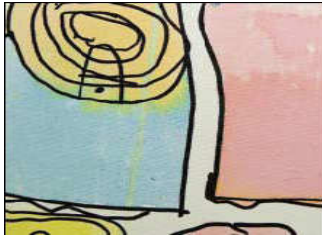


EYLF
Yarning Circle
28 July 2009

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How will life be different?

- A first for Australia - previously different approaches to curriculum in each State / Territory
- A recognition of learning in the early years by the federal govt - expanding on notions of 'care'
- Articulated outcomes and expectations for early childhood settings
- A intentional commitment toward outcomes and assessment

Some of the Challenges

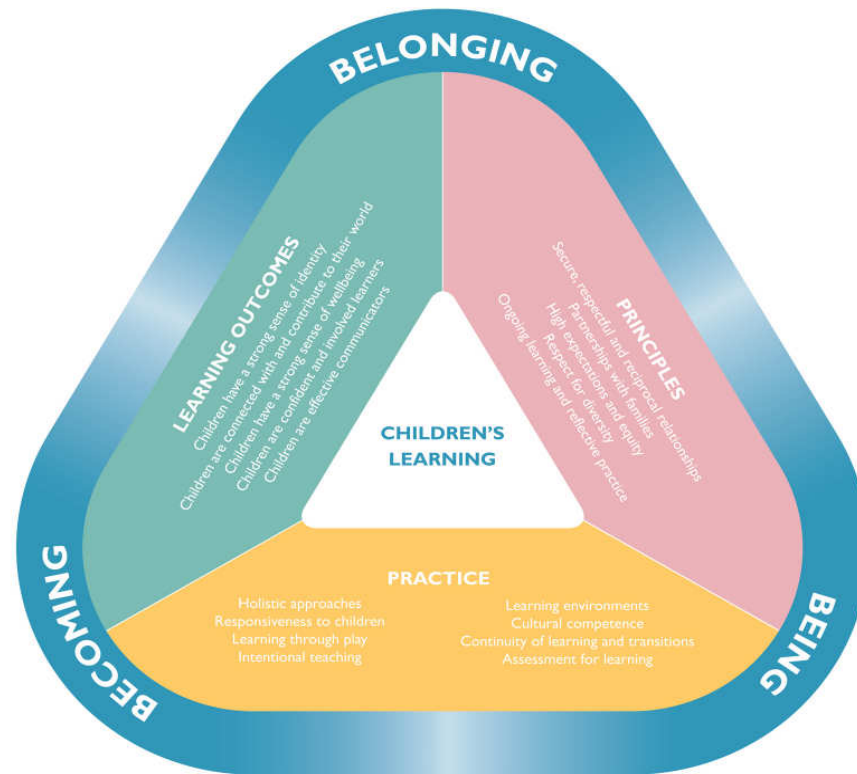
- Defining core learning outcomes - what should children be learning about in the early childhood years?
- Assessment for learning - mixed feelings about assessment
- From workers, practitioners or carers to 'educators' and 'pedagogical leadership'
- Balance-validating existing practices and changing practices to enrich learning for all children
- Multiple theoretical perspectives-why?
- EC curriculum in a post apology period of reconciliation-what does this mean?
- What child? What image of children?



What is a learning framework?

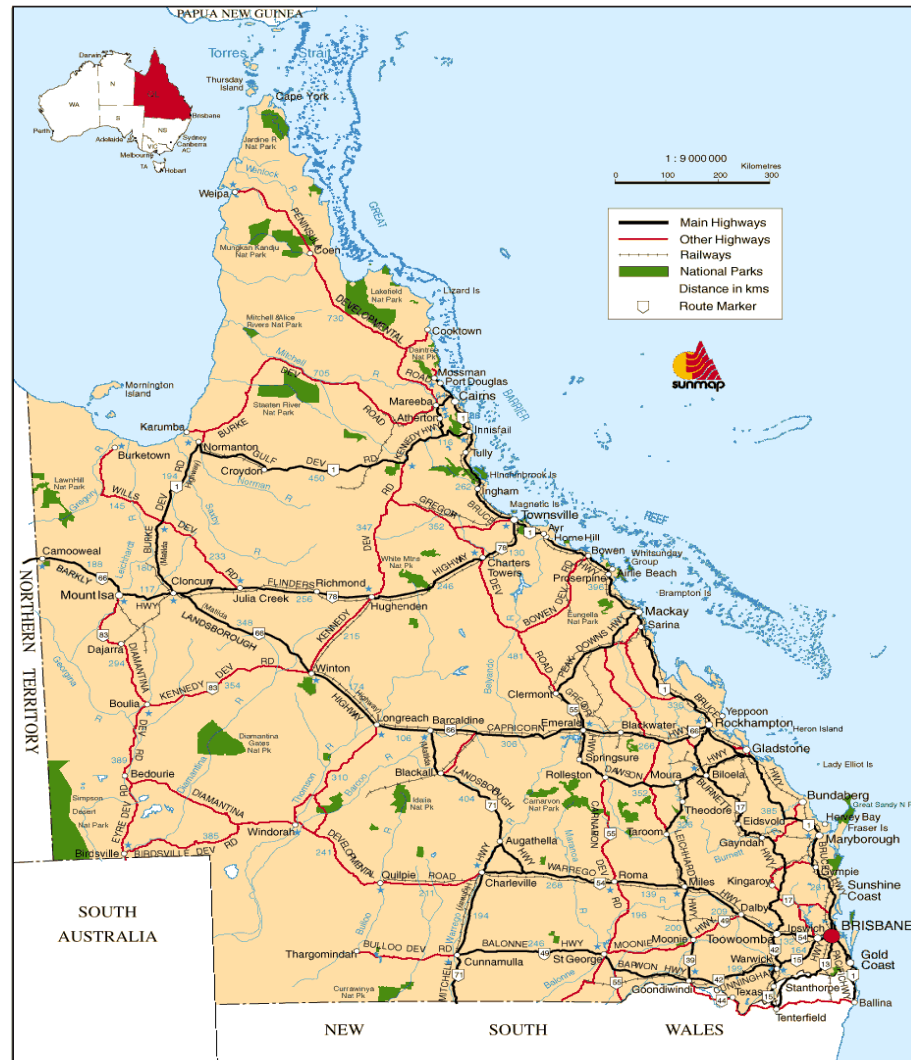
- Not a syllabus
- Not a curriculum
- **Learning framework:** a guide which provides general goals or outcomes for children's learning and how they might be attained. It also provides a scaffold to assist early childhood settings to develop their own, more detailed curriculum. (Glossary p46).

Elements of the Early years Learning Framework. (p10)



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A road map



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A GPS



Belonging , Being & Becoming

Ways of thinking about the complexity of young children's learning.

Belonging: children learn from their social contexts

Being: children are capable learners from birth and contribute to family and society - they are not merely learning to become adults

Becoming: childhood is the beginning of life with many possibilities

Belonging, Being and Becoming

- **Reflective questions**
- How might you use the concepts of *belonging*, *being* and *becoming* to communicate with families about the curriculum in your setting?
- Do children have time to just be during the day? How would you describe these experiences? Are they valuable? If so, in what ways?
- How do the concepts of *belonging*, *being* and *becoming* relate to your professional life? What possibilities do they offer for change?

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Pedagogical Principles

- Secure, respectful and reciprocal relationships
- Partnerships
- High expectations and equity
- Respect for diversity
- Ongoing learning and reflective practice



Practices

- Holistic approaches
- Responsiveness to children
- Learning through play
- Intentional teaching
- Learning environments
- Cultural Competence
- Continuity of learning and transitions
- Assessment for learning

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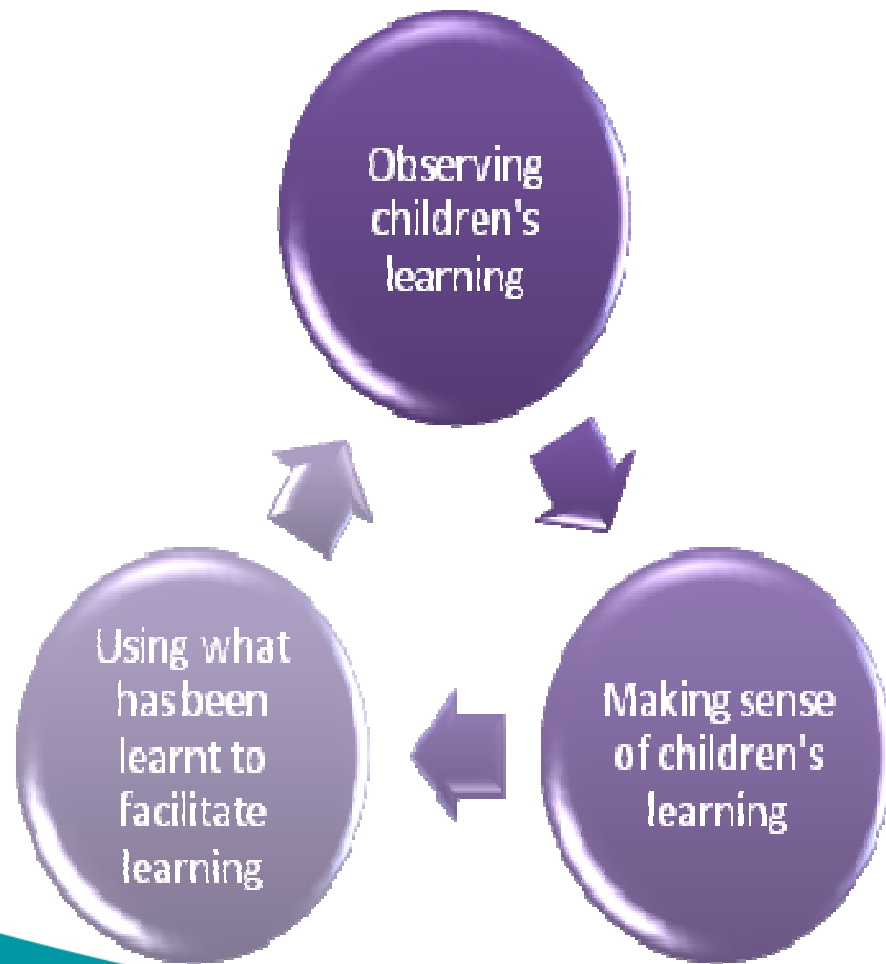


Learning Outcomes in Focus

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



Working with the learning Outcomes



OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

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

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

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

OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

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OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

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

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

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

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