BELONGING, BEING & BECOMING

Remote Indigenous Professional Development Package for the Early Years Learning Framework for Australia
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Remote Indigenous Professional Development Package for the Early Years Learning Framework for Australia
Acknowledgements
Developed for the Commonwealth Department of Education, Employment and Workplace Relations by Catholic Education Northern Territory and Charles Darwin University:

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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.

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

The words in the yellow box are the same as the words from the National document. The mauve box has our summarised words.
Each learning outcome has a symbol and colour representing that outcome. There are 5 outcomes.

**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.

2.2 Children begin to learn about belonging to a group in a family, a school and in a community.

**What does this mean for children and families?**

<table>
<thead>
<tr>
<th>How could you do this?</th>
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<tr>
<td>Children have rights in their community</td>
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<td>Children learn about the roles and responsibilities</td>
<td>The children learn about who the teachers and the staff are and build trusting relationships with them.</td>
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<td>Children learn to tell someone when they don’t like what is happening</td>
<td>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.</td>
</tr>
</tbody>
</table>

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
3 - 4 years
2 - 3 years
4 - 5 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 childcare 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

Good food makes me grow up strong

Lots of exercise when I play makes me grow up strong
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
4. Respect for diversity

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

- Young and old
- Male and Female
- Abilities
- Cultural backgrounds
- Religions
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.
- 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.
- John, are there any activities that you would like to do next week?
**PRACTICE**

What does **PRACTICE** mean?

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

- Setting up the learning environment
- Planning for children to explore, create and solve problems in order to learn
- Talking to children about what they like to learn about
- Playing with children
- Talking to families to learn more about their child

![Cartoon images illustrating various activities such as playing, talking, and setting up a learning environment.](image-url)
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

Maths/science activities

Counting beads

Reading stories together
We have lots of areas of children’s development to think about

PRACTICE

Holistic approaches

- Language
- Physical
- Spiritual
- Cultural
- Emotional and psychological
- Social
- Creative
- Cognitive or thinking
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

We play we learn

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

Learning through play

Let's count how many times you can jump!

What happens when you mix water and dry sand?

Show me what you made

Lift up your legs. Where's your toes?

Tell me about your family

Tell me about your family
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...
This is the program of activities which we have for the children. 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.

This is the program of activities which we have for the children. 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.

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

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

We need to belong to a group. You need to understand children’s backgrounds

Community and Family
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
- I’m a child and I’m strong and happy
- I’m respected and important
- Good food
- 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 writing my name

Becoming good at reading

Becoming good at sharing

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Learning outcomes and reference symbols

Who am I?
Outcome 1
Children have a strong sense of identity

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

My happiness
Outcome 3
Children have a strong sense of wellbeing

We play, we learn
Outcome 4
Children are confident and involved learners

We communicate
Outcome 5
Children are effective communicators
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**

<table>
<thead>
<tr>
<th>What does this mean for children and families?</th>
<th>How could you do this?</th>
<th>Here is an example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children need to feel welcome</td>
<td>Say hello to the children when they first arrive in the morning</td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td>Children need to be encouraged to tell you their ideas</td>
<td>Tell me about your drawing</td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td>Sit with the children while they play. Talk with the children about what they are doing</td>
<td>Here you go, let’s build this big wall</td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>What does this mean for children and families?</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Children and families need to know who is looking after them</td>
<td>Make a poster with photos and names of the staff</td>
<td><img src="image" alt="Example Poster" /></td>
</tr>
<tr>
<td>Children need to know when things will happen during their day</td>
<td>Make a poster with all the routines</td>
<td><img src="image" alt="Routine Poster" /></td>
</tr>
<tr>
<td>Children need to feel safe</td>
<td>Check the building, toys and play ground for dangerous things</td>
<td><img src="image" alt="Safety Check" /></td>
</tr>
</tbody>
</table>
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.

- Lunch time
- Nappy change 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*

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Children begin to learn about sharing and helping others</td>
<td>Make sure you have a few of the same toys. This will make it easier to teach children to share</td>
<td><img src="image1.png" alt="Example 1" /></td>
</tr>
<tr>
<td>Children begin to show respect</td>
<td>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</td>
<td><img src="image2.png" alt="Example 2" /></td>
</tr>
<tr>
<td>Children begin to learn about controlling their temper</td>
<td>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</td>
<td><img src="image3.png" alt="Example 3" /></td>
</tr>
</tbody>
</table>
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*

<table>
<thead>
<tr>
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<th>How could you do this?</th>
<th>Here is an example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children begin to understand and respect who they are</td>
<td>Put up photos of the children in your centre or preschool. Have the Aboriginal or Torres Strait Islander flag up with their photos</td>
<td>![Example Image]</td>
</tr>
<tr>
<td>Children are proud of their culture and share it with other children and adults</td>
<td>Invite family members or community Elders to come along and share their culture with the children singing and dancing</td>
<td>![Example Image]</td>
</tr>
</tbody>
</table>
### Outcome 1
Children have a strong sense of identity

<table>
<thead>
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<th>How could you do this?</th>
<th>Here is an example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children like to celebrate and share what they have done with others</td>
<td>Children can get excited about sharing something with you. Go and see what it is. Celebrate their excitement</td>
<td>![Example Image 1]</td>
</tr>
<tr>
<td>Children like to use their first language to help make meaning of their world</td>
<td>Encourage children to talk in the language they speak at home while they are playing</td>
<td>![Example Image 2]</td>
</tr>
</tbody>
</table>

1.3 Children develop knowledgeable and confident self identities

1.3  *Children learn about themselves and are proud of themselves*
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

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Children like to play with other children and being part of a group</td>
<td>The children play nicely together and help each other</td>
<td><img src="image1" alt="Example 1" /></td>
</tr>
<tr>
<td>Children like to use their ideas while they are playing with others</td>
<td>Lets pretend we are looking for long shells, mud mussels and crabs</td>
<td><img src="image2" alt="Example 2" /></td>
</tr>
<tr>
<td>Children learn to relate to other children’s feelings</td>
<td>Children ask the other children ‘why are you crying/angry or happy?’</td>
<td><img src="image3" alt="Example 3" /></td>
</tr>
</tbody>
</table>
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

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

<table>
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<tbody>
<tr>
<td>Children have rights in their community</td>
<td>Put up a poster that shows that all children have the right to be safe, to be cared for and get a good education</td>
<td>![Poster example]</td>
</tr>
<tr>
<td>Children learn about the roles and relationships</td>
<td>The children learn about who the teachers and the staff are and build trusting relationships with them</td>
<td>![Teacher and children example]</td>
</tr>
<tr>
<td>Children learn to tell someone when they don’t like what is happening</td>
<td>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</td>
<td>![Child example]</td>
</tr>
</tbody>
</table>
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*

<table>
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<th>Here is an example</th>
</tr>
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<tbody>
<tr>
<td>Children learn to play in groups</td>
<td>Set the inside and outside play area up to include blocks and sandpit. This will encourage children to play in groups</td>
<td></td>
</tr>
<tr>
<td>Children learn that other children have feelings and needs too</td>
<td>Talk to the children about feelings like happy, sad and angry. Help them to understand that everyone has these feelings. Sing songs about feelings</td>
<td></td>
</tr>
<tr>
<td>Children learn about rules and responsibilities</td>
<td>Talk with the children about making rules for the centre or preschool. Put these rules up for everyone to see</td>
<td></td>
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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

<table>
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<tbody>
<tr>
<td>Children learn to show respect for others</td>
<td>Help the children to listen to each other when they are talking.</td>
<td><img src="image1" alt="Example" /></td>
</tr>
<tr>
<td>Children learn about the importance of their culture</td>
<td>You can talk about your culture and compare the same and different with another culture of a family attending the centre.</td>
<td><img src="image2" alt="Example" /></td>
</tr>
<tr>
<td>Children learn about same and different with their friends</td>
<td>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.</td>
<td><img src="image3" alt="Example" /></td>
</tr>
</tbody>
</table>
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?
What does this mean for children and families?

<table>
<thead>
<tr>
<th>Children learn about fairness with others</th>
<th>Talk to the children about taking turns and sharing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children learn about unfairness with others</td>
<td>Ask them how they would feel if they didn’t get a turn on the swing. Would that be fair?</td>
</tr>
<tr>
<td>Children learn to make choices</td>
<td>Ask the children what they want to do – paint or play in the sandpit or read a book or do something else</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>What does this mean for children and families?</th>
<th>How could you do this?</th>
<th>Here is an example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children learning about ideas through play</td>
<td>Tell stories to the children about the importance of caring for their country.</td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td>Children work together while playing</td>
<td>Talk to the children about working together to care for the environment – the land and animals.</td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td>Children learn to care for their environment</td>
<td>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.</td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
</tbody>
</table>
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.

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

<table>
<thead>
<tr>
<th>What does this mean for children and families?</th>
<th>How could you do this?</th>
<th>Here is an example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children learn to trust others</td>
<td>Make sure you come to work everyday because the children trust that you will be there for them</td>
<td>![Image of teacher and child]</td>
</tr>
<tr>
<td>Children are comforted by others when upset</td>
<td>When children are crying give them a hug straight away. Don’t make them wait</td>
<td>![Image of child being comforted]</td>
</tr>
<tr>
<td>Children get better at working with others while playing</td>
<td>Children need to play for a long time. But you need to stay close to help them play and learn</td>
<td>![Image of children playing]</td>
</tr>
</tbody>
</table>
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*

<table>
<thead>
<tr>
<th>What does this mean for children and families?</th>
<th>How could you do this?</th>
<th>Here is an example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children tell you when they are hungry thirsty or tired</td>
<td>Look for the signs from the children that show they are hungry, tired or thirsty</td>
<td><img src="image1" alt="Example Image" /></td>
</tr>
<tr>
<td>Children are happy, healthy and safe</td>
<td>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</td>
<td><img src="image2" alt="Example Image" /></td>
</tr>
<tr>
<td>Children have games and activities for using their hands and body</td>
<td>Children have balls, bikes, building toys, drawing and painting activities</td>
<td><img src="image3" alt="Example Image" /></td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>What does this mean for children and families?</th>
<th>How could you do this?</th>
<th>Here is an example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children learn about healthy food</td>
<td>Talk to the children at meal times about healthy food and what is unhealthy food</td>
<td></td>
</tr>
<tr>
<td>Children learn about the importance of washing their hands and using the toilet</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>Children learn about safety while playing</td>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>
Children learn about the importance of washing their hands and using the toilet.

Other ideas for achieving this outcome?
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**

<table>
<thead>
<tr>
<th>What does this mean for children and families?</th>
<th>How could you do this?</th>
<th>Here is an example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children show an interest in what you give them to play with</td>
<td>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</td>
<td>![Example Image]</td>
</tr>
<tr>
<td>Children are happy when they are playing</td>
<td>Set up activities that interest the children. You need to watch for what they are interested in and use these ideas when planning</td>
<td>![Example Image]</td>
</tr>
<tr>
<td>Children are learning while they play</td>
<td>When they are playing in the sandpit with the buckets you could talk with the children about counting or heavy or empty or full</td>
<td>![Example Image]</td>
</tr>
</tbody>
</table>
The observation/program cycle

1. Watch the children. Record what they do. Take a photo
2. Talk to the families
3. Think about what the observation tells you about the children. Think about what the family told you. Does it make you think of an activity which the children will enjoy?
4. Try out the activity with the children. What did they learn?
5. Put the activity into a program
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.
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.

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

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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Children use their own ideas to make their play more interesting</td>
<td>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</td>
<td>![Image]</td>
</tr>
<tr>
<td>Children keep trying even when they find things are hard for them to do</td>
<td>Give children time to practise doing the puzzle or their block building so they can become good at the skill</td>
<td>![Image]</td>
</tr>
<tr>
<td>Children have lots of choices of things to do when they play</td>
<td>Give all the children lots of activities to play with both inside and outside</td>
<td>![Image]</td>
</tr>
</tbody>
</table>

4.1 *We teach children to enjoy learning*
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**

<table>
<thead>
<tr>
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<th>How could you do this?</th>
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</thead>
<tbody>
<tr>
<td>Children have time to think about new ideas</td>
<td>Children need lots of time to think about what they are playing. Let them change their play if they want to</td>
<td>![Example Image 1]</td>
</tr>
<tr>
<td>Children have activities that will help them with counting.</td>
<td>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</td>
<td>![Example Image 2]</td>
</tr>
</tbody>
</table>
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*

<table>
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<tbody>
<tr>
<td>Children have lots of time to play</td>
<td>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</td>
<td><img src="image1" alt="Example Image" /></td>
</tr>
<tr>
<td>Children have lots of time to play with the same toys and activities over and over again</td>
<td>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</td>
<td><img src="image2" alt="Example Image" /></td>
</tr>
<tr>
<td>Children use ideas from home or somewhere new they have been in their play</td>
<td>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</td>
<td><img src="image3" alt="Example Image" /></td>
</tr>
</tbody>
</table>
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.**

<table>
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<tbody>
<tr>
<td>Children begin to make connections with their community</td>
<td>Talk to children about all the people in community that can help them learn. Use photos, DVDs, magazine pictures of people in the community.</td>
<td>![Example Image]</td>
</tr>
<tr>
<td>Children make connections with places</td>
<td>Talk to the children about where they live, where they play, where they go fishing, and where they go when they are not at childcare or preschool. Build a map of these places.</td>
<td>![Example Image]</td>
</tr>
<tr>
<td>Children use technology to explore ideas</td>
<td>Teach the children how to use the camera to take photos of their block building or sandpit play or play dough activities.</td>
<td>![Camera Image]</td>
</tr>
</tbody>
</table>
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?
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**

<table>
<thead>
<tr>
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<th>How could you do this?</th>
<th>Here is an example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children enjoy talking and listening to others</td>
<td>Staff must stop and take time to listen to children and talk to them</td>
<td></td>
</tr>
<tr>
<td>Children use oral language to talk about things they see, hear, touch, feel, and taste</td>
<td>Listen to children when they talk to you about their ideas. Help them learn the words they need to talk about their ideas</td>
<td></td>
</tr>
<tr>
<td>Children use language to talk about their ideas</td>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>
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*

<table>
<thead>
<tr>
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<th>How could you do this?</th>
<th>Here is an example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Children show enjoyment while listening to a story.</strong></td>
<td><strong>Read stories about what the children are interested in.</strong></td>
<td><img src="image1.png" alt="Example" /></td>
</tr>
<tr>
<td><strong>Children have choices of story books to read</strong></td>
<td><strong>Have lots of good story books for children from birth to preschool. Let them choose the book they want to look at.</strong></td>
<td><img src="image2.png" alt="Example" /></td>
</tr>
<tr>
<td><strong>Children make the connection between oral language and written text or numbers</strong></td>
<td><strong>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.</strong></td>
<td><img src="image3.png" alt="Example" /></td>
</tr>
</tbody>
</table>
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*

<table>
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<th>How could you do this?</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Children use language to talk about games and ideas and retell stories</td>
<td>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?”</td>
<td><img src="image1.png" alt="Example 1" /></td>
</tr>
<tr>
<td>Children use art work to retell stories</td>
<td>When the children have finished drawing a picture ask them to tell you about what they have drawn. Write the story on their drawing</td>
<td><img src="image2.png" alt="Example 2" /></td>
</tr>
<tr>
<td>Children use multimedia to retell stories</td>
<td>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</td>
<td><img src="image3.png" alt="Example 3" /></td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Children identify signs and symbols in their community and use them in their play.</td>
<td>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.</td>
<td><img src="image1.png" alt="Example 1" /></td>
</tr>
<tr>
<td>Children have memory and sequence games to tell and retell stories.</td>
<td>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.</td>
<td><img src="image2.png" alt="Example 2" /></td>
</tr>
<tr>
<td>Children play games using repetition and rhyming to learn about patterns.</td>
<td>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’</td>
<td><img src="image3.png" alt="Example 3" /></td>
</tr>
</tbody>
</table>
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.*

<table>
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<th>How could you do this?</th>
<th>Here is an example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children use real or pretend telephones, cameras and computers as props in their play</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>Children use the internet to find information related to their interest</td>
<td>If you have a computer and internet you can find good stories and pictures about what the children are interested in, like fishing</td>
<td></td>
</tr>
<tr>
<td>Children use technology for drawing, designing, counting and writing</td>
<td>Have good computer programs so children can practise drawing, counting and writing.</td>
<td></td>
</tr>
</tbody>
</table>
Children use technology for drawing, designing, counting and writing. Have good computer programs.

Other ideas for achieving this outcome?