



# MADGE SEXTON

## K I N D E R G A R T E N

McLaren Vale

*Belonging, Being and Becoming.....*

### *The Early Years Learning Framework for Australia*

*The Early Years Learning Framework of Australia is used by the MSK Team to develop a program with learning outcomes that we aim to achieve with the children. The Outcomes in this Framework are below. Each term you will receive a curriculum overview that will have planned provocations to be used as a starting point, rather than a set program. This is because our learning journey will always reflect one that is guided by the children's interests, needs, explorations and wonderings. We value parental partnerships in children's learning and therefore encourage parents/caregivers to talk to staff if you have any ideas, resources, connections, etc. that would support the children to engage in exciting and meaningful experiences.*

#### *Outcome 1: Children have a strong sense of identity*

- 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.



#### *Outcome 2: Children are connected with and contribute to their world*

- 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 respond to diversity with respect.
- Children become aware of fairness.
- Children become socially responsible and show respect for the environment.



#### *Outcome 3: Children have a strong sense of wellbeing*

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

#### *Outcome 4: Children are confident and involved learners*

- 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, inquiry, 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, places, technologies and natural and processed materials.

#### *Outcome 5: Children are effective communicators*

- Children interact verbally and non-verbally with others for a range of purposes.
- Children engage with a range of texts and gain meaning from these texts.
- Children express ideas and make meaning using a range of media.
- Children begin to understand how symbols and pattern systems work.
- Children use information and communication technologies to access information, investigate ideas and represent their thinking.

