BELONGING, BEING & BECOMING

The Early Years Learning Framework for Australia V2.0



This document summarises the updates to *Belonging, Being & Becoming: The Early Years Learning Framework for Australia* (EYLF) and provides an explanation for the changes.

The original EYLF was developed prior to, and formally introduced with, the commencement of the National Quality Framework (NQF) in 2012.

The original EYLF has been integral to the success of the NQF for over a decade and is internationally recognised as an exemplar of a high-quality early learning curriculum. The purpose of this update was to ensure the EYLF continues to reflect contemporary developments in practice and knowledge, while supporting all educators to promote the learning, development, and wellbeing of each child.

Overview

A national consortium led by a partnership between Macquarie University, Queensland University of Technology and Edith Cowan University was engaged by ACECQA – on behalf of all governments – to lead a robust process to assess options for, and provide recommendations to, update the EYLF.

Commencing in April 2021, the process included a literature review, a comprehensive national stakeholder engagement process including surveys and other direct feedback mechanisms in response to a discussion paper, and a pilot to trial proposed updates to the EYLF in 16 education and care services across Australia.

In the context of a diverse set of sector stakeholders, a high level of consistency and agreement on the priority areas for updating the EYLF was found throughout the process.

The changes comprise a mix of clarifications and expanded explanations across elements of the original EYLF, and a smaller number of more substantial changes, including the addition of three new principles and updated practices across all relevant aspects of the *EYLF (V2.0)*.

While some practices around the five Learning Outcomes - required by the National Regulations (regulation 73) and reflected in the *EYLF (V2.0)* - have been updated, the Outcomes themselves are still considered fit for purpose and remain as per what is prescribed in the National Regulations.

In particular, the updates strengthen the connection between the *EYLF (V2.0)* 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, and inclusion.



Key updates

Key updates to the *EYLF (V2.0)* include:

- Strengthening Aboriginal and Torres Strait Islander perspectives throughout the frameworks including the vision, principles, practices and outcomes
- Strengthening the link between the vision and planning cycle
- Strengthening the principle of ongoing learning and reflective practice
- Introducing a new principle promoting collaborative leadership
- Introducing a new sustainability principle
- Strengthening the principle of high expectations and equity
- Updating the principle of secure, respectful and reciprocal relationships to include relational pedagogy
- Strengthening partnerships to include other professionals
- Clarifying the meaning of holistic approaches
- Strengthening the connection between play-based learning and intentionality
- Replacing cultural competence with cultural responsiveness
- Aligning assessment and evaluation for learning development and wellbeing
- Expanding and strengthening guidance to support the Learning Outcomes

The tables below outline the key changes and explain why they have been included.

The *EYLF V2.0* is available on the ACECQA website. As additional national supporting material is developed by governments and ACECQA to support providers and their services, it will be made available on the ACECQA website.



Summary of content revisions to *Belonging, Being and Becoming: The Early Years Learning Framework for Australia V2.0*

Original EYLF	Key updates	Rationale for the updates
Introduction		
	• Introduction updated to reflect that this is V2.0 of the original EYLF and incorporate elements of the Terms of Reference that guided the update process and are now reflected across the learning framework.	
A vision for children's learning		
All children experience learning that is engaging and builds success for life.	• Vision expanded to emphasise all children as successful life-long learners and as active and informed community members with knowledge of Aboriginal and Torres Strait Islander perspectives. • Content expanded to recognise the diversity of children, their families and communities, and the opportunities diversity brings to know more about the world.	• Recognises the role of ECEC in advancing children's engagement in Reconciliation, respect, and recognition of the world's oldest continuous living culture. • Aligns with the Alice Springs (Mparntwe) Education Declaration and the Australian Curriculum supporting Aboriginal and Torres Strait Islander histories and cultures.
Belonging	• *Belonging* expanded to include local and global communities.	• Recognises contemporary understandings of childhood as children are connected beyond their local community by digital means.
Being	• *Being* expanded to add in the significance of the past as well as the present, and development of identity.	• Acknowledges that identity is influenced by past and present experiences.
Becoming	• *Becoming* expanded to include the addition of dispositions, and collaborations to enhance connections, capabilities and the participation of children as active citizens.	• Dispositions and collaborations with others are an important part of becoming an engaged learner, a contributing member of social networks and an active citizen.

Original EYLF	Key updates	Rationale for the updates
Elements of the framework		
	Content updated to: • include descriptions of relational and place-based pedagogies • strengthen the importance of children's wellbeing • highlight the importance of curriculum decision-making as a continuous cycle of planning, assessment, evaluation and critical reflection undertaken in partnership with children, families, colleagues and other professionals.	• Educators know that children's learning, development, and wellbeing takes place in a nest of relationships and that context is important when developing child centred curriculum. • Children's learning and development is affected by wellbeing. • Educator's effective curriculum decision-making is a continuous cycle where planning, implementation and assessment of learning and evaluation of professional practice with critical reflection is key. Within this cycle, educators gather information from children and their families that assist in strengthening partnerships. Children and families also have a role in providing feedback used to develop quality curriculum.
Children's learning		
	• Content on play-based learning expanded to provide greater clarity on how play-based learning connects to and amplifies children's learning, development, and wellbeing. • This section has been strengthened through the inclusion of clearer and contemporary descriptions of play-based learning in the early years, recognising play as a context and process for learning and teaching. • Concepts of resilience, growth mindset and multimodal play have been added.	• The development of resilience and a growth mindset in learning are described in ways that assist educators with contemporary understandings of the amplification of children's learning, development, and wellbeing. • Multimodal play is also used as a contemporary way to describe children's play.
Elements of the Early Years Learning Framework		
	• Diagram updated to reflect the new Principles, Practices and Outcomes.	• This reflects the changes made in the framework.

Original EYLF	Key updates	Rationale for the updates
Early Childhood Pedagogy		
Strengthening the link between the vision and the planning cycle	• Planning cycle updated to include detail on planning for learning that addresses the importance of, and explains the continuous cycle of: » Observe / Listen / Collect » Assess / Analyse / Interpret Learning » Plan / Design » Implement / Enact » Evaluate / Critically Reflect	• Planning for learning is a continuous cycle that involves planning, implementation, critical reflection, assessment and evaluation. High quality programs have a strategic and reflective approach to planning for learning. The updated planning cycle demonstrates the importance of planning in the EYLF to better inform and support practice and the assessment of children's learning, development, and wellbeing in ECEC.
Principles		
• Secure, respectful and reciprocal relationships • Partnerships • High expectations and equity • Respect for diversity • Ongoing learning and reflective practice	• Expanded to include three new principles, reordered and numbering removed to clarify that they are not listed in order of priority. • The Principles are: » Secure, respectful and reciprocal relationships » Partnerships » Respect for diversity » Aboriginal and Torres Strait Islander perspectives – NEW » Equity, inclusion and high expectations – RENAMED » Sustainability – NEW » Critical reflection and ongoing professional learning – RENAMED » Collaborative leadership and teamwork – NEW	• The eight principles reflect contemporary theories, perspectives and research evidence concerning children's learning, development, and wellbeing and early childhood pedagogy.
Replace with Secure, respectful and reciprocal relationships	• Principle updated to include children's experiences of positive caring relationships and interactions with educators and their peers and the role that plays in healthy brain development. • Content updated to include relational and place-based pedagogies, including the importance of valuing rituals and routines, and educators assisting children to support their own and others' wellbeing.	• Including children's connections with educators and their peers highlights the importance of relationships in ECEC and underpins learning and teaching practices. The importance of relationships between educators and children is a key theme of the EYLF. • Educators know that children's learning, development, and wellbeing takes place in a nest of relationships and that context is important when developing child centred curriculum and both are continuing themes throughout the document.

Original EYLF	Key updates	Rationale for the updates
Partnerships	• Principle strengthened to include working with diverse families, developing culturally safe spaces, and strengthening connections with child and family professionals and school communities. • Partnerships broadened to include children, other professionals, communities, including schools. • Content expanded to include: » cultural safety » educators actively encouraging children and families in decision making » forming ethical partnerships » assisting children and families with e- safety and use of media, popular culture and digital technologies » trauma-informed practice and engaging with other professionals to enhance the learning of children affected by trauma	• Acknowledging the fundamental importance of strong and effective partnerships in ECEC, this Principle has been strengthened to include working with diverse families, developing culturally safe spaces, and strengthening connections with child and family professionals and school communities. » Cultural safety is key to fostering partnerships and relationships with families. » The role of children and families in decision making is recognised. » Ethical partnerships are a central understanding in ECEC. » New understandings about the role of digital technologies, the use of media and popular culture and the role of the educator in assisting children and families with knowledge about this and e-safety is strengthened throughout the framework. » Trauma informed practice is important to understand in strengthening partnerships as well as reinforcing relational pedagogy.
Respect for diversity	• Principle expanded to provide clearer definition of respecting diversity to include valuing traditional practices, heritage and ancestral knowledge within the curriculum. For educators to build culturally safe and secure environments for all children and their families that acknowledge the histories, cultures, language, traditions, religions, spiritual beliefs, child rearing practices and lifestyle choices of families.	• Respect for diversity has contemporary understandings of valuing traditional practices, heritage and ancestral knowledge in the curriculum. The concept of cultural safety is threaded throughout the framework. Culturally safe and secure environments for children and families acknowledge the histories, cultures, language, traditions, religions, spiritual beliefs, child rearing practices and lifestyle choices of families.

Original EYLF	Key updates	Rationale for the updates
	• Aboriginal and Torres Strait Islander perspectives - New principle	• Strengthening Aboriginal and Torres Strait Islander knowledges, cultures, and perspectives throughout the EYLF is a priority, supported by the Terms of Reference, reflects the Alice Springs (Mparntwe) Education Declaration and aligns with the Australian Curriculum V9.0. • The Alice Springs Agreement (Mparntwe) Education Declaration (Education Council, 2019, p.5) describes the importance of learning that builds "on and includes local, regional and national cultural knowledge and experience of Aboriginal and Torres Strait Islander peoples and work in partnership with local communities". • Furthermore, children become active and informed members of the community who "come to understand, acknowledge and celebrate the diversity and richness of Aboriginal and Torres Strait Islander histories and cultures" (Education Council, 2019, p.8). This understanding is supported by a guiding principle of the NQF.
High expectations and equity	• Principle renamed *Equity, inclusion and high expectations*	• The expansion of this Principle includes a focus on inclusion, recognising that all children have the right to participate in quality and inclusive early childhood settings, regardless of their circumstances, strengths, gender, capabilities or diverse ways of doing and being. • There has been considerable growth in research and understanding relating to inclusive learning environments and practices for children. • Inclusion makes visible and celebrates the diversity of children's lives. The revision draws on new knowledge and evidence-based practice to strengthen inclusion in ECEC settings, whereby educators enact inclusion for all.

Original EYLF	Key updates	Rationale for the updates
	• Sustainability - New principle	• Teaching children about the natural environment and how to take care of it is central to education for sustainability but is only one part of education for sustainability. • This new principle draws on contemporary research and recognises UNESCO's definition that describes three dimensions of sustainability – environmental, social and economic sustainability – and the connections between these dimensions. • It recognises children's interest in supporting a fair and sustainable world and their role as active and informed citizens. The expanded approach aligns with sustainability in the Australian Curriculum V9.0.
Ongoing learning and reflective practice	• Principle renamed: *Critical reflection and ongoing professional learning* • Content updated to provide a clearer definition and distinction between reflection and critical reflection. • Critical reflection is described to demonstrate the process undertaken with other colleagues, children, and families. • Additional prompts have been added to support critical reflection in everyday practice. • Included educators as professionals who are committed to life-long learning and the role of professional learning to support critical reflection and practice change. • The commitment educators make to life-long learning to support critical reflection and improve practice and the role of professional learning is described.	• The expansion of this principle strengthens critical reflection as a part of everyday professional practice. • This principle focuses on critical reflection, as a critical practice to drive continuous quality improvement in ECEC.
	• Collaborative leadership and teamwork - New principle	• This principle focuses on leadership and teamwork as a collective professional activity of all educators to improve the quality of educational programs and practices and outcomes for children. The importance of effective leadership in ECEC is well documented including the relationship between effective leadership and outcomes for children. This goes beyond formal leadership positions, to include leadership principles and practices enacted by children and educators.

Original EYLF	Key updates	Rationale for the updates
Practices		
• Holistic approaches • Responsiveness to children • Learning through play • Intentional teaching • Learning environments • Cultural competence • Continuity of learning and transitions • Assessment for learning	• Practices reduced from eight to seven and some renamed: » Holistic, integrated and interconnected approaches – RENAMED » Responsiveness to children » Play-based learning and intentionality – (Learning through play and intentional teaching) – COMBINED & RENAMED » Learning Environments » Cultural responsiveness – RENAMED » Continuity and transitions	• Addressed below
Holistic approaches	• Practice renamed: *Holistic, integrated and interconnected approaches* • Clarified the meaning of holistic approaches to learning and teaching, including the connection between the vision, principles, practices, and learning outcomes in both Frameworks.	• Renaming the practice to *Holistic, integrated and interconnected* approaches reinforces holistic approaches to teaching and learning and the integrated nature of the EYLF, and the importance of educators drawing on all elements of the EYLF (Vision, Principles, Practices and Learning Outcomes) to inform their pedagogy and professional practice.
Responsiveness to children	• Content under this Principle updated to: » provide clearer definition of attuning to and responding to children's strengths, interests, capabilities and curiosity including responding to children's expertise, cultural traditions and ways of knowing spoken through the multiple languages or dialects » acknowledge educator responsiveness to children's funds of knowledge as an important basis for curriculum decision-making.	• Being attuned to children allows educators to be responsive to: » children's strengths, interests, capabilities » and curiosities » respond to children's expertise » respond to children's cultural traditions and ways of knowing spoken through the multiple languages or dialects of some children • Knowing about the knowledge and experiences children bring with them (their funds of knowledge) assists in creating child centred and relevant curriculum and optimising children's learning, development, and wellbeing.

Original EYLF	Key updates	Rationale for the updates
Learning through play	• Practice renamed: *Play-based learning and intentionality* • The 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. • Examples of educators acting with intentionality in play-based learning expanded including the integration of popular culture, media and digital technologies adding to children's multimodal play. • The idea of multimodal play and the integration of popular culture, media and digital technologies has been described.	• Renaming the practice from *Learning through play* to *Play-based learning and intentionality* and combining the practices of *Learning through play* and *Intentional teaching* reflects contemporary understandings of both child and educator intentionality and their roles in play, teaching, and learning. Intentionality is described for both adult and child. • The updated practice clarifies the expectation that educators are intentional in all aspects of their professional practice. A clear description of play-based learning as a pedagogical approach and practice has been added in ways to create a shared understanding amongst educators.
Intentional teaching	• Practice has been renamed: *Play-based learning and intentionality*. • The Practices of *Learning through play* and *Intentional teaching* have been combined to strengthen the connection between play-based learning and intentionality. • Intentionality has been described in play-based learning.	• The updated practice draws on contemporary research to outline the intentional role of the educator in play-based learning. The practice expands on strategies educators may use to engage, support and expand children's thinking and learning through play.
Learning environments	• Practice expanded to provide a clearer definition of indoor and outdoor learning environments. • Descriptions of learning environments including physical, temporal, social and trauma-informed elements. • Environments are responsive to the strengths, culture, language, interests and capabilities of each child and reflect aspects of the local community. • For Aboriginal and Torres Strait Islander families these contributions can assist in building an intercultural space where both western and traditional Aboriginal and Torres Strait Islander knowledges are shared. Opportunities for children to learn on Country recognised.	• The elements of learning environments have been included as educators are aware and use the physical, temporal (how time is used), social and intellectual elements in preparing the learning environment. • Again 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. Added to this are the contributions that Aboriginal and Torres Strait Islander families can assist in building an intercultural space where both western and traditional Aboriginal and Torres Strait Islander knowledges are shared. • Opportunities for children to learn on Country is recognised.

Original EYLF	Key updates	Rationale for the updates
Cultural responsiveness	• Practice renamed *Cultural responsiveness* • Content updated to include: » a description of cultural responsiveness and what it encompasses » examples of culturally responsive educators » educators working with children, families and members of the community to build culturally safe and secure environments.	• Renaming the practice to *Cultural responsiveness* reflects a deeper understanding of all cultures and diversity and a commitment to embedding Aboriginal and Torres Strait Islander perspectives in all areas of professional practice. • Research and thinking in this area 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.
Continuity of learning and transitions	• Principle expanded to provide clearer definition of children's individual, family and community ways of being, belonging and becoming, often called funds of knowledge. • Transitions are described as occurring everyday between routines or settings as well as bigger transitions to early childhood settings or school. • Discussion of continuity strengthened to promote greater continuity to assist positive transitions between home and the early childhood setting and school. • Using transitions and continuity to include understandings of how educators may use children and their family's funds of knowledge to strengthen this practice. It also describes children's changing identities entering a new setting and the building of new ways of knowing, being and doing in a new setting while establishing a sense of belonging.	• 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. Educators from early childhood settings and schools commit to sharing information about each child's knowledge and skills so learning can build on foundations of earlier learning. • Greater continuity across settings assists positive transitions. • This practice also includes the understanding of how professionals work together in the best interests of children by sharing knowledge so that transitions are supported and strengthened.

Original EYLF	Key updates	Rationale for the updates
Assessment for learning	• Practice renamed: *Assessment and evaluation for learning, development, and wellbeing*. • The terms assessment and evaluation have been clearly defined, so the difference between the two is more apparent. • The section on Assessment has been strengthened including describing three broad types of assessment: 1. Assessment *for children's learning*, also known as formative assessment 2. Assessment *of children's learning*, also known as summative assessment 3. Assessment *as learning* to facilitate children's awareness, contributions and appreciation of their own learning • The section on Evaluation revised to emphasise the role of educators' critical reflections and family feedback to improve aspects of practice and includes prompts to support educators to engage in assessment and evaluation of learning and teaching.	• Reflects contemporary understandings of authentic and meaningful assessment approaches including children's role in assessing their own learning. • Description of assessment strategies reflects contemporary understandings that they are inclusive, culturally and linguistically relevant, responsive to the physical, emotional, social, intellectual and regulatory capabilities of each child and acknowledge each child's abilities, strengths and competencies. In addition, it is important to use assessment strategies that promote the child's voice and contribution.
The Early Years Learning Framework Planning Cycle		
	• A new diagram *The Early Years Learning Framework Planning Cycle* has been added after Practices. • Steps have been described both intext and diagrammatically to assist educators in using the cycle. • The steps and sequences educators follow are described in a cyclic diagram under the following headings: » Observe / Listen / Collect » Assess / Analyse / Interpret Learning » Plan / Design » Implement / Enact » Evaluate / Critically Reflect	• *The Early Years Learning Framework Planning Cycle* links to the Learning Outcomes and describes the processes educators follow and how they make decisions about curriculum planning, in the moment, throughout the day and over time.

Original EYLF	Key updates	Rationale for the updates
Learning outcomes		
General • *Children have a strong sense of identity* • *Children are connected with and contribute to their world* • *Children have a strong sense of wellbeing* • *Children are confident and involved learners* • *Children are effective communicators*	• Content expanded to include the *Disability Discrimination Act* and the *Racial Discrimination Act* and the notion of making reasonable adjustments for all Learning Outcomes to ensure learning engagement for all children. • Inclusion of examples across the Learning Outcomes to integrate new principles and practices in the work of educators and in children's wellbeing, learning, and development e.g. Aboriginal and Torres Strait Islanders cultures and ways of knowing are made 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. • Provided more examples of what play and learning could look like and guidance for how educators could promote wellbeing, learning, and development to better reflect difference and diversity. • Descriptive examples added to all the Learning Outcomes.	• Detail and delineation of examples to reflect children's diverse capabilities and educators' promotion of learning, development, and wellbeing. New or refined examples of the new and updated principles and practices have been added. Opportunity has also been taken to clarify and strengthen existing examples of children's learning and educators' practices.
Learning outcome 1		
Children have a strong sense of identity • *Children feel safe, secure and supported* • *Children develop their emerging autonomy, interdependence, resilience and sense of agency* • *Children develop knowledgeable and confident identities* • *Children learn to interact in relation to others with care, empathy and respect*	• Key component 3 *Children develop knowledgeable and confident self-identities* renamed to *Children develop knowledgeable, confident self-identities and a positive sense of self worth*. • Guidance expanded across all elements to reflect the contemporary perspective of personal (e.g., gender) and social (e.g., customs and rituals) identity and diverse cultural identities including Aboriginal and Torres Strait Islanders identities.	• 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 Islanders' identities. • This Learning Outcome has been strengthened to describe the importance of identity in framing children's sense of personal self-worth, uniqueness and positive view of themselves as learners.

Original EYLF	Key updates	Rationale for the updates
Learning Outcome 2		
Children are connected with and contribute to their world • *Children develop a sense of belonging to groups and communities and understanding of the reciprocal rights and responsibilities necessary for active citizenship* • *Children respond to diversity with respect* • *Children become aware of fairness* • *Children become socially responsible and show respect for the environment*	• Learning Outcome strengthened to include notions of connections across communities where children are assisted to explore different perspectives, traditions and practices to their own. • Key component 1 expanded to include the idea of children as active and informed citizens and renamed: *Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens*. • Descriptions of digital contexts and the use of digital technologies and the internet for finding, sharing and communicating information as well as connecting with others added. • Concepts of sustainability are based on the broader definition of sustainability spanning environmental, social and economic sustainability. This includes exploration of the ties of Aboriginal and Torres Strait Islander cultures to the land and the ways in which the Traditional owners cared for and sustained the land and waterways.	• Children are participating in many communities beyond their local community, many by digital means. • Adopting a broader definition of sustainability, encompassing environmental, social and economic sustainability, recognises children as competent problem solvers, able to engage with complex problems and to enact positive change. It also aligns with the current international definition of sustainability and understandings of sustainability in the Australian Curriculum V9.0 supporting continuity of learning.

Original EYLF	Key updates	Rationale for the updates
Learning Outcome 3		
Children have a strong sense of wellbeing • *Children become strong in their social and emotional wellbeing* • *Children take increasing responsibility for their own health and physical wellbeing*	• Key components expanded from two to three. • Key component 1 expanded to include mental wellbeing. • Key component 2 *Children take increasing responsibility for their own health and physical wellbeing* split into two elements and is now: » *Children become strong in their physical learning and wellbeing* » *Children are aware of and develop strategies to support their own mental and physical health and personal safety* • Key component 3 expanded to include teaching and learning about personal safety.	• This update recognises the importance of a comprehensive approach to promote and support wellbeing, the understanding of the benefits of regular physical activity, teaching of wellbeing concepts and mental health promotion have been strengthened. • Children's wellbeing plays a critical part to their social and emotional development and therefore has been added. The importance of wellbeing in children's learning and development has been acknowledged with its inclusion in the second element. • Increasing awareness and strengthening children's responsibility for their own mental and physical health and personal safety are important features of children's continued positive learning, development, and wellbeing. • The focus on personal safety in Key component 3 responds to recommendations from the Royal Commission (and ToR) and aligns with the Australian Curriculum V9.0.

Original EYLF	Key updates	Rationale for the updates
Learning Outcome 4		
Children are confident and involved learners • *Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity* • *Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating* • *Children transfer and adapt what they have learned from one context to another* • *Children resource their own learning through connecting with people, place, technologies and natural and processed materials*	• Learning Outcome 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. • Key component 1 and 2 updated. • Key component 1 is now *Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity*. • Key component 2 is now *Children develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating*.	• Expanding this outcome to strengthen children's thinking allows the further exploration of metacognition and the language of learning. • Early childhood is a time for developing conceptual thinking as it is a platform for the later development of more complex concepts and ideas. Giving children simple explanations of how their brain works and using the language of learning assists in developing a growth mindset. • The understanding that thinking and learning are interrelated is established. • A growth mindset, and learning dispositions are an important part of becoming an engaged learner. • Providing opportunities for children to explore and develop a range of learning and thinking skills compliments children's curiosities and strengthens their learning and thinking.

Original EYLF	Key updates	Rationale for the updates
Learning Outcome 5		
Children are effective communicators • *Children interact verbally and non-verbally with others for a range of purposes* • *Children engage with a range of texts and gain meaning from these texts* • *Children express ideas and make meaning using a range of media* • *Children begin to understand how symbols and pattern systems work* • *Children use information and communication technologies to access information, investigate ideas and represent their thinking*	• Key component 5 updated to *Children use digital technologies and media to access information, investigate ideas and represent their thinking*. • Understanding the many ways that children can communicate has been included. • Mathematical thinking has been strengthened to build numeracy. • Strengthened guidance to include: » oral, aural and nonoral 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. • Strengthening of active listening and a strong foundation of oral language for literacy and learning. • Content added for the safe use of digital technologies for learning and communication.	• Promoting safe ways of using technology and nurturing critical skills to operate in the digital environment is also of growing importance. To illustrate this the continued theme of digital technologies and media is highlighted by changing the last element. • Time to talk with peers is particularly important and building oral language and vocabulary is seen as critical in the development of reading skills. So too, children need opportunities for creative expression through different methods and materials that supports all areas of learning. • Active listening and a strong foundation of oral language is critical to literacy development and learning.

Original EYLF	Key updates	Rationale for the updates
Glossary of Terms		
	• Definitions have been removed throughout the EYLF and added to the Glossary of Terms at the end. • The Glossary of Terms expanded to include: » Active citizenship » Active listening » Additional needs » Argumentation » Assessment; Formative, summative and diagnostic assessment and screening » Attachment relationships » Attuned to include Attunement » Children living with disability » Citizens » Citizenship » Collaboration » Connections » Cultural safety » Cultural responsiveness » Development » Digital technology » Engagement » Evaluation » Executive function » Fundamental movement skills » Funds of knowledge » Growth mindset » Intentionality » Intercultural » Joint attention » Learning dispositions » Leisure » Multimodal play » Neurodiversity » Neuroscience » Place-based pedagogy	• The Glossary of Terms has been expanded to either include new terms used in the framework or to update the current glossary. It reflects the ongoing professional learning of the early childhood sector and its expanding interdisciplinary knowledge base.

Original EYLF	Key updates	Rationale for the updates
	» Reconciliation » Relational pedagogy » Routines » Rituals » Self -regulation » Shared sustained thinking » Sustainability » Technologies » Temporal environment » Theories » Transitions » Trauma » Trauma informed practice	
Language and accessibility		
	• Complex ideas broken down into two or more sentences, or shortened for coherency and clarity	• The document was revised and interrogated for readability and understanding for a variety of qualifications. The expansion of the Glossary of Terms also supports and strengthens clarity and professional practice.