Early Years Learning Framework

Connected Learning Matters

Presented by Rebecca Andrews

Sunday 16th July 2017

Network of Inquiry and Innovation NSW

15min Keynote

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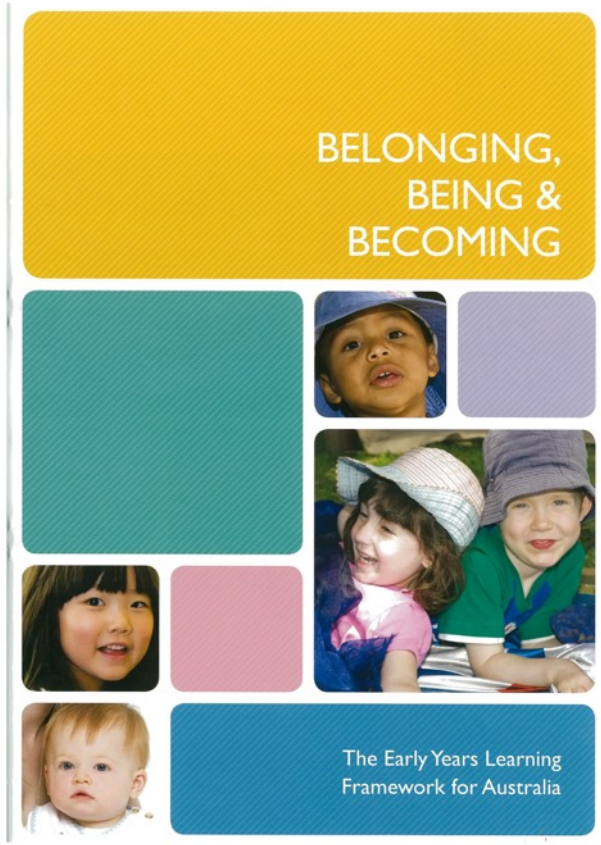
I love my job !

What is the Early Years Learning Framework?



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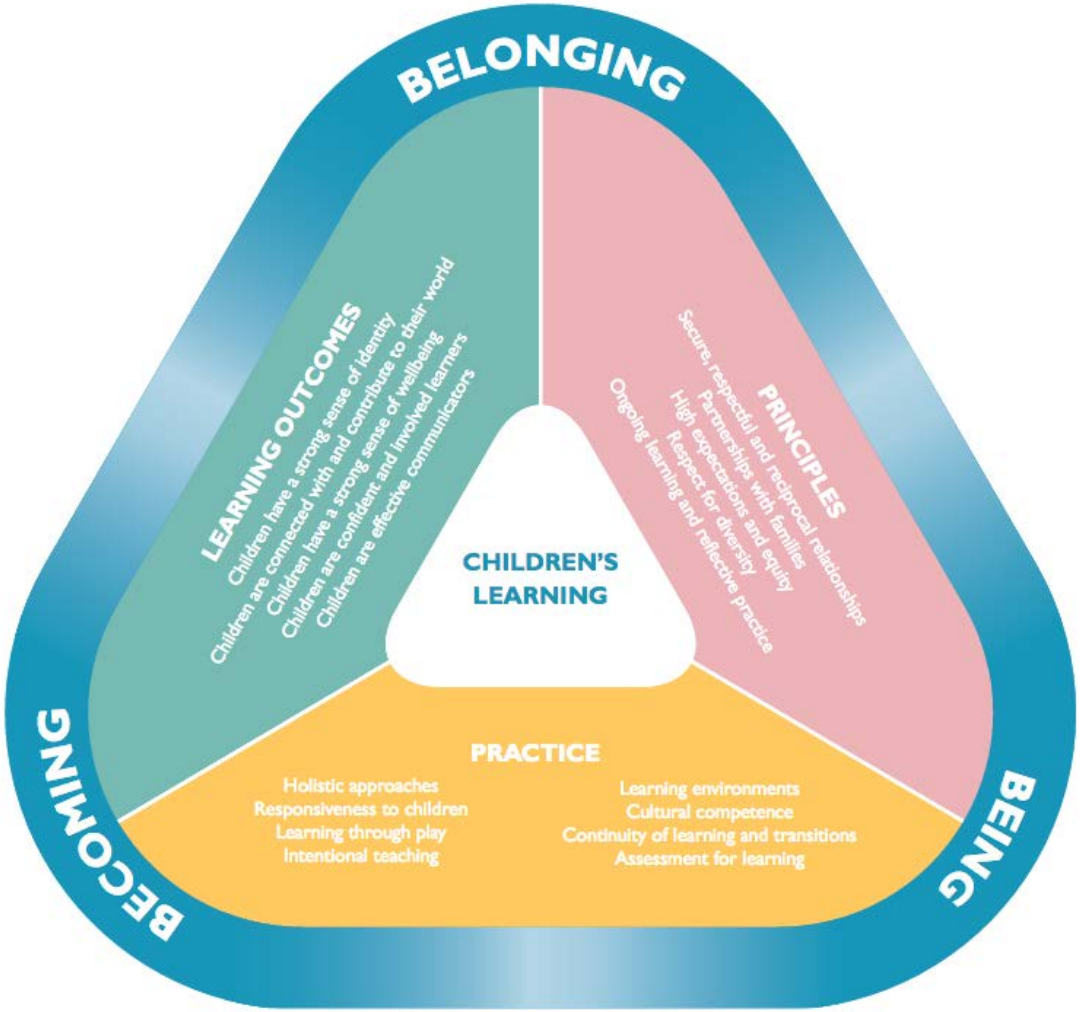
The big ideas



Belonging, being and becoming

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Principles

1. Secure, respectful and reciprocal relationships
2. Partnerships
3. High expectations and equity
4. Respect for diversity
5. Ongoing learning and reflective practices

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Practices

1. Holistic approaches
2. Responsiveness to children
3. Learning through play
4. Intentional teaching
5. Learning environments
6. Cultural competence
7. Continuity of learning and transitions
8. Assessment for learning

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EYLF's learning outcomes

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

Living the Early Years Learning Framework everyday

We strive to to develop

Capable, Competent and Creative Children

We provide an environment that develops a sense of **BELONGING**, we embrace unhurried time to enjoy **BEING** and we plan an education program that encourages all children in **BECOMING** more capable, competent and confident learners.

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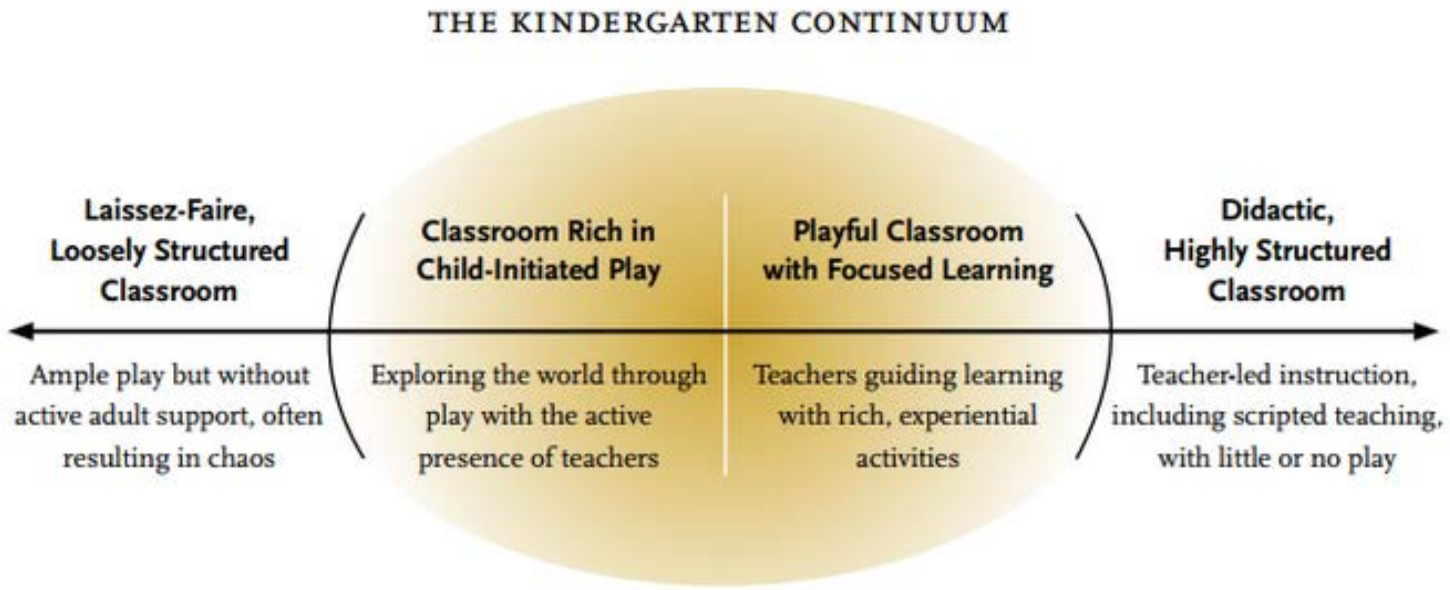
Reciprocal relationships

- Warm and responsive relationships between children and educators
- Partnerships with families
- Children as individuals
- Cultural competences

Play

At John Brotchie we **believe children learn best through well planned and well supported play. The** educators plan and resource the play environment so to develop the children's interests, strengths and emerging skills.



Play

Characteristics of play:

- Pleasurable
- Symbolic
- Active
- Voluntary
- Process oriented
- Self motivating

Intentional Teaching

EYLF clearly defines Intentional Teaching as

“being deliberate, purposeful and thoughtful in our decisions and actions.”

Intentional teaching can mean

- Explicit
- Planned or spontaneous
- Can happen at anytime of the day
- Flexible and responsive to children
- Documented and informs future plans
- Setting up and resourcing the learning environment

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Learning Environments

- Aesthetically pleasing
- Well resourced and encourage agency and supports differentiation
- Supports the intentional teaching objectives
- A balanced curriculum
- Temporal environment – unhurried time

Unhurried time

A sense of BEING!

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