

EYLF LEARNING OUTCOMES

Educators use the Learning Outcomes to guide their planning for children's learning. In order to engage children actively in learning, educators identify children's strengths and interests, choose appropriate teaching strategies and design the learning environment. Educators carefully assess learning to inform further planning.

Educators reflect on the principles of the EYLF and plan for children's learning keeping these 5 learning outcomes in mind:

- 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



Early Years Care
FAMILY DAY CARE

What do the EYLF Learning Outcomes Mean For Your Child?



Early Years Care

For more information about the National Quality Framework or to view our Quality Improvement Plan please talk to us at any time.

Your feedback is important to us.

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LEARNING IN RELATION TO THE OUTCOMES IS INFLUENCED BY:

- each child's context, including previous experiences, culture, languages spoken, capabilities, emotional wellbeing, dispositions and learning preferences
- educators' practices and the early childhood environment
- engagement with each child's family and community
- the integration of learning across the outcomes



Educators plan for each child, small and whole groups with the context and the Learning Outcomes in mind.

1. CHILDREN HAVE A STRONG SENSE OF IDENTITY: (BY)

- (1.1) Feeling safe secure and supported.
- (1.2) Developing their emerging autonomy, inter-dependence, resilience and sense of agency
- (1.3) Developing knowledgeable, confident self-identities and a positive sense of self-worth
- (1.4) Learning to interact in relation to others with care, empathy and respect.

2. CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD: (BY)

- (2.1) Developing a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens
- (2.2) Responding to diversity with respect
- (2.3) Becoming aware of fairness
- (2.4) Becoming socially responsible and showing respect for the environment

3. CHILDREN HAVE A STRONG SENSE OF WELLBEING: (BY)

- (3.1) Becoming strong in their social and emotional and mental wellbeing
- (3.2) Becoming strong in their physical learning and wellbeing
- (3.3) Becoming aware of and developing strategies to support their own mental and physical health and personal safety

4. CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS: (BY)

- (4.1) Developing a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- (4.2) Developing a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
- (4.3) Transferring and adapting what they have learned from one context to another
- (4.4) Resourcing their own learning through connecting with people, place, technologies and natural and processed materials

5. CHILDREN ARE EFFECTIVE COMMUNICATORS: (BY)

- (5.1) Interacting verbally and non-verbally with others for a range of purposes.
- (5.2) Engaging with a range of texts and gain meaning from these texts.
- (5.3) Expressing ideas and make meaning using a range of media
- (5.4) Beginning to understand how symbols and pattern systems work.
- (5.5) Using digital technologies and media to access information, investigate ideas and represent their thinking

