

## PRINCIPLES AND PRACTICES

The Early Years Learning Framework has a structure provided by three key elements – Principles, Practices and Learning Outcomes. These help us to reflect about our work, to appropriately plan our programs for children and guide us on how we work with children, their families and our community.

### PRINCIPLE

Principles are used as a guide (principles of EYLF) to help ensure and stimulate every child's ability to learn. Principles underpin practice.

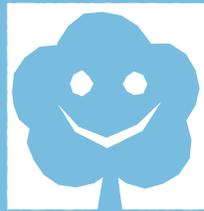
### PRACTICE

putting the principles of EYLF into action to help children learn.



Early Years Care  
FAMILY DAY CARE

## What do the principles and practices mean for your child?



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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.**

## CONTACT US

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## 8 PRINCIPLES OF THE EYLF

### 1. Secure, respectful and reciprocal relationships.

Educators who prioritise nurturing relationships through culturally safe and responsive interactions, provide children with consistent emotional support.

### 2. Partnerships.

Educators, children and families collaborate in curriculum decisions to ensure that learning experiences are meaningful. Families are the first and most influential teachers.

### 3. Respect for diversity.

Educators recognise that diversity contributes to the richness of our society and provides a valid evidence base about ways of knowing.

### 4. Aboriginal and Torres Strait Islander perspectives.

Educators think deeply and seek assistance where possible, through engaging with Aboriginal and Torres Strait Islander people, about how to embed Aboriginal and Torres Strait Islander perspectives in the philosophy of the setting, their planning and implementation of curriculum.

### 5. Equity, inclusion and high expectations.

Educators view all children as competent and capable and hold high expectations for their learning.

### 6. Sustainability

Educators recognise children's avid interest in their world, their ability to engage with concepts of sustainability and their capacity to advocate and act for positive change.

### 7. Critical reflection and ongoing professional learning

Educators continually seek ways to build their professional knowledge and skills and develop learning communities.

### 8. Collaborative leadership and teamwork

Educators engage with different ways of thinking and working to critically reflect on their practice both individually and as a team, and contribute to curriculum decisions and quality improvement plans.

## 7 PRACTICES THAT PROMOTE CHILDREN'S LEARNING

### 1. HOLISTIC, INTEGRATED AND INTERCONNECTED APPROACHES

Educators promote holistic approaches to learning and teaching.

### 2. RESPONSIVENESS TO CHILDREN

Educators are attuned to, and respond in ways that best suit, each child's strengths, capabilities and curiosity.

### 3. PLAY-BASED LEARNING AND INTENTIONALITY

Educators are intentional in all aspects of the curriculum and act deliberately, thoughtfully and purposefully to support children's learning through play.

### 4. LEARNING ENVIRONMENTS

Learning environments include physical, temporal, social and intellectual elements.

### 5. CULTURAL RESPONSIVENESS

Educators who are culturally responsive, respect multiple cultural ways of knowing, doing and being and celebrate the benefits of diversity.

### 6. CONTINUITY OF LEARNING AND TRANSITIONS

Educators who know and build on children's funds of knowledge help them to feel secure, confident and connected to familiar people, places, events and understandings.

### 7. ASSESSMENT AND EVALUATION FOR LEARNING, DEVELOPMENT AND WELLBEING

Each child's talents, strengths, and competencies will be recognised through assessment procedures that are all-inclusive, culturally and linguistically relevant, and sensitive to their individual physical, emotional, social, intellectual, and regulatory capacities.