Be You and the Early Years Learning Framework V2.0

The **Early Years Learning Framework (EYLF)** is a key component of the National Quality Framework for early learning services in Australia. Its purpose is to enhance children’s learning and wellbeing as well as guiding educators to reflect on their practice.

By completing the following Be You Professional Learning modules and embedding your learning into your daily practice you can demonstrate the **EYLF Principles**, guide **Practices** and achieve **Outcomes** included in the far-right column below.

| Be You Domain and Module | Relevant Principles, Practices and Outcomes |
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| Mentally Healthy Communities | **Understand** | **Principle:** Critical reflection and ongoing professional learning**Practices:** Holistic, integrated and interconnected approaches**Outcome:** Children have a strong sense of wellbeing |
| **Connect** | **Principle:** Collaborative leadership and teamwork**Practice:** Continuity of learning and transitions**Outcome:** Children are connected with and contribute to their world |
| **Include** | **Principle:** Respect for diversity**Practice:** Cultural responsiveness**Outcome:** Children have a strong sense of identity |
| Family Partnerships | **Partner** | **Principle:** Partnerships**Practice:** Holistic, integrated and interconnected approaches**Outcome:** Children are connected with and contribute to their world |
| **Assist** | **Principle:** Equity, inclusion and high expectations**Practice:** Assessment and evaluation for wellbeing, learning and development**Outcome:** Children have a strong sense of identity |

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| Be You Domain and Module | Relevant Principles, Practices and Outcomes |
| Learning Resilience | **Affirm** | **Principle:** Critical reflection and ongoing professional learning**Practice:** Holistic, integrated and interconnected approaches**Outcome:** Children have a strong sense of wellbeing |
| **Embed** | **Principle:** Equity, inclusion and high expectations**Practice:** Play based learning and intentionality**Outcome:** Children are connected with and contribute to their world |
| **Empower** | **Principle:** Secure, respectful and reciprocal relationships**Practice:** Play-based learning and intentionality**Outcome:** Children are confident and involved learners |
| Early Support | **Notice** | **Principle:** Critical reflection and ongoing professional learning**Practice:** Assessment and evaluation for learning, development and wellbeing**Outcome:** Children have a strong sense of wellbeing |
| **Inquire** | **Principle:** Critical reflection and ongoing professional learning**Practice:** Assessment and evaluation for learning, development and wellbeing**Outcome:** Children have a strong sense of wellbeing |
| **Provide** | **Principle:** Partnerships**Practice:** Assessment and evaluation for learning, development and wellbeing**Outcome:** Children are connected with and contribute to their world |
| Responding Together | **Recognise** | **Principle:** Partnerships**Practice:** Learning environments**Outcome:** Children are connected to and contribute to their world |
| **Respond** | **Principle:** Equity, inclusion and high expectations **Practice:** Holistic, integrated and interconnected approaches**Outcome:** Children have a strong sense of identity |

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| Be You Domain and Module | Relevant Principles, Practices and Outcomes |
| Responding Together(continued) | **Natural disasters and other community trauma** | **Principle:** Critical reflection and ongoing professional learning**Practice:** Holistic, Integrated and interconnected approaches**Outcome:** Children have a strong sense of wellbeing |
| **Leading through natural disasters and other community trauma** | **Principle:** Collaborative leadership and teamwork**Practice:** Continuity of learning and transitions**Outcome:** Children have a strong sense of wellbeing |
| **Therapeutic storytelling** | **Principle:** Secure respectful and reciprocal relationships**Practice:** Responsiveness to children**Outcome:** Children are effective communicators |