

Information sheet

BELONGING, BEING & BECOMING

Responsiveness to children

Positive and responsive one-on-one interactions and relationships are essential for children in promoting their current wellbeing, their future development, ability to thrive, and provide a secure base for exploration. These relationships support children to feel connected and become confident communicators and learners.

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, [Responsiveness to children](#). 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, Responsiveness to children is reflected in several quality areas of the NQS, with a particular focus in:

QA1: Educational program and practice

Element 1.2.3: Child directed learning – Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

QA4: Staffing arrangements

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.

QA5: Relationships with children

QA6: Collaborative partnerships with families and communities

Standard 6.2: Collaborative partnerships – Collaborative partnerships enhance children's inclusion, learning and wellbeing.

QA7: Governance and Leadership

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

Knowing, valuing and building on each child's strengths, skills and knowledge strengthens their motivation and engagement in learning.

What is the change?

The content under this Practice has been updated to:

- Provide clearer definition of attuning to and responding to children's strengths, interests, capabilities and curiosity including responding to children's expertise, cultural traditions and ways of knowing spoken through the multiple languages or dialects.
- Acknowledge educator responsiveness to children's [funds of knowledge](#) as an important basis for curriculum decision-making.

Rationale for the change

- Being [attuned](#) to children allows educators to be responsive to children's:
 - » strengths, interests, capabilities and curiosities
 - » expertise
 - » cultural traditions and ways of knowing spoken through multiple languages or dialects.
- The knowledge and experiences children bring with them (their funds of knowledge) assists educators in creating child centred and relevant curriculum and optimising children's learning, development, and wellbeing.

What this looks like in practice?

- Educators are aware of, and respond to, the strategies used by children to negotiate their everyday lives.
- Children's expertise, cultural traditions and ways of knowing are embedded within their program and shared with families in meaningful ways.
- Educators intentionally assess, anticipate and extend children's learning, development and wellbeing via open ended questions. They provide feedback, challenge children's thinking and guide their learning.
- Educators are attuned to and [actively listen](#) to children so they can respond in ways that build relationships and support children's learning, development, and wellbeing. They make use of planned and spontaneous 'teachable moments' to scaffold children's learning.

Examples for specific age groups include:

Under 2 years

- Each child is supported to build secure [attachment relationships](#) with consistent and familiar educators within the environment.
- New children are encouraged to bring a favourite toy, photograph or comfort item from home to help them settle and feel secure at the service.

2–3 years

- Children confidently ask educators for assistance when they engage in new experiences, take on new challenges and try to complete tasks for the first time then independently.

3–6 years

- Educators engage in [sustained conversations](#) with each child about their individual interests, ideas and suggestions.

Reflective questions and provocations

- How does your service philosophy guide quality practices that reflect responsiveness to children?
 - » Early Childhood Resource Hub – [Connecting with practice: Respecting and responding to children \(YouTube\)](#)
- How are all educators consistently and respectfully responding to each child's ideas and play to facilitate and extend each child's participation, learning and development?
 - » ACECQA – [Information sheet – QA1 Supporting agency: Involving children in decision-making](#)
- How do educators adjust experiences to respond to the children's interest, suggestions and ideas?
 - » ACECQA – [Why are positive relationships important for early learning? \(YouTube\)](#)
- How do you support all educators to respond openly, positively and respectfully to children's comments, questions and requests for assistance?
 - » ACECQA – [We hear you blog – Each child, every child – building positive relationships and supportive environments](#)
- How are all educators reflecting on their interactions with children across the service and on opportunities to further enhance children's lifelong learning and sense of belonging within the service and the child's world?
 - » ACECQA – [We hear you blog – Responsive, respectful relationships](#)
- How do all educators' responsiveness to each child demonstrate they welcome, reflect and draw on the voices, priorities and strengths of the children and families at the service?
 - » The Education Hub – [Putting relationships centre-stage: Strategies for developing positive relationships with children](#)

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](#)
- ACECQA – [Information sheet – QA5 Relationships with children](#)
- ACECQA – [Information sheet – QA1 Supporting agency: Involving children in decision making](#)
- ACECQA – [We hear you blog – Each child, every child – building positive relationships and supportive environments](#)
- ACECQA – [We hear you blog – Responsive, respectful relationships](#)
- ACECQA – [Why are positive relationships important for early learning? \(YouTube\)](#)

Other references and resources

- Commonwealth of Australia – [National Quality Standard – Professional Learning Program e-Newsletter: Responding to children’s play](#)
- The Inclusion and Professional Support Program (IPSP)– [What is sustained shared thinking? Is it important?](#)
- Early Childhood Resource Hub – [Connecting with practice: Respecting and responding to children \(YouTube\)](#)
- The Education Hub – [Putting relationships centre-stage: Strategies for developing positive relationships with children](#)
- Carla Rinaldi – [The child as citizen: holder of rights and competence. The Reggio Emilia educational experience](#)