

# How different is EYLF?

**NQS**

Element 1.1.3 The program, including routines, is organised in ways that maximise opportunities for each child's learning.  
Element 1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

*Regs*

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**You Tube**

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## From the EYLF

**"Principle 1. Secure, respectful and reciprocal relationships.**

Educators help children to learn about their responsibilities to others, to appreciate their connectedness and interdependence as learners, and to value collaboration and teamwork." EYLF Page 13

*responsibilities to others - being accountable to somebody or for something*

*interdependence - relying on mutual assistance, support, cooperation or interaction from others*

**New Theorists -** Brofenbrenner and Vygotsky

Example of learning through relationships and interactions, and how the learning can be linked to the EYLF Learning Outcomes.



Over the past week the children and educators have been discussing the celebration of Mothers Day which was highlighted by Brady when he talked about the surprise holiday he and his father had planned for his mother.

The children discussed their Mothers Day experiences with their educator Karen. Together they brainstormed all the wonderful things they could do for their Mums to make them feel special.

Kate said: Make Mum breakfast.

Kurt said: Do the right thing to make her happy.

Lea said: Clean up my toys.

Kim said: Give her a hug.

Matt said: We can make her a beautiful card.

She asked them what they needed to make a card and together they selected cardboard, pencils, glitter, glue, scissors and sequins.

Karen suggested to the children they could make a card at preschool. They were all very enthusiastic about creating such a meaningful gift.

Karen then sat with them at the table as they began to use their creativity to design the card, and problem

continued page 2 column 1

## Old DAP ages and stages

We observed one child at a time. The relationships between the children, the educator and the community of learners were not seen as important.

We only observed the child once a month and were very focussed on a specific area i.e. emotional, cognitive, physical or language skills.

**Old outdated theorist**

Piaget



**Old outdated and incorrect practices**

The EYLF says you cannot do an observation on 1 child in one area of development. People who do "observations" are implementing an outdated practice. Instead of "observations", EYLF requires educators to undertake an 'Assessment for Learning' which is "the process of gathering and analysing information as evidence about what children know, can do and understand. It is part of an ongoing cycle of planning, documenting and evaluating children's learning." EYLF p 17.

This is done in many different ways including:

- Using inclusive strategies which consider culture, language etc to collect rich and meaningful information about learning that may come from group learning activities, spontaneous or intentional teaching and which is then
- Measured against the EYLF Learning Outcomes.
- Educators can assess development against Learning Outcomes over time.

"Such processes do not focus exclusively on the endpoints of children's learning; they give equal consideration to the 'distance-travelled' .."EYLF Page 17

If the TAFEs and RTOs are still making students do old developmental observations, they are wrong. They are wrong even if the observations have EYLF learning outcomes attached on the end. The observations do not support the stated outcome.

continued page 2 column 2

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1.1.3

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## From the EYLF

solving skills as they used the equipment with increasing confidence.

She demonstrated how to fold the cardboard, assisted in manipulating equipment and wrote quotes from the children onto scrap pieces of paper for them to copy as they dictated their words of love.

When the cards were completed Karen asked the children how they thought the cards could be delivered to their Mums. A discussion then followed about how to post the cards in the post box and an excursion to the post office followed.

The Learning Outcomes from this group activity include:

Learning Outcome 2.1 - Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

Learning Outcome 4.2 – Children develop a range of skills and processes such as problem solving

Learning Outcome 5.3 - Children express ideas and make meaning using a range of media

Learning Outcome 5.4 – Children begin to understand how symbols and pattern systems work



## Old DAP ages and stages

**XX**

For example

Johnny used his right hand to hold the pencil in a palmer grip to make vertical strokes up and down the invitation card he was creating for his mother.

Outcome 3: Children have a strong sense of wellbeing



**XX**

The centre is having a mother's day morning tea so the educators decided to place a completed invitation card on the art table with further resources of pastels coloured cardboard and writing samples for children to copy.

Johnny sat at the table with Billy and Harry and used his right hand fine motor skills using a pincer grip to write the letters and his name on the card copying the example.

Outcome 3: Children have a strong sense of wellbeing

Outcome 3 (or any of the other 4 Learning Outcomes) has nothing to do with what hand or grip they use. Most children will develop with no problems in a stimulating environment. This is biological development and in Johnny's case there is no cause for alarm with his development.

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## EYLF

Lets go bowling - Babies room



On the weekend Kirraleigh went ten pin bowling with her parents. Her mother told educators of her excitement during her first bowling experience. **Sara (educator) discussed with her mother how she would further promote this interest with a game at the centre with her peers.** Her mother smiled and said "she will really enjoy that. Thank you"

Sara encouraged Kirraleigh to go and collect the centre bowling kit speaking whilst speaking about the outing. **Kirraleigh smiled back at Sara warmly.** Once they located the set Sara pointed it and said "Look Kirraleigh, we have a bowling bowl and pins too."



Kirraleigh responded excitedly with a look of anticipation recognising the pins and relating them to her weekend experience. Sara gave her a pin to hold as they went to the playground.

Sara set up three pins a little distance in from of her and then handed her the ball. Kirraleigh got very excited and lifted the ball saying 'ooooh' relating it to express the weight of the ball. She confidently approached the pins throwing the ball toward them and knocking them over. **She celebrated her achievement by laughing with a 'cackle and clapping herself'.** Sara responded by clapping and saying 'Wow you knocked all the pins over' celebrating her achievement with her. Sara asked her 'How about we play again?'



Kirraleigh transferred and adapted her knowledge of the game by standing up the pins. Sara assisted her by moving them into position. Once the pins were standing Kirraleigh picked up the ball again with a

continued page 4 column 1

## Old DAP ages and stages

# XX

For example

Kirraleigh walked over the bowling pins, balanced whilst banding over and picked up a bowling pin using her left hand with a palmer grip.

Outcome 3: Children have a strong sense of wellbeing



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## EYLF

huge smile and a look of delight as she looked at Sara.

Kirraleigh threw the ball knocking over one pin. She picked up the pin standing it up again with Sara's assistance and then actively sought involvement by her peers by throwing( dropping) the ball to Bella seeking her involvement into the game and building upon the relationship with her.



Sara responded by inviting Bella to join the game and supported turn taking which Kirraleigh had transferred and adapted her knowledge and understanding from her Bowling experience sharing her knowledge.



Kirraleigh was able to confidently transfer and adapt her knowledge of her weekend experience into her daycare environment with her peers and educators reflecting a strong sense of belonging and relationships .

The Learning Outcomes from this activity include:

Learning Outcome 1.3 Children develop knowledgeable and confident self identities

Learning Outcome 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.

Learning Outcome 4.3 Children transfer and adapt what they have learned from one context to another.

## TASKS

What do you need to change in your practice in light of this new information?

What are you going to say to someone who doesn't understand EYLF and wants to keep outdated developmental observations?

Work with your Educational Leader to take the EYLF further by completing the sheets together in the educational leader section of the weekly tasks.