BELONGING, BEING & BECOMING

The Early Years Learning Framework for Australia
CONTENTS

INTRODUCTION 5

A VISION FOR CHILDREN’S LEARNING 7
Elements of the Framework 9
Children’s Learning 9

EARLY CHILDHOOD PEDAGOGY 11

PRINCIPLES 12

PRACTICE 14

LEARNING OUTCOMES FOR CHILDREN BIRTH TO 5 YEARS 19
Outcome 1: Children have a strong sense of identity 20
   Children feel safe, secure, and supported 21
   Children develop their emerging autonomy, inter-dependence, resilience and sense of agency 22
   Children develop knowledgeable and confident self identities 23
   Children learn to interact in relation to others with care, empathy and respect 24
Outcome 2: Children are connected with and contribute to their world 25
   Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation 26
   Children respond to diversity with respect 27
   Children become aware of fairness 28
   Children become socially responsible and show respect for the environment 29
Outcome 3: Children have a strong sense of wellbeing 30
   Children become strong in their social and emotional wellbeing 31
   Children take increasing responsibility for their own health and physical wellbeing 32
Outcome 4: Children are confident and involved learners 33
   Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity 34
   Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating 35
   Children transfer and adapt what they have learned from one context to another 36
   Children resource their own learning through connecting with people, place, technologies and natural and processed materials 37
Outcome 5: Children are effective communicators 38
- Children interact verbally and non-verbally with others for a range of purposes 40
- Children engage with a range of texts and gain meaning from these texts 41
- Children express ideas and make meaning using a range of media 42
- Children begin to understand how symbols and pattern systems work 43
- Children use information and communication technologies to access information, investigate ideas and represent their thinking 44

GLOSSARY OF TERMS 45

BIBLIOGRAPHY 47
This is Australia's first national Early Years Learning Framework for early childhood educators. The aim of this document is to extend and enrich children's learning from birth to five years and through the transition to school.

The Council of Australian Governments has developed this Framework to assist educators to provide young children with opportunities to maximise their potential and develop a foundation for future success in learning. In this way, the Early Years Learning Framework (the Framework) will contribute to realising the Council of Australian Governments' vision that:

“All children have the best start in life to create a better future for themselves and for the nation.”

The Framework draws on conclusive international evidence that early childhood is a vital period in children's learning and development. It has been developed with considerable input from the early childhood sector, early childhood academics and the Australian and State and Territory Governments.

The Framework forms the foundation for ensuring that children in all early childhood education and care settings experience quality teaching and learning. It has a specific emphasis on play-based learning and recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development. The Framework has been designed for use by early childhood educators working in partnership with families, children’s first and most influential educators.

Early childhood educators guided by the Framework will reinforce in their daily practice the principles laid out in the United Nations Convention on the Rights of the Child (the Convention). The Convention states that all children have the right to an education that lays a foundation for the rest of their lives, maximises their ability, and respects their family, cultural and other identities and languages. The Convention also recognises children's right to play and be active participants in all matters affecting their lives.

This document may complement, supplement or replace individual State and Territory frameworks. The exact relationship will be determined by each jurisdiction.

More broadly, the Framework supports Goal 2 of the Melbourne Declaration on Education Goals for Young Australians, that:

All young Australians become:
- Successful learners
- Confident and creative individuals
- Active and informed citizens.

---

1 Investing in the Early Years - a National Early Childhood Development Strategy, Council of Australian Governments
The Melbourne Declaration also commits to improved outcomes for Aboriginal and Torres Strait Islander young people and strengthening early childhood education.

The Council of Australian Governments is committed to closing the gap in educational achievement between Indigenous and non-Indigenous Australians within a decade. Early childhood education has a critical role to play in delivering this outcome.

Recognising this, a specific document that provides educators with additional guidance on ensuring cultural security for Aboriginal and Torres Strait Islander children and their families will be developed and made available to educators.

Over time additional resources may be developed to support the application of this Framework.

---

**Children:**
refers to babies, toddlers and three to five year olds, unless otherwise stated.

**Play-based learning:**
a context for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations.

---