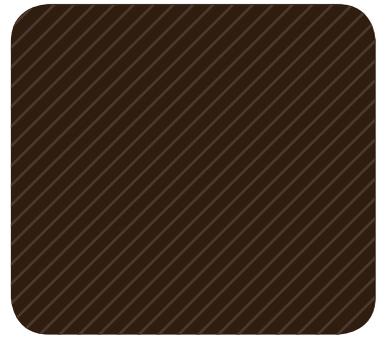


BELONGING, BEING & BECOMING

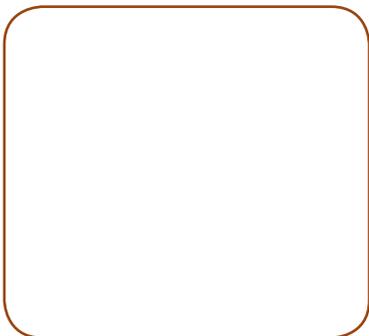


Remote Indigenous Professional
Development Package for the Early Years
Learning Framework for Australia



BELONGING, BEING & BECOMING

Remote Indigenous Professional
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Learning Framework for Australia



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The package must be attributed as Remote Indigenous Professional Development Package for the Early Years Learning Framework for Australia.

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This professional development package was produced for the Australian Government Department of Education Employment & Workplace Relations in conjunction with educators in a range of remote communities around Northern and Central Australia to support the Early Years Learning Framework in remote Indigenous settings.

The Early Years Learning Framework for Australia is a guide for early childhood educators who work with children from birth to five years. It helps educators develop early learning programs that are responsive to children's ideas, interests, strengths and abilities in the context of their families and communities. Children must grow healthy and strong in the early years. They must learn and build success for school and their life ahead.

The Framework outlines a vision and an education approach that promotes well-being and learning in a culturally responsive, safe and supported setting. It describes the early childhood years as a time of belonging, being, and becoming.

Belonging is important for children when developing their own identity. Children's relationships with others – their families, communities, friends, and educators – all help to develop a sense of belonging.

Being is about children expressing themselves as individuals and developing their personality, culture, and learning. It is important for children to enjoy their childhood experiences and build relationships and knowledge.

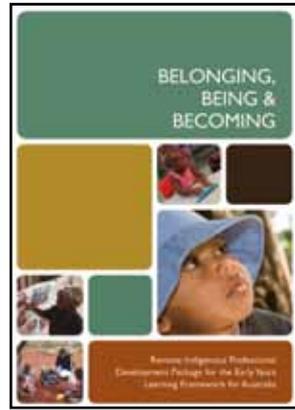
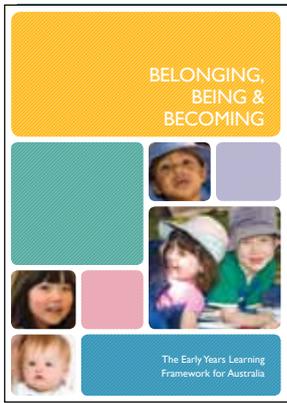
Becoming is about the importance of children learning and growing in their childhood and allowing them to understand and build capacities, skills and relationships to be active participants in society.

Early learning programs must value and support play as the vehicle for developing children's thinking, communication and social skills. They must be implemented in partnership with families.

The Framework helps educators support children to develop:

- a strong sense of identity;
- connections with their world;
- a strong sense of well-being;
- confidence and involvement in their learning; and
- effective communication skills.

While it is important for educators to speak to children in their home language, it is also imperative to support children to become competent in standard Australian English. This is achieved by speaking with children and making connections to learning experiences in standard Australian English.



This resource is aimed at providing Aboriginal and Torres Strait Islander staff with a place to start their discussions about how they work with each other, children, families and the community. These ideas were developed by Chris Tayler while working with Indigenous people in their communities. We hope it will help to begin the thinking and discussions about how you can and already do implement the EYLF in your services. This resource is closely linked to the National document.

PRINCIPLES

The following are five Principles that reflect contemporary theories and research evidence concerning children's learning and early childhood pedagogy. The Principles underpin practice that is focused on ensuring all children to make progress in relation to the Learning Outcomes.

1. Secure, respectful and reciprocal relationships

Educators who are attuned to children's thoughts and feelings support the development of a strong sense of wellbeing. They positively interact with the young child in their learning.

Research has shown that babies are both vulnerable and competent. Babies' first attachments within their families and within other trusting relationships provide them with a secure base for exploration and learning.

Through a widening network of secure relationships, children develop confidence and feel respected and valued. They become increasingly able to recognise and respect the feelings of others and to interact positively with them.

Educators who give priority to nurturing relationships and providing children with consistent emotional support can assist children to develop the skills and understanding they need to interact positively with others. They also help children to learn about their responsibilities to others, to appreciate their connectedness and interdependence as learners, and to value collaboration and teamwork.

2. Partnerships

Learning outcomes are most likely to be achieved when early childhood educators work in partnership with families. Educators recognise that families are children's first and most influential teachers. They create a welcoming environment, where all children and families are respected and actively encouraged to collaborate with educators about curriculum decisions in order to ensure that learning experiences are meaningful.

Partnerships are based on the foundations of understanding each other's expectations and attitudes and build on the strength of each other's knowledge.

In genuine partnerships, families and early childhood educators:

- value each other's knowledge of each child
- value each other's contributions to and roles in each child's life
- trust each other
- communicate freely and respectfully with each other
- share insights and perspectives about each child
- engage in shared decision-making.

Partnerships also involve educators, families and support professionals working together to explore the learning potential in every day events, routines and play so that children with additional needs are provided with daily opportunities to learn from active participation and engagement in these experiences in the home and in early childhood or specialist settings.

3. High expectations and equity

Early childhood educators who are committed to equity believe in all children's capacities to succeed, regardless of diverse circumstances and abilities. Children progress well when they, their parents and educators hold high expectations for their achievement in learning.

The words in the pink box are the same as the words from the National document. The Green box has our summarised words.

What are the PRINCIPLES?
Principle 1

1. Secure, respectful and reciprocal relationships

1. I like being with the people that look after me because they respect me

Create loving, respectful, warm relationships with children

Show children how to be good friends to each other

PRACTICE

The principles of early childhood pedagogy underpin practice. Educators draw on a rich repertoire of pedagogical practices to promote children's learning by:

- adopting holistic approaches
- being responsive to children
- planning and implementing learning through play
- intentional teaching
- creating physical and social learning environments that have a positive impact on children's learning
- valuing the cultural and social contexts of children and their families
- providing for continuity in experiences and enabling children to have successful transition
- assessing and monitoring children's learning to inform practice and to support children in achieving learning outcomes.

Holistic approaches

Holistic approaches to teaching and learning recognise the connectedness of mind, body and spirit. When early childhood educators take a holistic approach they pay attention to children's physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of learning. While educators may plan or assess with a focus on a particular outcome or component of learning, they see children's learning as integrated and interconnected. They recognise the connections between children, families and communities and the importance of reciprocal relationships. Partnerships for learning are seen as a social activity and value collaborative learning and community participation.

An integrated, holistic approach to teaching and learning also focuses on connections to the natural world. Educators foster children's capacity to understand and respect the natural environment, and the interdependence between people, plants, animals and the land.

Responsiveness to children

Educators are responsive to all children's strengths, abilities and interests. They value and build on children's strengths, skills and knowledge to ensure their motivation and engagement in learning. They respond to children's unique cultural traditions and ways of knowing, the multiple languages spoken by some children, particularly Aboriginal and Torres Strait Islander children, and the strategies used by children with additional needs to negotiate their every day lives.

Sustainable

the educators' decisions and actions that build on children's existing knowledge and skills to enhance their learning.

The words in the yellow box are the same as the words from the National document. The mauve box has our summarised words.

PRACTICE Holistic approaches

We have lots of areas of children's development to think about

LEARNING OUTCOMES

The five Learning Outcomes are designed to capture the integrated and complex learning and development of all children across the birth to five age range. The outcomes are:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

The outcomes are broad and observable. They acknowledge that children learn in a variety of ways and vary in their capabilities and pace of learning. Over time children engage with increasingly complex ideas and learning experiences, which are transferable to other situations.

Learning in relation to the outcomes is influenced by:

- each child's current capabilities, dispositions and learning preferences
- educators' practices and the early childhood environment
- engagement with each child's family and community
- the integration of learning across the outcomes.

Children's learning is ongoing and each child will progress towards the outcomes in different and equally meaningful ways. Learning is not always predictable and linear. Educators plan with each child and the outcomes in mind.

The following Learning Outcomes demonstrate how the three elements of the Framework: Principles, Practices and Outcomes combine to guide curriculum decision-making and assessment to promote children's learning. Key components of learning in each outcome are expanded to provide examples of evidence that educators may observe in children as they learn. Examples of practice to promote children's learning are also included.

There will be many other ways that children demonstrate learning within and across the outcomes. Educators understand, engage with and promote children's learning. They talk with families and communities to make locally based decisions, relevant to each child and their community. There is provision for educators to list specific examples of evidence and practice that are culturally and contextually appropriate to each child and their setting.

The points described within each outcome are relevant to children of all ages. Knowledge of individual children, their strengths and capabilities will guide educators' professional judgement to ensure all children are engaging in a range of experiences across all the Learning Outcomes in ways that optimise their learning.

LEARNING OUTCOMES

BELONGING, BEING & BECOMING The Early Years Learning Framework for Australia 19

Each learning outcome has a symbol and colour representing that outcome. There are 5 outcomes.

OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

- Children feel safe, secure, and supported
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self identities
- Children learn to interact in relation to others with care, empathy and respect

Children feel safe, secure, and supported

This is evident, for example, when children:

- build secure attachments with one and then more familiar educators
- use effective routines to help make predicted transitions smoothly
- sense and respond to a feeling of belonging
- communicate their needs for comfort and assistance
- establish and maintain respectful, trusting relationships with other children and educators
- openly express their feelings and ideas in their interactions with others
- respond to ideas and suggestions from others
- initiate interactions and conversations with trusted educators
- confidently explore and engage with social and physical environments through relationships and play
- initiate and join in play
- explore aspects of identity through role play

Educators promote this learning, for example, when they:

- acknowledge and respond sensitively to children's cues and signals
- respond sensitively to children's attempts to initiate interactions and conversations
- support children's secure attachment through consistent and warm nurturing relationships
- support children in times of change and bridge the gap between the familiar and the unfamiliar
- build upon culturally valued child rearing practices and approaches to learning
- are emotionally available and support children's expression of their thoughts and feelings
- recognise that feelings of distress, fear or discomfort may take some time to resolve
- acknowledge each child's uniqueness in positive ways
- spend time interacting and conversing with each child

Add your own examples from your context.

LEARNING OUTCOMES

BELONGING, BEING & BECOMING The Early Years Learning Framework for Australia 21

These words are from the National Document

Outcome 2
Children are connected and contribute to their world

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

2.1 Children begin to learn about belonging to a group in a family, at child care and at school

What does this mean for children and families?	How could you do this?	Here is an example
Children have rights in their community	Put up a poster that shows that all children have the right to be safe, to be cared for and get a good education	
Children learn about the roles and relationships	The children learn about who the teachers and the staff are and build trusting relationships with them	
Children learn to tell someone when they don't like what is happening	Watch out for children who might be upset. Maybe they need to tell you that someone has taken something from them that they were playing with	

Page 64

These are our summarised words.

This table contains summaries for each outcome and what that outcome means for children and families, how you could implement that outcome and an example of this.

What is EYLF?

EYLF stands for Early Years Learning Framework for Australia.

Early Years is...



Birth

to

5 years old



It's the first national framework for this age group in Australia.

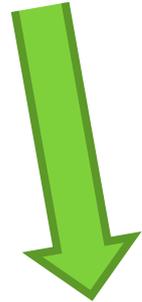
Stages of growth Birth - 5 years old



Birth - 1 year



1 - 2 years



4 - 5 years



3 - 4 years



2 - 3 years



What is EYLF?

The EYLF is all about what you do at child care or preschool to create a safe, interesting and fun place for the children. This might look like...



Making sure the children have materials to play with



Making sure children are happy and safe

How do we know the children have good things to play with to help them learn at child care or preschool?

Making sure children are learning



My children will enjoy interesting stories and books

Children learn to get along with other children



Children learn to count while they play



How do you know the children are happy at child care or preschool?

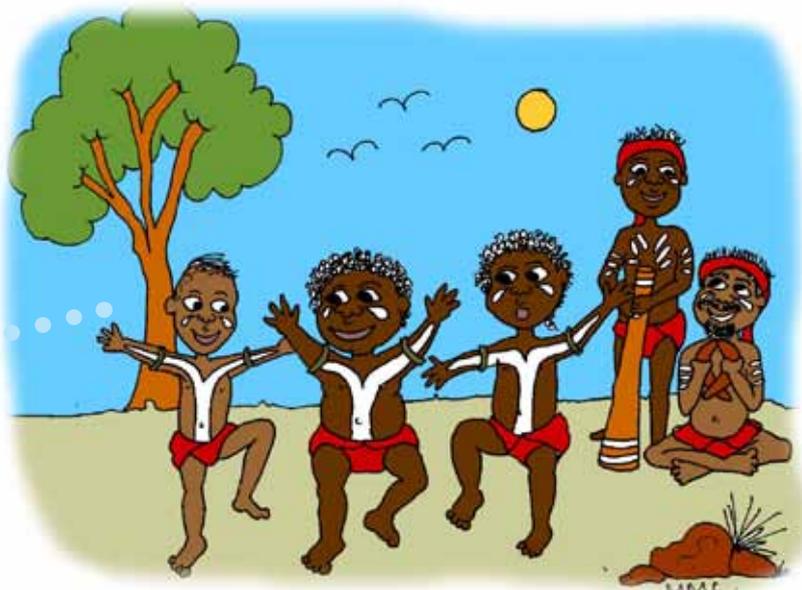
Making sure children are happy

The workers are friendly

The adults listen to me and that makes me feel happy



I am learning lots of things



How do you make the children feel safe at child care or preschool ?

Making sure children are happy and safe

The workers make sure the gates are shut and they watch the children all the time



My teachers help me to solve problems



I need someone to talk to!



How do we know the children are healthy at child care or preschool?

Making sure the children get healthy food



What does EYLF mean for the children?

When children come to child care or preschool they will have a safe, interesting and fun place to play and have interesting activities so they can learn with the staff and their friends.



What will the EYLF do for the staff?

Help you to look at the children's development



Help you plan for the children's play activities



Give you some ideas for reading and counting activities



What are the PRINCIPLES?

Principle 1

1. Secure, respectful and reciprocal relationships

1. I like being with the people that look after me because they respect me



Create loving, respectful, warm relationships with children

Show children how to be good friends to each other

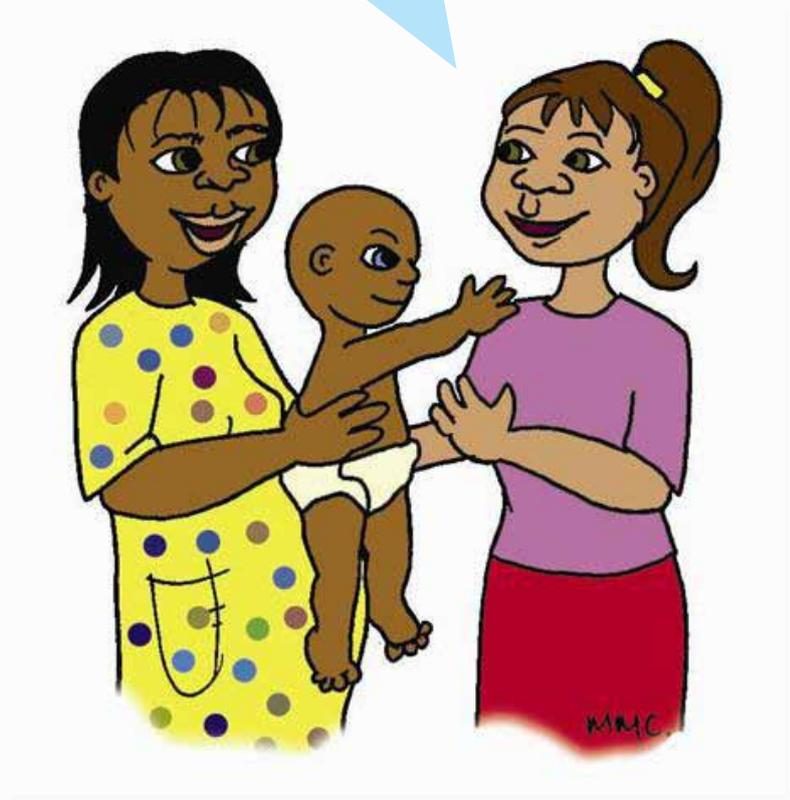


Principle 2

2. Partnerships

2. Working together with all families and all the staff

See you at 3.30 Kelly!



- Ask questions about their child
- Talk about the child's learning
- Be friendly and welcoming to families

Invite families to information sessions

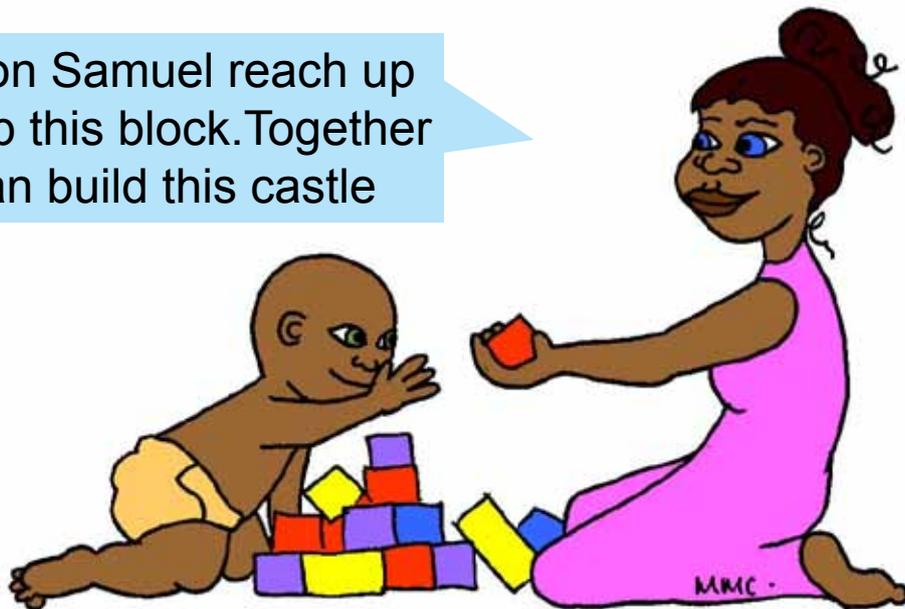


Principle 3

3. High expectations and equity

3. I'm brave enough to try out new things because my teachers believe in me

Come on Samuel reach up and grab this block. Together we can build this castle



Zac you are getting so good at catching the ball. Well done. I knew you could do it



Principle 4

4. Respect for diversity

4. We are all different and we should respect each other



Young and old



Male and Female



Abilities



Religions

Cultural backgrounds



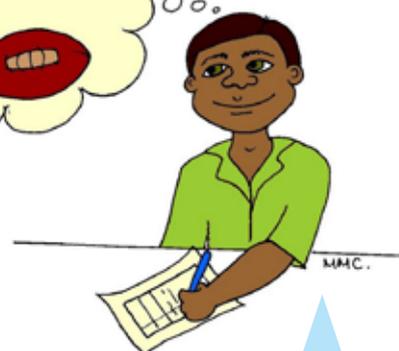
Principle 5

5. On going learning and reflective practice

5. We are learning together and we need time to talk and think about good ideas for teaching the children



Get other staff to help you with your program



John are there any activities that you would like to do next week?

Ask the children what activities and play they would like to do

I think the children will enjoy painting, bike riding, playing with blocks and playing with balls



PRACTICE

What does PRACTICE mean?

It's all the things we do every day at child care or preschool like ...



Playing with children



Talking to families to learn more about their child

Talking to children about what they like to learn about



Setting up the learning environment



Planning for children to explore, create and solve problems in order to learn

PRACTICE

Setting out the activities to support the learning plan



Working with the children in their learning

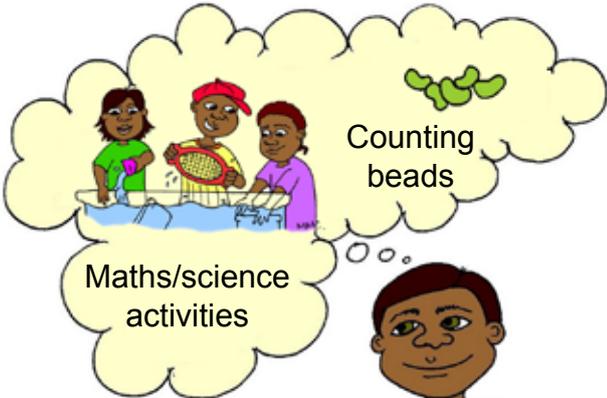


While changing nappies ask the child, 'Where are your toes?'

PRACTICE



Planning for measuring, science, maths, drawing



Planning with other staff

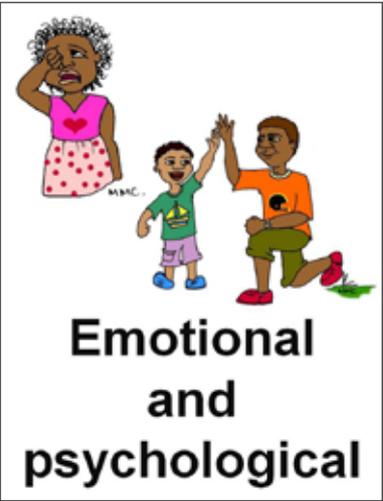
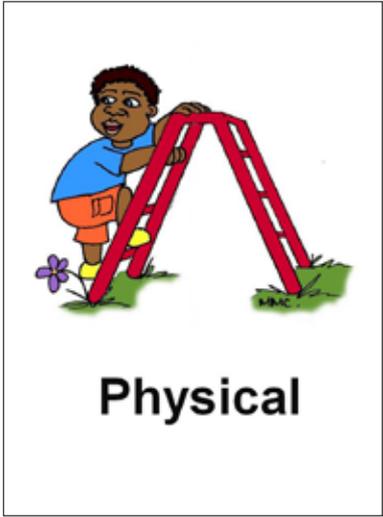
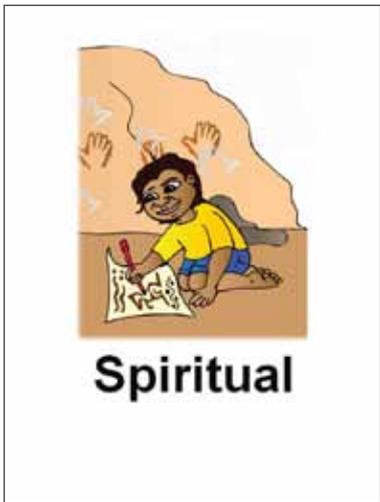


Reading stories together

PRACTICE

Holistic approaches

We have lots of areas of children's development to think about



PRACTICE

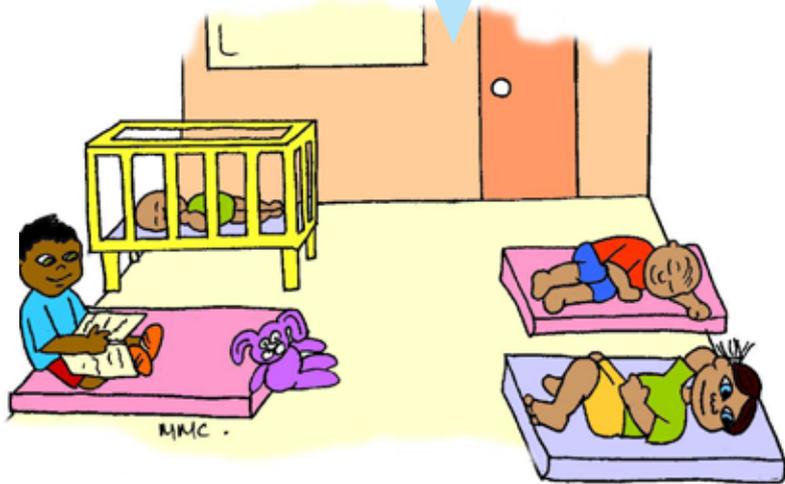
Responsiveness to children

What do children need? Help them out



Sad?
Comforting
and nurturing

Tired?
Enough rest



Fighting?
Problem
solving



Hungry?
Healthy food



Wanting to learn?
Plan for good
activities



PRACTICE

Learning through play

We play we learn

How do children learn when they play?
Colours, numbers, reading, body parts,
family connections



Show me what you made



What happens when
you mix water and dry
sand?



Lift up your
legs. Where's
your toes?



Tell me about your
family

Let's count how many times
you can jump!





Let's have a closer look at different types of play...



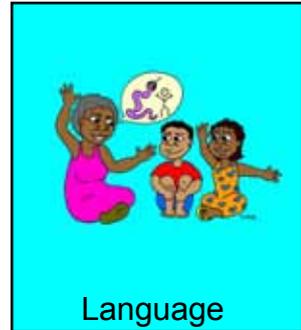
Sand play



Water play



Pretend play



Language



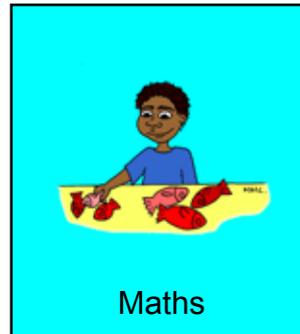
Big muscle play



Small muscle play



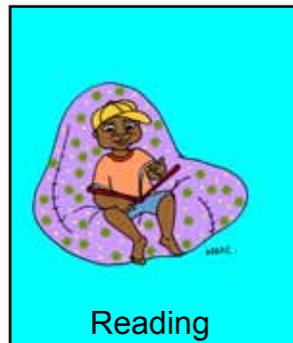
Play dough play



Maths



Art and Craft play



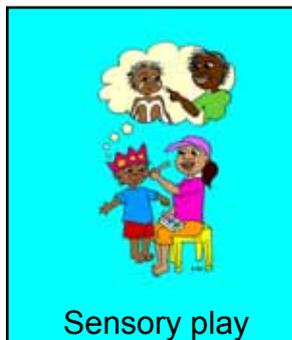
Reading



Music



Science



Sensory play



Cutting and pasting



Construction play



Communication

This is just the beginning, there is lots more information on types of play...

PRACTICE

Intentional teaching

This is when you make a plan that you want the children to learn about something.



This week I'm going to put out paints, bikes, blocks, balls



These children are enjoying the cars and blocks. They're learning about size and balance. I think I'll put them in our program next week

PRACTICE

Learning environments

Have good activities in the child care centre and preschool set up for the children to learn



This says to put out the shells and feathers with the play dough



We need to set up the outside and inside areas before the children get here this morning



PRACTICE

Continuity of learning and transitions

We have a plan for the children's activities all day every day. Children need to know when things are going to change like when it's pack up time or when they are getting ready to go to school

You need to get ready to go to preschool now. Get your bags, let's go



This is what we will be doing at Child Care today



PRACTICE

Cultural competence

We need to respect and value everyone that comes to child care and preschool. It is important that we learn from everyone so we can all work together for the children



PRACTICE

How do we know that the activities we gave children are teaching them? Are they interested? Are they talking about what they are doing? Take a photo or write an observation

Watching children will show you what they're learning and what they want to learn about next.

What they like to do



Things they know. How they like to learn



What they don't like to do



Things they don't know. Things they need to learn



Belonging, Being and Becoming

Belonging?
Being?
Becoming?

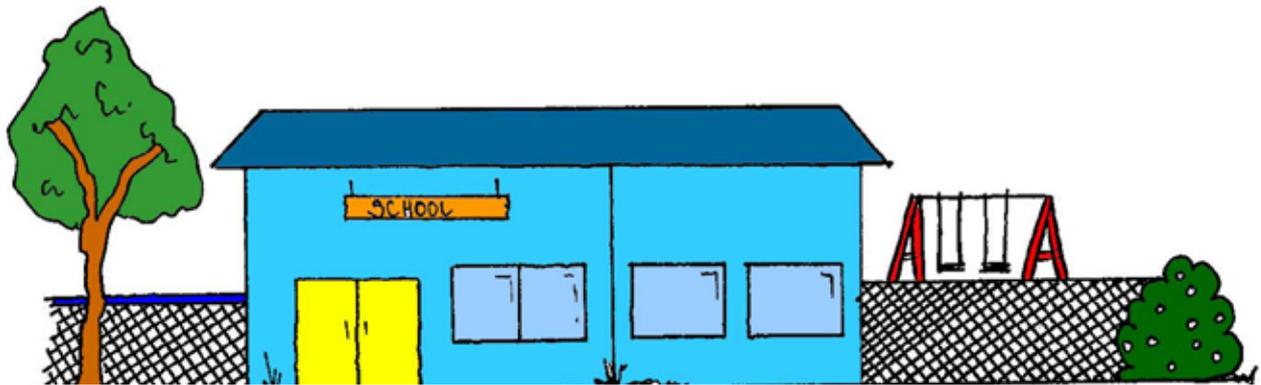
What do these words
mean in child care
and preschool?

Belonging

We need to belong to a group



Belonging



Preschool and Child Care



Belonging

Who am I in my family?

It is important for children to understand their relationships with family.

How do the children feel they belong to their family?



Who lives at your house?

Belonging

Who am I in my Community?

How do the children feel they belong to their community?

Meeting with family is important



We go to the shops together. Everyone is there



We go out bush together. Camping and hunting

Belonging

Who am I in my child care centre or preschool?

How do the children show that they belong to their child care centre or preschool?



Say hello to children when they come to the centre



Help the children settle in e.g. John your bag goes here



When the children are upset the staff take care of them

Being

Who am I at home in the community at child care or preschool?



I'm a child and the future of my community



I'm a good friend



At home I'm a big sister



I like to play and learn at preschool

My teacher is kind to me



Being

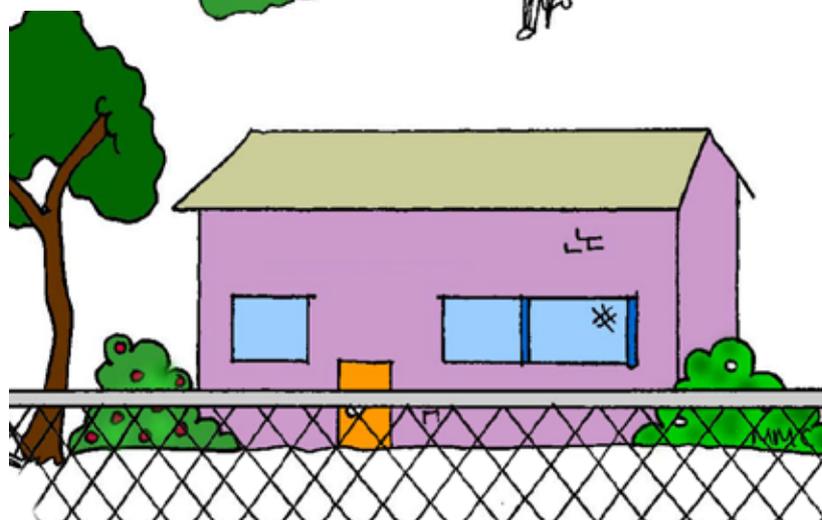
I am respected for who I am in my community

My community has lots of people, places, and services to help me be safe and grow strong like...



Art Centre

Health Clinic



Good houses and fencing for safety

Being

Who am I in my child care or preschool?



Good hygiene

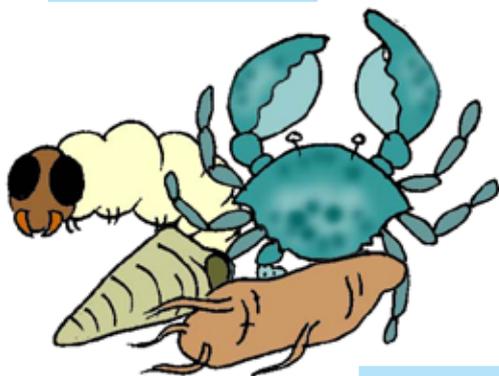


Good partnerships



I'm a learner

Good food



I'm a child and I'm strong and happy

I'm respected and important



Good activities



Becoming

Who am I becoming in my family?

Family is a BIG influence on children.
They are the children's first teachers



The children will learn things that parents role model



The children will grow up strong and proud

Becoming

Who am I Becoming in my community?



I'm respected and important



I'm learning



I'm growing



I'm a child and I'm strong and happy!



I'm learning culture



Becoming

Who am I Becoming at child care or preschool?



I'm respected and important



I'm learning

I'm growing



I'm a child
and I'm
strong and
healthy

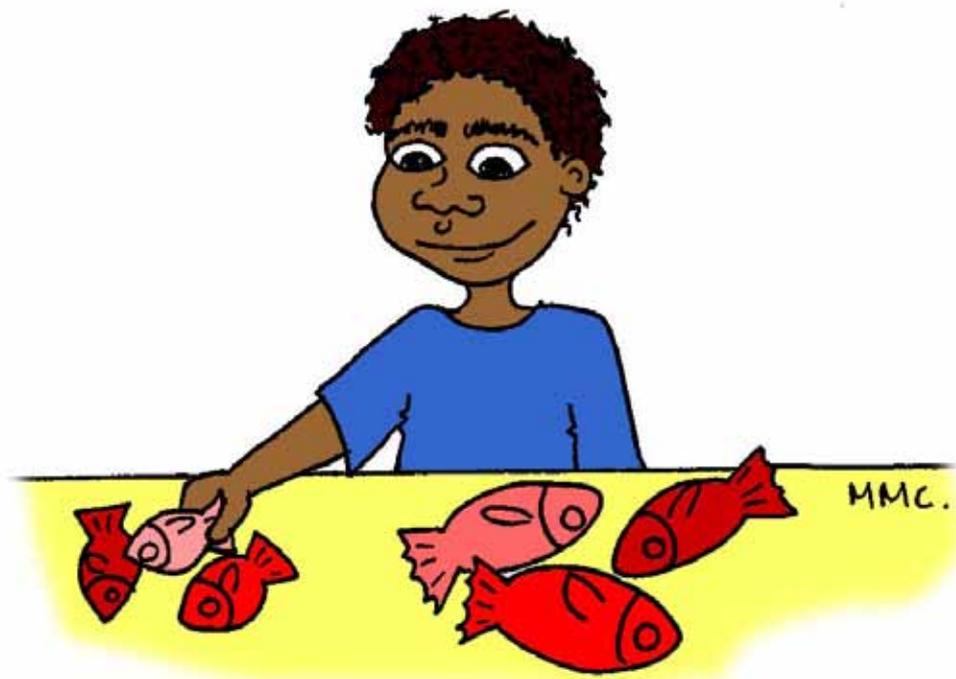


I have ideas too



Becoming

What does it look like in a plan at child care or preschool?



Becoming good at playing and learning in groups and on my own



Becoming

What does it look like in a plan at child care or preschool?



Becoming good at reading



Becoming good at sharing



Learning outcomes and reference symbols



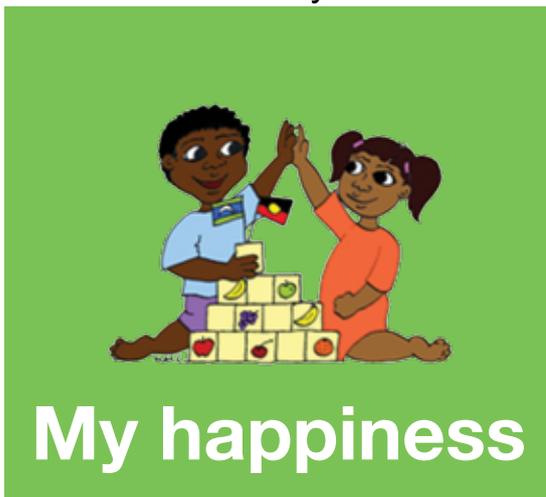
Outcome 1

Children have a strong sense of identity



Outcome 2

Children are connected with and contribute to their world



Outcome 3

Children have a strong sense of wellbeing



Outcome 4

Children are confident and involved learners



Outcome 5

Children are effective communicators



Who am I?

Outcome 1

Children have a strong
sense of identity

Outcome 1

Children have a strong sense of identity



1.1 Children feel safe, secure and supported

1.1 Children feel safe at child care or preschool and respected and valued by the staff

What does this mean for children and families?	How could you do this?	Here is an example
Children need to feel welcome	Say hello to the children when they first arrive in the morning	
Children need to be encouraged to tell you their ideas	Tell me about your drawing	
Sit with the children while they play. Talk with the children about what they are doing	Here you go, let's build this big wall	

Children need to feel welcome by the staff. Say 'Hello' to the children when they first arrive in the morning



What should you say and show a new family when they come to your service?

Let's go and put your bag away. Where is your name on your locker? What would you like to play with?



Hello my name is... Welcome to child care or preschool



Always introduce yourself. Tell them:

- Your name
- What your job is

Children need to feel welcome.
Say 'Hello' to the children when
they first arrive in the morning.

Other ideas for achieving this outcome?

Outcome 1

Children have a strong sense of identity



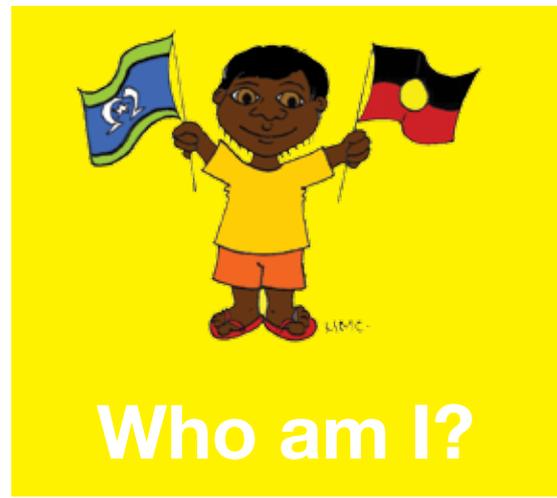
1.1 Children feel safe, secure and supported

1.1 Children feel safe at child care or preschool and respected and valued by the staff

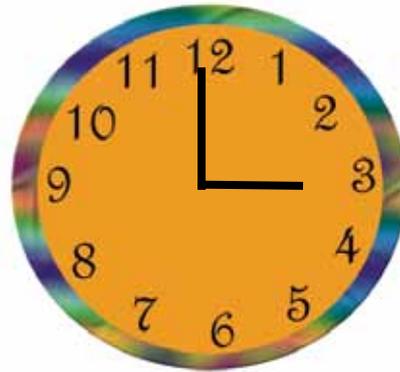
What does this mean for children and families?	How could you do this?	Here is an example
Children and families need to know who is looking after them	Make a poster with photos and names of the staff	
Children need to know when things will happen during their day	Make a poster with all the routines	
Children need to feel safe	Check the building, toys and play ground for dangerous things	

Outcome 1

Children have a strong sense of identity

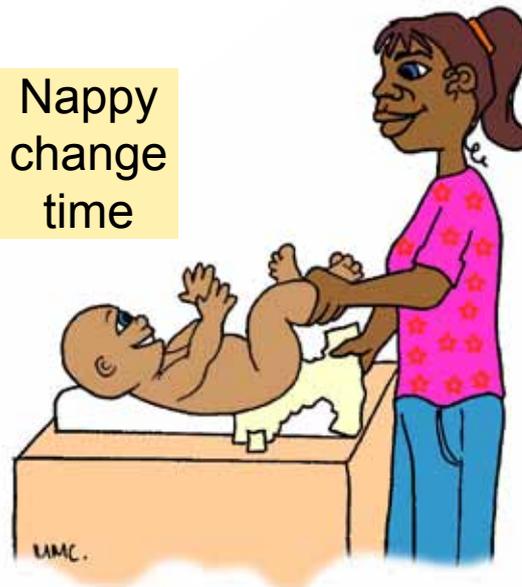


Children need to know when things will happen during their day

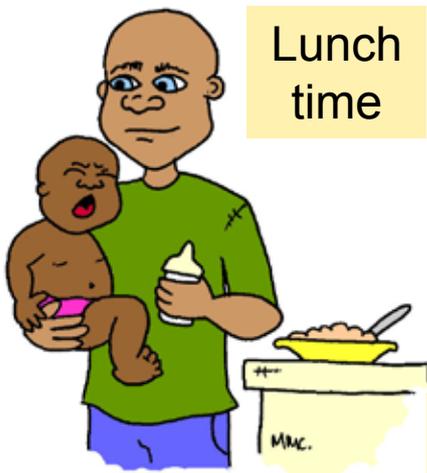


The things you do at the same time every day are part of your routine. Make sure your routine is the same every day

Nappy change time



Lunch time



Home time

Play time



Outcome 1

Children have a strong sense of identity



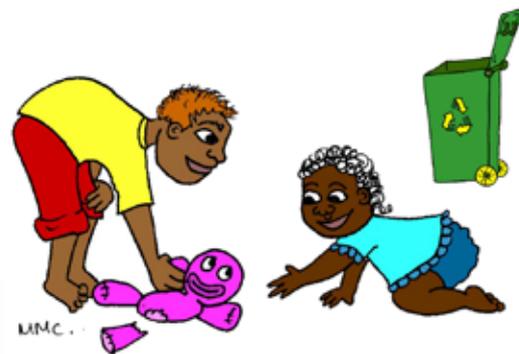
Make sure you check that the toys and building are safe for the children



Empty pools when children finish swimming



If it's dangerous or broken throw it away



ONLY use safe equipment

Children need to feel safe.
Make sure you check that the
toys and buildings are safe
for the children.

Other ideas for achieving this outcome?

Outcome 1

Children have a strong sense of identity



1.2 Children develop their emerging autonomy, interdependence, resilience and sense of agency

1.2 Children become independent and confident learners

What does this mean for children and families?	How could you do this?	Here is an example
Children begin to learn about sharing and helping others	Make sure you have a few of the same toys. This will make it easier to teach children to share	
Children begin to show respect	Talk to the children about how it might make them feel if you take a toy off them while they are still playing with it	
Children begin to learn about controlling their temper	When children get angry talk to them about what is making them angry. Talk to them about sharing if that is what they are angry about	

Children begin to learn about sharing. Make sure you have a few of the same toys.

Other ideas for achieving this outcome?

Outcome 1

Children have a strong sense of identity



1.3 Children develop knowledgeable and confident self identities

1.3 Children become confident while they play and learn

What does this mean for children and families?	How could you do this?	Here is an example
Children begin to understand and respect who they are	Put up photos of the children in your centre or preschool. Have the Aboriginal or Torres Strait Islander flag up with their photos	
Children are proud of their culture and share it with other children and adults	Invite family members or community Elders to come along and share their culture with the children singing and dancing	

Outcome 1

Children have a strong sense of identity



1.3 Children develop knowledgeable and confident self identities

1.3 Children learn about themselves and are proud of themselves

What does this mean for children and families?	How could you do this?	Here is an example
Children like to celebrate and share what they have done with others	Children can get excited about sharing something with you. Go and see what it is. Celebrate their excitement	
Children like to use their first language to help make meaning of their world	Encourage children to talk in the language they speak at home while they are playing	

Children are proud of their culture and share it with other children and adults. Invite family members or community Elders to come along and share their culture with children singing and dancing.

Other ideas for achieving this outcome?

Outcome 1

Children have a strong sense of identity



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

1.4 Children learn to interact, show respect and feelings for others

What does this mean for children and families?	How could you do this?	Here is an example
Children like to play with other children and being part of a group	The children play nicely together and help each other	
Children like to use their ideas while they are playing with others	Lets pretend we are looking for long shells, mud mussels and crabs	
Children learn to relate to other children's feelings	Children ask the other children 'why are you crying/angry or happy?'	

Children like to use their ideas while they are playing with others. For example: "Let's pretend we are looking for long shells, mussels and crabs."

Other ideas for achieving this outcome?



My world

Outcome 2

Children are connected with
and contribute to their world

Outcome 2

Children are connected and contribute to their world



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

2.1 Children begin to learn about belonging to a group in a family, at child care and at school

What does this mean for children and families?	How could you do this?	Here is an example
Children have rights in their community	Put up a poster that shows that all children have the right to be safe, to be cared for and get a good education	
Children learn about the roles and relationships	The children learn about who the teachers and the staff are and build trusting relationships with them	
Children learn to tell someone when they don't like what is happening	Watch out for children who might be upset. Maybe they need to tell you that someone has taken something from them that they were playing with	

Children learn to tell someone when they don't like what is happening. Watch out for children who might be upset, maybe they need to tell you that someone has taken something from them that they were playing with.

Other ideas for achieving this outcome?

Outcome 2

Children are connected and contribute to their world



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

2.1 Children begin to learn about belonging to a group in a family, at child care and at school

What does this mean for children and families?	How could you do this?	Here is an example
Children learn to play in groups	Set the inside and outside play area up to include blocks and sandpit. This will encourage children to play in groups	
Children learn that other children have feelings and needs too	Talk to the children about feelings like happy, sad and angry. Help them to understand that everyone has these feelings. Sing songs about feelings	
Children learn about rules and responsibilities	Talk with the children about making rules for the centre or preschool. Put these rules up for everyone to see	

Children learn about rules and responsibilities. Talk with the children about making rules for the centre or preschool. Put these rules up for everyone to see.

Other ideas for achieving this outcome?

Outcome 2

Children are connected and contribute to their world



2.2 Children respond to diversity with respect

2.2 *It's okay to be different*

What does this mean for children and families?	How could you do this?	Here is an example
Children learn to show respect for others	Help the children to listen to each other when they are talking.	
Children learn about the importance of their culture	You can talk about your culture and compare the same and different with another culture of a family attending the centre.	
Children learn about same and different with their friends	You could keep a chart of all the children in the centre and identify on the chart how many people have brothers, sisters and family pets who live in their house. Get the children to draw their body outline and compare same and different.	

Children learn to show respect for others. Help the children to listen to each other when they are talking.

Other ideas for achieving this outcome?

Outcome 2

Children are connected and contribute to their world



2.3 Children become aware of fairness

2.3 *Children learn about fairness*

What does this mean for children and families?	How could you do this?	Here is an example
Children learn about fairness with others	Talk to the children about taking turns and sharing	
Children learn about unfairness with others	Ask them how they would feel if they didn't get a turn on the swing. Would that be fair?	
Children learn to make choices	Ask the children what they want to do – paint or play in the sandpit or read a book or do something else	

Children learn to make choices.
Ask the children what they would
like to do. Play inside or outside.

Other ideas for achieving this outcome?

Outcome 2

Children are connected and contribute to their world



2.4 Children become socially responsible and show respect for the environment

2.4 Our land is important

What does this mean for children and families?	How could you do this?	Here is an example
Children learning about ideas through play	Tell stories to the children about the importance of caring for their country.	
Children work together while playing	Talk to the children about working together to care for the environment – the land and animals.	
Children learn to care for their environment	Talk to the children about looking after the outdoor space. Ask the children to help water the trees in the playground. We need to pick up the rubbish inside and put the toys away.	

Children learn to care for their environment. Talk to the children about working together to care for their environment, like picking up the rubbish.

Other ideas for achieving this outcome?



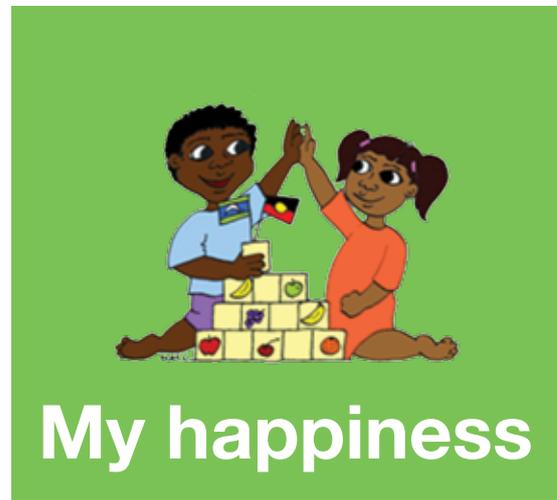
My happiness

Outcome 3

Children have a strong sense of well being

Outcome 3

Children have a strong sense of wellbeing



3.1 Children become strong in their social and emotional well being.

3.1 Children learn to trust that their teacher will do the right thing for them.

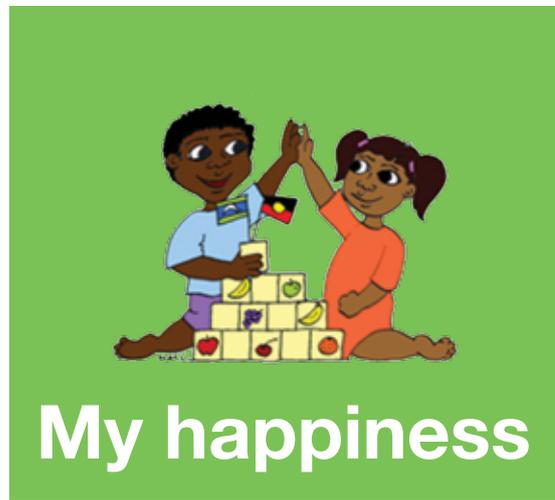
What does this mean for children and families?	How could you do this?	Here is an example
Children learn to trust others	Make sure you come to work everyday because the children trust that you will be there for them	
Children are comforted by others when upset	When children are crying give them a hug straight away. Don't make them wait	
Children get better at working with others while playing	Children need to play for a long time. But you need to stay close to help them play and learn	

Children are comforted by others when upset. When children are crying give them a hug straight away. Don't make them wait.

Other ideas for achieving this outcome?

Outcome 3

Children have a strong sense of wellbeing



3.2 Children take increasing responsibilities for their own health and physical wellbeing

3.2 *Children learn about looking after and keeping their body healthy*

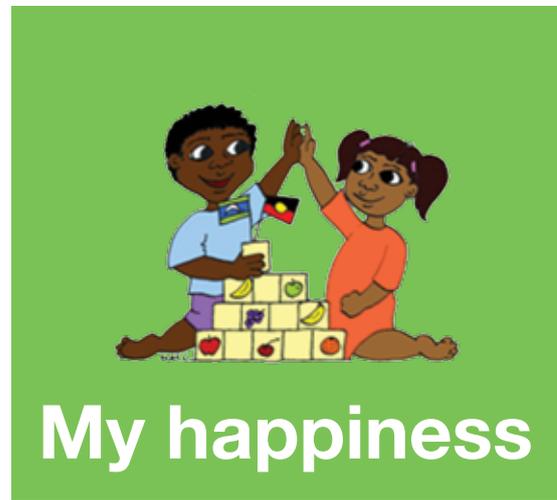
What does this mean for children and families?	How could you do this?	Here is an example
Children tell you when they are hungry thirsty or tired	Look for the signs from the children that show they are hungry, tired or thirsty	
Children are happy, healthy and safe	Give the children good food and drink. Let them sleep when they are tired. When children tell you what they need and if it's safe and good for them, then give it to them	
Children have games and activities for using their hands and body	Children have balls, bikes, building toys, drawing and painting activities	

Children are happy, healthy and safe. Give the children good food and drink. Let them sleep when they are tired.

Other ideas for achieving this outcome?

Outcome 3

Children have a strong sense of wellbeing



3.2 Children take increasing responsibilities for their own health and physical wellbeing

3.2 *Children learn about looking after and keeping their body healthy*

What does this mean for children and families?	How could you do this?	Here is an example
Children learn about healthy food	Talk to the children at meal times about healthy food and what is unhealthy food	
Children learn about the importance of washing their hands and using the toilet	Use words to support and praise children when they wash their hands after going to the toilet, before they eat and after blowing their nose	
Children learn about safety while playing	Work with and teach the children to look after each other and play safely, like not throwing the toys at each other or throwing sand in the sand pit	

Children learn about the importance of washing their hands and using the toilet.

Other ideas for achieving this outcome?



**We play,
we learn**

Outcome 4

**Children are confident and
involved learners**

Outcome 4

Children are confident and involved learners

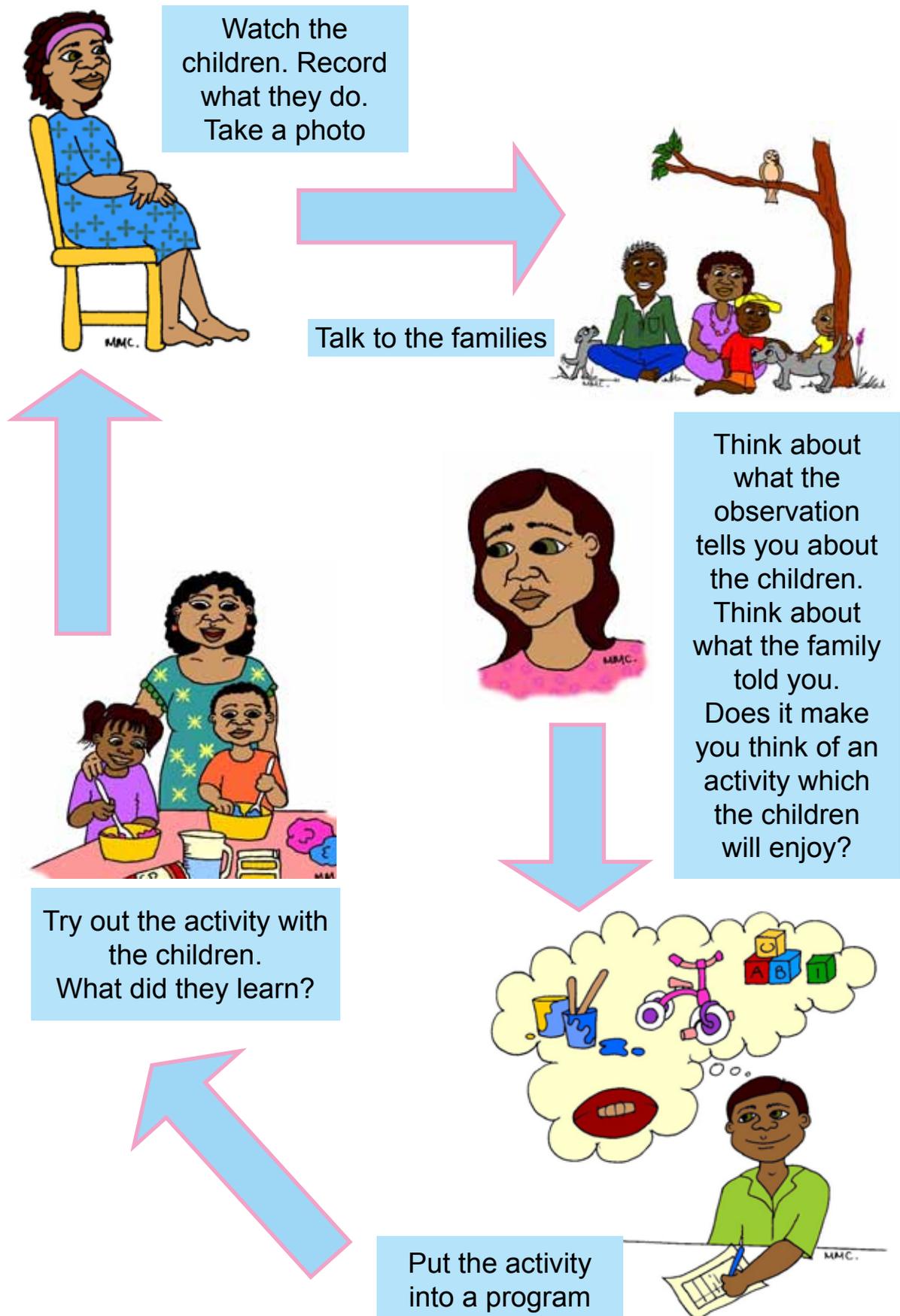


4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

4.1 We teach children to enjoy learning

What does this mean for children and families?	How could you do this?	Here is an example
Children show an interest in what you give them to play with	Set up activities in interesting and exciting ways. Like shells in the sand pits, feathers for painting with, empty boxes for building or for crawling through	
Children are happy when they are playing	Set up activities that interest the children. You need to watch for what they are interested in and use these ideas when planning	
Children are learning while they play	When they are playing in the sandpit with the buckets you could talk with the children about counting or heavy or empty or full	

The observation/program cycle



Collect as much information about each child as you can



Make observations



Speak with other staff

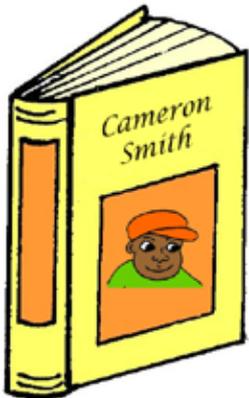
Take photos or movies



Speak with their family



Check what you have already written down about the child

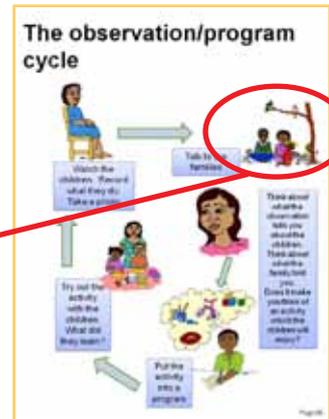


Children are learning while they play. When the children are playing in the sandpit talk to them about what they are doing (e.g. digging for grubs).

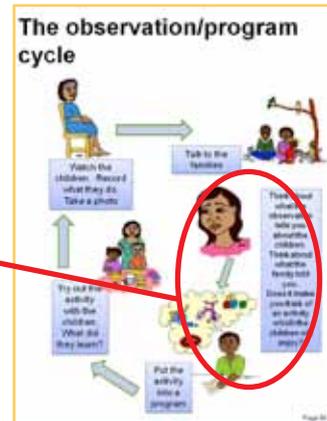
Other ideas for achieving this outcome?

This is an example of using the planning cycle.

Find out what they like to do.
These children had been digging for witchetty grubs on the weekend with their families



The families had taken photos of the children digging for witchetty grubs on the weekend. This gave the teacher an idea!



Let's get the shovels from the sand pit and give them to the children so they can use them to practise digging. We'll talk to them about digging for witchetty grubs



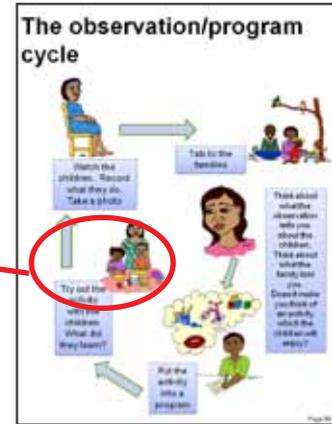
Where do you find them?
What do they taste like?
How many did we find?
How many were big?
How many were small?
Which children dug for the grubs?
How did you know the children were interested?
What did they say?



Don't forget to take photos.

Follow up activity.

How can you use the photos you took of the children pretend digging for witchetty grubs?



These photos show the children practising story telling, writing and drawing.

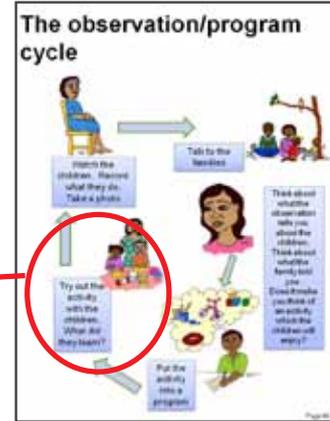
The staff sat with the children and talked to them about the photos.

The staff drew pictures of the witchetty grubs and talked to them about where to find them



Follow up activity.

The staff gave the children some blue play dough to roll and squeeze. The staff talked about making witchetty grubs



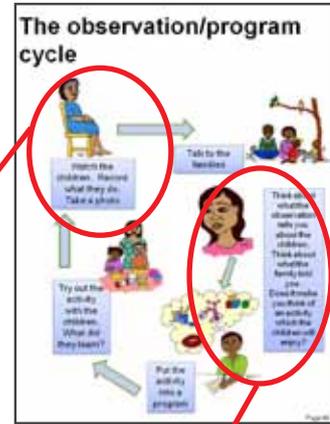
What are the children learning?
What can we do next that they're interested in? Are they still interested in witchetty grubs?
What could we do differently?



Talk to the children about their work.

Display the children's work. Sit with the children and talk to them about the photos

This staff member is watching the children. She is teaching the children to take photos of the witchetty grubs they are making with the play dough. Then she shows the children how to put the photos on the computer



She asks the children to tell her a story about digging for witchetty grubs. She writes the stories on the computer and keeps them and uses the children's ideas for planning for new activities

Teaching and learning can be interesting and fun for everyone.



Outcome 4

Children are confident and involved learners



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

4.1 We teach children to enjoy learning

What does this mean for children and families?	How could you do this?	Here is an example
Children use their own ideas to make their play more interesting	The children might ask you to get them some special toys for their play in the sandpit or the block area or the home corner	
Children keep trying even when they find things are hard for them to do	Give children time to practise doing the puzzle or their block building so they can become good at the skill	
Children have lots of choices of things to do when they play	Give all the children lots of activities to play with both inside and outside	

Children have lots of choices of things to do when they play.

Give all the children lots of activities to play with both inside and outside.

Other ideas for achieving this outcome?

Outcome 4

Children are confident and involved learners



4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

4.2 Children grow strong and proud when they play with other children and adults help when they have a problem

What does this mean for children and families?	How could you do this?	Here is an example
Children have time to think about new ideas	Children need lots of time to think about what they are playing. Let them change their play if they want to	
Children have activities that will help them with counting.	Children need lots of maths activities. Like counting the seed pods, sorting the big fish from the little fish, comparing the sizes of eggs like turtle eggs, crocodile eggs, gecko eggs and emu eggs	

Children have activities that will help them with counting.

Children need lots of maths activities - like counting.

Other ideas for achieving this outcome?

Outcome 4

Children are confident and involved learners



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

4.3 Children can use what they already know from their home and community when they come to the child care or preschool

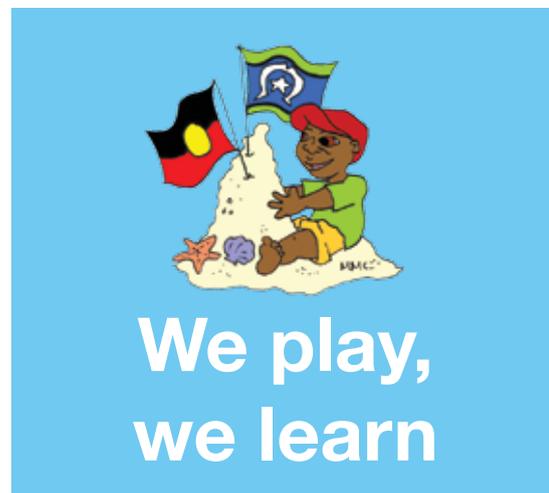
What does this mean for children and families?	How could you do this?	Here is an example
Children have lots of time to play	Give the children lots of time to play. Children need time when they first arrive. Time before and after meals and time around daily routines	
Children have lots of time to play with the same toys and activities over and over again	Children need enough time to play with the same things over and over again like a puzzle. Practising an activity helps the children to learn	
Children use ideas from home or somewhere new they have been in their play	Let children bring their ideas from home or the community to child care or preschool where they can practice them in their play. Like fishing in the sandpit or making or drawing fish	

Children have lots of time to play with the same toys and activities over and over again. Children need enough time to play with the same things over and over again like a puzzle. Practising an activity helps the children to learn.

Other ideas for achieving this outcome?

Outcome 4

Children are confident and involved learners



4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials

4.4 Children find objects or people that will help them to use their ideas in their play.

What does this mean for children and families?	How could you do this?	Here is an example
Children begin to make connections with their community	Talk to children about all the people in community that can help them learn. Use photos, DVDs , magazine pictures of people in the community.	
Children make connections with places	Talk to the children about where they live, where they play, where they go fishing, and where they go when they are not at child care or preschool. Build a map of these places.	
Children use technology to explore ideas	Teach the children how to use the camera to take photos of their block building or sandpit play or play dough activities.	

Children use technology to explore ideas. Teach the children how to use the camera to take photos of their block building or sandpit play or play dough activities.

Other ideas for achieving this outcome?



**We
communicate**

Outcome 5

**Children are effective
communicators**

Outcome 5

Children are effective communicators



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

5.1 Children use words, sounds, hand gestures, facial expressions and their bodies to communicate with other people

What does this mean for children and families?	How could you do this?	Here is an example
Children enjoy talking and listening to others	Staff must stop and take time to listen to children and talk to them	
Children use oral language to talk about things they see, hear, touch, feel, and taste	Listen to children when they talk to you about their ideas. Help them learn the words they need to talk about their ideas	
Children use language to talk about their ideas	Watch out for the signs that children use to show they understand something - like nodding their head or doing what you ask them to do	

Children enjoy talking and listening to others. Staff must stop and take time to listen to children and talk to them.

Other ideas for achieving this outcome?

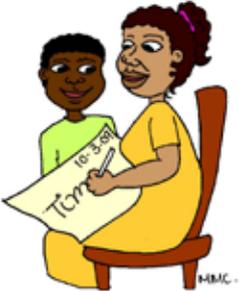
Outcome 5

Children are effective communicators



5.2 Children engage with a range of texts and gain meaning from these texts.

5.2 Children use story books, art and TV and DVD's for learning

What does this mean for children and families?	How could you do this?	Here is an example
Children show enjoyment while listening to a story.	Read stories about what the children are interested in.	
Children have choices of story books to read	Have lots of good story books for children from birth to preschool. Let them choose the book they want to look at	
Children make the connection between oral language and written text or numbers	Let the children see you writing words and numbers- like writing a child's names, the date and what they tell you their art work is about	

Children show enjoyment while listening to a story. Read stories about what the children are interested in.

Other ideas for achieving this outcome?

Outcome 5

Children are effective communicators



5.3 Children engage with a range of texts and gain meaning from these texts

5.3 Children use lots of materials and activities to tell stories and learn

What does this mean for children and families?	How could you do this?	Here is an example
Children use language to talk about games and ideas and retell stories	When children are in the sand pit ask them about what they are doing. Ask them things like “What would happen if you put water in the river you are building?”	
Children use art work to retell stories	When the children have finished drawing a picture ask them to tell you about what they have drawn. Write the story on their drawing	
Children use multimedia to retell stories	Use music, pictures cards, puppets, photos and even objects gathered from the beach or the bush with the children to tell or retell a story	

Children use art work to retell stories. When the children have finished drawing a picture ask them to tell you about what they have drawn. Write the story on their drawing.

Here is an example

Other ideas for achieving this outcome?

Outcome 5

Children are effective communicators



5.4 Children express ideas and make meaning using a range of media.

5.4 *Children are learning about how pictures, words and numbers are used to learn*

What does this mean for children and families?	How could you do this?	Here is an example
Children identify signs and symbols in their community and use them in their play.	Make picture signs (e.g. going to the airport) and use them in the children's play. Or make play money for the children to use in their pretend shop to buy pretend food.	
Children have memory and sequence games to tell and retell stories.	Take a set of photos of a child peeling a banana or getting dressed. Ask the children to put the photos in the correct order.	
Children play games using repetition and rhyming to learn about patterns.	When you pack up after activities, sing a song while you do this or while they are washing their hands before meals - like 'This is the way we wash our hands'	

Ask children to sequence pictures to tell and retell stories.

Other ideas for achieving this outcome?

Outcome 5

Children are effective communicators



5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking.

5.5 Children use books, computers, TV, cameras and telephones to get information and to help their learning.

What does this mean for children and families?	How could you do this?	Here is an example
Children use real or pretend telephones, cameras and computers as props in their play	Use cardboard boxes to make a pretend computer. Or ask the council if they have a computer that is not working so you can have it for the children for their pretend play	
Children use the internet to find information related to their interest	If you have a computer and internet you can find good stories and pictures about what the children are interested in, like fishing	
Children use technology for drawing, designing, counting and writing	Have good computer programs so children can practise drawing, counting and writing.	

Children use technology for drawing, designing, counting and writing. Have good computer programs.

Other ideas for achieving this outcome?

