

Information sheet 1

BELONGING, BEING & BECOMING

Holistic, integrated and interconnected approaches

When educators take a holistic, integrated and interconnected approach, they pay attention to children's physical, personal, social, emotional, spiritual, wellbeing and cognitive learning.

A holistic approach to teaching and learning focuses on connections to the natural world, incorporating ways to understand and respect the natural environment, and the interdependence between people, plants, animals and the land.

This information sheet highlights the changes to the *Belonging, Being and Becoming: The Early Years Learning Framework for Australia V2.0, 2022* (EYLF V2.0) Practice, Holistic, integrated and interconnected approaches. It provides you with reflective questions as you consider your practice, service philosophy and children's program in relation to this Practice.



Links to the [National Quality Standard \(NQS\)](#)

The NQS recognises the potential of the educational program and practices to enhance each child's learning and development. The EYLF V2.0 Practice, Holistic, integrated and interconnected approaches is reflected in several quality areas of the NQS, with a particular focus in:

QA1: Educational program and practice

QA3: Physical environment.

Element 4.2.1: Professional collaboration – Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.

Element 4.2.2: Professional standards – Professional standards guide practice, interactions and relationships.

QA5: Relationships with children

QA6: Collaborative partnerships with families and communities

QA7: Governance and Leadership

Element 7.1.1: Service philosophy and purpose – A statement of philosophy guides all aspects of the service's operations.

Standard 7.2: Leadership – Effective leadership builds and promotes a positive organisational culture and professional learning community.

Educators promote holistic approaches to learning and teaching. They understand the integrated nature of the EYLF, and the connection between the various elements of it. The integration of the Vision, Principles, Practices and Learning Outcomes are key to providing for children’s holistic development.

What is the change?

The Practice has been renamed Holistic, integrated and interconnected approaches.

The change clarifies the meaning of holistic approaches to learning and teaching, including the connections between the vision, principles, practices and learning outcomes.

Rationale for the change

Renaming the practice to Holistic, integrated and interconnected approaches reinforces holistic approaches to teaching and learning and the integrated nature of the EYLF.

It is important for educators to draw on all elements of the EYLF (Vision, Principles, Practices and Learning Outcomes) to inform their pedagogy and professional practice.

What this looks like in practice?

When planning, teaching and assessing learning, educators engage with all of the EYLF V2.0 elements, thinking about the principles underpinning their practices and the impact of their practices on children’s engagement and achievement in learning, development, and wellbeing. Some examples of what this looks like in practice include:

- Educators view learning as a social activity and intentionally plan for and engage children in collaborative learning experiences.
- Educators build on the funds of knowledge, languages and understandings that children bring.
- Educators intentionally plan experiences that support the learning, development and wellbeing of each child across all domains (cognitive, physical, social, emotional, language and spiritual) as a whole and interconnected approach rather than a set of milestones to be achieved.
- Educators intentionally plan for experiences where children can engage in the natural world to discover and explore their interdependence between people, plants, animals, Country and the environment.
- All children are supported to learn and develop at their own pace, exploring their interests through safe, challenging and risky experiences.

Examples for specific age groups include:

Under 2 years

- Educators intentionally plan for and provide learning environments where children have access to places to crawl over, under and through, such as a low wide bridge, a short tunnel, a plank close to the ground, a small ramp, and places to play ‘peek a boo’.

2–3 years

- Educators intentionally support and build children’s skills

to participate and contribute to group play and projects, such as building and decorating a cardboard box fort together.

3–6 years

- Educators provide opportunities for children to investigate ideas, complex concepts and ethical issues that are relevant to their lives and their local community.

Reflective questions and provocations

- How does your service philosophy guide the practice of holistic, integrated and interconnected approaches?
 - » [ACECQA – Information sheet – QA1 The how and why of in-nature programs](#)
- Walk around your service and document the opportunities for children to connect with the natural environment. Are the indoor and outdoor learning environments reflective of the children, families and local community?
 - » Early Childhood Resource Hub – [Connecting with practice: Opportunities for learning in natural spaces \(YouTube\)](#)
- How is each child able to engage in meaningful experiences with others and have access to resources that extend and enrich their learning, development and wellbeing?
 - » Teaching and Learning in South Australia – [6. Conversational reading \(YouTube\)](#)
- When observing, does the evidence capture a holistic view of each child?
 - » Gowrie New South Wales – [Meaningful Observations in Early Childhood Education and Care](#)
- When considering children’s current interests, how do you decide which interests to follow? Is your focus flexible enough to include emerging interests, ideas and suggestions from the children? Who is involved in these decisions?
 - » Early Childhood Resource Hub – [Discovering: Sustained, shared conversation with children \(YouTube\)](#)

ACECQA references and resources

- ACECQA – [Belonging, Being and Becoming: The Early Years Learning Framework for Australia V2.0 \(EYLF V2.0\)](#)
- ACECQA – [Guide to the National Quality Framework](#)
- ACECQA – [Information sheet – QA1 The legislative requirements of an in-nature program](#)
- ACECQA – Information sheet – [QA3 Babies and outdoor play](#)
- ACECQA – Information sheet – [QA1 The how and why of in-nature programs](#)

Other references and resources

- Children’s Services Central – [What is sustained shared thinking? Is it important?](#)
- Department of Education, Sothern Australia – [Reflect Respect Relate resource for assessing learning and development in the early years](#)
- Early Childhood Resource Hub – [Connecting with practice: Discovering – making connections \(YouTube\)](#)
- Early Childhood Resource Hub – [Connecting with practice: Opportunities for learning in natural spaces \(YouTube\)](#)
- Early Childhood Resource Hub – [Discovering: Sustained, shared conversation with children \(Youtube\)](#)
- Gowrie New South Wales – [Meaningful Observations in Early Childhood Education and Care](#)
- Teaching and Learning in South Australia – [RRR Introduction - What is Reflect Respect Relate? \(YouTube\)](#)
- Teaching and Learning in South Australia – [6. Conversational reading \(YouTube\)](#)