



Unravelling

the essence of the Early Years Learning Framework

By the participants of *Belonging, Being and Becoming: Putting the Early Years Learning Framework into Practice*



Children's
Services
Central

Belonging – ownership, community, acceptance, engagement, connections. Being – empowerment, relationships, aspirations, growth, foundations, respect, awareness, independence, individuality, respect, foundations, growth, opportunities. Becoming – empowerment, ownership, relationships, aspirations, growth, foundations, respect, awareness, independence, individuality, respect, foundations, growth, opportunities.

Acknowledgement

In creating this resource, Children's Services Central acknowledges the educators in NSW who participated in *Belonging, Being and Becoming: Putting the Early Years Learning Framework into Practice*. These are your words and thoughts on the Early Years Learning Framework and we thank you for your contribution.

Children's Services Central is the Professional Support Coordinator in New South Wales and is an initiative funded by the Australian Government under the Inclusion and Professional Support Program. Children's Services Central is managed by a consortium of key organisations that resource and support the sectors of children's services in New South Wales. Feedback and enquiries should initially be directed to the Professional Support Coordinator in your region. Further information can be sought by contacting the Department of Education, Employment and Workplace Relations.

Disclaimer

The information in this document draws on information, opinions and advice provided by a variety of individuals and organizations, including the Commonwealth and Children's Services Central. The Australian Government and Children's Services Central accept no responsibility for the accuracy or completeness of any material contained in this document. Additionally, the Commonwealth and Children's Services Central disclaim all liability to any person in respect of anything, and of the consequences of anything, done or omitted to be done by any such person in reliance, whether wholly or partially, upon any information presented in this document.

Caution

Material in this document is made available on the understanding that the Commonwealth and Children's Services Central are not providing professional advice. Before relying on any of the material in this document, users should obtain appropriate professional advice. Views and recommendations which may also be included in this document are those of the authors, only, and do not necessarily reflect the views of Children's Services Central, the Commonwealth, the Minister for Department of Education, Employment and Workplace Relations (DEEWR) or indicate a commitment to a particular course of action.

Permission

Permission is granted for material from this publication to be photocopied for use within Children's Services Central only. Permission must be sought from Children's Services Central for any other reproduction of the material.

"Understanding a child's
"belonging"..."



...to meet their needs"

Belonging

What does this mean to me?

- Ownership
- Respect
- Holistic approach
- Acceptance
- Relationship – care, security, positive, safety
- Knowledge of families and children: background, culture and religion
- Engagement of children
- Part of a community
- Security
- Confidence
- Mutual respect
- Cultural acceptance and appreciation
- A sense of union
- Sense of self
- Community contribution
- Feeling comfortable, safe and secure in ones environment
- Learning is meaningful: to all families, children and the greater community
- Respect and acceptance of diversity
- Being a part of...
- Connections
- Being understood
- Feeling valued
- Feeling welcomed
- Knowing: where you came from, groups that you can identify with – family, community
- Understand a child's "belonging" to meet their needs
- You must 'belong' to 'become'.



"Given opportunities to create,
experiment..."



...and develop"

Being

What does this mean to me?

- Expressing self
- Understanding
- Opportunities
- Exploration
- Individuality – importance – uniqueness (diversity)
- Appreciating and recognition of values and skills
- Feeling part of social community and learning (inclusiveness)
- Supporting individuality
- Respect others
- Respect self
- Being accepted
- Given opportunities to create, experiment and develop
- Being a part of a family, community and service working together – to benefit the child
- Empowerment
- Celebrate the children as individuals - at this particular stage of life – who they are now
- Leading their own learning
- Embracing individual needs
- Embracing culture and contributions
- Being an individual
- Feeling welcomed
- Being yourself
- Awareness of self and others
- Present time
- Being active, involved and constructive
- Being understood.



"Empowerment and individuality..."



...are celebrated"

Becoming

What does this mean to me?

- Independence
- Interdependence
- Developing into the person that they want to be
- A vision for their future
- Process to go through, confidence, self sufficiency, to meet the goal
- Making sure the children are ready for school
- Building foundations
- Ensuring that children meet their full potential
- Relationships
- Growing and developing
- Looking at positive side of who we are becoming, rather than the negatives
- Expanding and knowledge
- Personal growth – for children and educators
- Aspiration
- Self-reliance
- Acknowledgement of self
- Growing
- Becoming as a whole
- Support
- Knowing children and families
- ‘Belonging’ and ‘Being’ has been initiated
- Empowerment and individuality are celebrated
- Confidence in self and others.



Outcome 1

Children have a strong sense of identity

identity

- Achieved from family
- Allow child to have their own voice, ideas, etc (input from observation and conversation)
- Give children opportunities to make decisions - to discover their identities
- Communicating with families to find out as much as possible about each child
- Orientation with the family prior to child starting
- Form a relationship with family to gain their background information i.e. religion, culture, belief and values
- Develop a bond with primary care giver and be familiar with all team members
- Provide a stable, safe and welcoming environment with familiar routines; including arrival and departure
- Role modelling and role playing opportunities
- Providing resources and experiences so children can visit other cultures and other diversities within the service
- Respecting differences
- Offering and providing children choices - play materials, variety, lunches, routines
- Respecting choices. Do children want to be part of a group or on their own?
- Sharing aspects between home and program
- Displaying work
- Learning board or Day books are reflective, informative and inclusive of children as individuals
- Items from home
- Separate learning areas to provide for group experiences
- Child initiated play
- Modelling and facilitating communication skills, social etiquette, eg. please, thank you, etc.
- Providing learning environments facilitating social and dramatic play. Eg. home corner, hospitals, etc.
- Personalise interactions
- Children create their own indoors/outdoors rules
- Teaching reflective practices, eg. questions "how would you like..."
- Listening
- Accepting the child, families and educators for whom and what they are
- Looking at interests and including these



- Including familiar items for each child, eg. family photographs
- If the child does not succeed the first time then encourage them to keep trying. Model yourselves that it is okay to make mistakes and that they are part of life. Let children know that mistakes are not something to be afraid of and that they are good for learning
- Encourage participation
- Value their contribution
- Be with children in the moment - get involved!
- Showing photos of children with different nationalities
- Encouraging children's families to be involved in centre
- Spend time with children
- Encouraging children to make decisions and to be able to communicate in their mother-tongue
- Provide opportunities for children to engage independently in activities
- Encouraging children to be participants in challenges
- Positive role models for children
- Provide learning environment that promotes group work
- Creating relationships between children, their interests and the community
- Bringing festivals and other celebrations of our families into the centre and spreading into other families and the community
- Encouraging children to actively make choices within the centre to create a sense of autonomy and independence, whilst working in collaboration with other children, educators and families.
- Providing opportunities for children to participate in fairness understanding and awareness
- Encourage problem solving, choice making and decision making to meet their current knowledge, their skills and interests
- Celebrate birthdays and special occasions
- Positive interactions and active listening
- Promoting diversity and cultural practice
- Consciously making an effort to "get to know the child", the family and the community in which they are a part
- Acknowledge individual contributions (genuinely showing you care)
- Giving each child a voice, respecting their opinions
- Children and families feel welcome and included
- Encouraging children to problem solve and rationalise
- Consistent routine in the day, own place for belongings and artwork, familiar environment, reflect children's own culture through experiences and resources, family photos, share something from home, family experiences.

Outcome 2

Children are connected with and contribute to their world

contribute

- Daily photo's or a digital frame
- Photo wall of all children
- Family photos
- Welcoming and farewelling children and families each day
- Families coming in to cook meals
- Share toys - take home and write about adventures
- Activities - climate change, recycling
- Making own resources - paper, toys
- Using natural items such as stone, leaves, sticks etc.
- Cultural calendars
- Demonstrate sense of belonging
- Role play appropriate behaviour
- Changing teaching and learning styles and being adaptive
- Modelling language - appropriate, cultural, feelings
- Diversity
- Positive responses
- Cultural exploration
- Empowering children to make choices
- Allow own choices
- Respect
- Environment
- Using natural and cultural resources
- Interdependence between land, plants, people and animals
- Children encouraged to respect, care and appreciate the natural environment
- Allow the children to take part in the decision making process
- Have a positive environment for children
- Use "everyday" household items that children are familiar with
- Involve families in centre activities to link the home and centre environments
- Introduce family interests and hobbies into the program
- Belonging
- Meeting children's physical needs (especially with 0-2s)
- Children contribute to 'room rules' (especially for 3-5s)
- Community- children plant, nurture, grow, harvest and prepare items used in the centre foods
- Reflective resources – images, dress ups, books displaying the centre and community culture.
- Supporting children with additional needs in a true, inclusive environment. Children learn how to acknowledge and support the child.
- Singing in different languages - Makaton



- People from the community coming into the service
- Children watch and participate with their environment through their interest in local animals and insects etc. - cows calving
- Educators learning or speaking home languages or key words and phrases
- Visuals that help children relate to others
- Accepting and respecting
- Allow cultural habits to be implemented
- Time and space to build relationships and trust
- Setting realistic expectations and rules for routines
- To be heard and listened to
- Exploring social connections to develop sense of belonging
- Awareness of multicultural and diverse society and the child's place in it
- Taking all opportunities for interactions
- Following up on where child is at and where to next
- Seeking out the quiet child
- Looking at the child holistically
- Communications with families about what their expectations are - being open minded and as flexible as possible
- Provide opportunities for each child to be an active participant
- Giving children a safe space to fail and the tools to learn from that
- Each child is capable
- Incorporate families
- Giving children reasons and opportunities to share and problem solve... work around sharing materials
- Educators are involved in ongoing reflective practice - responding to connections and understanding of their world
- Brainstorming with children when an interest occurs... listening to what children are curious about NOT assuming
- Allowing children to participate in decisions making, daily routine, experiences!
- Invite family expertise, community visitors and resources
- Encourage and provide social learning
- Listen to children
- Create opportunities for both indoor and outdoor experiences and learning opportunities
- Being able to cater to all interests NOT just main interests
- Small group excursions in the local community
- Role playing, conflict resolution and pro-social skills
- A doll that travels when families go on holidays
- Exploring Aboriginal art with children - from children's interest in drawing
- Looking at the newspaper and discussing current events
- Resources from various cultural backgrounds, families contribute
- Animals or pets
- Lots of discussion and collaboration with children about what is happening within learning investigations
- Provide natural environments
- Children participate in the planning of the environment
- Recycling, compost, veggie gardens, worm farms, re-using materials
- Bringing the outside in
- Teaching children about sustainability role modelling.

Outcome 3

Children have a strong sense of wellbeing

wellbeing

- Encourage children to form relationships with peers and adults
- Allocate and include children in processes and implementation
- Exploring how children feel about different situations
- Remember - it's okay to make mistakes as it is all part of learning
- Environments that provide active and quiet areas
- Involving community - role models and available services
- Promoting healthy eating and following through with families
- Putting a positive spin on things
- Involving children in decisions making
- Praise all efforts - give children encouragement
- Extending children's needs or interests
- Allowing the children to redirect play and routines
- Promoting ourselves
- Explaining consequences
- Providing children with a safe and supportive environment
- Acknowledging that it is okay to leave things and to come back
- Provide opportunities to role play what children see
- Providing different ways to communicate
- Providing consistency in environments - educators, resources, practices
- Social interactions
- Role modelling and peer modelling
- Listening
- Encouragement
- Scaffolding
- Healthy food choices
- Safe, clean, secure and happy
- Stimulating, challenging, creative, spontaneous, supportive
- Providing, an inclusive and creative curriculum
- Making children feel they are valued member of their communities.
- Educators are knowledgeable and skilled to create a holistic environment
- Intentional teaching
- Having educators that are passionate about children and want to keep learning



- Encouragement to take ownership of the program
- Show we have a strong relations with families
- Setting up experiences that are familiar
- Set up activities for children to challenge their skills and to promote problem solving - show children that not everything is easy
- Re-enforcing procedures such as hand washing, sunscreen, to help children understand the importance of these
- Posters around the centre and newsletters
- Quiet activities or rest times for mental health
- Children become strong in their social and emotional wellbeing
- Setting up the environment for role play and imagination
- Singing songs and play music in all languages
- Allow children to express themselves
- Provide opportunity for comfort
- Ask families for their input
- Give children opportunities to be active
- Show genuine affection and understanding of all children
- Listening and acknowledge what children have to say
- Celebrate differences
- Exposure to different environments
- Encourage children to wash hands, blow noses, cover mouths when coughing
- Children take increasing responsibility for their own health and physical wellbeing
- Comfortable with themselves and in their relationships with others
- Self regulation
- Share feelings - humour, happiness, empathy, sadness
- Cultural inclusion
- Build attachments and trust through consistency
- Giving children responsibility - serving themselves morning teas
- Acknowledge children's successes
- Connections with peers
- Using humour at children's level.

“Children take increasing responsibility for their own health and physical wellbeing”

Outcome 4

Children are confident and involved learners

confident

- Through observations and evaluations
- Teacher modelling - enthusiasm
- Extend Interests and show children the value of their play
- Further develop through knowing and understanding each child
- Involve families and helps to develop confidence and self esteem
- Look at what the child can do and not what they can't - acknowledge achievements and attempts
- Allow children to make suggestions about what they want to do
- Interactions with peers and educators
- Inflection
- Listening - listen with your eyes, ears and body language
- Participating in play
- Creating an aesthetically appealing environment
- Provide a safe environment
- Resources - variety and appropriateness
- Allow time to problem solve
- Open ended questions
- Choosing right time or opportunity to converse with children
- Offering experiences that are flexible
- Acknowledging interests
- Positive social interactions
- Fostering self-esteem
- Scaffolding
- Effective communication with children, families and educators
- Making sure that the routine is flexible
- Offer experiences that are challenging, but age and ability appropriate
- Purchase new resources
- Access a variety of services
- Allow for some permanency in the environment for children and families to gain a sense of familiarity
- Leaving children's work set up with stop signs on it so it is there for the next day
- Letting children know it is ok if we don't always pack up at the same time every day, or have lunch at the same time



- Encouraging independence
- Giving children the language to be able to articulate themselves
- Establish an environment where children can take risks and challenge themselves
- Offer the children a variety of accessible open-ended resources that can be manipulated and used when testing theories
- Converse with children to engage, challenge and extend their thinking
- Value children's ideas, accept multiple solutions
- Newsletters, day books, individual conversation, photos and slide shows
- Access to technology
- Provide real choices
- Extended periods to play
- Peer tutoring
- Responsiveness to children's interests
- Use own preferred learning methods
- Opportunities for individual and group learning
- Respect children's opinions
- Value children's knowledge and skills
- Time – flexibility to explore and make own decisions
- Access to a variety of media
- Going on excursions, having incursions
- Allow for active and quiet learning
- Involvement in programming
- Provide environments that allow children to take initiative in their own learning - children have choice and control
- Maintain permanent areas.

“Look at what the child can do and not what they can't – acknowledge achievements and attempts”



Outcome 5

Children are effective communicators

listening

- Listen and respond
- Allow child time to process and respond and question
- Pay attention to non-verbal cues
- Encourage children to listen to each other by role modelling and valuing what children say
- Labelling both verbally and in print
- Use a variety of forms of communication eg. music, dance, storytelling, poetry
- Use props
- Offering opportunities eg. dramatic play
- Drawing and writing centre
- Text rich environment
- Repetition eg. story, retell, act out, puppets
- Pictures of objects with the matching written word
- Pattern experiences, eg. beading
- Model appropriate language
- Conflict resolution
- Converse with children
- Range of literacy activities – stories, props, drawing, writing, medians, art etc
- Representational thinking
- Makaton and visuals
- Media - photography, computers, internet
- Non-verbal gestures and facial expressions
- Take time to stop and chat
- Reflect on home practices
- Making sure children are engaged in order to communicate
- Valuing each child's attempts to communicate
- Learning how to turn take in conversations
- Being aware of each child's cultural differences
- Exposing children to symbols that have meaning in their world and help them to communicate
- Social skills
- Interactions
- News time, storytelling, media
- Noticing and extending on child's interest
- Representing, art, craft, painting, drawings
- Build their trust, be approachable and at their level
- Different forms of text, magazines, newspapers



“Encourage children to listen to each other by role modelling and valuing what children say”

- Family involvement
- Technology should be child friendly
- Types of communication used: communication books, portfolios, day sheets, day books, newsletters, notice boards
- Using photos as props
- Learning other languages through song and words
- In tune with routines for individual care, ie. feeding, sleeping and routine times
- Provide variety in resources
- Established bonds and attachments
- Time to develop secure attachments and confidence
- Imitating or mimicking words and actions
- Language rich environment
- Multicultural texts
- Provide language and literature
- Show and tell
- Building vocabulary of feelings
- Open ended questioning
- Acknowledging feelings and dispositions
- Making sure children are engaged in order to communicate.

For more information and resources contact Children’s Service Central

www.cscentral.org.au

1800 157 818

info@cscentral.org.au

Notes

