



# THE EYLF 2.0

*What's changed & what does this mean for us?*

# Welcome to today's session

Hi & thanks for accessing this session

My name is Kirsty Fantini & I am the owner of Early Years Training & Consultancy. I have been working in the industry for over 24 years as an educator, trainer & assessor & mentor

I look forward to our session today 😊





# Acknowledgment

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I would like to acknowledge the traditional custodians of the land we meet on today and pay my respects to Elders both past, present and future. I would also like to pay respects to all Aboriginal & Torres Strait Islander people present

# Our Agenda

The key changes

Unpack each area- what does this mean for us?

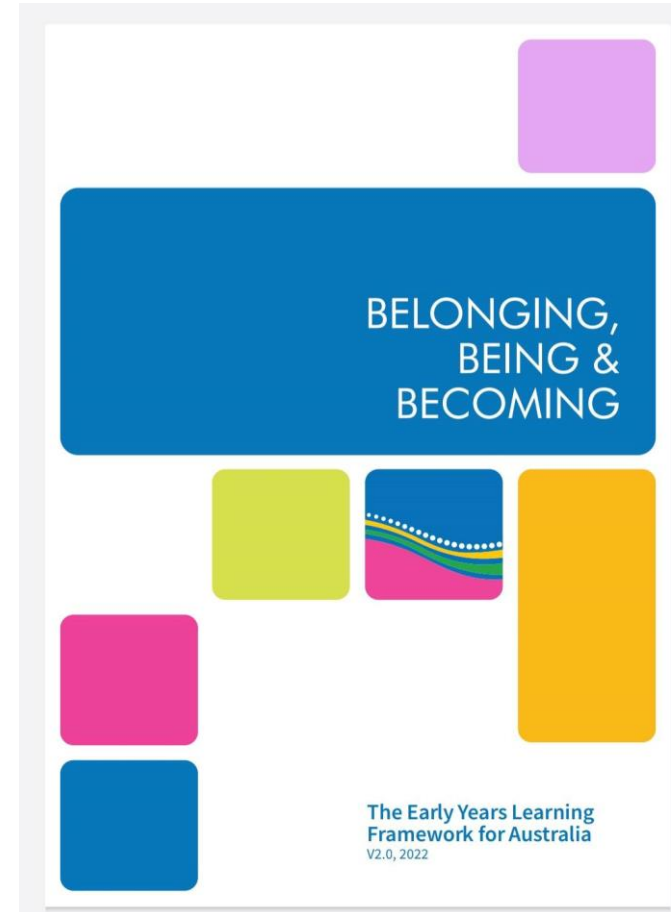
Final Reflections

# The key changes?

Besides the front cover, version control and the elements of the Framework diagram.... We have some important differences including:

\* **stronger connection between the frameworks and the National Quality Standard in areas such as:**

- transitions,
  - sustainability,
  - theoretical approaches,
  - critical reflection,
  - the importance of Aboriginal and Torres Strait Islander ways of being, knowing and doing,
  - inclusion
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- **addition of three new principles,**
  - **clarification around the planning cycle & its terminology**



# *There is some new language....*

<ul style="list-style-type: none"><li>• Active citizenship</li><li>• Active listening</li><li>• Additional needs</li><li>• Argumentation</li><li>• Assessment; Formative, summative and diagnostic assessment and screening</li><li>• Attachment relationships</li></ul>	<ul style="list-style-type: none"><li>• Children living with disability</li><li>• Citizens</li><li>• Citizenship</li><li>• Connections</li><li>• Cultural safety</li><li>• Cultural responsiveness</li><li>• Development</li><li>• Digital technology</li><li>• Engagement</li><li>• Evaluation</li><li>• <b>Executive function</b></li></ul>	<ul style="list-style-type: none"><li>• Fundamental movement skills</li><li>• <b>Funds of knowledge</b></li><li>• Growth mindset</li><li>• Intentionality</li><li>• Intercultural</li><li>• Joint attention</li><li>• Learning dispositions</li><li>• Leisure</li><li>• <b>Multimodal play</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Neurodiversity</b></li><li>• <b>Neuroscience</b></li><li>• <b>Place-based pedagogy</b></li><li>• Reconciliation</li><li>• <b>Relational pedagogy</b></li><li>• Routines</li><li>• Rituals</li></ul>	<ul style="list-style-type: none"><li>• Self -regulation</li><li>• Shared sustained thinking</li><li>• Sustainability</li><li>• Technologies</li><li>• <b>Temporal environment</b></li><li>• Theories</li><li>• Transitions</li><li>• Trauma</li><li>• Trauma informed practice</li></ul>
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# What do these terms mean?

Executive function: *cognitive processes necessary for control of one's behaviour*

Neurodiversity: *people experience & interact with the world in many diverse ways*

Funds of knowledge: *person's skills & knowledge which have been developed historically & culturally within their communities*

Neuroscience: *the study of the nervous system*

Multimodal Play: *integrates popular culture, media, digital technology to promote children's learning*

Place based pedagogy: *creating opportunities to become deeply immersed in experiencing the world around us*

Temporal environment: *management of consistent, daily structure of routines, rituals, transitions to support security*

Relational Pedagogy: *places relationships at the heart of good teaching & learning*



*Let's unpack each element*

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# The New Principles

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1. Secure, respectful and reciprocal relationships

2. Partnerships

3. Respect for diversity

4. Aboriginal and Torres Strait Is perspectives

NEW

5. Equity, inclusion and high expectations

*Changed*

6. Sustainability

NEW

7. Critical reflection and ongoing professional learning

*Changed*

8. Collaborative leadership and teamwork

NEW

## What do some key changes look like?

- *Includes relational & place-based pedagogy & importance of rituals & routines*
- *Creating culturally safe & secure environments*
- *Children are learning local, regional & national cultural knowledge & experiences of Aboriginal & Torres Strait Is people*
- *Celebrating the richness & diversity of this culture*
- *Educators think & reflect deeply about ways to embed & connect with local Indigenous communities and to country*
- *Need to teach children about the natural environment and the various types of sustainability*
- *Supporting children to become informed citizens about the world they live in*
- *Critical reflection is seen as part of our everyday practices*
- *Educators are committed to their professional development & life long learning*
- *Leadership & teamwork is seen as a collective & collaborative process to support best outcomes for children*

4. Aboriginal and Torres Strait Is perspectives **NEW**

5. Equity, inclusion and high expectations **Changed**

6. Sustainability **NEW**

7. Critical reflection and ongoing professional learning **Changed**

8. Collaborative leadership and teamwork **NEW**

# The Practices

1. Holistic, integrated & interconnected approaches

2. Responsiveness to children

3. Play-based learning & intentionality

4. Learning Environments

5. Cultural Responsiveness

6. Continuity of learning & transitions

7. Assessment & evaluation for learning, development & wellbeing.

## *What do some key changes look like?*

- practices of Learning through play and Intentional teaching have been combined to strengthen the connection between play-based learning and intentionality, promoting reflection on educator and child intentionality
- now includes the integration of popular culture, media and digital technologies adding to children's multimodal play.
- the theme of culturally safe environments is illustrated where environments are responsive to the strengths, culture, language, interests and capabilities of each child and reflect aspects of the local community
- asks educators to move beyond cultural competence to cultural responsiveness. Cultural responsiveness is characterised by respect for cultures that are not your own, ongoing self-reflection, continued learning and a commitment to improving professional practice in this area.
- knowing and building on children's funds of knowledge helps them to feel secure, confident and connected to familiar people, places, events and understandings. Children's identities are seen as changing as they move from one setting to another.
- Greater clarity & definitions. Reflects contemporary understandings of authentic and meaningful assessment approaches including children's role in assessing their own learning.

1. Holistic, integrated & interconnected approaches

2. Responsiveness to children

3. Play-based learning & intentionality

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7. Assessment & evaluation for learning, development & wellbeing.

*What do we need to change?*

Let's brainstorm...

What stands out for you as the most significant change that will affect current practices?





What about the  
Outcomes?



The Outcome

EYLF Outcome 1:  
*Children have a strong sense of identity*



The Changes

1.3 Children develop knowledgeable, confident self-identities  
*and a positive sense of self-worth*

What does this mean?

- Increased focus on children's uniqueness & self-worth
- Equitable practices and reflect contemporary perspectives of personal (gender) and social (customs & rituals) identity
- Increased awareness of Indigenous culture, ways of learning, perspectives

## The Outcome

EYLF Outcome 2:  
Children are connected to & contribute to their world



## The Changes

2.1 Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities *as active and informed citizens*

## What does this mean?

- component 1 expanded to include the idea of children as active and informed citizens
- Acknowledges children are participating in many communities, many by digital means.
- Identifies importance of digital technology & use of internet to gather, learn, share information & connect with others
- identifies a broader definition of sustainability, encompassing environmental, social and economic sustainability... as well as sees children as capable of understanding this and bringing about change



## The Outcome

EYLF Outcome 3  
Children have a strong sense of wellbeing



## The Changes

3.1 Children become strong in their social, emotional *and mental wellbeing*  
3.2 Children become strong in their physical learning and wellbeing  
3.3 Children are aware of and develop strategies to support their own mental and physical health and personal safety

## What does this mean?

- Component 2 has been split into 2 new components (now 3.2 & 3.3)
- Focus now on mental wellbeing & personal safety
- It recognises the importance of increased physical activity for overall health & wellbeing
- children's wellbeing is emphasised as playing a critical role in their learning & development
- Recognise importance for children to learn about & take responsibility for physical, emotional & mental wellbeing
- New focus on personal safety- in line with Child Safe Standards

## The Outcome

EYLF Outcome 4  
Children are confident & involved learners



## The Changes

4.1 Children develop a ***growth mindset*** and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.

4.2 Children develop a range of ***learning and thinking skills and*** processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.

## What does this mean?

- While only a few word changes above, there is considerable changes to meaning & intention- outcomes have been strengthened to contain descriptions of children's thinking, development of conceptual thinking (e.g. science and mathematics) and reinforces ideas of brain development, teaching children about how their brain works and using the language of learning to develop a growth mindset. Establishing the interrelatedness of thinking and learning.
- growth mindset, and learning dispositions are an important part of becoming an engaged learner
- Expose & support children to explore & use a range of different thinking skills to support their curiosities.

## The Outcome

EYLF Outcome 5  
Children are effective communicators



## The Changes

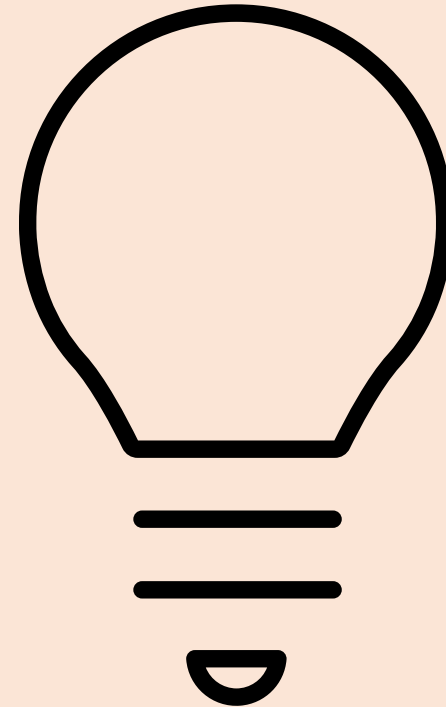
*5.5 Children use digital technologies and media to access information, investigate ideas and represent their thinking.*

## What does this mean?

- Strengthened guidance to include oral (speaking), aural (hearing), and nonoral (e.g. sign) languages, communication through the Arts, content added to describe mathematical ideas to build numeracy and mathematical thinking, a focus on children as creative, safe, and critical users of technology for learning, leisure and creative expression.
- Emphasis on engaging children in and supporting active listening
- Online safety

So, what does this mean for  
us & children?

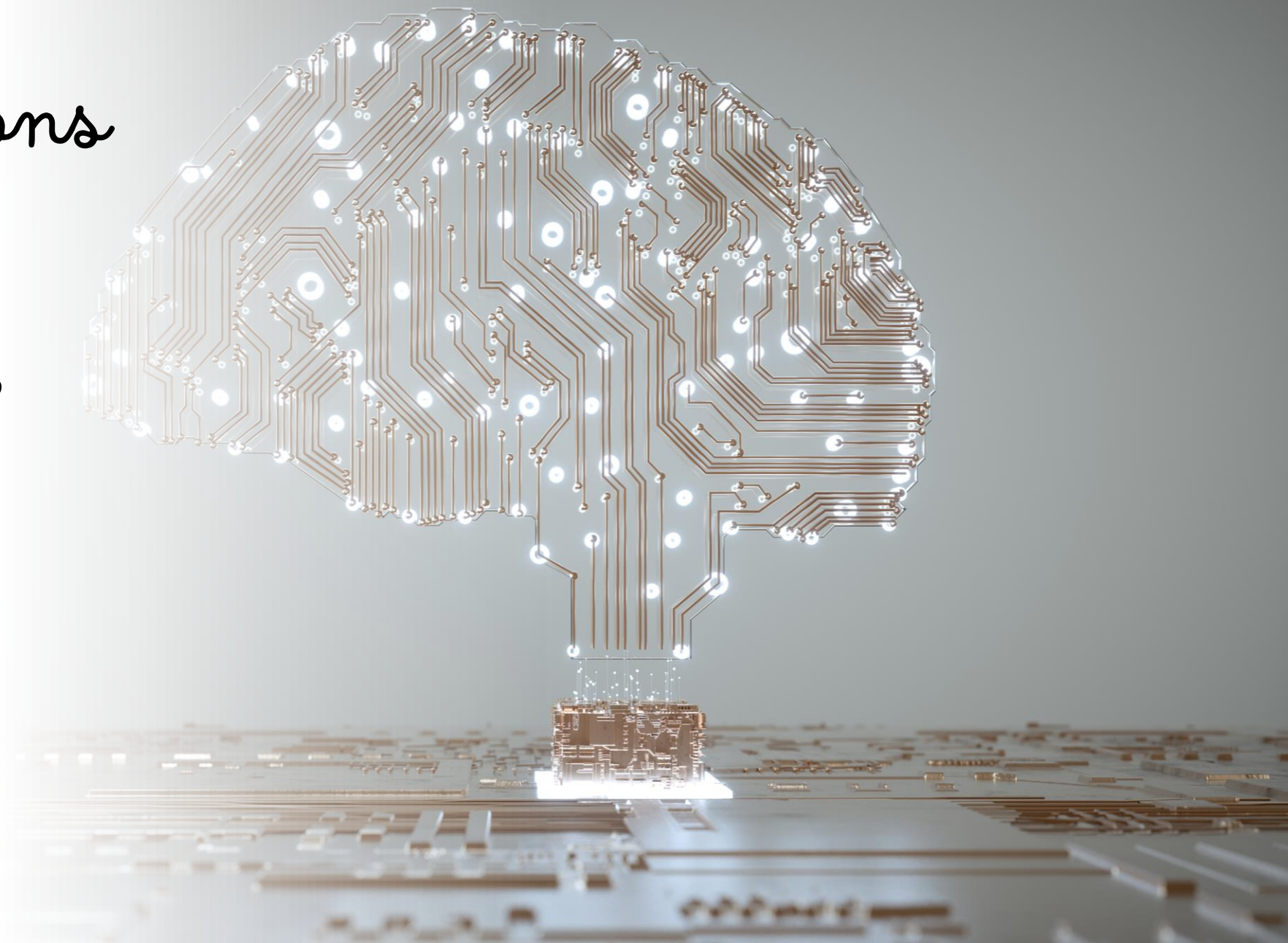
*Increased opportunities for ...*



# *Final Reflections*

*What are your thoughts?*

*Questions / Comments?*



*I hope you enjoyed today's session!*

**Love you to reach out**

**Kirsty Fantini,  
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