

Information sheet

BELONGING, BEING & BECOMING

Learning Outcomes

The *Belonging, Being and Becoming: The Early Years Learning Framework for Australia V2.0, 2022* (EYLF V2.0) has five Learning Outcomes that have been enhanced. They continue to capture the integrated and complex learning and development of all children across the birth to five years age range.

The five Learning Outcomes are broad and observable. They acknowledge children learn in a variety of ways and vary in their capabilities and pace of learning.

This information sheet provides a summary of the changes made to the EYLF V2.0 Learning Outcomes and includes some examples of practice for service teams to use as a starting point for critical reflection on what these practices look like in their service.



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 Learning Outcomes are reflected in several quality areas of the NQS, with a particular focus in:

QA1: Educational program and practice

QA2: Children's health and safety

Element 2.1.1: Wellbeing and comfort – Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.

QA3: Physical environment

QA5: Relationships with children

QA6: Collaborative partnerships with families and communities

Element 6.2.2: Access and participation – Effective partnerships support children's access, inclusion and participation in the program.

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.

Element 7.2.1: Continuous improvement – There is an effective self-assessment and quality improvement process in place.

Children’s learning is ongoing, and each child will progress towards the EYLF V2.0 Learning Outcomes in different and equally meaningful ways, noting that learning is not always predictable and linear.

What is the change?

- Content has been expanded to include the [Disability Discrimination Act 1992](#) and the [Racial Discrimination Act](#) and the notion of making [reasonable adjustments](#) for all Learning Outcomes to ensure learning engagement for all children.
- There are new examples across the Learning Outcomes to integrate new principles and practices in the work of educators and in children’s wellbeing, learning, and development – for example, Aboriginal and Torres Strait Islanders cultures and ways of knowing are made more explicit in all of the Learning Outcomes to reflect family/ community connections, connection to Country, [kinship systems](#), telling of stories (oral history), spirituality, and connecting with the extended family.
- There are more examples of what play and learning could look like and new guidance on how educators could promote wellbeing, learning, and development to better reflect difference and diversity.
- Descriptive examples have been added to all the Learning Outcomes.

Rationale for the change

Detail and delineation of examples to reflect children’s diverse capabilities and educators’ promotion of learning, development, and wellbeing have been added. New or refined examples of the new and updated principles and practices have also been added. Opportunity has also been taken to clarify and strengthen existing examples of children’s learning and educators’ practices.

What this looks like in practice?

The five Learning Outcomes are relevant for all children. The guidance in the EYLF V2.0 provides some examples of how educators may work to promote these outcomes and how children’s learning may be evident.

These are a few examples:

- Educators understand, engage with and promote children’s learning. They talk with families and communities to make locally based decisions, relevant to each child and their community.
- Educators list specific examples of evidence and practice that are culturally and contextually appropriate to each child and their settings.
- When using the Learning Outcomes for planning, educators modify them to meet the requirements of learners in their learning spaces.
- Approved providers and educators understand their inclusion obligations under the Disability Discrimination Act 1992 and the Racial Discrimination Act and they make reasonable adjustments for all Learning Outcomes to ensure learning engagement for every child.

- Educators’ knowledge of individual children, their strengths and capabilities guide [professional judgement](#) to ensure all children are engaging in a range of experiences across all the Learning Outcomes in ways that optimise their learning.
- Educators are committed to equity, inclusion and have high expectations for every child regardless of their circumstances and capabilities.

We also encourage you to refer to EYLF V2.0 for more comprehensive examples.

Reflective questions and provocations

- How does your service philosophy guide and reflect quality practices aligned with the EYLF V2.0 Learning Outcomes?
 - » Children’s Services Central – [Identity: A child's place in the world](#)
- What strategies have you put in place to support educators to develop their understandings of the EYLF V2.0 to foster all children’s progress towards the Learning Outcomes?
 - » Early Childhood Australia – [The Spoke blog – Children’s right to play](#)
- How do educators use the Learning Outcomes to guide identification of goals and subsequent planning for individual children and groups of children? How are the voices of children and families reflected in these?
 - » Reconciliation Australia – [Family and kinship \(Bing video\)](#)
- How do educators plan and implement educational programs that are relevant, engaging and promote the five Learning Outcomes?
 - » Deadly Story – [Life & Lore](#)
- What strategies are in place to ensure that programs demonstrate that an assessment of the Learning Outcomes has led to goals being identified and designed to intentionally support aspects of learning?
 - » Children’s Services Central – [What's Pedagogy Anyway?](#)
- How do educators critically reflect on the theoretical and philosophical influences on their curriculum decisions, including the theoretical perspectives identified in the EYLF V2.0?
 - » National Quality Standard Professional Learning Program – [What have theories got to do with it?](#)
- What strategies are in place to support all educators to actively seek out the voices, perspectives, and views of children throughout the day? and to draw on this input to develop a child-centred educational program and enhance all children’s learning, development and wellbeing?
 - » Emerging Minds – [The whole Aboriginal and Torres Strait Islander child \(Bing video\)](#)

ACECQA references and resources

- Australian Government Department of Education – [Belonging, Being and Becoming: The Early Years Learning Framework for Australia V2.0, 2022](#)
- ACECQA – [Guide to the National Quality Framework](#)

Other references and resources

- Australian Government – [Disability Discrimination Act 1992](#)
- Australian Government – [Racial Discrimination Act 1975](#)
- Children’s Services Central – [Identity: A child's place in the world](#)
- Children’s Services Central – [What's Pedagogy Anyway?](#)
- Deadly Story – [Life & Lore](#)
- Early Childhood Australia – [The Spoke blog – Children’s right to play](#)
- Early Childhood Australia – [The Spoke blog – What outcomes can families expect for their child in early learning?](#)

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- Emerging Minds – [The whole Aboriginal and Torres Strait Islander child \(Bing video\)](#)
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- Reconciliation Australia – [Family and kinship \(Bing video\)](#)
- The Education Hub – [The Reggio Emilia approach](#)
- National Quality Standard Professional Learning Program – [What have theories got to do with it?](#)