



APPROVED LEARNING FRAMEWORKS VERSION 2.0

Australia's two nationally approved learning frameworks *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*, and *My Time, Our Place: Framework for School Age Care in Australia* have been updated.

Version 2 of the national approved learning frameworks are now approved for use under the National Quality Framework.

Approved providers and services are encouraged to start familiarising themselves with Version 2 of the updated learning framework(s) that applies to them and begin incorporating new or enhanced aspects into their educational program and practice.

The original national learning frameworks will remain in operation alongside these in 2023.

January 2023



Under the National Law and Regulations, services are required to base their educational program on an approved learning framework. This should focus on addressing the developmental needs, interests and experiences of each child, while taking into account individual differences.

There are two nationally approved learning frameworks which outline practices that support and promote children's learning:

- *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*
- *My Time, Our Place: Framework for School Age Care in Australia*

These have both been updated recently for use from early 2023 onwards.

The original national learning frameworks will remain in operation alongside the updated frameworks in 2023.

During 2023, additional supporting material will be developed by governments and ACECQA to support providers and their services and will be made available on the ACECQA website.

WHAT'S CHANGED?

The updates to both frameworks are the results of a robust process to assess options and provide recommendations for change. This included reviewing contemporary research, comprehensive stakeholder engagement nationally, and piloting of proposed changes across a range of education and care settings.

The changes you will find in both framework documents comprise a mix of clarifications and expanded explanations across the Principles, Practices and Learning Outcomes of the original Approved Learning Frameworks, and a smaller number of more substantial changes.

The main differences you will see are a stronger connection between the frameworks and the National Quality Standard in areas such as sustainability, theoretical approaches, critical reflection, the importance of Aboriginal and Torres Strait Islander ways of being, knowing and doing, inclusion and the addition of three new principles.

Your service can play an important role in implementing the Approved Learning Frameworks Version 2.0.

KEY UPDATES TO BOTH NATIONAL APPROVED LEARNING FRAMEWORKS

VISION

- Strengthening Aboriginal and Torres Strait Islander perspectives throughout the frameworks including the vision, principles, practices and outcomes

PEDAGOGY AND EDUCATOR'S PROFESSIONAL PRACTICE

- Strengthening the link between the vision and planning cycle

PRINCIPLES

- Strengthening the principle of ongoing learning and reflective practice
- Introducing a new principle promoting collaborative leadership and teamwork
- Introducing a new sustainability principle
- Introducing a new principle of Aboriginal and Torres Strait Islander perspectives
- 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

PRACTICES

- 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

LEARNING OUTCOMES

- Expanding and strengthening guidance to support the Principles, Practices and Learning Outcomes

HOW WERE THE APPROVED LEARNING FRAMEWORKS UPDATED?

Education Ministers commissioned an update of the two national approved learning frameworks.

Both frameworks have proved integral to the success of the National Quality Framework for close to a decade. The purpose of this update was to ensure they continue to reflect contemporary developments in practice and knowledge, while supporting all educators to promote the wellbeing, learning and development of each child.

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 deliver the 2021 National Quality Framework (NQF) Approved Learning Frameworks (ALFs) Update project.

The project commenced in April 2021 and was delivered over three stages.

In Stages 1 and 2, the Literature Review, surveys and stakeholder feedback on the Discussion Paper highlighted the strengths of the original frameworks and identified areas where they could be improved.

Potential areas for improvement were explored in the Discussion Paper, aiming to strengthen the connection between the frameworks and the National Quality Standard.

During Stage 3, the Consortium piloted the potential updates in 16 ECEC and OSHC services across Australia to inform their recommendations to governments and ACECQA on areas for improvement, and how any changes are best implemented.

The pilot sites included a diverse range of service types across jurisdictions.

FOR MORE INFORMATION

- [ACECQA website](#)
- [ACECQA Newsletter](#) and [We Hear You blog](#)