



## Approved Learning Frameworks Update – Frequently Asked Questions

<b>National Quality Framework and the Approved Learning Frameworks</b>	
What is the National Quality Framework?	The National Quality Framework (NQF) provides a nationally consistent approach to regulation, assessment and quality improvement for children's education and care and outside school hours care services across Australia.
What makes up the National Quality Framework?	The NQF consists of the National Law and National Regulations, National Quality Standard, assessment and quality rating process and Approved Learning Frameworks. As a whole, these elements form the regulatory system for education and care services.
What is an Approved Learning Framework?	Approved Learning Frameworks are a critically important element of the National Quality Framework (NQF). The Learning Frameworks guide early childhood teachers and other educators in the design, delivery and evaluation of quality learning and development experiences for the more than 1.5m children who attend the approximately 16,500 education and care services across Australia.
Does every education and care service have to use an Approved Learning Framework?	Under section 168 of the National Law, approved providers and nominated supervisors of an education and care service must ensure that a program is delivered to all children being educated and cared for by the service that is based on an Approved Learning Framework (ALF) and delivered in a manner that accords with the ALF.
How many nationally Approved Learning Frameworks are there in Australia?	Since 2012, there have been two nationally approved learning frameworks under the NQF for children's education and care which outline practices that support and promote children's and young people's learning. These are: <ul style="list-style-type: none"><li>• <a href="#">Belonging, Being and Becoming: The Early Years Learning Framework for Australia (EYLF)</a> Approved Learning Framework under the NQF for young children from birth to five years of age.</li><li>• <a href="#">My Time, Our Place: Framework for School Age Care in Australia (MTOPI)</a> Approved Learning Framework under the NQF for school age children.</li></ul>
How does a framework become approved?	For a learning framework to become 'approved' it requires the approval of all Education Ministers with responsibility for children's education and care.



When were the national Approved Learning Frameworks introduced?	The original EYLF and MTOP were legislated for use with the commencement of the NQF in 2012.
Are there other state and territory frameworks?	Yes. Victoria has the <i>Victorian Early Years Learning and Development Framework (VEYLDF)</i> . This framework is specific to Victoria.
Was the <i>Victorian Early Years Learning and Development Framework</i> part of the project?	No. The VEYLDF was out of scope of the project. The current VEYLDF will continue to remain an approved learning framework under the NQF.

<b>Background to the update of the national Approved Learning Frameworks</b>	
Who commissioned the update of the two nationally Approved Learning Frameworks?	Australia's nine Education Ministers commissioned an update of the EYLF and MTOP in December 2021 (the 2021 NQF ALFs Update project) and agreed a <a href="#">Terms of Reference</a> for the project, to be undertaken in 2021 and 2022.
Why have the EYLF and MTOP been updated?	<p>The original EYLF and MTOP have been integral to the success of the NQF for over a decade and are internationally recognised as an exemplar of a high-quality learning framework for early childhood education and school age care.</p> <p>After more than a decade, it is important they remain current and support effective foundations for high quality education and care, and relationships across the early childhood and school age service system.</p>
What was the scope of the current update?	The <a href="#">Terms of Reference</a> for the project are available on the ACECQA website, and contain the scope of the update.
Have the EYLF and MTOP been rewritten?	<p>No. The revisions to <i>EYLF V2.0</i> and <i>MTOP V2.0</i> reflect and deliver on the Terms of Reference, which positioned the project as an update/refresh, rather than a wholesale rewrite of the existing frameworks.</p> <p>This approach was clearly validated through stakeholder consultation in assessing areas of that Frameworks that may require updates, where high levels of support and acknowledgment of the core strengths of the original national Learning Frameworks were recorded.</p>
Where can I access the <i>EYLF V2.0</i> or <i>MTOP V2.0</i> ?	The <i>EYLF 2.0</i> and <i>MTOP 2.0</i> are available on the ACECQA website.



<p>What was not in scope of the project?</p>	<p>The National Quality Standard – and other associated regulatory requirements for education and care providers under the NQF – were not in scope of this project. There are no changes to either the National Law or National Quality Standards resulting from this process.</p>
<p>Who oversaw the project?</p>	<p>The 2021 NQF ALFs Update Steering Committee, comprising senior government and an ACECQA representative, was formed at the end of 2020 and oversaw the project.</p> <p>As project lead, ACECQA had responsibility for overall project management of the project, on behalf of all nine governments. This included managing contractual arrangements and deliverables with the Higher Education Institution (HEI)-led consortium partnership.</p>
<p>Who delivered the ALFs Update project?</p>	<p>In early 2021, a national HEI 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 deliver the project. The national consortium led a robust process to assess options for, and provided recommendations to, update the ALFs.</p>
<p>When did the project start and how long did it take?</p>	<p>The project commenced in April 2021 and was delivered over three stages finishing in May 2022.</p>
<p>What was the process for the project?</p>	<p>Commencing in April 2021, the process included a <a href="#">literature review</a>, a comprehensive national stakeholder engagement process including surveys and other direct feedback mechanisms in response to a <a href="#">discussion paper</a>, and a pilot to trial proposed updates to the EYLF and MTOP in 16 education and care services across Australia.</p> <p>In the context of a diverse set of stakeholders, a high-level of consistency and agreement on the priority areas for updating the EYLF and MTOP was found throughout the process.</p>
<p>How many areas in the original ALFs were identified for updating?</p>	<p>The consortium identified 20 potential areas for update in the ALFs, including strengthening Aboriginal and Torres Strait Islander perspectives throughout the frameworks with the vision, principles, practices and outcomes; and the addition of a new sustainability principle.</p>
<p>How were the updates informed by the sector?</p>	<p>The consortium was informed by the views of more than 5400 educators, service providers, families, children and young people, and other professionals from all jurisdictions and all types of ECEC and OSHC services in Stage 1 and Stage 2.</p>



	There was strong support from the education and care sector for the 20 areas identified for potential update.
How do we know the updated EYLF and MTOP will actually make sense on the ground, within diverse service context? Have the updates to the EYLF and MTOP been tested in services across Australia?	<p>The areas identified for updating in the EYLF and MTOP were piloted in 16 children's education and care and outside school hours care services across Australia in early 2022.</p> <p>Findings from the pilot informed the final version of the updated EYLF and MTOP.</p>
Where were the pilot sites located?	<p>The <a href="#">pilot sites</a> covered a broad range of children's education and care services, including outside school hours care settings across all states and territories.</p> <p>Services in urban, regional, and remote areas took part in the pilot, with the inclusion of services in Aboriginal and Torres Strait Islander communities, culturally and linguistically diverse communities, and services that work with children with additional needs.</p>
Who was involved in the pilot?	Approved providers, service leaders, educational leaders, teachers, educators, families, children and young people at each of the 16 pilot sites participated throughout the pilot.
What did the pilot involve?	The six-week pilot involved the consortium gathering weekly feedback from 16 pilot sites, in particular on the clarity, useability and efficacy of the potential updates identified during Stages 1 and 2 of the project.

<b>Introducing the National Approved Learning Frameworks V2.0</b>	
When were Version 2 of the EYLF and MTOP approved?	All Australian, state and territory Education Ministers collectively approved the <i>EYLF V2.0</i> and <i>MTOP V2.0</i> in December 2022, for release in early 2023.
What do the changes comprise?	<p>The changes you will find in Version 2.0 of both the EYLF and MTOP comprise a mix of clarifications and expanded explanations across elements of the original EYLF and MTOP, and a smaller number of more substantial changes, including the addition of three new principles and updated practices across all relevant aspects of Version 2.0 of both documents.</p> <p>In particular, the updates strengthen the connection between the EYLF and MTOP 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.</p>



<p>What are the key updates?</p>	<p>Key updates to the <i>EYLF V2.0</i> and <i>MTOP V2.0</i> include:</p> <ul style="list-style-type: none"> <li>• Strengthening Aboriginal and Torres Strait Islander perspectives throughout the frameworks including the vision, principles, practices and outcomes</li> <li>• Strengthening the link between the vision and planning cycle</li> <li>• Strengthening the principle of ongoing learning and reflective practice</li> <li>• Introducing a new principle promoting collaborative leadership</li> <li>• Introducing a new sustainability principle</li> <li>• Strengthening the principle of high expectations and equity</li> <li>• Updating the principle of secure, respectful and reciprocal relationships to include relational pedagogy</li> <li>• Strengthening partnerships to include other professionals</li> <li>• Clarifying the meaning of holistic approaches</li> <li>• Strengthening the connection between play-based learning and intentionality</li> <li>• Replacing cultural competence with cultural responsiveness</li> <li>• Aligning assessment and evaluation for learning development and wellbeing</li> </ul> <p>Expanding and strengthening guidance to support the Learning Outcomes</p>
<p>Where can I find out more information about the key updates to the <i>EYLF V2.0</i> and <i>MTOP V2.0</i>?</p>	<p>More detailed information about all key updates and why they have been included are available in a 'key changes' summary document on the ACECQA website.</p>

<p><b>Approach to implementation of the <i>EYLF V2.0</i> and <i>MTOP V2.0</i></b></p>	
<p>When will the <i>EYLF V2.0</i> and <i>MTOP V2.0</i> be implemented in early childhood education and outside school hours care services?</p>	<p>To enable sufficient time for approved providers and their services – and other relevant stakeholders – to make the transition to the <i>EYLF V2.0</i> and <i>MTOP V2.0</i>, there will be a phased approach to their introduction under the NQF.</p>
<p>What is the timing for the implementation of the <i>EYLF V2.0</i> and <i>MTOP V2.0</i>?</p>	<p>Phase 1 of implementation commences in January 2023 with the public release of the <i>EYLF V2.0</i> and <i>MTOP V2.0</i>.</p> <p>Phase 2 of implementation will commence from 1 February 2024.</p>



<p>What is involved in Phase 1 of implementation?</p>	<p>This marks the beginning of a 'familiarisation phase', which will continue to build with new resources and other implementation support activities by governments and ACECQA.</p> <p>From now and throughout 2023, approved providers and their services can familiarise themselves with the <i>EYLF V2.0</i> and <i>MTOP V2.0</i> and begin incorporating the new aspects of the learning frameworks into their educational program and practice.</p>
<p>Which version of the EYLF and MTOP should I use in Phase 1?</p>	<p>The original EYLF and MTOP will remain in operation (as 'declared approved learning frameworks under Regulation 254 of the National Regulations). Therefore, approved providers and their services will be able to refer to both the original and V2.0 of the EYLF and MTOP. However, to assist in the transition phase approved providers should encourage service staff to be familiarising themselves and using the EYLF and MTOP V2.0 as early as practicable in 2023.</p>
<p>If an authorised officer enters my service for a quality assessment and rating visit in 2023, will they be assessing against practices within the original EYLF and MTOP, or V2.0 of both documents.</p>	<p>The original national Approved Learning Frameworks will remain in operation alongside the updated Frameworks during 2023.</p> <p>From February 2024 onwards, services will be assessed and rated against the national Approved Learning Frameworks Version 2.0.</p> <p>The VEYLDF was out of scope of the project. The current VEYLDF continues to remain an approved learning framework under the NQF.</p>
<p>When will the <i>EYLF V2.0</i> and <i>MTOP V2.0</i> come into effect?</p>	<p>Phase 2 of implementation will commence from 1 February 2024.</p> <p>This is the date by which an approved provider will be in breach of the National Regulations, and not meeting relevant elements of the NQS, if their service(s) are not yet using and operating in accordance with the <i>EYLF V2.0</i> and/or <i>MTOP V2.0</i>. The VEYLDF was out of scope of the project. The current VEYLDF will continue to remain an approved learning framework under the NQF.</p>
<p>When will the original EYLF and MTOP cease to be recognised under the National Law?</p>	<p>From 1 February 2024, the original EYLF and MTOP will cease to be recognised under the National Law.</p>



Consultation	
Who was consulted throughout the project?	The project achieved a high level of stakeholder engagement, including education and care providers and their services, curriculum authorities, teacher registration authorities, peak organisations, large employers, education school sector representatives, unions, Aboriginal and Torres Strait Islander organisations, inclusion support agencies, child and family organisations and policy arms of government.
How were the updates informed by the sector?	The consortium was informed by the views of more than 5400 educators, service providers, families, children and young people, and other professionals from all jurisdictions and all types of ECEC and OSHC services in Stage 1 and Stage 2.
Have Aboriginal and Torres Strait Islander people been involved in the updates?	<p>Given the major focus for changes relates to embedding Aboriginal and Torres Strait Islander perspectives through both national ALFs, the consortium also engaged with a range of Aboriginal and Torres Strait Islander services, peak bodies and other relevant stakeholders.</p> <p>The much greater focus on Aboriginal and Torres Strait Islander perspectives was strongly supported through these engagements.</p> <p>Incorporating Aboriginal and Torres Strait Islander knowledges and perspectives across all aspects of children's education and care practice represents one of the most significant shifts within the <i>EYLF V2.0</i> and <i>MTOP V2.0</i>. This evolution acknowledges the important role of early childhood and school age education and care in the authentic advancement of Reconciliation in Australia.</p>
What resources are available to support implementation?	<p>During 2023, additional supporting material will be developed by governments and ACECQA to support providers and their services and will be made available on the ACECQA website – <a href="https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks">https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks</a></p> <p>State and territory regulatory authorities will also be developing specific resources to assist providers and educators with the transition to Version 2 of the EYLF and MTOP.</p>
What are the main changes?	The changes you will find in both framework documents comprise a mix of clarifications and expanded explanations across elements of the original Approved Learning Frameworks, and a smaller number of more substantial changes, including the addition of three new principles and updated practices across all relevant aspects.



	<p>The main differences you will see are a stronger connection between the frameworks 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, inclusion and the addition of three new principles.</p>
<p>What do the changes mean for practice at the service?</p>	<p>Services will consider how to incorporate the updates to the relevant national Approved Learning Frameworks Version 2.0 into their programs and practices.</p> <p>This may involve bringing some new practices into their daily work lives and scaffolding their own and children's learning.</p> <p>Some services may already be delivering programs covering the updates.</p>
<p>What should these changes look like in practice?</p>	<p>Under the National Law and Regulations, services are required to base their educational program on an approved learning framework. This should focus on addressing the developmental needs, interests and experiences of each child, while taking into account individual differences.</p> <p>The two nationally approved learning frameworks which outline principles and practices that must be in use in services to support and promote children's learning from February 2024 onwards are:</p> <ul style="list-style-type: none"><li>• Belonging, Being and Becoming: The Early Years Learning Framework for Australia Version 2.0</li><li>• My Time, Our Place: Framework for School Age Care in Australia Version 2.0</li></ul> <p>The VEYLDF was out of scope of the project. The current VEYLDF will continue to remain an approved learning framework under the NQF.</p>
<p>What is being done to promote national consistency by AOs in assessing services in line with the new ALFs?</p>	<p>ACECQA provides training to authorised officers (employees of regulatory authorities) and this will include guidance on the national Approved Learning Frameworks Version 2.0.</p> <p>All training programs at the national, regulatory and jurisdiction level will be aligned and consistent with the changes for the Approved Learning Frameworks Version 2.0.</p>