

BELONGING, BEING & BECOMING

The Early Years Learning Framework for Australia V2.0

This document summarises the updates to *Belonging, Being & Becoming: The Early Years Learning Framework for Australia* (EYLF) and provides an explanation for the changes.

The original EYLF was developed prior to, and formally introduced with, the commencement of the National Quality Framework (NQF) in 2012.

The original EYLF has been integral to the success of the NQF for over a decade and is internationally recognised as an exemplar of a high-quality early learning curriculum. The purpose of this update was to ensure the EYLF continues to reflect contemporary developments in practice and knowledge, while supporting all educators to promote the learning, development, and wellbeing of each child.



Overview

A national 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 lead a robust process to assess options for, and provide recommendations to, update the EYLF.

Commencing in April 2021, the process included a [literature review](#), a comprehensive national stakeholder engagement process including surveys and other direct feedback mechanisms in response to a [discussion paper](#), and a pilot to trial proposed updates to the EYLF in 16 education and care services across Australia.

In the context of a diverse set of sector stakeholders, a high level of consistency and agreement on the priority areas for updating the EYLF was found throughout the process.

The changes comprise a mix of clarifications and expanded explanations across elements of the original EYLF, and a smaller number of more substantial changes, including the addition of three new principles and updated practices across all relevant aspects of the *EYLF (V2.0)*.

While some practices around the five Learning Outcomes – required by the National Regulations (regulation 73) and reflected in the *EYLF (V2.0)* – have been updated, the Outcomes themselves are still considered fit for purpose and remain as per what is prescribed in the National Regulations.

In particular, the updates strengthen the connection between the *EYLF (V2.0)* 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.



Key updates

Key updates to the *EYLF* (V2.0) include:

- Strengthening Aboriginal and Torres Strait Islander perspectives throughout the frameworks including the vision, principles, practices and outcomes
- Strengthening the link between the vision and planning cycle
- Strengthening the principle of ongoing learning and reflective practice
- Introducing a new principle promoting collaborative leadership
- Introducing a new sustainability principle
- Strengthening the principle of high expectations and equity
- Updating the principle of secure, respectful and reciprocal relationships to include relational pedagogy
- Strengthening partnerships to include other professionals
- Clarifying the meaning of holistic approaches
- Strengthening the connection between play-based learning and intentionality
- Replacing cultural competence with cultural responsiveness
- Aligning assessment and evaluation for learning development and wellbeing
- Expanding and strengthening guidance to support the Learning Outcomes

The tables below outline the key changes and explain why they have been included.

The [EYLF V2.0](#) is available on the ACECQA website. As additional national supporting material is developed by governments and ACECQA to support providers and their services, it will be made available on the [ACECQA website](#).

