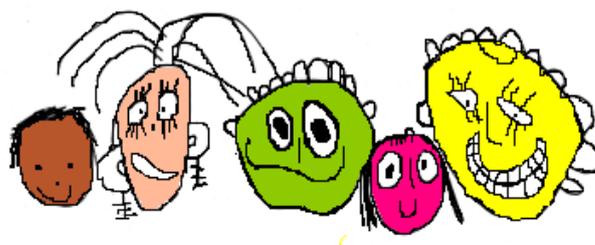


Hamilton Community Pre-School

"Where discoveries, learning and fun connect."



Information Sheets for Parents

EYLF Learning Outcome 2: Children Are Connected With and Contribute to Their World.

Children's connectedness and different ways of belonging with people, country and communities helps them to learn ways of being which reflect the values, traditions and practices of their families and communities.

At Hamilton Community Preschool we create environments in which children experience mutually enjoyable, caring and respectful relationships with people and the environment, children respond accordingly. When children participate collaboratively in everyday routines, events and experiences and have opportunities to contribute to decisions, they learn to live interdependently.

The following lists the sub outcomes, examples of evidence when children can achieve each sub outcome and how educators can promote and help children to achieve EYLF Learning Outcome 2: Children are connected with and contribute to their world.

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

- beginning to recognise that they have a right to belong to many communities
- co-operating with others and negotiate roles and relationships in play episodes and group experiences
- taking action to assist other children to participate in social groups
- broadening their understanding of the world in which they live
- expressing an opinion in matters that affect them
- building on their own social experiences to explore other ways of being participate in reciprocal relationships
- gradually learning to "read" the behaviours of others and respond appropriately
- understanding different ways of contributing through play and projects
- demonstrating a sense of belonging and comfort in their environments
- being playful and respond positively to others , reaching out for company and friendship
- contributing to fair decision-making about matters that affect them

Educators promote this learning by:

- promote a sense of community within the early childhood setting
- build connections between the early childhood setting and the local community

- provide opportunities for children to investigate ideas, complex concepts and ethical issues that are relevant to their lives and their local communities
- model language that children can use to express ideas, negotiate roles and collaborate to achieve goals
- ensure that children have the skills to participate and contribute to group play and projects
- plan opportunities for children to participate in meaningful ways in group discussions and shared decision-making about rules and expectations

2.2 Children respond to diversity with respect.

- beginning to show concern for others
- exploring the diversity of culture, heritage, backgrounds and tradition and that diversity presents opportunities for choice and new understandings
- becoming aware of connections, similarities and differences between people
- listening to others' ideas and respect different ways of being and doing
- practicing inclusive ways of achieving coexistence
- noticing and reacting in positive ways to similarities and differences among people

Educators promote this learning by:

- reflect on their own responses to diversity
- plan experiences and provide resources that broaden children's perspectives and encourage appreciation of diversity
- expose children to different languages and dialects and encourage appreciation of linguistic diversity
- encourage children to listen to others and to respect diverse perspectives
- demonstrate positive responses to diversity in their own behaviour and in conversations with children
- engage in interactions with children that promote respect for diversity and value distinctiveness
- explore the culture, heritage, backgrounds and traditions of each child within the context of their community
- explore with children their ideas about diversity

2.3 Children become aware of fairness.

- discovering and explore some connections amongst people
- becoming aware of ways in which people are included or excluded from physical and social environments
- developing the ability to recognise unfairness and bias and the capacity to act with compassion and kindness
- being empowered to make choices and problem solve to meet their needs in particular contexts
- beginning to think critically about fair and unfair behaviour
- beginning to understand and evaluate ways in which texts construct identities and create stereotypes

Educators promote this learning by:

- notice and listen carefully to children's concerns and discuss diverse perspectives on issues of inclusion and exclusion and fair and unfair behaviour
- engage children in discussions about respectful and equal relations such as when a child dominates in the use of resources
- analyse and discuss with children ways in which texts construct a limited range of identities and reinforce stereotypes
- draw children's attention to issues of fairness relevant to them in the early childhood setting and community

2.4 Children become socially responsible and show respect for the environment.

- using play to investigate, project and explore new ideas
- participating with others to solve problems and contribute to group outcomes
- demonstrating an increasing knowledge of, and respect for natural and constructed environments
- exploring, inferring, predicting and hypothesising in order to develop and increased understanding of the interdependence between the land, people, plants and animals
- showing growing appreciation and care for natural and constructed environments
- exploring relationships with other living and non-living things and observe, notice and respond to change
- developing an awareness of the impact of human activity on environments and the interdependence of living things

Educators promote this learning by:

- provide children with access to a range of natural materials in their environment
- model respect, care and appreciation for the natural environment
- find ways of enabling children to care for and learn from the land
- consider the nature of children's connectedness to the land and demonstrate respect for community protocols
- share information and provide children with access to resources about the environment and the impact of human activities on environments
- embed sustainability in daily routines and practices
- look for examples of interdependence in the environment and discuss the ways the life and health of living things are interconnected