



ARMSU

Introduction to EYLF

The Early Years Learning Framework

A Resource Sheet for SA Aboriginal children's services



The Indigenous Professional Support Units (IPSU) across Australia are working with Aboriginal and Torres Strait Islander services to help them get to know about and learn to use the EYLF.

In South Australia this has currently occurred through training at the Aboriginal Children's Services Meetings. In moving the EYLF forward, ARMSU would like to unpack the framework and look at practical ways to implement Belonging, Being and Becoming.

To do this, it would be fantastic to have some feedback on ways in which your service is implementing EYLF. This may involve an article and/or photos of the EYLF in action in your service. You may want to tell us about what you are doing and we can write it up for a newsletter or information sheet so that other services can share, understand and learn from your experiences.

We can also visit your service and/ or you can visit us, and we can work together in understanding and implementing Belonging, Being and Becoming. We can then utilise what we learn and share through photos and anecdotes with the other services.

Together we can explore, understand and implement the EYLF to ensure that the children attending our Aboriginal Services have the best possible start in life, creating a wonderful future for them and their children.

To start with, let's unpack some of the terminology used in the EYLF.

Educators: The use of the term educators includes all people who work with children in your service. This includes teachers, unqualified and qualified staff.

Pedagogy: This is a word that is used to describe your professional practice in building and nurturing relationships, curriculum decision making, teaching and learning as an early childhood educator.

Yorganop, the WA IPSU, states: "To do our job well as Early Childhood Educators we need to know about how children develop, what things help them in their learning and growing journey. We also need to tune in to the things that are important to the individual children we are working with. We need to take time to be with them, to watch and to wonder with them and to celebrate their successes. When we do all of this we are using our teaching toolbox—our Pedagogy."

Curriculum: means all the experiences, interactions, activities, routines, events planned and unplanned which

occur in your service that fosters children's learning and development.

Scaffold: Is a term that is used to describe how we as educators, build on the existing knowledge and skills of children. All children including newborns have knowledge and skills and it is our role as educators to enhance, extend and build on that knowledge.

For example, when my grandson was six months old, we played a catch the ball game together. With Emmanuel on my lap, I gently threw the ball into his chest without letting go of it. His existing knowledge or skill of reflex was to wrap his closed fists around the ball. We laughed and praised him.

The next time I threw it to him he was ready for it and anticipated the ball coming to his chest and moved his arms out to catch it. As the game went on he slowly released his fist and by the end of the game was placing his palm and fingers around the ball. The next day when we played, he anticipated the ball and grabbed it with an open hand, fingers holding the ball.

What a wonderful scaffold of learning experiences and it was great fun!

So let's get together and explore the EYLF!

Leanne Graham

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