



2021 NATIONAL QUALITY FRAMEWORK

Family & Communities

Abridged version of the Discussion Paper



In 2020, Education Ministers commissioned an update of the Belonging, Being & Becoming: The Early Years Framework for Australia (EYLF) and My Time, Our Place: Framework for School Age Care in Australia (MTOF).

What is an Approved Learning Framework?

The Approved Learning Frameworks are the EYLF and MTOF. These Frameworks guide the way educators plan and implement learning for your child/ren in early childhood and outside school hours care services.



Why?

The ALFs have been in use for 10 years, so this update aims to ensure they:

- **reflect contemporary developments** in practice and knowledge
- **support educators** to promote the wellbeing, learning and development of each child.



Who?

A partnership of Macquarie University, Queensland University of Technology, and Edith Cowan University, is leading the project.



How?

The project has **3 stages**:

1. **Gathering feedback about the current ALFs** from a wide range of stakeholders to inform the Discussion Paper (complete),
2. **Gathering stakeholder feedback** on the Discussion Paper to inform the updates to the ALFs (August-September)
3. **Sector piloting/testing** of the draft updated ALFs (December-February)

This Discussion Paper identifies current strengths, as well as opportunities for clarification, expansion and updating to the EYLF and MTOF:



1. Updating the ALFs
2. Vision
3. Principles
4. Practices, and
5. Learning Outcomes



WHAT DID STAGE 1 FIND?

1. Updating the ALFs

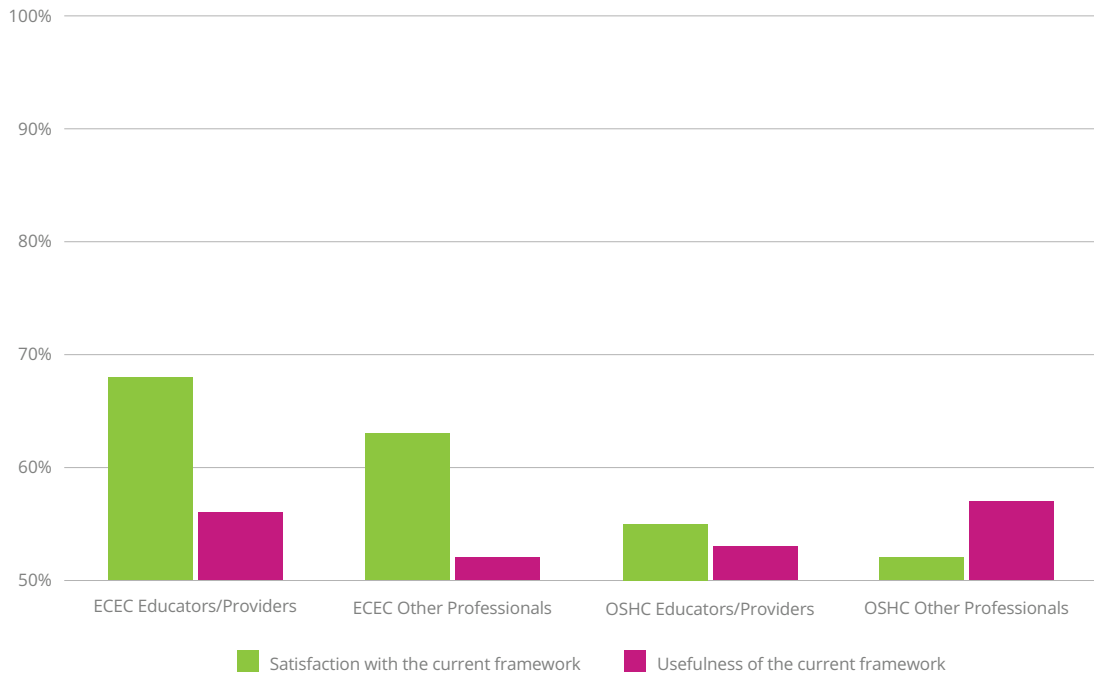


Opportunities

There was strong endorsement for the ALFs Vision, Principles, Practices and Learning Outcomes.

Satisfaction with ALFs, including usefulness means they do need updating.

GRAPH: SUPPORT FOR THE ALFS UPDATE

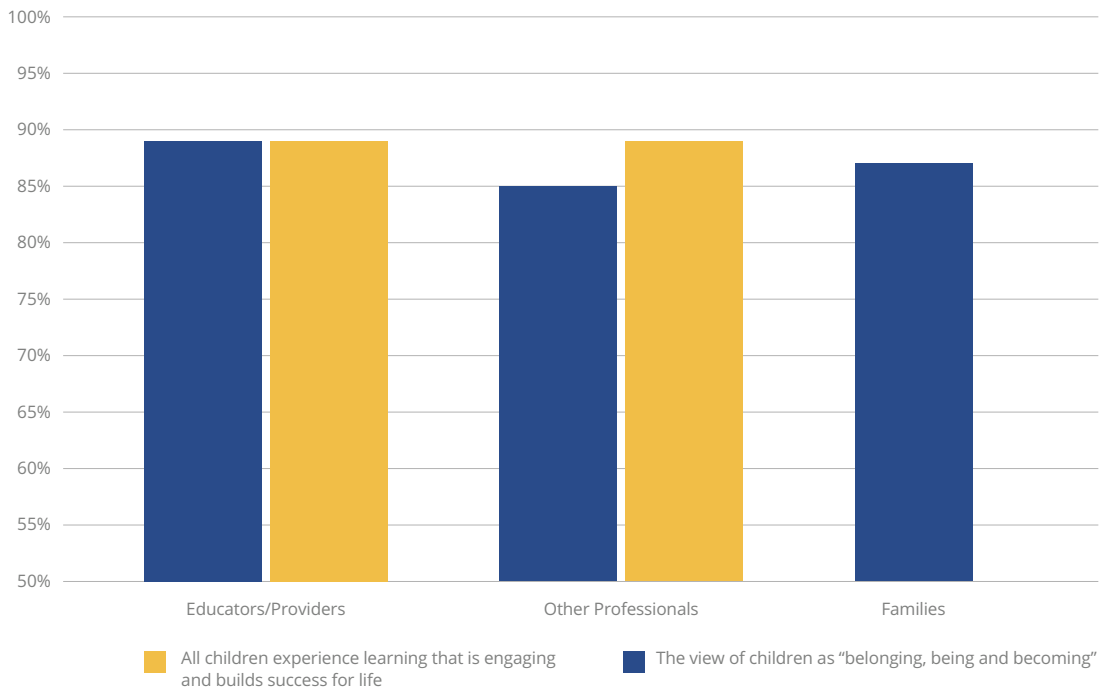




2. Vision

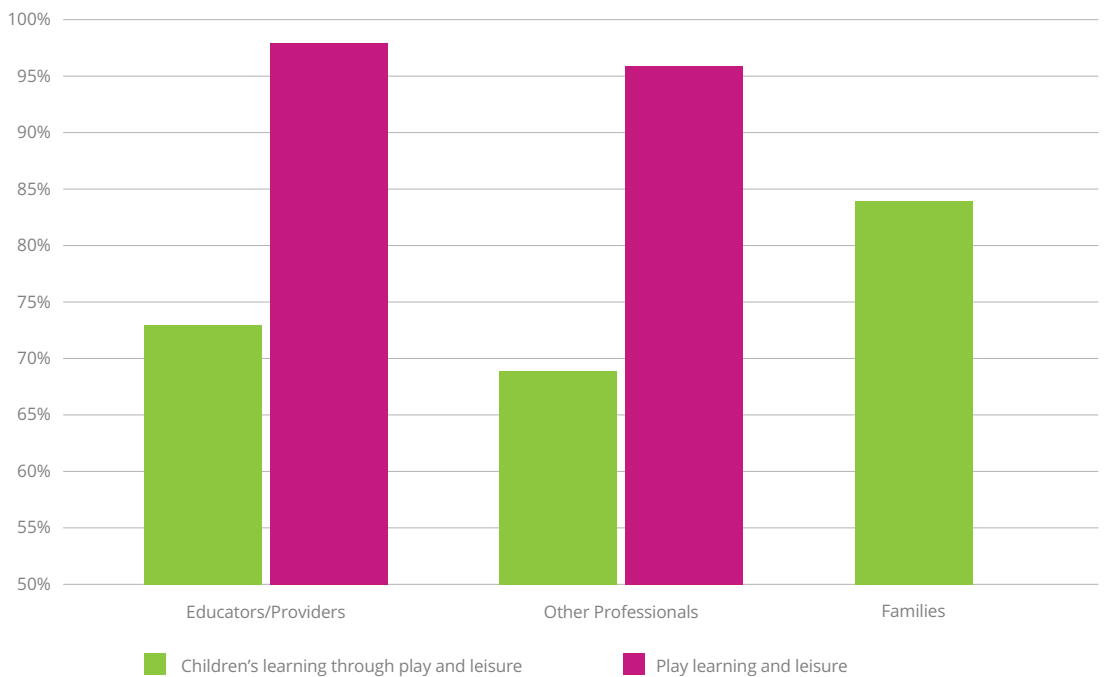
Importance of the EYLF vision.

GRAPH: ENDORSEMENT OF THE EYLF VISION



Importance of play, learning and leisure for the MTOP.

GRAPH: ENDORSEMENT OF THE MTOP VISION



2. Vision CONTINUED



Opportunities

Strengthening Aboriginal and Torres Strait Islander perspectives in both ALFs to support Reconciliation

To what extent do you agree/disagree with updating the EYLF/MTOP by:

- Expanding the EYLF and MTOP visions to recognise the role of ECEC and OSHC in advancing Reconciliation.
- Adding a principle about embedding of Aboriginal and Torres Strait Islander knowledges and perspectives in both the EYLF and MTOP.
- Making Aboriginal and Torres Strait Islanders cultures and ways of knowing more explicit in all of the learning outcomes to reflect family/community connections, connection to country, kinship systems, telling of stories (oral history), spirituality, and connecting with the extended family.

Clarify 'success for life'

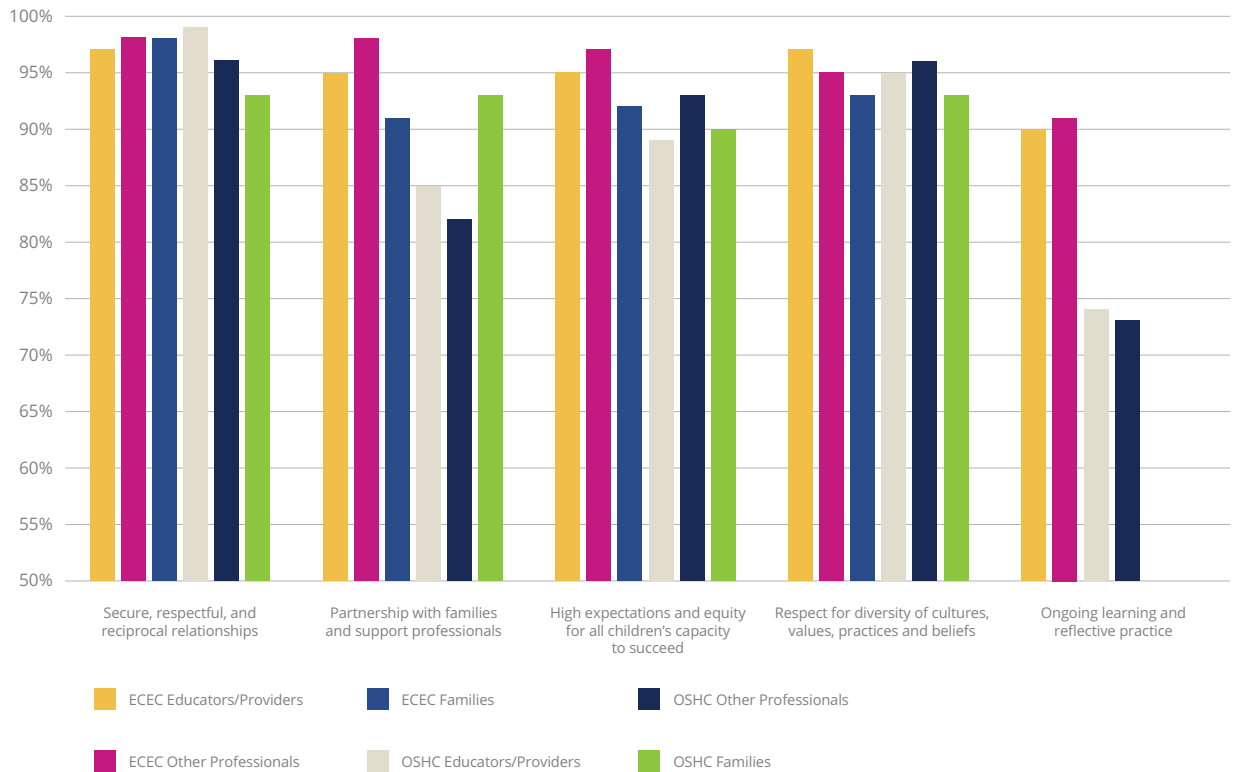
To what extent do you agree/disagree with updating the EYLF/MTOP by:

- Reconsidering the words 'success for life' in the vision and instead emphasise the vision as all children and young people become confident and creative individuals, successful lifelong learners, and active and informed members of the community.

3. Principles

Support for EYLF Principles and most MTOP Principles.

GRAPH: ALFs PRINCIPLES



Opportunities

Strengthen the importance of inclusive environments and practices for children and young people.

To what extent do you agree/disagree with updating the EYLF/MTOP by:

- Expanding the principle of high expectations and equity to reflect modern understandings of diversity and inclusion.

It's important to teach children and young people about the natural environment and how to take care of it.

To what extent do you agree/disagree with updating the EYLF/MTOP by:

- Adding a principle of sustainability to include environmental, social and economic sustainability.



3. Principles CONTINUED



Opportunities (continued)

Relationships between educators, children and young people and families are very important.

To what extent do you agree/disagree with updating the EYLF/MTOP by:

- Revising the principle of secure, respectful and reciprocal relationships to include children and young people's connections with educators and their peers to underpin learning and teaching practices.

Partnerships with professionals and schools is important.

To what extent do you agree/disagree with updating the EYLF/MTOP by:

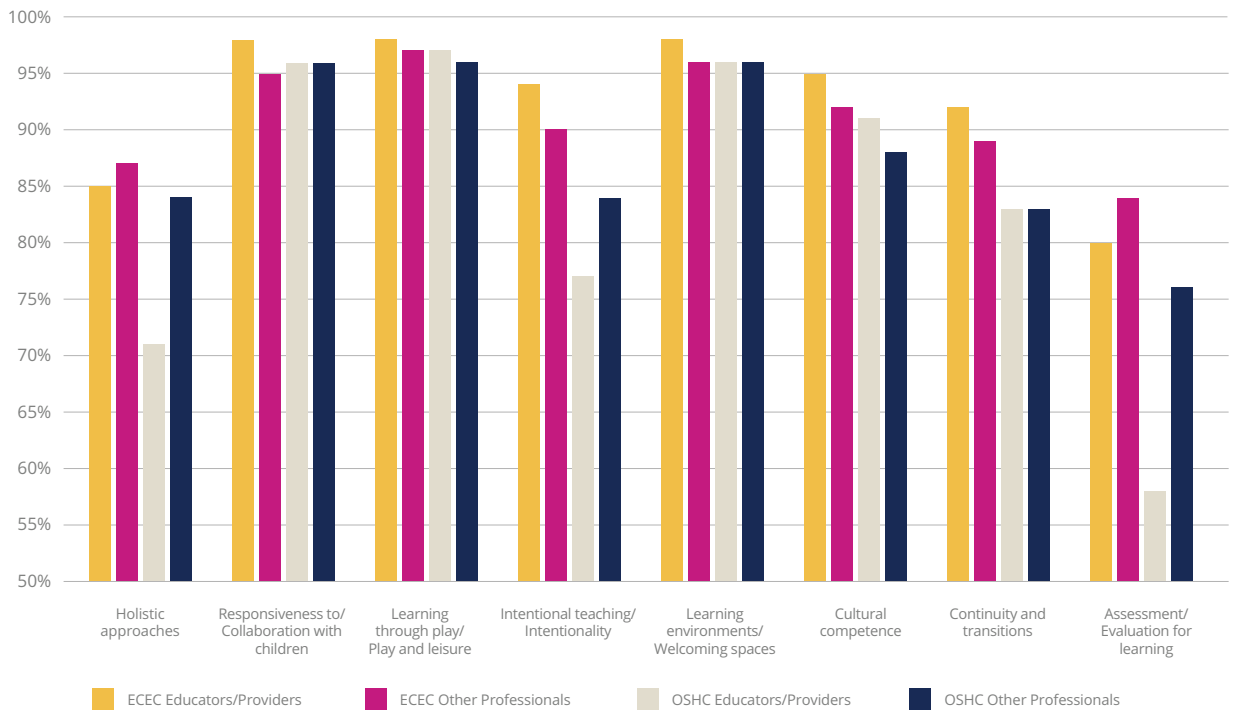
- Strengthening the principle of partnerships to include working with diverse families, culturally safe spaces, and strengthening connections with child and family professionals and school communities.



4. Practices

Support for EYLF Practices and most MTOP Practices.

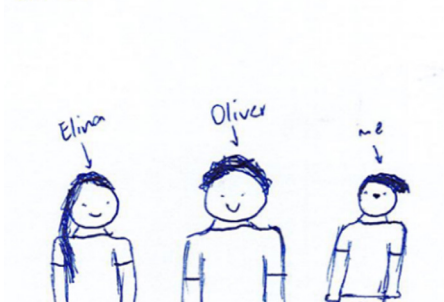
GRAPH: ALFs PRACTICES



Children and young people talked about their friendships.

What is the best thing about out of school care?

I hang out with my mates.





Opportunities

Importance of the ALFs including cultural responsiveness.

To what extent do you agree/disagree with updating the EYLF/MTOP by:

- Changing the practice of cultural competence to cultural responsiveness, which includes a genuine commitment to embedding Aboriginal and Torres Strait Islander perspectives in all aspects of service provision.

Making assessment and evaluation clearer.

To what extent do you agree/disagree with updating the EYLF/MTOP by:

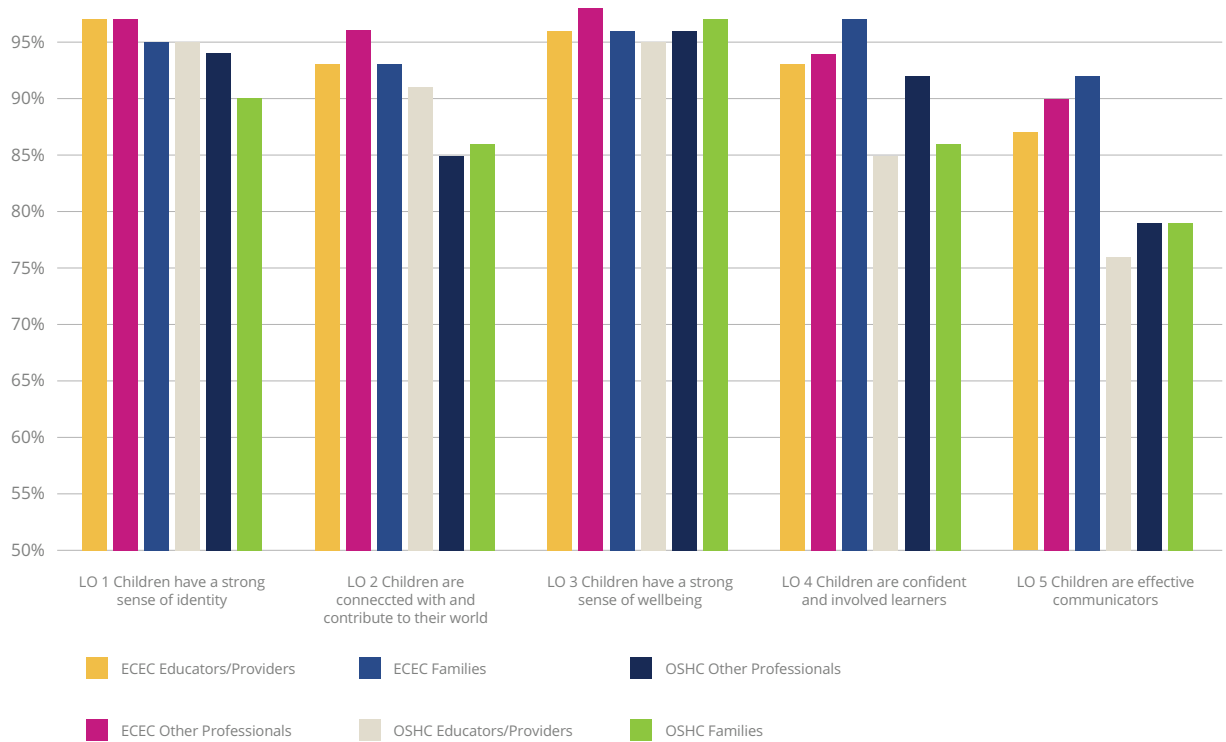
- Aligning EYLF and MTOP practices to: Assessment and evaluation for learning, development and well-being to reflect modern understandings of authentic and meaningful assessment approaches including children and young people's role in assessing their own learning.



5. Learning Outcomes

Support for the 5 learning outcomes but people said the connections between the vision, principles, practices, and learning outcomes in both ALFs could be improved.

GRAPH: ALFs LEARNING OUTCOMES



Opportunities

Outcome 1: Children have a strong sense of identity

To what extent do you agree/disagree with updating the EYLF/MTOP by:

- Expanding the guidance relating to Learning Outcome 1 to reflect contemporary perspectives of personal (e.g., gender) and social (e.g., customs and rituals) identity, and Aboriginal and Torres Strait Islander identities.

Outcome 2: Children are connected with and contribute to their world

To what extent do you agree/disagree with updating the EYLF/MTOP by:

- Strengthening concepts of sustainability in Learning Outcome 2, based on the broader definition of sustainability spanning environmental, social, and economic sustainability.



5. Learning Outcomes

CONTINUED



Opportunities (continued)

Outcome 3: Children have a strong sense of wellbeing

To what extent do you agree/disagree with updating the EYLF/MTOP by:

- Expanding the guidance relating to Learning Outcome 3 to reflect guidelines relating to children's health and wellbeing, including mental health, protective behaviours, and resilience.

Outcome 4: Children are confident and involved learners

To what extent do you agree/disagree with updating the EYLF/MTOP by:

- Strengthening the focus in Learning Outcome 4 on young people's thinking, development of conceptual thinking (e.g., science and mathematics) and reinforcing the use of the language of learning.

Outcome 5: Children are effective communicators

To what extent do you agree/disagree with updating the EYLF/MTOP by:

- Strengthening the guidance relating to Learning Outcome 5 to include oral languages, the arts, mathematical thinking and a focus on children and young people as safe and critical users of technology.

How to Have Your Say

YOU CAN ANSWER SOME
QUESTIONS IN **OUR SURVEY**

EMAIL US

YOU CAN FIND THE **FULL DISCUSSION PAPER**
ON THE ALFS UPDATE WEBSITE

REGISTER TO RECEIVE REGULAR UPDATES
ON THE PROJECT ON THE ALFS UPDATE WEBSITE
