**Little Crickets Pre-school Curriculum – A Vision for Children’s Learning through our curriculum: Being, Becoming, Belonging – Supporting Young Curious Minds**

At Little Crickets we believe we must give all children the tools to learn and develop whilst recognising that all-round development.

The early years provides the windows of opportunity for making the neural connections in the brain. Each individual child will develop in their own unique way. The key areas of a child’s development are: Social; Physical; Intellectual; Communication; Emotional (SPICE). These areas do not develop in isolation from each other, they are all connected. For example, a child who has given up change to supply with other children will learn about building relationships (emotional development), be encouraged to talk and listen (development of communication) and finds out about rules for getting along with others (social development).

At Little Crickets we believe that children have different strengths and learn in different ways, it is therefore vital that our early years practitioners underpin this, observing children of individual differences and needs which provides justification for a cross-curricular approach to planning.

**Our Vision**

*To provide a welcoming and inclusive pre-school where all children feel confident to explore their naturally curious minds and are valued, loved and cared for within a stimulating environment.*

**Our Ethos**

*Our ethos is that the children’s early years are the most important years of their lives. We therefore strive to provide high quality pre-school education for all children that is appropriate to their individual needs. This is provided for in a positive, respectful, relaxed and exciting environment, by supportive adults sensitive to the individual needs of the child and their families.*

Working in partnership with parents/carers is vital for effective holistic learning and development of the child. This is achieved by building relationships with the child and family through the key person approach. The key person will scaffold the child’s learning and development; helping to stretch the child but not push them beyond their capabilities.

The pre-school environment is fundamental in providing the children with a sense of security, belonging and effective learning. We provide the children with a learning environment that is appropriate to their age and individual needs. This is monitored and reviewed on a regular basis to maintain the effectiveness of the pre-school environment.

Keeping children healthy is also an essential part of a child’s development this is achieved by having direct access to the garden; providing children with the guidance for making healthy meal choices; looking after our bodies through physical fitness and keeping our bodies and teeth clean.

**Being, Belonging, Becoming**

Fundamental to our curriculum is a view of children’s lives as characterised by belonging, being and becoming. From before birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly within families, who are children’s first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

**BEING**

*Early childhood is a child's time to be, explore, and make sense of the world. Being acknowledges the importance of the present moment in the lives of children. It is about living in the now, getting to know oneself, forming and sustaining relationships with people, interacting with the pleasures and complexities of life, and overcoming obstacles in day-to-day living. Early childhood education focuses on the present as well as future preparation.*

**BECOMING**

*Throughout childhood, children undergo changes in their identities, knowledge, understandings, capacities, talents, and connections. They are moulded by a wide range of experiences and situations. Becoming places a strong emphasis on learning how to actively and completely engage in society. Children have connections to their families, communities, cultures, and locations. These interactions have a crucial role in children's early growth and learning, especially within families, who serve as their first and most important Pre-school Practitioners. Children create their own identities and worldviews as they engage with daily life and discover hobbies.*

**BELONGING**

*It is essential to human existence to know where and with whom you belong, or to feel a sense of belonging. Children are first and foremost members of their family, neighbourhood, cultural group, and larger community. Children who feel a sense of belonging recognise their interconnectedness with others and the importance of relationships in shaping identities. A sense of belonging is mostly dependent on interactions from an early age onwards in life. Because it shapes a child's identity and potential, belonging is essential to being and becoming.*

Our curriculum framework conveys the highest expectations for all children’s learning during their time with us.

It communicates these expectations through the following five learning outcomes which we hope that all children will achieve whilst being at Little Crickets Pre-school.

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| **Our Learning Outcomes** |
| **Children have a strong sense of identity** | **Children are connected with and contribute to their world** | **Children have a strong sense of wellbeing** | **Children are confident and involved learners** | **Children are effective communicators.** |

Little Crickets puts children’s learning at the core. Our curriculum encompasses all the interactions, experiences, routines, and events, planned and unplanned, that occur in an environment designed to foster our children’s learning and development.

The emphasis in our teaching is on the planned or intentional aspects of the curriculum. Children are receptive to a wide range of experiences. What is included or excluded from the curriculum affects how children learn, develop, and understand the world.

Working in partnership with families, our early years practitioners draw on their professional expertise, including their in-depth knowledge of each child whilst using the learning outcomes to guide their planning for children’s learning.

In order to engage children actively in learning, we identify children’s strengths and interests, choose appropriate teaching strategies and design the learning environment, carefully assessing learning to inform further planning.

Children experience belonging, being, and becoming in a variety of ways due to the diversity of family life.

To their learning, they contribute a variety of experiences, viewpoints, expectations, information, and abilities. Learning in children is dynamic, intricate, and all-encompassing.

Play is a context for learning that:

• allows for the expression of personality and uniqueness

• enhances dispositions such as curiosity and creativity

• enables children to make connections between prior experiences and new learning

• assists children to develop relationships and concepts

• stimulates a sense of wellbeing.

Children actively construct their own understandings and contribute to others’ learning.

Children acknowledge their ability to start and direct their own learning, and their right to take part in decisions that have an impact on their life, including their education.

Pre-school Practitioners can go beyond preconceived notions of what children can accomplish and learn if they approach children as active learners and decision makers. Pre-school Practitioners must appreciate each child's individual qualities and abilities and work with them to achieve this. The methods Pre-school Practitioners use and the bonds they build with children and their families have a big impact on how involved and successful children are in the pre-school room.

When families and Pre-school practitioners collaborate to enhance the learning of young children, children flourish. Young children's education affects their prospects in life. Children who are in good health and who feel strongly connected, optimistic, and engaged are better equipped to have a positive attitude towards learning.

**OUTCOME 1 - CHILDREN HAVE A STRONG SENSE OF IDENTITY**

Children learn about themselves and construct their own identity within the context of their families and communities. This includes their relationships with people, places and things and the actions and responses of others. Identity is not fixed. It is shaped by experiences. When children have positive experiences, they develop an understanding of themselves as significant and respected, and feel a sense of belonging. Relationships are the foundations for the construction of identity – ‘who I am’, ‘how I belong’ and ‘what is my influence?’

In early childhood settings children develop a sense of belonging when they feel accepted, develop attachments and trust those that care for them. As children are developing their sense of identity, they explore different aspects of it (physical, social, emotional, spiritual, cognitive), through their play and their relationships.

When children feel safe, secure and supported they grow in confidence to explore and learn. The concept of *being* reminds educators to focus on children in the here and now, and of the importance of children’s right to be a child and experience the joy of childhood. *Being* involves children developing an awareness of their social and cultural heritage, of gender and their significance in their world.

*Becoming* includes children building and shaping their identity through their evolving experiences and relationships which include change and transitions. Children are always learning about the impact of their personal beliefs and values. Children’s agency, as well as guidance, care and teaching by families and educators shape children’s experiences of *becoming.*

Within our outcomes, children develop their sense of self and identity. This covers their interactions with other people, places, and objects as well as other people's behaviours and reactions. Children get the confidence to explore and learn when they feel safe, comfortable, and encouraged.

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| **Outcome 1** | **CHILDREN HAVE A STRONG SENSE OF IDENTITY**  |
| **IMPACT** | * 1. **Children feel safe, secure, and supported**
 | * 1. **Children develop their emerging self, independence and resilience**
 | * 1. **Children develop knowledgeable and confident self-identities**
 | **1.4 Children learn to interact in relation to others with care, empathy and respect** |

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| **1.1 Children feel safe, secure, and supported** |
| Children who do the following, for instance, demonstrate this: * form safe attachments with one or more known Pre-school practitioners.
* employ routines to help ease anticipated transitions;
* recognise and respond to a sense of belonging; and
* express their needs for support and comfort. Establish and uphold polite, trustworthy relationships with other children and Pre-school Practitioners.
* Encourage open communication and expressiveness.
* Respond to suggestions and ideas from others.
* Start conversations and interactions with reliable Pre-school Practitioners.
* Trustfully explore and interact with social and physical environments through play and relationships.
* Start and participate in play.
* Investigate aspects of identity through role-playing.
 | Among the ways that Pre-school practitioners support this learning are: * acknowledging and responding to children's cues and signals
* bridging the gap between the familiar and the unfamiliar
* supporting children's secure attachment through consistent and warm and nurturing relationships
* building upon culturally valued practices and approaches to learning
* being emotionally available and supporting children's expression of their thoughts and feelings
* acknowledging that feelings of distress, fear, or discomfort
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| **1.2 Children develop their emerging self, independence and resilience** |
| This is seen, for instance, when children:* show a growing awareness of the needs and rights of others
* show that they are open to new experiences and learnings
* cooperate and work collaboratively with others more
* show that they can take calculated risks when making decisions and deal with the unexpected
* show that they have an increasing capacity for self-regulation; show that they approach new safe situations with confidence
* start to initiate negotiating and sharing behaviours; and persevere when faced with obstacles and when their first attempts fail.
 | Pre-school Practitioners facilitate this learning by, among other things* giving children the tools to make wise decisions about their actions.
* encouraging children to feel connected, belonging, and well-being.
* maintaining high standards for each kid's ability.
* mediating and helping children negotiate their rights in relation to others' rights; and giving children the chance to work on projects and play on their own.
* Show joy, excitement, and support for the efforts made by the children.
* assist and encourage the children when needed.
* inspire and encourage the children to succeed when they encounter obstacles.
* give the children time and space to pursue both solo and group activities.
* reinforce the culturally significant learning of the children’s' communities.
* empower the children to make decisions.
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| **1.3 Children develop knowledgeable and confident self-identities** |
| Children that:* feel accepted and valued for who they are
* use dramatic play to explore various identities and points of view
* share aspects of their culture with other children and Pre-school practitioners
* build strong foundations in the language(s) of their family and the larger community without compromising their cultural identities
* develop their social and cultural heritage through interactions with Elders and community members
* reach out and communicate for consolation, support, and companionship
* celebrate and share their accomplishments with others are examples of how this is demonstrated.
 | To illustrate how Pre-school practitioners support this learning, consider the following: * ensure that all students feel pride and confidence in their accomplishments;
* share students' successes with families;
* demonstrate respect for diversity by acknowledging the various ways in which children, families, communities, and cultures construct meaning;
* acknowledge and understand that children construct meaning in many different ways
* Build upon culturally valued approaches to learning;
* build on the knowledge, languages, and understandings that children bring;
* talk with children in a respectful manner about similarities and differences in people
* provide rich and diverse resources that reflect children's social worlds
* listen to and learn about children's understandings of themselves
* actively support the maintenance of home language and culture
* develop authentic children's understanding of themselves. These are just a few of the goals and objectives that should be considered when planning for children's learning.
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| **1.4 Children learn to interact in relation to others with care, empathy and respect** |
| Children who: • Participate in and contribute to shared play experiences; • Show interest in other children and being a member of a group • show knowledge of and respect for other people's perspectives;• constructively express a wide range of emotions, thoughts, and viewpoints; • reflect on their actions and take other people's repercussions into consideration. | Pre-school Practitioners facilitate this learning by, among other things: * Starting one-on-one conversations with kids, especially babies and toddlers, during everyday routines
* Creating learning environments that encourage play and small group interactions
* Modelling empathy, compassion, and respect for kids, staff, and families
* Providing explicit examples of communication techniques to help children start conversations and participate in play and social experiences in ways that maintain positive relationships with other children
* Acknowledging kids' complex relationships and gently intervening in ways that encourage consideration of different viewpoints and social inclusion
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**OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD**

Children's sense of belonging, identity, and development are influenced by their experiences in relationships and community involvement. Children live and learn alongside others in a variety of communities from the moment they are born. These could be early childhood settings, families, or local communities. Children's enthusiasm and aptitude for being and becoming active participants to their environment are strengthened when they have a positive sense of who they are and interact with others in courteous, responsive ways.

Children's experiences as participants in various relationships and groups grow as they enter early childhood settings. Children engage and interact with others in a growing number of intricate and varied ways as time goes on. Infants express their curiosity in connecting with and engaging with people through smiling, crying, imitating, and making sounds. Toddlers engage in social interactions and contribute by making simple gestures like cheerfully greeting a new child or providing their teddy to a sad child. Older children are curious about other people's opinions on them and their knowledge of friendships. They come to comprehend that what they do and how they react influence others' sense of identity and belonging.

Children react appropriately when Pre-school Practitioners establish settings where children can interact with people and the environment in a courteous, caring, and mutually pleasurable way. Children learn to live independently when they collaborate with others in daily activities, events, and experiences and are given the chance to make decisions. Children develop ways of being that reflect the beliefs, customs, and practices of their families and communities through their connections and diverse sense of belonging to people, countries, and communities. With time, this knowledge changes how people communicate with others.

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| **Outcome 2** | **CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD** |
| IMPACT | 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 respond to diversity with respect | 2.3 Children become aware of fairness | 2.4 Children become socially responsible and show respect for the environment |

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| **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** |
| This becomes apparent, for instance, when children:* start to realise that they are entitled to be a part of multiple communities
* In play episodes and group experiences, collaborate with others and negotiate roles and relationships.
* take steps to support other children in joining social groups
* increase their awareness of the world around them and convey their opinions on issues that impact them
* build on their own social experiences to
* explore other ways of being
* participate in reciprocal relationships
* gradually learn to ‘read’ the behaviours

of others and respond appropriatelyunderstand different ways of contributing through play and projects* demonstrate a sense of belonging and

comfort in their environments* are playful and respond positively to

others, reaching out for company and friendship* contribute to fair decision-making about

matters that affect them | Pre-school Practitioners can facilitate this learning by doing the following, for instance: * fostering a sense of belonging in the early childhood setting
* creating links between the early childhood setting and the local community
* offering chances for children to explore ideas, complicated concepts, and ethical issues that are pertinent to their lives and communities
* modelling language that children can use to express ideas, negotiate roles, and work together to achieve goals
* making sure children have the skills to take part in and contribute to group play and projects
* making sure children have the knowledge and abilities to participate in meaningful ways in group discussions and shared decision-making regarding norms and expectations
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| **2.2 Children respond to diversity with respect** |
| Children's exploration of the diversity of culture, heritage, background, and tradition and their realisation that this gives opportunity for choices and new understandings are just a few examples of how this is visible. * Become conscious of the relationships, contrasts, and similarities among individuals
* Practice inclusive strategies to achieve coexistence
* Pay attention to and respond positively to people's similarities and differences
* Respect and listen to others' views and ways of being and doing
 | Pre-school Practitioners facilitate this learning through, among other things: * thinking back on how they have responded to diversity
* organising activities and providing materials that extend children’s horizons and foster an appreciation for variety
* Encourage children to listen to others and appreciate different viewpoints by exposing them to a variety of languages and dialects and fostering an appreciation of linguistic diversity.
* Engage in relationships with children that foster respect for diversity and celebrate uniqueness. Show positive responses to diversity in their own behaviour and in conversations with children.
* Examine each child's culture, heritage, background, and customs in relation to their community.
* Examine children's conceptions of diversity.
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| **2.3 Children become aware of fairness** |
| This is demonstrated, for instance, when children: * find and explore some connections between people
* learn about the ways that people are included or excluded from physical and social environments
* develop the ability to act with compassion and kindness and recognise bias and unfairness
* are given the freedom to make decisions and solve problems in order to meet their needs in specific contexts
* start to consider just and unfair actions critically
* start to comprehend and assess how texts generate prejudices and shape identities
 | Pre-school practitioners promote this learning, for example, when they: * notice and listen carefully to children’s

concerns and discuss diverse perspectives on issues of inclusion and exclusion and fair and unfair behaviour* engage children in discussions about

respectful and equal relations such as when a child dominates in the use of resources* analyse and discuss with children ways

in which texts construct a limited range of identities and reinforce stereotypes* draw children’s attention to issues of

fairness relevant to them in the early childhood setting and community |

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| **2.4 Children become socially responsible and show respect for the** **Environment** |
| Children who: * use play to investigate, project, and explore new ideas
* work with others to solve problems and contribute to group outcomes
* show growing appreciation and care for natural and constructed environments
* explore relationships with other living and non-living things and observe, notice, and respond to change
* develop an awareness of the impact of human activity on environments and the interdependence of living things
 | Pre-school Practitioners facilitate this learning through, among other things: * giving children access to a variety of natural materials in their surroundings setting an example of respect, care, and appreciation for the natural environment figuring out how to help children take care of and learn from the land taking into account the ways in which children are connected to the land and show respect for community norms
* Find examples of interdependence in the environment and talk to children about the connections between life and health.
* Provide children with resources and information about the environment and the effects of human activity on environments.
* Incorporate sustainability into daily routines and practices.
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**OUTCOME 3:**

**CHILDREN HAVE A STRONG SENSE OF WELLBEING**

Wellbeing incorporates both physical and psychological aspects and is central to *belonging*, *being* and *becoming*. Without a strong sense of wellbeing, it is difficult to have a sense of *belonging*, to trust others and feel confident in *being*, and to optimistically engage in experiences that contribute to *becoming*.

From physical reliance and reflex actions at birth to the integration of sensory, motor, and cognitive systems for organised, regulated physical activity for both purpose and enjoyment, children's learning and physical development are obvious in their movement patterns.

All of a child's experiences, both inside and outside of their early years, can have an impact on their wellbeing. In order to facilitate children's learning, Pre-school Practitioners must prioritise the well-being of the children by creating consistent, secure surroundings, affirming and respecting each individual, and building warm, trustworthy connections.

Pre-school Practitioners can increase children's self-assurance, sense of wellness, and readiness to participate in learning by recognising each child's unique cultural and social identity and responding to their emotional states with compassion.

Well-being and self-confidence are directly correlated with knowledge of healthy lifestyles, which includes personal hygiene, nutrition, physical fitness, emotions, and social interactions.

The state of a child's body affects their capacity to focus, collaborate, and learn. Children who are more self-reliant can take on more responsibility for their personal hygiene, health, and safety as well as the safety of others. Children have opportunities to learn about safety and health through routines.

In addition to allowing children to participate fully in play, a good diet is crucial for overall health. Little Crickets Pre-school give children lots of chances to try a variety of healthful foods and hear from Pre-school Practitioners and other children about making smart food choices. Children receive the fundamentals of fine and gross motor skills development through physical activity.

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| **Outcome 3** | **CHILDREN HAVE A STRONG SENSE OF WELLBEING** |
| **IMPACT** | **3.1 Children become strong in their social and emotional wellbeing** | **3.2 Children take increasing responsibility for their own health and physical wellbeing** |

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| **3.1 Children become strong in their social and emotional wellbeing** |
| This is clear, for instance, when Children: * Show confidence and trust.
* stay in contact with others whether you're feeling down, confused, or frustrated
* Exchange humour, joy, and contentment.
* actively seek out and embrace new challenges, make new discoveries, and celebrate both their own and others' efforts and accomplishments
* increasingly collaborate and work together with others
* relish moments of alone
* acknowledge their own accomplishments
* make decisions, accept challenges, take calculated risks, manage change, and deal with disappointments and the unexpected
* demonstrate an increasing ability to comprehend, self-regulate, and manage their emotions in ways that take into account the needs and feelings of others.
* Experience and share personal learning successes.
* Take the initiative to learn new skills in their home languages or English.
* Acknowledge and accept affirmation.
* Make an independent claim to their abilities and rights while exhibiting an increasing awareness of others' needs and rights.
 | Pre-school Practitioners facilitate this learning by, among other things: * genuinely loving, understanding, and respecting each and every child
* working with children to record their accomplishments and share them with their families making sure that every child feels proud of their attempts and accomplishments
* Encourage children to play and participate in activities that will test their perseverance and sense of belonging.
* Build upon and expand their ideas. Uphold high standards for each child's abilities.
* Respect the children's ability to make decisions for themselves.
* welcome children and families sharing

aspects of their culture and spiritual lives* talk with children about their emotions

and responses to events with a view to supporting their understandings of emotional regulation and self-control* acknowledge and affirm children’s effort and growth
* mediate and assist children to negotiate

their rights in relation to the rights of others |

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| **3.2 Children take increasing responsibility for their own health and physical** **Wellbeing** |
| This is evident, for example, when children:* recognise and communicate their bodily needs (for example, thirst, hunger, rest, comfort, physical activity)
* are happy, healthy, safe and connected to others
* engage in increasingly complex sensorymotor skills and movement patterns
* combine gross and fine motor

movement and balance to achieve increasingly complex patterns of activity including dance, creative movement and drama* use their sensory capabilities and

dispositions with increasing integration, skill and purpose to explore and respond to their world* demonstrate spatial awareness and

orient themselves, moving around and through their environments confidently and safely* manipulate equipment and manage tools with increasing competence and skill
* respond through movement to

traditional and contemporary music, dance and storytelling* show an increasing awareness of healthy lifestyles and good nutrition
* show increasing independence and

competence in personal hygiene, care and safety for themselves and others* show enthusiasm for participating in

physical play and negotiate play spaces to ensure the safety and wellbeing of themselves and others | Pre-school Practitioners facilitate this learning through various means, such as: * organising and engaging in high-energy physical play activities with kids, such as dance, drama, movement, and games;
* utilising family and community experiences and knowledge to incorporate well-known games and physical exercises into play;
* offering a variety of tools and resources to enhance kids' fine and gross motor skills;
* actively assisting children in learning hygiene practices;
* promoting continuity of children’s personal health and hygiene by sharing ownership of routines and schedules with children, families, and the community;
* talking to children about health and safety issues and involving them in creating policies to maintain a safe environment for everyone;
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**OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS**

Children who are self-assured and engaged learners are better equipped to take charge of their own education, self-control, and social environment contribute in a supportive, active learning environment. Relationships and coherence between educational experiences in various contexts make education more fulfilling and foster a sense of community in kids

Children who feel safe and in good health are more willing to try new things, experiment, and explore, which helps them become competent learners who take an active role in their education. Little Crickets Pre-school acknowledge and incorporate the experiences and understandings of their families and communities, children are more likely to become self-assured and engaged learners. This helps them connect the dots and interpret what they are experiencing for the first time.

Pre-school practitioners’ knowledge of individual children is crucial to providing an environment and experiences that will optimise children’s learning.

Children who are self-assured and engaged learners are better equipped to take charge of their own education, self-control, and social environment contribute in a supportive, active learning environment. Children's sense of belonging is increased, and learning becomes more meaningful when there are links and continuity between learning experiences in various contexts.

By active, hands-on inquiry, children learn about themselves and the world around them. Children's involvement in learning, which is demonstrated by their profound concentration and unwavering focus on what interests them, is encouraged in a supportive, hands-on learning environment.

Children approach learning with their whole selves. Individuals possess diverse perspectives on the world, unique learning methodologies, and favoured learning styles.

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| **Outcome 4** | **CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS** |
| **Impact** | **4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity,** **commitment, enthusiasm, persistence, imagination and reflexivity** | **4.2 Children acquire a variety of abilities and methods, including the ability to solve problems, inquire, experiment, formulate hypotheses, conduct research, and investigate.** | **4.3 Children transfer and adapt what they have learned from one context to another** | **4.4 Children resource their own learning through connecting with people, place, technologies and** **natural and processed materials** |

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| **4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity,** **commitment, enthusiasm, persistence, imagination and reflexivity** |
| This is demonstrated, for instance, when children: * show amazement and interest in their surroundings are inquisitive and passionate learners
* use play to investigate, imagine, and explore ideas
* follow and extend their own interests with fervour, energy, and focus
* initiate and contribute to play experiences arising from their own ideas
* engage in a variety of rich and meaningful inquiry-based experiences
* persevere and feel the satisfaction of accomplishment persist even when they find a task challenging
 | Pre-school Practitioners encourage this type of learning when they: * Acknowledge and respect children's participation in the learning process
* Offer adaptable and unstructured learning environments
* React to children's demonstrations of learning dispositions by offering supportive remarks and further suggestions.
* Encourage children to participate in both solo and group exploratory learning activities.
* Pay close attention to what they have to say and talk with them about how it could be developed.
* Give children the chance to rethink their ideas and expand their thinking.
* Model inquiry processes, such as wonder, curiosity, and imagination.
* Encourage children to explore new things and take on difficulties.
* Build on the knowledge, skills, and comprehension that children bring to their early childhood setting.
* Explore the diversity of cultures and social identities.
* Help children develop a strong sense of who they are and how they are connected to others
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| **4.2 Children acquire a variety of abilities and methods, including the ability to solve problems, inquire, experiment, formulate hypotheses, conduct research, and investigate.** |
| Children demonstrate this by:* applying a diverse range of cognitive techniques to solve issues and interact with situations, and they also modify these strategies to fit new circumstances.
* Develop and employ visual aids to arrange, document, and convey mathematical notions and ideas.
* Utilising patterns they develop or detect, they make predictions and generalisations about their daily activities, features of the natural world, and settings. They then convey these conclusions using mathematical language and symbols.
* Investigate their surroundings
* Work with objects and experiment with motion, cause and effect, and trial and error
* Participate positively in mathematical debates and discussions
* Apply reflective thinking to analyse why things occur and what lessons can be drawn from these experiences
 | Pre-school Practitioners facilitate this learning by, among other things: * creating learning spaces that are appropriately challenging so that children can explore, try new things, and take calculated risks
* identifying the mathematical knowledge children already have and building on it in ways that suit each child
* giving young children and toddlers access to resources that are challenging, intriguing, and surprising so they can support their investigations and share their joy.
* Offer experiences that motivate children to look into and figure out issues
* Encourage children to express and clarify their thoughts using language.
* Offer chances for participation in situations that facilitate the exploration of concepts, intricate ideas, and critical thinking, reasoning, and hypothesising.
* Encourage children to share their thoughts and ideas with others. Provide an example of how to use scientific and mathematical terminology.
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| * 1. **Children transfer and adapt what they have learned from one context to another**
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| Children demonstrate this by:* Developing the capacity to mimic, replicate, and rehearse the activities of others, either instantly or over time
* Draw connections between ideas, processes, and experiences
* Apply play, reflection, and inquiry as problem-solving techniques
* Applying generalisations from one circumstance to another, trying out problem-solving techniques that worked in one setting in a different one,
* Transferring information from one setting to another
 | Pre-school Practitioners can encourage this learning by doing the following: * Recognising when children apply what they have learned in new ways and discussing this with them in ways that deepen their understanding helping children come up with multiple solutions to problems and apply different ways of thinking pointing out patterns and relationships in the environment and in their learning
* Scheduling time and space where children can reflect on their learning and recognise connections between existing and new learning
* Transfer and exchange knowledge regarding children's learning from one environment to another by communicating with families and professionals in different settings.
* Encourage children to talk about their thoughts and comprehensions.
* Recognise that proficiency is not dependent on a specific language, dialect, or cultural background.
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| **4.4 Children resource their own learning through connecting with people, place, technologies and** **natural and processed materials** |
| This is evident, for example, when children:* engage in learning relationships
* use their senses to explore natural and

built environments* experience the benefits and pleasures of shared learning exploration
* explore the purpose and function of a

range of tools, media, sounds and graphics* manipulate resources to investigate,

take apart, assemble, invent and construct* experiment with different technologies
* use information and communication

technologies (ICT) to investigate and problem solve* explore ideas and theories using

imagination, creativity and play* use feedback from themselves and

others to revise and build on an idea | Pre-school Practitioners facilitate this learning through, among other things: * giving children the chance and encouragement to participate in meaningful learning relationships offering sensory and exploratory experiences with natural and processed materials offering experiences that take children outside of the early childhood setting and into the larger community
* Provide opportunities for children to construct and disassemble materials as a learning strategy.
* Give careful thought to how children are grouped for play, taking peer scaffolding into consideration.
* Introduce appropriate tools, technologies, and media and provide the skills, knowledge, and techniques to enhance children's learning.
* Help children build their own confidence with the technologies available in the setting.
* Provide resources that encourage children to represent their thinking.
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**OUTCOME 5:**

**CHILDREN ARE EFFECTIVE COMMUNICATORS**

Communication is crucial to *belonging, being* and *becoming*. From birth children communicate with others using gestures, sounds, language and assisted communication. They are social beings who are intrinsically motivated to exchange ideas, thoughts, questions and feelings, and to use a range of tools and media, including music, dance and drama, to express themselves, connect with others and extend their learning

Children’s use of their home languages underpins their sense of identity and their conceptual development. Children feel a sense of *belonging* when their language, interaction styles and ways of communicating are valued. They have the right to be continuing users of their home language as well as to develop competency in English.

Literacy and numeracy capabilities are important aspects of communication and are vital for successful learning across the curriculum.

Experiences in Little Crickets Pre-school build on the range of experiences with language, literacy and numeracy that children have within their families and communities.

Positive attitudes and competencies in literacy and numeracy are essential for children’s successful learning. The foundations for these competencies are built in early childhood.

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| **Outcome 5** | **CHILDREN ARE EFFECTIVE COMMUNICATORS** |
| **Impact** | **5.1 Children interact verbally and non-verbally with others for a range of purposes** | **5.2 Children engage with a range of texts and gain meaning from these texts** | **5.3 Children express ideas and make meaning using a range of media** | **5.4 Children begin to understand how symbols and pattern systems work** | **5.5 Children use information and communication technologies to access information, investigate** **ideas and represent their thinking** |

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| **5.1 Children interact verbally and non-verbally with others for a range of purposes** |
| This is demonstrated, for instance, when children: * participate in pleasurable interactions utilising both verbal and nonverbal language convey and construct messages with purpose and confidence, building on literacies in the home, family, and community respond verbally and nonverbally to what they see, hear, touch, feel, and taste use language and representations from play, music, and art to share and project meaning contribute their ideas and experiences in play, small and large group
* Engage in conversation with others to examine ideas and concepts, elucidate and test ideas, bargain and exchange fresh insights.
 | Pre-school practitioners promote this learning, for example, when they: * engage in enjoyable interactions with

young children as they make and play with sounds are attuned and respond sensitively and appropriately to children’s efforts to communicate * listen to and respond to children’s

approximations of words * value children’s linguistic heritage and

with family and community members* encourage the use of and acquisition of

home languages and Standard Australian English* recognise that children enter early

childhood programs having begun to communicate and make sense of their experiences at home and in their communities* model language and encourage children to express themselves through language in a range of contexts and for a range of purposes
* engage in sustained communication with children about ideas and experiences, and extend their vocabulary
* include real-life resources to promote

children’s use of mathematical language |

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| **5.2 Children engage with a range of texts and gain meaning from these texts** |
| This is evident, for example, when children:* listen and respond to sounds and

patterns in speech, stories and rhymes in context* view and listen to printed, visual and

multimedia texts and respond with relevant gestures, actions, comments and/or questions * sing and chant rhymes, jingles and songs
* take on roles of literacy and numeracy

users in their play * begin to understand key literacy and

numeracy concepts and processes, such as the sounds of language, letter-sound relationships, concepts of print and the ways that texts are structured* explore texts from a range of different

perspectives and begin to analyse the meanings* actively use, engage with and share the

enjoyment of language and texts in a range of ways* recognise and engage with written and

oral culturally constructed texts | Pre-school practitioners promote this learning, for example, when they: * read and share a range of books and

other texts with children* provide a literacy-enriched environment

including display print in home languages and English * sing and chant rhymes, jingles and songs
* engage children in play with words and

sounds* talk explicitly about concepts such as

rhyme and letters and sounds when sharing texts with children* incorporate familiar family and

community texts and tell stories* join in children’s play and engage

children in conversations about the meanings of images and print* engage children in discussions about

books and other texts that promote consideration of diverse perspectives * support children to analyse ways in

which texts are constructed to present particular views and to sell products* teach art as language and how artists can use the elements and principles to

construct visual/musical/dance/media texts* provide opportunities for children to

engage with familiar and unfamiliar culturally constructed text |

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| **5.3 Children express ideas and make meaning using a range of media** |
| This is evident, for example, when children:* use language and engage in play to

imagine and create roles, scripts and ideas * share the stories and symbols of their

own culture and re-enact well-known stories * use the creative arts such as drawing,

painting, sculpture, drama, dance, movement, music and storytelling to express ideas and make meaning * experiment with ways of expressing

ideas and meaning using a range of media* begin to use images and approximations of letters and words to convey meaning
 | Pre-school practitioners promote this learning, for example, when they: * build on children’s family and

community experiences with creative and expressive arts* provide a range of resources that enable children to express meaning using visual arts, dance, drama and music
* ask and answer questions during the

reading or discussion of books and other texts* provide resources that encourage

children to experiment with images and print * teach children skills and techniques that

will enhance their capacity for self-expression and communication* join in children’s play and co-construct

materials such as signs that extend the play and enhance literacy learning * respond to children’s images and

symbols, talking about the elements, principles, skills and techniques they have used in order to convey meaning |

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| **5.4 Children begin to understand how symbols and pattern systems work** |
| This is evident, for example, when children:* use symbols in play to represent and

make meaning * begin to make connections between and see patterns in their feelings, ideas,

words and actions and those of others* notice and predict the patterns of

regular routines and the passing of time* develop an understanding that symbols

are a powerful means of communication and that ideas, thoughts and concepts can be represented through them * begin to be aware of the relationships

between oral, written and visual representations* begin to recognise patterns and

relationships and the connections between them * begin to sort, categorise, order and

compare collections and events and attributes of objects and materials, in their social and natural worlds * listen and respond to sounds and

patterns in speech, stories and rhyme* draw on memory of a sequence to

complete a task* draw on their experiences in

constructing meaning using symbols | Pre-school practitioners promote this learning, for example, when they: * draw children’s attention to symbols

and patterns in their environment and talk about patterns and relationships, including the relationship between letters and sounds* provide children with access to a wide

range of everyday materials that they can use to create patterns and to sort, categorise, order and compare* engage children in discussions about

symbol systems, for example, letters, numbers, time, money and musical notation * encourage children to develop their

own symbol systems and provide them with opportunities to explore culturally constructed symbol systems |

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| **5.5 Children use information and communication technologies to access** **information, investigate ideas and represent their thinking** |
| This is evident, for example, when children:* identify the uses of technologies in

everyday life and use real or imaginary technologies as props in their play * use information and communication

technologies to access images and information, explore diverse perspectives and make sense of their world* use information and communication

technologies as tools for designing, drawing, editing, reflecting and composing * engage with technology for fun and to

make meaning | Pre-school practitioners promote this learning, for example, when they: * provide children with access to a range

of technologies* integrate technologies into children’s
* play experiences and projects
* teach skills and techniques and

encourage children to use technologies to explore new information and represent their ideas* encourage collaborative learning about and through technologies between

children, and children and Pre-school practitioners |