



EON Foundation

## **EON THRIVING COMMUNITIES PROGRAM LINKS TO THE EARLY YEARS FRAMEWORK FOR AUSTRALIA**

The **Early Years Learning Framework for Australia** forms the foundation for ensuring that all children in all early childhood education and care settings experience quality teaching and learning. It has a specific emphasis on play-based learning and recognises the importance of communication and language and social and emotional development. Fundamental to the Framework is a view of children's lives as characterised by belonging, being and becoming.

The Framework conveys the highest expectations for all children's learning from birth to five years and through the transitions to school. It communicates these expectations through five Learning Outcomes. The EON THRIVING COMMUNITIES program has been mapped by a Curriculum Consultant to the five outcomes of the Framework.

### **HOW EON PROJECT MANAGERS CAN USE THIS DOCUMENT**

The aim of this guide is to support EON Project Managers to identify key concepts that can be applied to their task delivery and play based sessions with children from birth to five years. The development of these vital skills is crucial to enable young children to develop a sense of belonging, being and becoming. Project Managers can provide this guide to early childhood educators and teachers to assist with them to map the EON THRIVING COMMUNITIES PROGRAM to the teaching and learning program.

### **OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY**

#### **Key components of the play based learning program:**

- Children feel safe, secure, and supported
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self identities
- Children learn to interact in relation to others with care, empathy and respect

#### **These learnings are evident when children:**

- use effective routines to help make predicted transitions smoothly
- communicate their needs for comfort and assistance
- establish and maintain respectful, trusting relationships with other children and educators
- openly express their feelings and ideas in their interactions with others
- respond to ideas and suggestions from others
- explore and engage with social and physical environments through relationships
- demonstrate increasing awareness of the needs and rights of others
- increasingly co-operate and work collaboratively with others
- persist when faced with challenges and when first attempts are not successful
- take considered risk in their decision-making and cope with the unexpected
- reach out and communicate for comfort, assistance and companionship
- empathise with and express concern for others
- reflect on their actions and consider consequences for others
- be open to new challenges and discoveries
- begin to initiate negotiating and sharing behaviours
- approach new safe situations with confidence
- share aspects of their culture with the other children and educators
- use their home language to construct meaning
- develop strong foundations in both the culture and language/s of their family and of the broader community without compromising their cultural identities
- develop their social and cultural heritage through engagement with Elders and community members
- celebrate and share their contributions and achievements with others

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

### **Key components of the play based learning program:**

- 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 become aware of fairness
- Children become socially responsible and show respect for the environment

### **These learnings are evident when children:**

- demonstrate an increasing knowledge of, and respect for natural and constructed environments
- broaden their understanding of the world in which they live
- then build on their own social experiences to explore other ways of being
- contribute to fair decision-making about matters that affect them
- express an opinion in matters that affect them
- learn to 'read' the behaviours of others and respond appropriately
- begin to show concern for others
- are empowered to make choices and problem solve to meet their needs in particular contexts
- participate with others to solve problems and contribute to group outcomes

## **OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING**

### **Key components of the play based learning program:**

- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

### **These learnings are evident when children:**

- demonstrate trust and confidence
- remain accessible to others at times of distress, confusion and frustration
- increasingly co-operate and work collaboratively with others
- assert their capabilities and independence while demonstrating increasing awareness of the needs and rights of others
- seek out and accept new challenges, make new discoveries, and celebrate their own efforts and achievements and those of others
- increasingly co-operate and work collaboratively with others



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#### OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

##### Key components of the play based learning program:

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

##### These learnings are evident when children:

- persevere and experience the satisfaction of achievement
- persist even when they find a task difficult
- apply a wide variety of thinking strategies to engage with situations and solve problems, and adapt these strategies to new situations
- use reflective thinking to consider why things happen and what can be learnt from these experiences
- make connections between experiences, concepts and processes
- apply generalisations from one situation to another
- try out strategies that were effective to solve problems in one situation in a new context
- transfer knowledge from one setting to another

#### OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

##### Key components of the play based learning program:

- Children interact verbally and non-verbally with others for a range of purposes
- Children use information and communication technologies to access information, investigate ideas and represent their thinking

##### These learnings are evident when children:

- respond verbally and non-verbally to what they see, hear, touch, feel and taste
- convey and construct messages with purpose and confidence, building on home/family and community literacies
- use information and communication technologies to access images and information, explore diverse perspectives and make sense of their world