

Information sheet

BELONGING, BEING & BECOMING

A vision for children's learning

The *Belonging, Being and Becoming: The Early Years Learning Framework for Australia V2.0, 2022* (EYLF V2.0) **Vision** for children's learning recognises that all children engage in learning that promotes confident and creative individuals and successful lifelong learners. All children are active and informed members of their communities with knowledge of Aboriginal and Torres Strait Islander perspectives.

This information sheet provides insight into the changes to the EYLF V2.0 Vision. It provides you with reflective questions as you consider your practice, service philosophy and children's program in relation to this Vision.



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 Vision is reflected in several quality areas of the NQS, with a particular focus in:

QA1: Educational program and practice

QA4: Staffing arrangements

Standard 4.2: Professionalism – Management, educators and staff are collaborative, respectful and ethical.

QA5: Relationships with children

QA6: Collaborative partnerships with families and communities

QA7: Governance and Leadership

What is the change?

The Vision has been expanded to emphasise all children as successful life-long learners and as active and informed community members with knowledge of Aboriginal and Torres Strait Islander perspectives.

The content has been expanded to recognise the diversity of children, their families and communities, and the opportunities diversity brings to know more about the world.

When embedding the EYLF V2.0 Vision in practice, it is important to remember that the service context and individuality of the children, families, service leadership and staff and community will influence decisions.

Belonging has been expanded to include culturally and linguistically diverse local and global communities.

Being has been expanded to add in the significance of the past as well as the present, and development of identity.

Becoming has been expanded to include the addition of dispositions, collaborations to enhance connections and capabilities, and participation of children and young people as [active citizens](#).

Rationale for the change

- Recognise the role of early childhood education and care (ECEC) in advancing children's engagement in Reconciliation, respect and recognition of the world's oldest continuous living culture.
- Align with the [Alice Springs \(Mparntwe\) Education Declaration](#) and the [Australian Curriculum](#) supporting Aboriginal and Torres Strait Islander histories and cultures
- Recognise contemporary understandings of childhood as children are connected beyond their local community by digital means.
- Acknowledge that identity is influenced by past and present experiences.
- Recognise dispositions and collaborations with others are an important part of becoming an engaged learner, a contributing member of social networks and an active citizen.

What this looks like in practice?

The Vision of *Belonging, Being and Becoming* is central to the EYLF V2.0 and the amendments made enhance the focus of the Vision on children's connection to family, communities, culture and place for successful lifelong learning.

The following examples of quality practice demonstrate the EYLF Vision and provide a starting point for critical reflection and discussion about how this Vision may shape and inform practice in your service:

- Service philosophy and practice reflects educators providing learning opportunities for children which promote confidence, creativity and opportunities for them to be active citizens.
- Through the program, it is evident that the team are aware of how the children are connected to family, local and global communities, neighbourhoods, culture and place – supporting their knowing of where and with whom they belong. Diversity is celebrated and there are many opportunities for the children to know more about the world.
- Educators are intentional in their choice of resources to ensure children have opportunities to be exposed to authentic cultural knowledge, histories, truths and practices of Aboriginal and Torres Strait Islander peoples.

Belonging:

- Educators [actively listen](#) to and are responsive to the requests, ideas and suggestions of the children and young people to support their understanding of their value and importance.
- All children's emotions are accepted, validated and talked about with them.
- Educators build and maintain trusting and respectful relationships with the families, working in partnership to support each child's learning, development and wellbeing. The [routines and rituals](#) for each child are planned and reflected upon between the families and educators.

Being:

- Educators not only support children's preparedness for the future but also support their engagement in the here and now.
- There are active learning and leisure environments, intentionally planned for, which allow for and invite children to investigate, wonder and create. There are many opportunities for children to be challenged, demonstrate [agency](#) and to test new skills through the engagement with the natural and built worlds.
- Educators use their [professional judgment](#) to consider the pace and flow of the program, allowing for a balance of play and leisure experiences such as individual and group, quiet and noisy, active and passive experiences.

Becoming:

- Educators collaborate with families, children and young people, to support and enhance children's connections and capabilities.
- Children and young people are respected to make decisions that affect them allowing them to be active participants in their own learning as well as contributors within their communities.

Some examples for specific ages:

Under 2 years:

- The educational program supports a language rich environment and appropriate challenges to progress through the rapid changes in the children's learning, development and wellbeing.

2–3 years:

- Educators are intentional as they plan experiences which support children to be initiators of their own learning, allowing for their increasing independence.

3–6 years:

- Children are active participants in their education and care services' journey to Reconciliation. Educators support children to explore reciprocal rights and active community participation, as well as fostering resilience and agency through activities that recognise children as capable and competent learners.

Reflective questions and provocations

- How could this Vision be strengthened in the service philosophy to support and embed quality?
 - » ACECQA – [We hear you blog – Does your service vision lead the way?](#)
- What connections can be made, and relationships built or strengthened in your local community to better embed Aboriginal and Torres Strait Islander perspectives?
 - » Children's Ground – [Walk With Us \(Vimeo\)](#).
- What steps will you take to adjust your educational program and practice to reflect the amended vision?
 - » Sandra Cheeseman – [Narratives of infants' encounters with curriculum: Beyond the curriculum of care](#)
- How will teams draw on their professional knowledge of each child to reflect practices that support the safety, health, learning, development and wellbeing of each child?
 - » Tasmanian Department of Education – [Respectful relationships education: Early years – Teaching and learning package](#)
- How might you create opportunities for the voices of others to be included in the planning of improvements and/or reasonable adjustments?
 - » ACECQA – [DDA information sheet – What do children's education and care services need to know?](#)
- How does the learning environment support a sense of Belonging for each child and their family?
 - » Stride Mental Health – [Cultivating a sense of belonging for all children](#)
- How are relationships between educators, children and families valued and sustained?
 - » ACECQA – [Information sheet – QA5 Relationships with children](#)
- What steps do you take to support children, families, neighbourhoods and the local community to feel they are valued for their uniqueness?
 - » Early Childhood Australia (ECA) – [Code of Ethics brochure](#)

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 – [Mapping the updated EYLF to V9 Australian Curriculum](#)
- ACECQA – [DDA information sheet – What do children's education and care services need to know?](#)
- ACECQA – [Information sheet – QA5 Relationships with children](#)
- ACECQA – [We hear you blog – Does your service vision lead the way?](#)

Other references and resources

- Australian Government Department of Education – [The Alice Springs \(Mparntwe\) Education Declaration](#)
- Children's Ground – [Walk With Us \(Vimeo\)](#)
- Community Child Care Victoria – [Exploring celebrations in children's Services. Self-guided learning package](#)
- Early Childhood Australia (ECA) – [Code of Ethics](#)
- Sandra Cheeseman – [Narratives of infants' encounters with curriculum: Beyond the curriculum of care](#)
- Stride Mental Health – [Cultivating a sense of belonging for all children](#)
- Tasmanian Department of Education – [Respectful relationships education: Early years – Teaching and learning package](#)