

EYLF Reflective Questions

Outcome 1: Children are effective communicators

Sub Outcome 1.1: children feel safe, secure and supported

Which EYLF principles does this outcome relate to?	
Which EYLF practices will you use when promoting learning for this outcome?	
How is this outcome reflected in your service's philosophy now?	Do you need to make changes to your philosophy to ensure children feel safe and secure?
For management, this outcome could involve ensuring children have long orientation and transition times between rooms and when starting in the centre. Strong attachments are also formed with key, permanent staff members and not frequently changing carers for the children.	
Reflections for management: What is your current orientation process for families? Does it allow enough time for children to feel safe without their parents? Is it flexible for individual needs?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children under 2, this outcome could mean spending time with new babies and being sensitive to their need for being held so they can learn to feel secure in your care.	
Reflections for educators of children under 2: If a babies cries, then settles in your arms they are telling you they feel safe with you. Does this child's security come first or the other tasks you need to perform?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children over 2, this outcome could involve allowing children to openly express their feelings, even if you don't agree with them and discussing their ideas and views without bias.	
Reflections for educators of children over 2: Do you allow children to freely express themselves with other children? What are the challenges in doing this?	Current Practices/ Strengths:
	Actions for continuous improvement:

Outcome 1: Children are effective communicators

Sub Outcome 1.2: Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.

Which EYLF principles does this outcome relate to?	
Which EYLF practices will you use when promoting learning for this outcome?	
How is this outcome reflected in your service's philosophy now?	Do you need to make changes to your philosophy to ensure children can become independent?
For management, this outcome could involve encouraging all your staff in believing that all children are capable of amazing things and promoting a centre that has high expectations of all children.	
Reflections for management: Do your centres programs challenge children and show that you have high expectations of children as well as showing the importance children's play?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children under 2, this outcome could mean allowing babies and toddlers to play with the same items over and over for many days so they can become confident in using it and persist with it when they don't master it the first time.	
Reflections for educators of children under 2: How long are items left out for children to discover and master them? When do you change toys- do you take cues from the children when to introduce new experiences?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children over 2, this outcome could involve allowing children to make discoveries for themselves, ask questions about items and finding out the answers themselves too! This will lead to inquisitive minds, higher confidence and a sense of achievement.	
Reflections for educators of children over 2: Do you allow children to freely explore and question the world in their own way? How do you challenge children to invent their own hypotheses on how the world works?	Current Practices/ Strengths:
	Actions for continuous improvement:

Outcome 1: Children are effective communicators

Sub Outcome 1.3: Children develop knowledgeable and confident self identities

Which EYLF principles does this outcome relate to?	
Which EYLF practices will you use when promoting learning for this outcome?	
How is this outcome reflected in your service's philosophy now?	Do you need to make changes to your philosophy to ensure children are becoming confident in their identities?
For management, this outcome could mean involving the community in the service to develop a respect for diversity and an understanding of different cultures.	
Reflections for management: How do outsiders and visitors to your service know you respect and embrace the diversity of Australian cultures?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children under 2, this outcome could mean adopting different cultural approaches to caring for young children such as sleeping and eating routines, depending on families requests.	
Reflections for educators of children under 2: Are you open to other cultural practices in caring for young children? How would you respond if a family asked for their baby to sleep in a sling attached to you? Would that be a respectful response?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children over 2, this outcome could involve singing songs in children's home languages and using words and signs for communication in languages other than English.	
Reflections for educators of children over 2: What other languages are evident in your room? Even if there are a limited number of different cultures in your centre, how do you teach the children about different cultures and the other languages in our society?	Current Practices/ Strengths:
	Actions for continuous improvement

Outcome 1: Children are effective communicators

Sub Outcome 1.4: Children learn to interact in relation to others with care, empathy and respect

Which EYLF principles does this outcome relate to	
Which EYLF practices will you use when promoting learning for this outcome?	
How is this outcome reflected in your service's philosophy now?	Do you need to make changes to your philosophy to show that you want to develop children's empathy and respect for others?
For management, this outcome means ensuring your staff are always caring, empathetic and respectful of each other and of children and families.	
Reflections for management: Are you staff always caring and respectful to each other in front of the children? Do they speak in positive ways that are modelled to the children?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children under 2, this outcome means initiating one-to-one interactions with each baby/ toddler in your care throughout every day.	
Reflections for educators of children under 2: Do you spend quality one-to-one time with every child every day? Is this a challenge? Why?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children over 2, this outcome involves guiding children through conflicts in ways that are sensitive and encourage them to respect and empathise with other children's perspectives.	
Reflections for educators of children over 2: Do your behaviour guidance practices allow children to consider other perspectives and reflect on their own actions in gentle and respectful ways?	Current Practices/ Strengths:
	Actions for continuous improvement

Outcome 2: Children are connected with and contribute to their world

Sub Outcome 2.1: Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

Which EYLF principles does this outcome relate to?	
Which EYLF practices will you use when promoting learning for this outcome?	
How is this outcome reflected in your service's philosophy now?	Do you need to make changes to your philosophy so children will develop a sense of belonging to a group and community?
For management, this outcome means building connections between your service and the wider community.	
Reflections for management: How are you encouraging children to be active participants in the community? What are your reciprocal rights and responsibilities to the community in relation to the children in your care?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children under 2, this outcome means providing opportunities for children to interact with each other and become aware of other children.	
Reflections for educators of children under 2: How do you help children learn to 'read' other children's emotions and feelings? Are children under 2 capable of doing this?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children over 2, this outcome involves allowing children to contribute to decision making and negotiating rules and roles within the centre.	
Reflections for educators of children over 2: How much room do you allow for negotiation from the children? What will happen when the children can make decisions about how things happy in your room?	Current Practices/ Strengths:
	Actions for continuous improvement

Outcome 2: Children are connected with and contribute to their world

Sub Outcome 2.2: Children respond to diversity with respect

Which EYLF principles does this outcome relate to?	
Which EYLF practices will you use when promoting learning for this outcome?	
How is this outcome reflected in your service's philosophy now?	Do you need to make changes to your philosophy to respect culture, heritage, backgrounds and traditions of the wider community?
For management, this outcome could mean asking staff to reflect on their own responses to diversity and being honest about things they don't understand about other cultures and need to know more about.	
Reflections for management: Do you allow families, children and staff from diverse cultures to things their own way? What are the advantages/ risks in doing this?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children under 2, this outcome could mean helping children to begin to care and show concern for others and helping children to understand the differences and diversities of people.	
Reflections for educators of children under 2: When talking to children about diversity, do you put an emphasis on being the same or on being different? The EYLF suggests we should value 'distinctiveness', are you teaching this to the children?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children over 2, this outcome involves exploring all culture in deep and meaningful ways. To be able to explore this with children, educators need to be knowledgeable in cultural traditions and backgrounds or source the community for people who are.	
Reflections for educators of children over 2: When exploring cultures with children, how can you be sure that the information the children find and receive is not stereotypical or misleading and is a true reflection of that culture? (E.g. Do all Aboriginal Australians live in bark huts?)	Current Practices/ Strengths:
	Actions for continuous improvement

Outcome2: Children are connected with and contribute to their world

Sub Outcome 2.3: Children become aware of fairness

Which EYLF principles does this outcome relate to?	
Which EYLF practices will you use when promoting learning for this outcome?	
How is this outcome reflected in your service's philosophy now?	Do you need to make changes to your philosophy in making children aware of fairness?
For management, this outcome means modelling fairness through all levels of management. It also means ensuring no children or families are excluded from your service or parts of your services.	
Reflections for management: Are there times when it is necessary to exclude someone? Is this fair? Is there a way they could be included?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children under 2, this outcome could be followed by exploring connections between people in visual ways the children can understand such as having photos of children's and educator's families where they can access them.	
Reflections for educators of children under 2: How do you allow babies and toddlers to be while their family with they are in care? Are they able to hold, carry or sleep with pictures of their family for comfort?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children over 2, this outcome involves analysing texts through discussions with children and openly talking about inclusion and exclusion, fairness and unfairness.	
Reflections for educators of children over 2: Are children capable of analysing a text? How would you start a discussion with children about stereotypes in a book in a way they can come to understand and have their own ideas about identities?	Current Practices/ Strengths:
	Actions for continuous improvement

Outcome 2: Children are connected with and contribute to their world

Sub Outcome 2.4: Children become socially responsible and show respect for the environment

Which EYLF principles does this outcome relate to?	
Which EYLF practices will you use when promoting learning for this outcome?	
How is this outcome reflected in your service's philosophy now?	Do you need to make changes to your philosophy or your environment to show you appreciate nature?
For management, this outcome could mean evaluating your environments and looking at the role nature plays in children's learning and throughout life.	
Reflections for management: If a visitor was to enter your centre, would they clearly see that your centre appreciates nature and has a connectedness with the land?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children under 2, this outcome means allowing babies and toddlers to develop a relationship with nature and the environment and enabling them to watch, touch, smell and taste the natural world every day.	
Reflections for educators of children under 2: How can you teach young children to respect and care for beautiful things in nature whilst at the same time let them openly explore nature?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children over 2, this outcome could involve developing projects and routines for sustainability so children learn to care for and learn from the land.	
Reflections for educators of children over 2: What resources are available to your children for them to learn from the land? Are your children able to have a one-to-one relationship with the natural environment to do this?	Current Practices/ Strengths:
	Actions for continuous improvement

Outcome 3: Children have a strong Sense of Wellbeing

Sub Outcome 3.1: Children become strong in their social and emotional wellbeing

Which EYLF principles does this outcome relate to?	
Which EYLF practices will you use when promoting learning for this outcome?	
How is this outcome reflected in your service's philosophy now?	Do you need to make changes to your philosophy to reflect the importance of social and emotional wellbeing?
For management, this outcome means creating a work culture of genuine affection, understanding and respect for all children at all time, including in the staff room and outside work hours.	
Reflections for management: How do you respond to educators speaking about children in negative ways in the staff room? How can you ensure your staff are always positive and respectful of children?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children under 2, this outcome means respecting and acknowledging children's emotions and supporting them to understand their feelings and letting them know it is okay to feel like that (even though it may be difficult for you when they have a tantrum).	
Reflections for educators of children under 2: Do you deal with tantrums and crying in a caring and respectful way? Can children always rely on you to be there for them when they are finding things difficult or they are not coping?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children over 2, this outcome involves collaborating with children in their own learning documentation- observations, planning and evaluations. Children will feel pride and self worth when they are involved in documenting their attempts and achievements.	
Reflections for educators of children over 2: What methods do you use for children to recognise the contributions they make to shared projects, experiences and group learning?	Current Practices/ Strengths:
	Actions for continuous improvement

Outcome 3: Children have a strong sense of wellbeing

Sub Outcome 3.2: Children take increasing responsibility for their own health and physical wellbeing

Which EYLF principles does this outcome relate to?	
Which EYLF practices will you use when promoting learning for this outcome?	
How is this outcome reflected in your service's philosophy now?	Do you need to make changes to your philosophy for it to reflect the importance of children's health and physical wellbeing?
For management, this outcome could mean providing your staff with professional development and resources so they feel confident in guiding physical games and activities, dance, drama and movement.	
Reflections for management: Does your staff team feel confident in leading the children in dance, drama and movement? If you have an outside teacher coming to teach dance, does that meet the requirements of your program and the needs of every child, everyday for their health and wellbeing?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children under 2, this outcome means considering the pace of the day within the context of families and the community and looking at the children's needs first before the needs of the centre- for example lunch breaks.	
Reflections for educators of children under 2: Do you know if the time you feed children at the centre is the same time they normally eat at home? Is there room for flexibility in children's eating times to meet their individual routines?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children over 2, this outcome involves supporting children to make their own appropriate decisions about their needs for sleep, rest, eating, drinking and toileting and not insisting on them following instructions.	
Reflections for educators of children over 2: Do you allow children to make their own decisions about sleep and rest? Are there always alternative experiences to sleeping for the children to choose from? What are the advantages/ challenges in doing this?	Current Practices/ Strengths:
	Actions for continuous improvement

Outcome 4: Children are confident and involved learners

Sub Outcome 4.1: Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

Which EYLF principles does this outcome relate to?	
Which EYLF practices will you use when promoting learning for this outcome?	
How is this outcome reflected in your service's philosophy now?	Do you need to make changes to your philosophy to reflect these dispositions?
For management, this outcome means providing educators with a reflective and flexible environment which is open to new ideas, inquiry and taking on new challenges. It is important that educators have these dispositions to be able to encourage children to develop them.	
Reflections for management: How do you support your staff to create new ideas? What are the advantages and challenges of letting them try out these ideas?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children under 2, this outcome means creating an environment that encourages children to explore and be curious. This can be done by hiding things to be found in secret places, boxes and bags and providing elements of the unknown with strange new objects for children to feel and look at like pine cones or real animals.	
Reflections for educators of children under 2: Do you provide for children to experience wonder and interest in their environments? How do you allow children to explore over time and keep their interest fresh?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children over 2, this outcome involves real investigations with the children. Discuss topics with them and find out what questions they have. Ask them how can they go about finding out the answers instead of initiating this yourselves.	
Reflections for educators of children over 2: What documentation or method do you have in place that allows children to revisit their learning and ideas from previous days/ weeks?	Current Practices/ Strengths:
	Actions for continuous improvement

Outcome 4: Children are confident and involved learners

Sub Outcome 4.2: Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigation

Which EYLF principles does this outcome relate to?	
Which EYLF practices will you use when promoting learning for this outcome?	
How is this outcome reflected in your service's philosophy now?	Do you need to make changes to your philosophy to include problem solving skills and investigations?
For management, this outcome means allowing changes to the learning environments that make them more challenging for children and allow children to take risks. This means finding a balance between safety and legal liabilities and the importance of risks for children's learning.	
Reflections for management: What are the benefits for your centre as a whole when you allow children to take appropriate risks in learning and the environment such as allowing children to climb trees?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children under 2, this outcome means sharing in the enjoyment and excitement of babies and toddlers when they make new discoveries for themselves. You need to be with the children and actively playing with them so you don't miss those special moments of discovery.	
Reflections for educators of children under 2: How often during the day do you make the time to sit and play with the children and do nothing else but give them your full attention?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children over 2, this outcome involves encouraging children to make their theories and ideas visible to others. This can be done through drawings, sketches, photos, models, blocks, painting, box construction and many other ways.	
Reflections for educators of children over 2: Why is it important for children to make their ideas visible? How does the wider community share their ideas?	Current Practices/ Strengths:
	Actions for continuous improvement

Outcome 4: Children are confident and involved learners

Sub Outcome 4.3: Children transfer and adapt what they have learned from one context to another

Which EYLF principles does this outcome relate to?	
Which EYLF practices will you use when promoting learning for this outcome?	
How is this outcome reflected in your service's philosophy now?	Do you need to make changes to your philosophy to reflect how children can transfer their knowledge and why you believe this is important?
For management, this outcome means sharing information from your service with families and other professionals and ensuring the work is of a professional standard when it is passed on.	
Reflections for management: How do you ensure all paper work undertaken by educators in your centre is of a professional standard for sharing during children's transitions to other services and for specialist support?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children under 2, this outcome means drawing children's attention to patterns and relationships in the environment and learning, for example people live in houses with their families, do other animals and insects also live in houses with their families?	
Reflections for educators of children under 2: Do you allow children to move items between learning areas so they can apply their knowledge in different contexts?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children over 2, this outcome involves helping children to explore multiple solutions to problems and trying different ideas. Small group discussions can be a good way to share ideas for finding and choosing solutions.	
Reflections for educators of children over 2: Do you normally think that you have the solution to a problem and that is the only solution? How can you explore other possible solutions?	Current Practices/ Strengths:
	Actions for continuous improvement

Outcome 4: Children are confident and involved learners

Sub Outcome 4.4: Children resource their own learning through connecting with people, places, technologies, and natural and processed materials

Which EYLF principles does this outcome relate to?	
Which EYLF practices will you use when promoting learning for this outcome?	
How is this outcome reflected in your service's philosophy now?	Do you need to make changes to your philosophy so children are capable of resourcing their own learning?
For management, this outcome means providing experiences for children outside the early childhood setting which allow children to use resources from the wider community.	
Reflections for management: Do you feel there are enough experiences for the children in your centre outside of the service? What are the advantages/ challenges in organising more?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children under 2, this outcome could mean allowing children to construct and take apart materials of their choice for deeper learning of the material.	
Reflections for educators of children under 2: How would you react if a child made an amazingly detailed collage only to then take it all apart? Do you view the taking apart as important as the constructing?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children over 2, this outcome involves supporting children to become confident in the use of technologies for building skills and knowledge. This doesn't mean you need computers; it can also include calculators, cameras, video cameras, CDs, telescopes, microscopes and technical toys and tools.	
Reflections for educators of children over 2: What are the advantages and disadvantages of having technologies in early childhood settings? Does the use of technology contradict encouraging children to investigate and solve their own problems through exploration?	Current Practices/ Strengths:
	Actions for continuous improvement

Outcome 5: Children are effective communicators

Sub Outcome 5.1: Children interact verbally and non-verbally with others for a range of purposes

Which EYLF principles does this outcome relate to?	
Which EYLF practices will you use when promoting learning for this outcome?	
How is this outcome reflected in your service's philosophy now?	Do you need to make changes to your philosophy to reflect how children interact verbally and non-verbally?
For management, this outcome could involve building strong links and involvements with community members from cultural and ATSI backgrounds, Involving families in the service as much as possible, openly welcoming and communicating with families on arrival and departure.	
Reflections for management: How do you involve the language, cultures and people of the wider community in your service?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children under 2, this outcome could mean spending meaningful time communicating with child, enjoying their babblings and playing with sounds and actions.	
Reflections for educators of children under 2: How do your children communicate with you when their spoken language is limited? Are you always watching and paying attention for non-verbal cues?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children over 2, this outcome could involve taking time to listen and document children's thoughts and ideas, asking children questions about their ideas and providing resources to promote further conversations and questions on their topics of interest.	
Reflections for educators of children over 2: Do you answer children's questions for them or provide resources for children to answer the questions themselves? What are the challenges in doing this?	Current Practices/ Strengths:
	Actions for continuous improvement

Outcome 5: Children are effective communicators

Sub Outcome 5.2: Children engage with a range of texts and gain meaning from these texts

Which EYLF principles does this outcome relate to?	
Which EYLF practices will you use when promoting learning for this outcome?	
How is this outcome reflected in your service's philosophy now?	Do you need to make changes to your philosophy to include the importance of texts?
For management, this outcome may mean looking at the displays around your centre and making sure there is display print in Standard Australian English as well as home and community languages.	
Reflections for management: Are the home and community language displays in your centre functional or just for decoration? How could you make sure these words and displays serve a more meaningful purpose?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children under 2, this outcome means singing songs, finger plays, chants and rhymes to the children many times during the day and allowing children to join in and guess missing words or sing the next line or find the animals the songs are about. They will gain more meaning from the songs when they are involved.	
Reflections for educators of children under 2: Do you have a basic repertoire of songs? How can you build on the songs you know and learn some in home and community languages? Could you set yourself a target to learn more?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children over 2, part of this outcome involves explicitly talking with children about words, letters, sounds, rhymes and the functions and meanings of words and punctuation.	
Reflections for educators of children over 2: Do you feel confident enough in your knowledge of how written language works to share this knowledge with children? Do you know what a verb, an adjective and a noun are and what the functions of a comma are?	Current Practices/ Strengths:
	Actions for continuous improvement

Outcome 5: Children are effective communicators

Sub Outcome 5.3: Children express ideas and make meaning using a range of media

Which EYLF principles does this outcome relate to?	
Which EYLF practices will you use when promoting learning for this outcome?	
How is this outcome reflected in your service's philosophy now?	Do you need to make changes to your philosophy to reflect the different media you expose children to and how they make meaning from that media?
For management, this outcome could mean extending the range of expressive and creative arts available to the children by organising community visits and excursions to plays, concerts, museums and galleries.	
Reflections for management: What are your ideas on the appropriateness of a visit to an art gallery by young children? What could the children gain from this experience?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children under 2, this outcome involves understanding that babies and toddlers are learning to read through things in their environment that they can manipulate and explore and gain meaning from.	
Reflections for educators of children under 2: How do you enable babies and toddlers to interact with and make meaning from media? How do they experiment with print and images?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children over 2, this outcome involves being open to questions during and after reading a story and asking comprehension questions of the children to support their understanding.	
Reflections for educators of children over 2: Books and other texts have many more uses than just reading that can expand children's understanding of texts. What other ways could you allow children to use books?	Current Practices/ Strengths:
	Actions for continuous improvement

Outcome 5: Children are effective communicators

Sub Outcome 5.4: Children begin to understand how symbols and pattern systems work

Which EYLF principles does this outcome relate to?	
Which EYLF practices will you use when promoting learning for this outcome?	
How is this outcome reflected in your service's philosophy now?	Do you need to make changes to your philosophy to reflect the use of symbols and patterns in learning about literacy?
For management, this outcome may mean ensuring your staff are confident and capable of supporting children's learning and understanding about symbols including letters, numbers, time, money, musical notation and culturally constructed symbol systems.	
Reflections for management: When recruiting staff, do you reflect on the skills and talents you have in your existing team, look for gaps and try to recruit staff to fill these gaps? Do you have staff who can read/ play music and read/ speak other languages?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children under 2, this outcome means providing children with everyday materials to sort, classify order, compare and make patterns with.	
Reflections for educators of children under 2: Do you allow children to classify items into their own groups, not just colour or size? Why is it important to allow children to invent their own ideas and systems?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children over 2, this outcome involves providing everyday materials with symbols on them for children to use in their play for representations and for making meaning of symbols in the wider community.	
Reflections for educators of children over 2: Audit you room for everything with words, letters numbers and other symbols. Do you feel there is enough representation of symbols in your room?	Current Practices/ Strengths:
	Actions for continuous improvement

Outcome 5: Children are effective communicators

Sub Outcome 5.5: Children use information and communication technologies to access information, investigate ideas and represent their thinking

Which EYLF principles does this outcome relate to?	
Which EYLF practices will you use when promoting learning for this outcome?	
How is this outcome reflected in your service's philosophy now?	Do you need to make changes to your philosophy to include technologies?
For management, this outcome means providing children access to a range of technologies?	
Reflections for management: How do you ensure children are 'cyber safe' when using the internet? Do your policies reflect keeping children safe on the internet?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children under 2, this outcome means providing technologies for babies and toddlers in a way that will familiarise them with the real life uses of these items- e.g. old phones or lap tops for dramatic play.	
Reflections for educators of children under 2: Do you feel it is essential for children under 2 to experience technology? Why?	Current Practices/ Strengths:
	Actions for continuous improvement
For educators of children over 2, this outcome involves integrating technology into everyday play experiences and projects.	
Reflections for educators of children over 2: How do you ensure the information your children are receiving is factual? Do your children believe everything from the computer is true? What are the risks if they believe that?	Current Practices/ Strengths:
	Actions for continuous improvement

