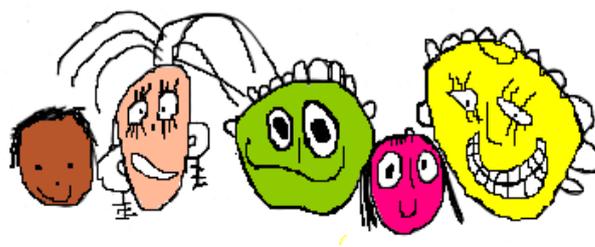


Hamilton Community Pre-School

"Where discoveries, learning and fun connect."



Information Sheets for Parents

EYLF Learning Outcome 3: Children Have A Strong Sense Of Wellbeing

Wellbeing incorporates both physical and psychological aspects and is central to belonging, being and becoming. Without a strong sense of wellbeing it is difficult to have a sense of belonging, to trust others and feel confident in being, and to optimistically engage in experiences that contribute to becoming.

At Hamilton Community Preschool we attend to children's wellbeing by providing warm, trusting relationships, predictable and safe environments, affirmation and respect for all aspects of their physical, emotional, social, cognitive, linguistic, creative and spiritual being. By acknowledging each child's cultural and social identity, and responding sensitively to their emotional states, educators build children's confidence, sense of wellbeing and willingness to engage in learning.

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 3: Children Have A Strong Sense Of Wellbeing.

3.1 Children become strong in their social and emotional wellbeing

- demonstrating trust and confidence
- remaining accessible to others at times of distress, confusion and frustration
- sharing humour, happiness and satisfaction
- seeking out and accepting new challenges, make new discoveries, and celebrate their own efforts and achievements and those of others
- increasingly co-operate and work collaboratively with others
- enjoying moments of solitude
- recognising their individual achievement
- Making choices, accepting challenges, taking considered risks, managing change and coping with frustrations and the unexpected
- Showing an increasing capacity to understand, self-regulate and manage emotions in ways that reflect the feelings and needs of others
- experiencing and sharing personal successes in learning and initiate opportunities for new learning in their home language or Standard Australian English
- acknowledging and accept affirmation

- asserting their capabilities and independence while demonstrating increasing awareness of the needs and rights of others.
- recognising the contributions they make to shared projects and experiences

Educators promote this learning by:

- show genuine affection, understanding and respect for all children
- collaborate with children to document their achievements and share their successes with their families
- ensure that all children experience pride in their attempts and achievements
- promote children's sense of belonging, connectedness and wellbeing
- challenge and support children to engage in and persevere at tasks and play
- build upon and extend children's ideas
- maintain high expectations of each child's capabilities
- value children's personal decision-making
- welcome children and families sharing aspects of their culture and spiritual lives
- talk with children about their emotions and responses to events with a view to supporting their understandings of emotional regulation and self-control
- acknowledge and affirm children's effort and growth
- mediate and assist children to negotiate their rights in relation to the rights of others

3.2 Children take increasing responsibility for their own health and physical wellbeing.

- recognising and communicating their bodily needs (e.g. for thirst, hunger, rest, physical activity)
- being happy, healthy, safe and connected to others
- engaging in increasingly complex sensory-motor skills and movement patterns
- combining gross and fine motor movement and balance to achieve increasingly complex patterns of activity including dance, creative movement and drama
- using their sensory capabilities and dispositions with increasing integrations, skill and purpose to explore and respond to their world
- demonstrating spatial awareness and orient themselves, moving around and through their environments confidently and safely
- manipulating equipment and managing tools with increasing competence and skill
- responding through movement to traditional and contemporary music, dance and storytelling
- showing an increasing awareness of healthy lifestyles and good nutrition
- showing independence and competence in personal hygiene, care and safety for themselves and others
- showing enthusiasm for participating in physical play and negotiate play spaces to ensure the safety and wellbeing of themselves and others

Educators promote this learning by:

- plan for and participate in energetic physical activity with children, including dance, drama, movement and games
- draw on family and community experiences and expertise to include familiar games and physical activities in play
- provide a wide range of tools and materials to resource children's fine and gross motor skills

- actively support children to learn hygiene practices
- promote continuity of children's personal health and hygiene by sharing ownership of routines and schedules with children, families and the community
- discuss health and safety issues with children and involve them in developing guidelines to keep the environment safe for all
- engage children in experiences, conversations and routines that promote healthy lifestyles and good nutrition
- consider the pace of the day within the context of the community
- model and reinforce health, nutrition and personal hygiene practices with children
- provide a range of active and restful experiences throughout the day and support children to make appropriate decisions regarding participation