



Information Sheets for Parents –

EYLF v2 Learning Outcome 2: Children are Connected with and Contribute to their World

National Quality Standard – Quality Area 1

Element 1.1.1 – Approved learning framework. Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

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 Pre-School 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 key components, which provides some examples of what children can achieve and how educators can promote the learning and help children to meet Learning Outcome 2

OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

- Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

2.1 Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens

<i>This is evident when children:</i>	<i>Educators promote this learning for all children when they:</i>
<ul style="list-style-type: none"> • identify themselves as being part of family and community groups • begin to recognise there is a diversity of cultures, traditions and family structures • begin to recognise that they have a right to belong and contribute to many communities • cooperate with others and negotiate roles and relationships in play episodes and group experiences • take action to include and assist children to participate in social groups • broaden their understanding of the world in which they live • express an opinion • contribute to decision-making and action taking in matters that affect them • build on their own social experiences to explore other ways of being • participate in reciprocal relationships • gradually learn to ‘read’ the feelings and behaviours of others and respond appropriately • demonstrate a sense of belonging and comfort in their environments • are playful and respond positively to others, reaching out for company and friendship • advocate for their own rights with the adults that care for them • begin to understand and use sustainable practices in their settings and communities across all dimensions of sustainability • become aware and use the 7Rs of sustainability: reduce, reuse, recycle, respect, repair, reflect and refuse as part of economic and environmental sustainability • engage with Aboriginal and Torres Strait Islander Elders and diverse cultural community members to explore their own and others’ connections to the community • use digital technologies, with assistance, to explore solutions or assistance to community issues. 	<ul style="list-style-type: none"> • promote a sense of community within the early childhood setting • build connections between the early childhood setting and the local community • create opportunities for open and authentic partnerships with all families, communities and organisations, including with Aboriginal and Torres Strait Islander people and organisations, and those from culturally diverse backgrounds • 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 • support and build children’s skills to participate and contribute to group play and projects • invite grandparents and ‘grandfriends’ to assist in planned experiences such as storytelling, and to engage in play • plan opportunities for children to participate in meaningful ways in group discussions and shared decision-making about rules and expectations • investigate and explore cultures, traditions and heritages to broaden children’s understanding of the world • model practices that create a culture of inclusion and social justice within the setting and community • challenge children to explore the natural and constructed environments • investigate the dependence between people, animals, plants, lands and waters • build partnerships with Aboriginal and Torres Strait Islander communities and organisations that are genuine and sustainable • build children’s awareness of the 7Rs of sustainability: reduce, reuse, recycle, respect, repair, reflect and refuse as part of economic and environmental sustainability • use digital technologies and the internet with children to explore solutions or assistance to community issues.

2.2 Children respond to diversity with respect

<i>This is evident when children:</i>	<i>Educators promote this learning for all children when they:</i>
<ul style="list-style-type: none"> • show respect for others • show interest in and explore the diversity of cultures, heritage, backgrounds, traditions and families • become aware that diversity presents opportunities for choices and new understandings • become aware of connections, similarities and differences between people • explore Aboriginal and Torres Strait Islander children’s kinships systems, their relationships, and connections that they have built with their own community • listen to others’ ideas and respect different ways of being and doing • practise inclusive ways of being with others and achieving coexistence • notice and react in positive ways to similarities and differences among people • become aware of their own and other children’s linguistic and cultural events, e.g. Diwali, Easter, Harmony Day, Chuseok, NAIDOC, Sorry Business • participate in or celebrate community and sporting events such as the Paralympic Games • investigate other cultures around them. 	<ul style="list-style-type: none"> • reflect on their own responses to diversity • plan experiences and provide resources that broaden children’s perspectives and encourage appreciation of diversity, including disability, family diversity, cultural and linguistic 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 • ensure representations of diversity authentically reflect local community experience, e.g. displays and resources • explore the culture, language, heritage, backgrounds and traditions of each child within the context of their family and community • explore with children their ideas about diversity • ensure that Aboriginal and Torres Strait Islander resources are genuine and appropriate • provide experiences connecting children with the community and environment beyond the early childhood setting with appropriate adjustments to ensure the participation by all children with additional needs/disability • use creative forms of expression to explore diversity and emotions • use digital technologies to find answers to questions and document discoveries.

2.3 Children become aware of fairness

<i>This is evident when children:</i>	<i>Educators promote this learning for all children when they:</i>
<ul style="list-style-type: none"> • appreciate the connections amongst people • begin to understand expectations, setting rules and the rights of others • become aware of ways in which people are included or excluded from physical and social environments • understand what it means to be treated fairly and to treat others fairly • develop the ability to recognise unfairness and bias and the capacity to act with compassion and kindness • make choices and problem solve to meet their needs in particular contexts • consider and think critically about fair and unfair behaviour • understand and evaluate ways in which texts construct identities and create stereotypes • appreciate and respect different ways of knowing, being and doing • investigate the cultural and linguistic diversity represented in their community through a range of creative expressions • participate in negotiation of decisions affecting them • engage with concepts of citizenship, social justice and equity, e.g. taking action to help communities in distress following fires, floods and drought • show empathy for those unfairly treated. 	<ul style="list-style-type: none"> • notice and listen carefully to children’s concerns and explore diverse perspectives on issues of inclusion and exclusion and fair and unfair behaviour • provide materials, texts and resources that are inclusive of gender, ability, ethnicity, culture, language and family diversity • provide equitable opportunities for children, including Aboriginal and Torres Strait Islander children and children who have diverse capabilities, to contribute positively to their world • analyse and discuss with children the ways in which texts may construct a limited range of identities and reinforce stereotypes • draw children’s attention to issues of fairness in the early childhood setting and community • build cultural partnerships in their environment • seek guidance from Aboriginal and Torres Strait Islander Elders and community members about local processes and protocols, history and culture • provide materials, texts and resources that provide opportunities to analyse and challenge unfairness • provide clear, accessible information for families and communities about the service’s policies including child safety and wellbeing, Code of Conduct, record keeping practices, and complaints and investigation processes.

2.4 Children become socially responsible and show respect for the environment

<i>This is evident when children:</i>	<i>Educators promote this learning for all children when they:</i>
<ul style="list-style-type: none"> ● use play to investigate and explore nature and the natural environment ● recognise they are part of ecosystems and care for local biodiversity ● participate with others to identify and address environmental challenges and problems, and contribute to group ideas and plans ● demonstrate an increasing knowledge of, and respect, for natural and constructed environments ● care for Country and connect with animals, plants, lands and waterways ● learn and use Aboriginal or Torres Strait Islander names for the land, local plants and animals ● express their views about important topics and work together to problem solve and enact solutions within their communities ● explore, infer, predict and hypothesise in order to develop an increased understanding of the interdependence between land, people, plants and animals ● develop an awareness of the impact of human activity on environments and the interdependence of living things, e.g. marine debris and potential impact on marine life ● explore the basic needs of living things and how to protect them ● connect through language and culture with local Aboriginal and Torres Strait Islander Country ● observe and describe elements of weather and changes in weather and climate ● begin to use local Aboriginal or Torres Strait Islander names for seasons, e.g. Noongar summer seasons – Birak – First summer (December–January); Bunuru – Second summer (February–March); Djeran – Autumn (April–May); Makurur – Winter (June–July); Djilba – First spring (August–September); Kambarang – Second spring (October–November). 	<ul style="list-style-type: none"> ● 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 social, economic and environmental sustainability in daily routines and practices, e.g. inclusion, sharing of resources and reducing waste ● support children to build relationships with each other based on peace, equality and human rights ● look for examples of interdependence in the environment and discuss the ways the life and health of living things are interconnected ● share information and examples of how the local Aboriginal or Torres Strait Islander people cared for and sustained the land ● visibly and verbally acknowledge connection of language and culture to Country and Traditional Owners ● provide experiences for children to care for Country and connect with animals, plants, lands and waterways in the local community ● provide children with access to their local outdoor spaces, e.g. local bush, coast, desert etc ● investigate with children environmental challenges and explore solutions to problems using digital technologies and the internet ● provide opportunities for children to learn about the interconnected dimensions of sustainability, e.g. recycling bottles and donating funds to local charities and community groups.