child's needs. ➤ Reflect on what you children do and say, then focus on how this information can provide cues to provide them with a responsive curriculum. |

Framework outcomes

Learning outcomes have been designed to identify the value of the learning and development that you observe when working with children.

Each child will progress at their own pace, but they will each show how their learning and development links with the learning outcomes. Both EYLF and MTOP have the same learning outcomes; however, you will see children working differently because they are at a different age and developmental stage.



Each child progresses differently.

There are five learning outcomes, and each outcome is broken into sections. These sections, called sub-outcomes, explain important parts of each outcome.

The following details are important to understand:

- Each learning outcome has a number (1 to 5) and a heading.
- Each learning outcome has sub-outcomes (dot points with no number) and a heading.
- Each sub-outcome has table explaining what you will see children doing when the sub-outcome applies.
- Each sub-outcome has a table explaining how educators can promote learning related to the outcome.

The five learning outcomes are explained in the following table.

| Learning outcome | What this outcome is about |
|---|---|
| Outcome 1: Children have a strong sense of identity | <ul style="list-style-type: none"> ➤ Children feel safe and supported. This helps them develop their skills and feel able to take care of themselves. ➤ Children learn about who they are and how they can understand and care for other people. |
| Outcome 2: Children are connected with and contribute to their world | <ul style="list-style-type: none"> ➤ Children feel that they belong and understand that others are different. ➤ Children see that everyone needs to be cared for. ➤ Children are interested in and look after the environment. |
| Outcome 3: Children have a strong sense of wellbeing | <ul style="list-style-type: none"> ➤ Children take responsibility for looking after themselves. ➤ Children develop social and emotional skills. |
| Outcome 4: Children are confident and involved learners | <ul style="list-style-type: none"> ➤ Children develop skills for learning and enjoy experimenting and finding out. ➤ Children can learn to do something then use that learning in different ways. ➤ Children find their own ways to learn. |
| Outcome 5: Children are effective communicators | <ul style="list-style-type: none"> ➤ Children talk, watch, listen and share ideas in different ways. ➤ Children look at words and pictures; they use these to understand things. |

Practice Task 2

1. Draw a line to match the element of the approved learning framework on the left with the example on the right.

- | | |
|-----------------------|---|
| * Vision and pedagogy | * Inspire and improve conversations between educators about young children and their learning |
| * Function | * Belonging, being and becoming |
| * Practice | * Critical reflection and ongoing professional learning |
| * Principle | * Play-based learning and intentionality |
| * Learning outcome | * Children are confident and involved learners |

Summary

- There are two approved learning frameworks that aim to provide educators with a foundation for creating a successful learning environment for children.
- The framework you use will depend on your location within Australia and the age of the children you care for and educate.
- The EYLF and MTOP are approved learning frameworks.
- Frameworks are implicated in laws and regulations.
- The EYLF/MTOP frameworks put children's learning, development and wellbeing at the centre, and encompass three interrelated foundations: principles, practices and learning outcomes.

Learning Checkpoint 1

Understanding the quality system

Read the case study and then answer the questions that follow.

Case study

Shae works in Queensland where she cares for, and educates, children aged two-to-five years old in a family group setting.

Shae believes:

- all children will grow and develop best if they feel they belong within the community
- children need to live in the present and think about the things they are doing now
- if children know about themselves, it will be easier for them to be part of the world and to build stronger relationships with others
- educators should think about what they believe and how they make this happen.

As part of her practice, or pedagogy, Shae observes and documents the learning of the children. Over the last couple of days, Shae has made a number of observations about Claudia (3 years, 10 months), a child who has recently had an accident at home and broken her arm. Claudia is currently fascinated with penguins.

1. Which of the following approved learning frameworks should Shae follow? Select the correct answer.

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

2. Which of the following statements are correct about the approved learning frameworks? Select yes or no for each one.

- | | | |
|---|-------|------|
| a. The function of an approved learning framework is to give educators a list of approved experiences so they provide the same experiences throughout Australia. | * Yes | * No |
| b. The EYLF and MTOF are designed to inspire and improve conversations between educators about young children and their learning, and provide a common language about learning. | * Yes | * No |
| c. Laws and regulations document requirements that education and care services must follow. | * Yes | * No |
| d. The NQS Quality area 1: Educational program and practice will be reflected in service policies and procedures. This is part of the regulations. | * Yes | * No |

3. Draw a line to match the vision and pedagogy of the approved learning framework on the left to Shae's beliefs on the right.

- | | |
|---|--|
| <ul style="list-style-type: none"> * Pedagogy | <ul style="list-style-type: none"> * All children will grow and develop best if they feel that they belong in the community. |
| <ul style="list-style-type: none"> * Becoming | <ul style="list-style-type: none"> * Children need to live in the present and think about the things they are doing now. |
| <ul style="list-style-type: none"> * Belonging | <ul style="list-style-type: none"> * If children know about themselves, it will be easier for them to be part of the world and to build stronger relationships with others. |
| <ul style="list-style-type: none"> * Being | <ul style="list-style-type: none"> * Educators should think about what they believe and how they make this happen. |

4. Draw a line to match the principles of the approved learning framework on the left to Shae's roles on the right.

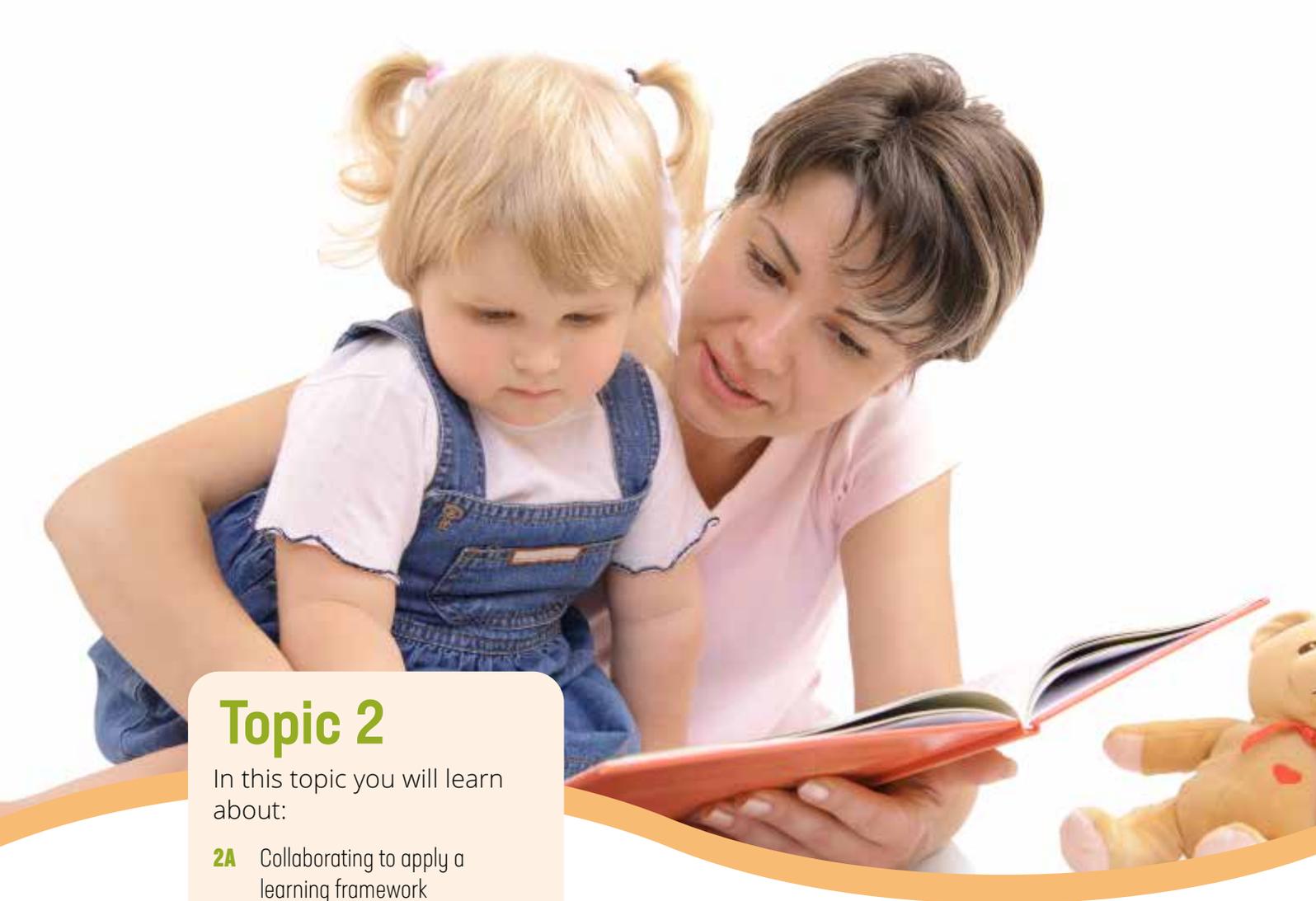
- | | |
|---|--|
| <ul style="list-style-type: none"> * Critical reflection and ongoing professional learning | <ul style="list-style-type: none"> * Uses children's names and asks them questions about how they are feeling. |
| <ul style="list-style-type: none"> * Secure, respectful and reciprocal relationships | <ul style="list-style-type: none"> * Shares any important information with families that helps their children feel comfortable and safe. |
| <ul style="list-style-type: none"> * Partnerships | <ul style="list-style-type: none"> * Plans an intensive set of experiences about sea life to follow up on Claudia's interest in penguins. |
| <ul style="list-style-type: none"> * Equity, inclusion and high expectations | <ul style="list-style-type: none"> * Adapts the experience so Claudia can manipulate the objects with her arm in plaster. |
| <ul style="list-style-type: none"> * Respect for diversity | <ul style="list-style-type: none"> * Communicates with other educators about the effectiveness of the experience and makes decisions about how they can each contribute more. |

5. Draw a line to match the practices of the approved learning framework on the left to Shae's roles on the right.

- | | |
|--|--|
| <ul style="list-style-type: none"> * Responsiveness to children | <ul style="list-style-type: none"> * Incorporates a range of experiences that expand Claudia's learning in a variety of ways. |
| <ul style="list-style-type: none"> * Learning environments | <ul style="list-style-type: none"> * Listens to Claudia's stories about the aquarium and asks her open-ended questions to follow her interests and gain information about her knowledge. |
| <ul style="list-style-type: none"> * Continuity of learning and transitions | <ul style="list-style-type: none"> * Researches with Claudia to determine how many types of penguins there are and then provides additional materials for Claudia as she plays out her visit to the aquarium with other children. |
| <ul style="list-style-type: none"> * Play-based learning and intentionality | <ul style="list-style-type: none"> * Makes decisions about the Claudia's day based on information she gains from her family members. |
| <ul style="list-style-type: none"> * Holistic, integrated and interconnected approaches | <ul style="list-style-type: none"> * Adapts the experience so Claudia is able to manipulate the objects with her arm in plaster. |

6. Draw a line to match the learning outcomes of the approved learning framework on the left to Shae's observations of Claudia on the right.

- * 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
- * Claudia describes how the penguins looked and tries to remember their different names.
 - * Claudia draws a picture of two different penguins. She tries to write underneath each to show their names.
 - * When Claudia's arm is sore, she comes to Shae and asks if she can have a hug. They sit together and talk about the day.
 - * Claudia would like to put her bag in the locker herself. Her plaster cast makes it difficult to do some things, but she will ask Shae if she needs help.
 - * Claudia brings up her hospital experience during a group discussion. She explains that she would like to be a doctor due to them being able to help other people.



Topic 2

In this topic you will learn about:

- 2A** Collaborating to apply a learning framework
- 2B** Applying principles and practices
- 2C** Applying learning outcomes

Applying a learning framework

A service's curriculum should be designed to foster children's learning, development and wellbeing.

The curriculum is made up of the interactions, daily practices, experiences, routines and events that occur in the service. It should take into account each child's needs, including their family and cultural background.

The EYLF and MTOP guide you towards ensuring that children are given opportunities to engage in high-quality experiences as part of the curriculum. These are 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.

2A Collaborating to apply a learning framework

Collaborating with others will help you to implement the approved learning framework.

You can improve your abilities by constantly talking with others about your service's curriculum (the things you do with children daily, including experiences and routines) and pedagogy (how you care for and educate children). Mostly, you will find the people who implement the approved learning framework to be of most help. These people are called key stakeholders. It can be exciting and rewarding to learn new things and put them into practice. Principle of the EYLF and MTOP 'Critical reflection and ongoing professional learning' encourages you to do this.



Collaborate with others to achieve best practice.

Ways to collaborate

When you collaborate with others you are working with them to achieve the same goals.

This is important when working with others as a team because it gives each person the chance to communicate their ideas regularly and to learn from each other. Collaboration will help you to understand how the learning framework is applied.

Your service's 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.

Collaboration can occur:

- during regular meeting times – these might be quick catch-ups or organised meetings away from children
- as part of preparation time with other educators
- when you are provided with planning time
- by reading any plans or curriculum material provided
- by asking questions about your role in providing learning
- through asking other educators about any new learning experiences
- when you review the principles and practices and discuss these with other educators
- if you contribute to the collection of information about children
- when you contribute your ideas for learning experiences
- when you include information that helps evaluate an experience you are involved in.

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

The following are some ideas for collaborating in a service.

Ideas for collaborating

- Discuss and reflect on:
 - the curriculum and any plan of activities, including daily practice, experiences and routines
 - teaching strategies, including the way you manage different situations
 - possibilities for play-based learning.
- Try to use different parts of the learning framework’s principles and practices, and talk about what happens.
- Listen to the experiences of other educators and find out how they use the frameworks.
- Add to discussions and listen to other educators sharing their experiences.
- Ask for and give support and encouragement.

Questions you may ask while sharing information:

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

The following table outlines other people you can collaborate with.

| | |
|---------------------------|---|
| Educational leader | Each service will have an educational leader (Regulation 118 of the Education and Care Services National Regulations). The educational leader is an educator who leads the implementation of educational programs. They are the person to speak to when you have questions about the approved learning frameworks, their link to the National Quality Framework (NQF), or when you are reflecting on principles and/or practices. |
| Children | Collaboration can take place between you and the children. For example, you may collaborate with a group to find out about the additional resources they need. |
| Families | <p>Families are experts when it comes to their child. The information they can provide will help you check on how children learn and what they have achieved.</p> <p>Children use different skills at home to those in a service, so communicating with family members about this helps you see the whole child.</p> <p>While family members most likely will not know about the NQF in detail, or how the approved learning framework is applied, they will be able to understand and enjoy seeing how you apply this.</p> <p>When families share information about children’s learning, development and wellbeing with you, it inspires them to be involved in building on learning themselves. It also helps them to understand the importance of play in learning and how children learn throughout the day. This in turn creates a stronger relationship between educators and families.</p> |

Community

Educators interact with the community in various ways. Different people or sections of the community can add their own benefits.

Community contributors include:

- specialist services
- Aboriginal and/or Torres Strait Islander Elders
- suppliers
- ethnic support groups
- translators and interpreters.

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 vegetables at lunch.

Sasha, the educator, hears this discussion and collaborates with the children by extending their discussion to include where vegetables come from as well as involving other children in the conversation. Sasha talks with the children about all of the vegetables they have tried. Before long, all the children at the lunch table have entered the conversation.

That afternoon, Sasha suggests a drawing experience where the children begin drawing some designs of how their kindergarten vegetable patch will look and the types of vegetables they would like to grow.




Practice Task 3

1. Which of the following statements are correct about collaboration? Select yes or no for each one.

- | | | |
|---|-------|------|
| a. People who are important to the implementation of the approved learning framework are called key stakeholders. | * Yes | * No |
| b. People who hold the key to the filing cabinet where the approved learning framework is kept are called key stakeholders. | * Yes | * No |
| c. Key stakeholders in the implementation of the approved learning framework might be educators, children, families and the educational leader. | * Yes | * No |
| d. When you collaborate with others, this is called collaborative inspection. | * Yes | * No |

2B Applying principles and practices

Principles and practices guide educators towards using modern or contemporary theories in a simple way.

The principles and practices of an approved framework influence the way a curriculum (daily practices, experiences and routines) is created and how it is provided.

Each action you take during your daily practice 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 principles and practices encourage you to design as much of the day as possible around the needs of the children.



Understanding practices and principles helps you meet children's needs.

Applying principles

Principles are the beliefs educators should have about children and their learning if they are to provide quality education and care that meets the national expectations.

These principles or beliefs help you to decide on:

- the curriculum (what you will do each day with the children)
- your pedagogy or daily practice, and the experiences and routines provided (how you will do things with the children).

Each principle introduces you to a term that means something important. Over time, you will hear these terms being used and start to use them yourself. They help you to explain what you mean in a language that everyone understands across the education and care industry.

The following table provides an explanation of these terms and what each principle means to educators.

Principle: Secure, respectful and reciprocal relationships

| Related terms | What this means |
|--|---|
| Attachment | Babies need to feel close to adults and feel that they will have their needs met. When they feel safe they will explore and learn. Older children also need to feel secure and that their educators will care for them and keep them safe. This allows them to experiment with learning. |
| Strong sense of wellbeing | Educators must support children to feel they are cared for and valued. This can happen if they interact with them in positive ways. |
| Secure relationships | When children feel safe they develop confidence and trust. This helps them to have relationships with others and to understand how other people feel. |
| Connectedness Collaboration | When educators support children emotionally they learn to value others, help others and work in a team. |

Principle: Partnerships

| Related terms | What this means |
|---|---|
| Influential teachers | When educators work with families they are more likely to meet the child's needs. Families know children best and are the teachers that children value most. |
| Collaboration Shared decision-making | Families that are made to feel welcome can provide information to educators so they are able to create meaningful experiences for children. Noting the preferences and beliefs of the parents and primary caregivers allows for collaborative and shared decisions about education and learning. |
| Shared perspectives | Educators who gain support and information from families and community members are participating in support systems that help children learn and be involved. |

Principle: Respect for diversity

| Related terms | What this means |
|--|---|
| Diversity Richness of society | There are many ways that people live, and different beliefs, values and traditions should be considered and included. |
| Respect | Educators must recognise and accept each family and the things they feel are important. Educators must find out about and follow each family's expectations. |
| Sharing culture | Part of living and teaching in Australia is understanding, welcoming and sharing with people from all parts of the world. This includes Aboriginal and Torres Strait Islander experiences, knowledge and skills, both past and present. This helps children respect the land where they live. |
| Fairness | Families can be complicated. There will be similarities and differences that educators must think about and deal with. The goal should be to create a place where fairness is most important. |

| Principle: Aboriginal and Torres Strait Islander perspectives | |
|---|--|
| Related terms | What this means |
| Perspective | Each person has their own ideas and each will vary in some way. |
| Reconciliation | Building relationships and acknowledging that actions need to be taken to repair relationships that may not have been positive. |
| First Nations | Another term for Aboriginal and Torres Strait Islander peoples as it acknowledges that there is diversity within their own culture. |
| Closing the Gap | Actions that can be taken to encourage Aboriginal and Torres Strait Islander peoples to participate in decision-making around policies, programs and services. |
| Knowledge systems | Being aware of the importance of the natural world and balancing human needs with environmental care. |
| Country | The land, waterways and seas. Country is spelled with a capital 'C' as it is viewed as family and is the most important part of their existence. |
| Cultural safety | Showing respect for the culture of others by accepting their rights and traditions. |
| Kinship systems | Determine how people relate to each other and how the roles in their communities are identified. |
| Principle: Equity, inclusion and high expectations | |
| Related terms | What this means |
| Equity | If children are given opportunities, they will learn. This happens despite their circumstances and abilities. |
| High expectations | If educators and families are confident that the child will learn and be skilled, they will achieve. |
| Inclusion | All children must be included. |
| Challenging learning barriers | When educators notice that there is something stopping a child from learning, they will act to improve the child's opportunities. |
| Principle: Sustainability | |
| Related terms | What this means |
| Environmental sustainability | When we care for the natural world. |
| Social sustainability | When we care about each other and our communities. |
| Economic sustainability | When we make sure that the way we meet our material needs considers the impact we might have on our social needs and the environment. |
| Principle: Critical reflection and ongoing professional learning | |
| Related terms | What this means |
| Ongoing learning Lifelong learning | Educators must continually learn and improve their skills. They learn alongside children. |

| | |
|---|---|
| Reflective practice | When educators look at the way they educate and care for children on a regular basis, they will gather information that makes them better at providing for children. |
| Critical reflection | Educators gain from asking questions and looking at things from different people's points of view. This helps them improve. |
| Cycle of review | Educators should work as a team and regularly talk about the approved learning frameworks. This helps them learn, create quality learning environments and put into action what they believe. |
| Pedagogy | An educator's belief about education and learning and how they demonstrate this. |
| Principle: Collaborative leadership and teamwork | |
| Related terms | What this means |
| Ethical practice | Things that educators do that meet legal requirements and also take into account the best they can do for children, families, staff and the community. Sometimes educators are faced with decisions that are difficult. They might meet policies, but are not the best decision for a child. |
| Colleagues | A person that you work with. |
| Empowerment | When educators work together, they each gain a feeling of success and they learn from each other. These may be skills or knowledge that can be passed to others. |
| Collaboration | Educators work together to achieve their goals and make decisions. |

Applying practices

Practices are the things you do daily based on what you know and have learned.

Your practices as an educator influence others. Practices reflect the way you should be approaching your role as an educator.

Each practice introduces you to a term that means something important. Over time, you will hear these terms being used and start to use them yourself. They help you to explain what you mean in a language that everyone understands across the education and care industry.

The following tables provide an explanation of the Early Years Learning Framework (EYLF) terms and what each practice means to educators.

| Holistic, integrated and interconnected approaches | |
|--|---|
| Important terms | What this means in practice |
| Holistic | The individual child's mind, body and spirit are connected. Each of these need to be cared for. When this happens the child's physical, emotional, social, communication, intellectual or cognitive needs are met. |
| Interconnected learning | Even when educators are planning for or assessing one area of a child's learning, they are remembering about the rest of the child. |
| Reciprocal relationships | Children are connected by their families, communities and other children. This helps them learn. |
| Collaborative learning | Children working and playing together and learning from each other. |
| Interdependence | Children learn from nature and from the way that people, plants, animals and the land rely on each other. People can rely on each other to provide for a child. |
| Responsiveness to children | |
| Important terms | What this means in practice |
| Engagement Responsiveness Building on knowledge and skill | Educators respond to children's strengths, abilities, interests, skills, knowledge, expertise, cultural traditions, languages, additional support needs and everyday life challenges. This helps children stay motivated and helps them enjoy learning. |
| Curriculum decision-making | Children's ideas and play should be where the plans for learning come from. |
| Extending learning | Educators can use children's growing and changing interests and ideas to build on learning. Educators can learn about these interests and ideas through questioning them, giving them feedback, challenging them and getting them to think about things. |
| Scaffolding | Educators build on what children know and can do. They do this by giving them information, showing them what to do, and letting them be involved in learning. |
| Teachable moments/ windows of opportunity | There are times when children might be ready to learn and when they might be developing new skills. |
| Scaffolding skills Spontaneous learning | When this happens the educator can extend on these skills in planned ways or at the time this is noticed. |
| Collaborative learning | Learning happens between children and all those people around them. |
| Responsive relationships | When educators and children share decisions, respect each other and learn together, their relationships are strengthened. Children are stimulated to learn, and they grow and develop. |

| Play-based learning and intentionality | |
|---|---|
| Important terms | What this means in practice |
| Play-based learning | <p>Children enjoy play and leisure times. During this play they learn through:</p> <ul style="list-style-type: none"> ➤ discovering ➤ creating ➤ improvising ➤ imagining ➤ asking questions ➤ solving problems ➤ becoming involved with others ➤ testing ideas ➤ challenging each other's thinking ➤ learning more about the world. |
| Disposition for learning | <p>When children play, they are developing skills for learning. These include:</p> <ul style="list-style-type: none"> ➤ curiosity ➤ cooperation ➤ confidence ➤ creativity ➤ commitment ➤ enthusiasm ➤ persistence ➤ imagination ➤ reflexivity. <p>Educators also show dispositions and model these in their practice</p> |
| Intentional teaching | Educators notice times, and act, when they can provide children with information, show them new things and support them to learn how things work. |
| Attachment | <p>Children need to be close to educators so they feel safe and cared for.</p> <p>Educators use play and routines to develop this relationship.</p> |
| Spontaneous teachable moments | During the day, educators notice things happen and they provide extra information or skills at that moment. |
| Inclusive environment Inclusive play | Educators support all children to play. They notice when play is unfair and help to change this to a caring type of play that involves each child. |
| Intentional teaching | Educators notice times, and act, when they can provide children with information, show them new things and support them to learn how things work. |
| Social context | Educators know that when children work together they are learning. The social context of an experience is the time when this happens. |
| High-level thinking skills | When children are challenged and share their learning with others, they will develop excellent thinking skills. |

| Important terms | What this means in practice |
|--|---|
| Intentional teaching strategies | Educators teach using: <ul style="list-style-type: none"> > modelling > demonstrating > questioning > speculating > explaining > shared thinking > problem solving > affirming. |
| Spontaneous teachable moments Scaffolding | Educators take notice of times when they can provide children with learning that is meaningful and helps with learning at that moment. |
| Learning environments | |
| Important terms | What this means in practice |
| Welcoming environments | Learning spaces should be places where children feel cared for and where they and their families are part of the setting. Educators should welcome and share information with children, families and the community. They should ask them for ideas and suggestions. |
| Individual needs and interests | Educators, and the learning spaces they create, should include experiences that are related to the children's interests and abilities. |
| Interests and capabilities | There should be opportunities for children to be involved in play on their own as well as group, quiet and active play. Materials and resources need to be suited to the age range and abilities of the children. They need to be able to choose from options they enjoy. |
| Collaborative activities Sustained shared thinking | When working in groups, children learn to work together and discuss ideas. |
| Outdoor learning Environmental learning | Outdoor spaces and natural materials are important to children and offer lots of learning that is not available indoors. |
| Sustainability | When children learn about the natural environment they can understand how people must care for it and keep it safe. |
| Life skills | Children might learn about growing food, preparing food, reducing waste and recycling. |
| Familiar and new Complex thinking Abstract thinking | Educators can encourage play and learning through the use of familiar materials as well as new materials. This helps children learn to understand how their current thinking can connect with new ideas. |
| Collaborative learning | Educators, children, families and the community can be part of deciding what the environment should include and how it should meet children's needs. |

| Cultural responsiveness | |
|--|---|
| Important terms | What this means in practice |
| Diversity Cultural competence | Educators must respect the different ways people live. They should be aware that everyone is different, and show they are interested in finding out about this by developing sharing relationships with families and the community. Educators can help children understand this too. |
| Identity | When children understand their family and community culture, and how they fit into this, they can develop a strong sense of identity. |
| Cultural competence World view | Educators need to: <ul style="list-style-type: none"> ➤ be aware of what they think about the world ➤ be positive about others' ways of living and their values ➤ learn about others and what they think about the world, their ways of living and their values ➤ learn and use skills for communicating with all people. |
| Continuity of learning and transitions | |
| Important terms | What this means in practice |
| Security Home to service continuity | Children bring their way of living to the service. Educators should try to understand transitions so they can support each child to feel welcome. |
| Transitions | Different places and spaces have different opportunities and expectations for children. Educators must support children to move between home, the service and other places important to them. |
| Change process Identity | When educators partner with families and children, and learn about their traditions, routines and practices, they help children feel comfortable. |
| Transition to new settings Collaborative transition | Educators help children to manage when they move from home to service and to school and other places that are new. They work with other professionals to make this change the easiest it can be. |
| Assessment and evaluation for learning, development and wellbeing | |
| Important terms | What this means |
| Gathering and analysing information | Educators gather information about children and work out what it means. They look at what children: <ul style="list-style-type: none"> ➤ know ➤ do ➤ understand. |
| Planning Wellbeing | Educators plan experiences for learning and make the child feel welcome and safe. |
| Collaborating | Educators communicate about learning and progress. |

| Important terms | What this means in practice |
|--|--|
| Analysing | <p>Educators determine if the child is meeting the expected learning outcomes.</p> <p>They also analyse all aspects of the curriculum and their pedagogy to identify where they can improve.</p> |
| Additional support needs | <p>Educators see if there are barriers that stop children from meeting learning outcomes.</p> |
| Evaluation | <p>Educators check if experiences, environments and opportunities are achieving their goal.</p> |
| Pedagogy | <p>Educators reflect on what they are doing in order to improve.</p> |
| Rich and meaningful information | <p>Educators use a number of ways to collect information about children's learning, development and wellbeing.</p> <p>The information contains details that are important to how they plan further learning opportunities.</p> |
| Learning outcomes | <p>The five learning outcomes provided in the EYLF and MTOP each help educators measure the child's progress.</p> <p>The learning outcomes can be shared with families and others.</p> |
| Ongoing assessment | <p>Educators look at the way children develop and learn. This shows them how far the child has come and how they have learned what they know.</p> |
| Reflective practice | <p>This is when educators look at what they have been doing and how they support children's learning, development and wellbeing. They can also learn and find out more about themselves and how they can improve.</p> |



Practice Task 4

1. Educators apply the approved learning framework in a service to support children's learning, development and wellbeing during daily practices, experiences and routines. Which of the following statements are correct about the vision, principles and practices of the approved learning frameworks and their application? Select yes or no for each one.
- a. 'Critical reflection and ongoing professional learning' (principle) and 'Assessment and evaluation for learning, development and wellbeing' (practice) can be seen when educators observe children during the day, critically reflect on what they and the children do, then plan what to do next. * Yes * No
- b. Educators understand how important it is to provide for individual children so they feel welcome, safe and secure. When they demonstrate this they are applying:
- vision – belonging
 - principles – secure, respectful and reciprocal relationships, partnerships and respect for diversity
 - practices – holistic, integrated and interconnected approaches, responsiveness to children, cultural responsiveness and continuity of learning and transitions.
- * Yes * No
- c. When educators allow children to enjoy what they are doing and take time to explore and be curious, they are demonstrating the vision 'Being' and the principle 'Equity, inclusion and high expectations'. * Yes * No
- d. When educators provide experiences and encourage discussions that give children new things to learn, they are demonstrating the practices 'Learning through play', 'Intentional teaching' and 'Learning environments'. * Yes * No
- e. Educators who are honest and let children know if they are not skilled enough to complete an activity are demonstrating the vision 'Belonging' and the principle 'Equity, inclusion and high expectations'. * Yes * No

2C Applying learning outcomes

To apply the EYLF learning outcomes, you must be aware of your actions and those of children.

The principles and practices reflect your actions and what you think is important. You will notice children's learning during your daily practices, experiences and routines, and these will be reflected through learning outcomes. All children's learning can be linked with a learning outcome. This helps educators to understand children and be able to share information as part of the planning process.



Link children's actions with the learning outcomes.

Outcomes and sub-outcomes

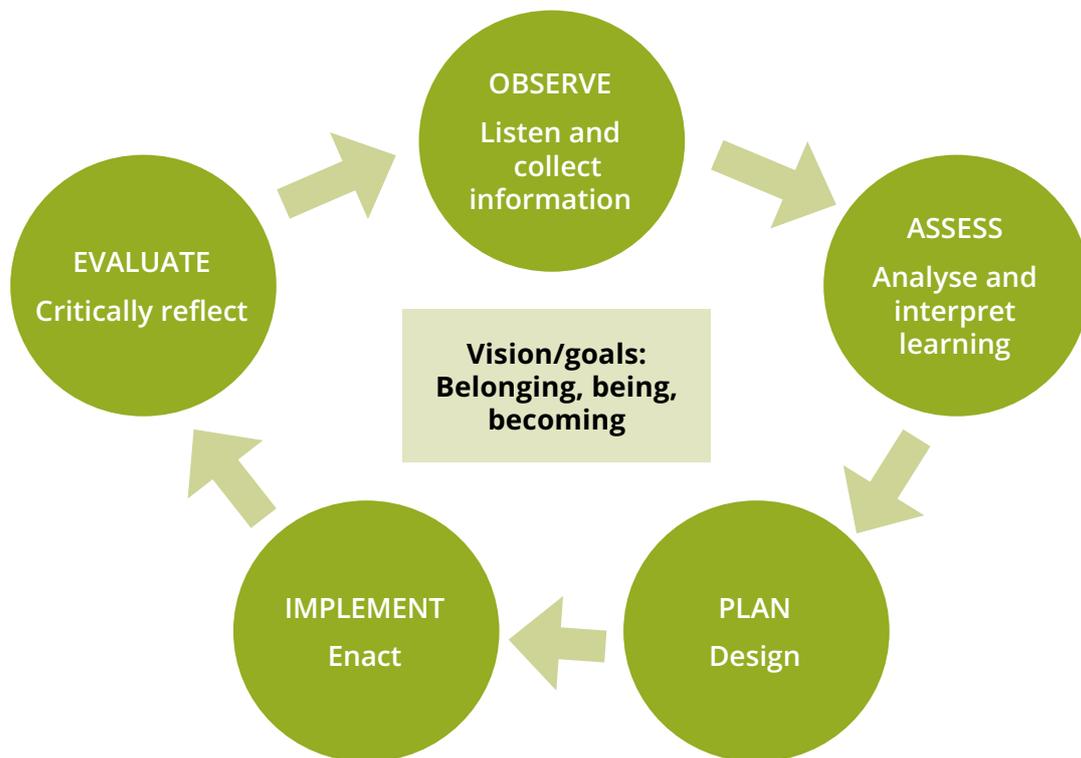
Each of the five learning outcomes are broken down into sub-outcomes.

The following are the five learning outcomes and their sub-outcomes.

| | |
|--|---|
| Learning outcome 1: Children have a strong sense of identity | Sub-outcome: Children feel safe, secure and supported. |
| | Sub-outcome: Children develop their emerging autonomy, inter-dependence, resilience and sense of agency. |
| | Sub-outcome: Children develop knowledgeable, confident self-identities and a positive sense of self-worth. |
| Learning outcome 2: Children are connected with and contribute to their world | Sub-outcome: Children learn to interact in relation to others with care, empathy and respect. |
| | Sub-outcome: Children develop a sense of connectedness to groups and communities and an understanding of the reciprocal rights and responsibilities as active and informed citizens. |
| | Sub-outcome: Children respond to diversity with respect. |
| Learning outcome 3: Children have a strong sense of wellbeing | Sub-outcome: Children become aware of fairness. |
| | Sub-outcome: Children become socially responsible and show respect for the environment. |
| | Sub-outcome: Children become strong in their social, emotional and mental wellbeing. |
| Learning outcome 3: Children have a strong sense of wellbeing | Sub-outcome: Children become strong in their physical learning and wellbeing. |
| | Sub-outcome: Children are aware of and develop strategies to support their own mental and physical health and personal safety. |
| | Sub-outcome: Children become strong in their physical learning and wellbeing. |

| | |
|---|--|
| Learning outcome 4: Children are confident and involved learners | Sub-outcome: Children develop a growth mindset and learning dispositions, such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. |
| | Sub-outcome: Children develop a range of learning and thinking skills and processes, such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. |
| | Sub-outcome: Children transfer and adapt what they have learnt from one context to another. |
| | Sub-outcome: Children resource their own learning through connecting with people, places, technologies, and natural and processed materials. |
| Learning outcome 5: Children are effective communicators | Sub-outcome: Children interact verbally and non-verbally with others for a range of purposes. |
| | Sub-outcome: Children engage with a range of texts and gain meaning from these texts. |
| | Sub-outcome: Children express ideas and make meaning using a range of media. |
| | Sub-outcome: Children begin to understand how symbols and pattern systems work. |
| | Sub-outcome: Children use digital technologies and media to access information, investigate ideas and represent their thinking. |

Once you understand what the approved learning framework is, you can start to look at how it is used..



Observing

To use learning outcomes, start by noticing what children are doing. This is called an observation.

You will build on what you observe so as to know what to do next. The decisions you make about your next steps will be based on what you believe and how you do things. If you regularly read through and think about (reflect on) the principles and practices of the approved learning framework, you will understand this more.

A meaningful and useful observation will be one that is about the learning of a child that occurs through their daily practices, experiences and routines. This might be seen through:

- aspects of development – physical, social, emotional, cognitive or communication areas
- knowledge
- ideas
- abilities
- interests
- social interactions
- reactions to the play environment
- culture
- agency – making decisions and choices that have an impact.

To make use of the things you observe, you will need to collect information.

Your work team and your service's procedures will help you decide which is the best method for documenting the information you collect; however, the most common are:

- jottings – short notes that you write down
- digital images – photographs
- samples of children's work – copies or actual work that children do, such as a painting or drawing
- learning stories – stories about what you saw, which might include photos or examples.



Observe children's actions to reflect on the learning outcomes.

Example

Recording an observation

Vilani observes Cynthia drawing. This is her observation documented in different ways.

| | |
|----------------------------------|---|
| Jotting | Cynthia (4 years) used crayons to draw a bear. |
| Digital image |  |
| Sample of children's work |  |
| Learning stories |  <p data-bbox="577 1402 1311 1563">Cynthia loves drawing her toys from home and often tells us about her favourite toy of the day, and then draws a picture to show us what it looks like. Today, she told me about her bear 'Fuzzy'. She asked for crayons, then set to work to draw him.</p>  <p data-bbox="577 1904 1334 2000">Cynthia wanted me to put her drawing in her portfolio. She said I could look at this any time so I remember what he looks like.</p> |

Assess

Once you have observed a child's learning, you will decide why what you saw was important.

This is called assessing. It involves thinking about the learning that made you collect information, and what was important when you noticed it.

As you question your observation records, try to notice:

- what learning took place
- things you thought were important
- strengths, interests, knowledge, abilities and ideas
- social interactions
- aspects of development
- reactions to the play environment
- improvements that could be made to activities to extend on or increase learning
- if you need more information
- who else you could gather information from, including children, families and others
- how the information links with approved learning framework outcomes, principles and practices
- whether theories help you understand more.

The five learning outcomes and their sub-outcomes will make sense of the learning you notice and help you to communicate what is important to others. By linking what you notice to the outcomes, you are showing an understanding of what you have recorded. This makes it meaningful and purposeful.

Remember that you can always ask another educator or the educational leader for support. The steps to linking learning outcomes should be as follows:

1. Observe and document the information you collect.
2. Assess the information by asking yourself, 'What does this tell me about the child's learning?'
3. Choose a related learning outcome and sub-outcome by:
 - looking through the five learning outcomes of the approved learning framework, and then choosing the one that most closely connects to what you have observed, recorded and analysed
 - looking at the sub-outcomes of the learning outcome you have chosen, and then selecting the one that most closely connects with what you have observed, recorded and analysed.

Under each sub-outcome there is a list headed '*This is evident when children, for example:*'. This helps you to assess which sub-outcome best reflects the observation.

You can research information about the approved learning frameworks at: aspirelr.link/approved-learning-frameworks.

The following, from the EYLF, shows what educators might notice when children are showing learning within a sub-outcome.

OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

Sub-outcome: Children become strong in their physical learning and wellbeing.

This is evident when children, for example:

- engage in increasingly complex coordination of body movements with sight, sounds and other sensory stimuli to engage with people and explore materials
- develop movement patterns, mobility and gross motor skills to manage and explore the physical environment
- combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity, including dance, creative movement, drama and fundamental movement skills
- build core strength, physical coordination and stamina
- use their sensory perceptions, physical capabilities and dispositions with increasing integration, skill and purpose to explore and respond to their world, including finding new challenges and risks
- demonstrate spatial awareness and orient themselves, moving around and through indoor and outdoor environments confidently and safely
- manipulate equipment and manage tools with increasing competence and skill
- respond through movement to traditional and contemporary music, dance and storytelling
- move to the tempo and rhythm of music
- participate in physical play, dance and drama
- negotiate play spaces to ensure the safety and wellbeing of themselves and others.

Source: *Belonging, being and becoming: The early years learning framework for Australia* (EYLF) V2.0, Australian Government Department of Education and Training

Example**Linking to learning**

Here is an example of how an educator, Marsha, links what she sees a child, Lim, doing. First, she links to an outcome then a sub-outcome.

| | |
|--|---|
| 1. Observe: Notice learning, collect information and document what you see. | Lim jumps on the bouncing board, then lays at one end and uses his arms to pull himself along on his tummy. At the middle he stops and takes a big breath, then continues to pull himself to the end. |
| 2. Assess: Analyse the information. | Lim has used his body in a new way. Marsha knows that Lim has learnt a new physical skill. |
| 3. Interpret: Choose a learning outcome and sub-outcome. | Marsha thinks the learning outcome that links to this learning is: <ul style="list-style-type: none"> ➤ Outcome 3: Children have a strong sense of wellbeing. Marsha thinks the best sub-outcome is: <ul style="list-style-type: none"> ➤ Sub-outcome: Children become strong in their physical learning and wellbeing. |

Marsha checked the list of dot points under the sub-outcome 'Children become strong in their physical learning and wellbeing', which showed she had chosen correctly. She read:

This is evident when children, for example:

- *develop movement patterns, mobility and gross motor skills to manage and explore the physical environment*
- *build core strength, physical coordination and stamina.'*

Plan and implement

The learning framework sub-outcome you analyse and link to the information you collect will guide what you do next.

Use this sub-outcome and your knowledge of the child to identify future opportunities for learning, then put these into practice. The future opportunities may benefit all children.

To gather more information on how you might plan what to do next, you can read the list under each sub-outcome, '*Educators promote this learning for all children when they, for example:*'

To gather more information on how you might plan and act, you can review the principles and practices. You can research information about the approved learning frameworks at: aspirelr.link/approved-learning-frameworks.

The following, from the EYLF, shows how educators promote learning within a sub-outcome.

OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

Sub-outcome: Children become strong in their physical learning and wellbeing.

Educators promote this learning when they, for example:

- plan for and participate in energetic physical activity with children, including dance, drama, fundamental movement skills and games
- draw on diverse family and community experiences and expertise to include familiar games and physical activities in play
- use physically active play and games as opportunities for children to develop friendships and turn-taking skills
- provide well-planned and challenging outdoor environments that encourage risk-taking and risky play experiences
- are aware of and address personal preferences that may unintentionally impact best practice for promoting children's physical activity and movement skills
- provide a wide range of tools and materials to resource children's fine and gross motor skills
- provide ample opportunities and resources for gross motor and movement experiences in both indoor and outdoor learning environments
- provide an environment with challenges for the abilities of children
- explore ways of incorporating knowledge of how bodies function and personal safety
- use the dramatic arts and role-play for supporting children's exploration of feelings and opinions.

Example

Planning what to do

Marsha, the educator, decides what to do next to support Lim.

Marsha checks the list of dot points under the sub-outcome '*Children become strong in their physical learning and wellbeing*'. It says the following:

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

- *provide an environment with challenges for the abilities of children.'*

Marsha implements a new experience by providing a skateboard. She will encourage Lim and the other children to try to move their bodies along using the skateboard without standing up. The skateboard will stay on the grass area and safety equipment will be provided.

Evaluating

Once you have planned future experiences and acted to implement, you will need to evaluate what happened.

This involves looking back at the reason why you developed the plan and deciding whether this worked or if something should be changed. You will do this to make sure the plan has direction and purpose.

Evaluation occurs when you reflect on, analyse and challenge the things you have done. It allows you to assess the appropriateness of your thinking according to each experience, and then use this to inform your future actions and practices.

When reflecting on plans and actions, start by asking yourself these questions:

- What worked?
- What did not work?
- Who participated?
- Who did not participate?
- Was the learning experience age-appropriate?
- How could I extend on this learning experience?
- Was the learning experience effective and enjoyable for the children?
- What feedback have I received from children, other educators, families or others?
- How does this information affect my pedagogy (teaching practices)?

Example

Evaluating and critically reflecting

This is how Marsha evaluated the learning experience she put into place for Lim.

| | |
|--|---|
| <p>1. Observe: Notice learning and record what you see.</p> | <p>Lim jumps on the bouncing board, then lays at one end and uses his arms to pull himself along the board on his tummy. At the middle, he stops and takes a big breath, then continues to pull himself to the end.</p> |
| <p>2. Assess: Analyse the information.</p> | <p>Lim has used his body in a new way. Marsha knows that Lim has learnt a new physical skill.</p> |
| <p>3. Choose a learning outcome and sub-outcome.</p> | <p>Marsha thinks the learning outcome that links to this learning is:</p> <ul style="list-style-type: none"> ➤ Outcome 3: Children have a strong sense of wellbeing. <p>Marsha thinks the best sub-outcome is:</p> <ul style="list-style-type: none"> ➤ Sub-outcome: Children become strong in their physical learning and wellbeing. |
| <p>4. Plan.</p> | <p>Provide a skateboard. Encourage Lim and the other children to try to move their bodies along using the skateboard without standing up. The skateboard will stay on the grass area and safety equipment will be provided.</p> |
| <p>5. Implement.</p> | <p>Lim tries to move his body on the skateboard using a variety of actions, including:</p> <ul style="list-style-type: none"> ➤ sitting on the skateboard and pushing with his feet ➤ laying on the skateboard and pushing with his arms ➤ kneeling on the skateboard and pushing with his arms. |
| <p>6. Evaluate and critically reflect.</p> | <p><i>What worked and why?</i></p> <p>The experience introduced new equipment (skateboard) and gave the children the opportunity to discuss their bodies, foods that impact their physical wellbeing and safety equipment. The skateboard gained lots of attention.</p> <p><i>How can I further extend children's learning?</i></p> <p>Lim discussed the safety equipment; this could lead to an enquiry into other safety equipment that is used during physical activities.</p> <p>Lim talked about how his body was working and the strength in his arms and legs. Later at lunch time, he talked about the foods he would eat and how they might make him stronger.</p> |

Evaluation and critical reflection is an ongoing process of change. It is about noticing, changing and improving, then continuing to do this. It is not just about looking at how you can do better, it is about looking at the positive skills and knowledge you have and recognising that you are valuable, then thinking about how you can improve further to build on these skills.

Evaluation involves assessing the way you do things as well as what you think about the children’s learning, development and wellbeing, then using the information you gain to improve.

Take time to reflect on what you do by identifying what is being achieved in the environment and how you can achieve more. Reflect on areas and experiences children have been working on, and on your own style of interaction, discussion methods and knowledge of the service.

The following table outlines ways to self-reflect as well as ways to reflect with others.

| Self-reflection | Reflection with others |
|---|---|
| <p>A meaningful way to identify whether you can improve your skills at planning for, entering and participating in play is to reflect on your day. You can reflect on:</p> <ul style="list-style-type: none"> ➤ whether you play or just supervise ➤ how often you play ➤ the types of experiences you participate in ➤ how you become involved ➤ if you assist other children to become involved in play ➤ if you demonstrate enjoyment in play with children ➤ if you can see how the principles, practices and learning outcomes are used. <p>This self-reflection allows you to extend your abilities so you can try something new or increase a skill you notice you could work on.</p> | <p>Other people can provide useful reflective feedback about your skills and knowledge. They can also tell you how you influence them. By giving others the opportunity to tell you about their ideas, opinions, requests or thoughts, you are meeting both their needs and your own.</p> <p>You might gather reflective feedback through general conversations and discussions, or through surveys, meetings, questionnaires or forms.</p> <p>Ways to reflect with others include:</p> <ul style="list-style-type: none"> ➤ talking to people – during visits, interviews, discussion meetings ➤ gathering feedback – through suggestions, requests, communication books and apps ➤ meetings – uninterrupted time when information can be exchanged and discussed ➤ observing and listening ➤ contacting by phone ➤ emailing ➤ using social media, such as Facebook or in-house programs or apps ➤ conducting surveys ➤ asking people to complete templates or forms. |

Example Critical reflection

Josie, an educator, reflected on her day and noted the following:

- I did well when Marcus and Pia were arguing. That made me feel more confident and I will use that strategy more often. I think this related to the Principle: Play-based learning and intentionality.
- It would be good if I asked someone else about my learning stories as sometimes I get confused about how to write them. I should read the learning framework and find out how it helps me with writing learning stories.

Josie asked her colleague to give her some feedback. Their comments were:

- Josie, you did well with Marcus and Pia today. I was ready to support you, but you were so confident and helped them to problem-solve. This really extended their learning. I agree that this relates to the Principle: Play-based learning and intentionality.
- Your learning stories are fabulous. I really enjoy reading them, and some family members have mentioned to me how they enjoy them too. Maybe get more photos to demonstrate. We all love photos. Read the learning framework Principle: Critical reflection and ongoing professional learning, and the Practice: Assessment and evaluation for learning, development and wellbeing, as they are great supports for keeping us enthusiastic.

Practice Task 5

Soren, an educator, notices a child in the vegetable garden.



1. If Soren reflected on what she saw the child doing in this image, which of the following learning outcomes and sub-outcomes would she apply? Select the correct answer.

- Outcome 3 – Sub-outcome: Children become strong in their social, emotional and mental wellbeing.
- Outcome 2 – Sub-outcome: Children become socially responsible and show respect for the environment.
- Outcome 5 – Sub-outcome: Children express ideas and make meaning using a range of media.

2. Which of the following statements demonstrates what Soren might do next (her practice) to support the child, based on her application of the correct learning outcome? Select all that apply.

- Soren now understands that she must tell the child not to touch the vegetables. He might damage the plants.
- Soren will be able to provide the child with more experiences in the garden, such as planting seeds or creating a worm farm.
- Soren might think that the child should write a story about the garden. This will help them understand how to write letters.
- Soren might ask the child if they are feeling well; they may be in the garden because they don't want to play with other children.
- Soren might watch the child during her daily practice, other experiences and routines. She might notice that he looks at other parts of the garden.

3. Which of the following statements are correct about reflection? Select yes or no for each one.

- a. Soren might ask her educational leader for advice about reflection and her use of the learning outcomes. * Yes * No
- b. When Soren asked another educator how they use reflection, she told her that she didn't need to reflect as she had worked many years in the industry and was up to date in all areas. * Yes * No
- c. Soren found out from one of the children that reflection happens when they look in the mirror and make judgments about their appearance. * Yes * No

Summary

- Focusing on the principles of the approved learning framework ensures that educators and services reflect on current practices and look for ways to improve or renew practices based on each principle.
- There are five approved learning framework learning outcomes, each with relevant sub-outcomes.
- You can develop competence in using the approved learning frameworks by reflecting on your work practices and consulting with your colleagues.
- You can clarify how the approved learning frameworks are being implemented by asking other educators or support people.
- Collaboration is about working with others to achieve common goals.

Learning Checkpoint 2

Applying a learning framework

Part A

Look at the image below, then answer the questions that follow.



1. Which of the following principles relates most closely to this image of an educator and child eating using chopsticks? Select the correct answer.
 - Secure, respectful and reciprocal relationships
 - Equity, inclusion and high expectations
 - Respect for diversity
2. Which of the following practices relates most closely to the image of an educator and child eating with chopsticks? Select the correct answer.
 - Cultural responsiveness
 - Holistic, integrated and interconnected approaches
 - Assessment and evaluation for learning, development and wellbeing

Part B

Look at the image, then answer the questions that follow.



- Which of the following principles relates most closely to this image of an educator reading with a child? Select the correct answer.
 - Partnerships
 - Secure, respectful and reciprocal relationships
 - Critical reflection and ongoing professional learning
- Which of the following practices relates most closely to the image above of an educator interacting with a child? Select the correct answer.
 - Holistic, integrated and interconnected approaches
 - Learning environments
 - Assessment and evaluation for learning, development and wellbeing

Part C

Read the case study and then answer the questions that follow.

Case study

You are welcoming a parent, Leah, whose son, Eddie (four years), is excited and talks about how they went to the beach and made sandcastles. You listen as Eddie shows you the shells he collected.

You talk to the educational leader and pass on the information about Eddie's beach trip and the shells he has. Together you discuss how you will follow up on this interest. You decide to add some shells to the sandpit, and also set up a beach area with an umbrella, picnic rug, outdoor chairs and a picnic basket.

- Which of the following principles relates most closely to the way you welcomed Leah? Select the correct answer.
 - Critical reflection and ongoing professional learning
 - Partnerships
 - Equity, inclusion and high expectations

2. Which of the following practices relates most closely to the way you welcomed Eddie? Select the correct answer.

- Play-based learning and intentionality
- Assessment and evaluation for learning, development and wellbeing
- Continuity of learning and transitions

3. Which of the following statements are correct about your actions when working with Leah, Eddie and the educational leader? Select yes or no for each one.

- a. In this scenario, you used the Principle: Partnerships to develop your own professional practice. You worked with Leah, Eddie and the educational leader to reflect, analyse and act in a meaningful way. * Yes * No
- b. You didn't need to collaborate with the educational leader about this new interest. This is not how educators use reflection and you should implement the activity yourself and take the credit for a great idea. * Yes * No
- c. By collaborating with both Eddie and Leah, you were able to gain knowledge about a new area of interest for Eddie that can be extended on and developed through the program. This demonstrates your use of the Practice: Assessment and evaluation for learning, development and wellbeing. * Yes * No
- d. This case study shows how implementing the approved learning framework helps you to positively support children's learning throughout daily practices, experiences and routines. * Yes * No
- e. This was an interesting experience to set up, but it isn't useful for any further learning opportunities. * Yes * No
- f. This experience could be linked to Outcome 2: Children are connected with and contribute to their world. * Yes * No