



Principles, Practice and Outcomes

The Early Years Learning Framework

A Resource Sheet for SA Aboriginal children's services

The Early Years Learning Framework has three Elements: Principles, Practice and Outcomes. They help us to think about our work with children, to plan our programs for children and guide how we work with kids, families and communities.

Principles

Principles are about beliefs and values. The things we believe, our ideas and attitudes are important because what we believe affects what we do. The EYLF gives us principles to guide us in our work. They are like the natural materials used to weave a basket.

They talk about how children need to have strong positive relationships with carers, about respecting and working with families and cultures and giving all kids a chance to do well. We need to keep learning, thinking and talking to each other about what works and what we can do better for kids.



The grasses we select to make baskets make a difference. In the same way, the *Principles* that guide our work with children make a difference.

Practice

Practice is how we put our Principles into action. It's about how we work with kids, families and communities. On their own, the Principles cannot make a difference just as the grasses cannot become a basket without someone to weave them. Someone with the right skills and knowledge is needed.

The EYLF talks about our 'repertoire of pedagogical practices'. This is another way of saying that we all have our teaching toolkit, our skills and knowledge, that we use to help kids learn.

Some of the important Practices in the EYLF include understanding, valuing and working with kids' interests, their skills and their culture.

When we make baskets we put our basket making skills or Practice to work.

When we work with kids we help them to want to learn because they feel strong and able to do so. We put our early childhood teaching skills into Practice.

Outcomes

When you put the grasses and the weaver together, the outcome could be a basket. The better the grasses and the more skilled the weaver, the better the outcome (the basket) will be.

The Learning Outcomes are the good things we want for kids, like feeling strong in themselves, being good learners, and being able to share and care for each other. Each of the five Learning Outcomes in the EYLF has extra points with more detailed outcomes. Here is a brief introduction to the 5 Learning Outcomes. For more detail check the EYLF Book.

OUTCOME 1: Children have a strong sense of identity

Strong and secure relationships with caregivers help children feel safe, secure and supported. When children trust the world and feel safe to explore, they learn more about the world and themselves.

This stretchy red tunnel in the safe hands of a caregiver from the West Pilbara Mobile Playgroup gives small children the opportunity to test their courage in a controlled way.

Think about how your program builds strong trusting relationships between carers and children; families and your service; children and children. What more could you do?



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

Aboriginal and Torres Strait Islander children need to feel connected to the world of their families and communities when they are in our services. It helps them to develop a sense of belonging and comfort in their environments.

Learning to dig a traditional well to get water is one way this Kimberley playgroup offers children the opportunity to connect with their culture and along the way they are learning about the importance of water and how to help others to get it too.

What do you do in your service to help children connect to their world and to help others?



OUTCOME 3: Children have a strong sense of wellbeing

Children need lots of help and encouragement to learn the skills to look after themselves. Simple things like learning about the importance of hand washing, how to do it well and at the right times, helps children take control of their own health and wellbeing.

Some centres have made their own hand washing posters to show the important skills of hand washing. They used photos of children from their own service because it is much more motivating than pictures of people they don't know.

What do you do to help children develop a strong sense of well being? What more could you do?

OUTCOME 4: Children are confident and involved learners

Confident and involved learners get very busy with their own work; they concentrate hard and don't think about other things.

This young child is totally involved in creating a motorbike out of playdough! Open ended resources like playdough let children explore their interests and ideas and solve problems. Add shells, nuts, small animals, blocks or other things to extend children's play and challenge them to develop new ideas.



How is your program helping children explore, develop ideas, be creative and involved in learning? What else could you do?

OUTCOME 5: Children are effective communicators

Children communicate in lots of ways, not just with words. Babies can't talk but they are great communicators! They use their body, face and voice to communicate. Older children can use dance, music, words, art and much more to tell us what they think and feel, to plan and to play.

These children from a MACS in Adelaide are communicating their ideas to tell a story of the lizards in the sand. They are talking and listening, using voice, action and body language to decide who does what and what goes where.



Children need adults to respect their efforts to communicate and offer them many opportunities to build their communication. What is your service doing to support children's communication skills?

What more could you do?

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