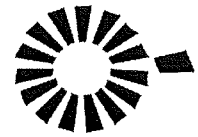




ACT
Government
Education



HARRISON
SCHOOL

Belonging, Being and Becoming at Harrison Preschool

About the Early Years Learning Framework

Belonging, Being and Becoming: The Early Years Learning Framework for Australia is the curriculum we follow at Harrison Preschool. The Early Years Learning Framework describes childhood as a time of **belonging, being** and **becoming**.

Belonging is the basis for living a fulfilling life. Children feel they belong because of the relationships they have with their family, community, culture and place.

Being is about living here and now. Childhood is a special time in life and children need time to just 'be'—time to play, try new things and have fun.

Becoming is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.

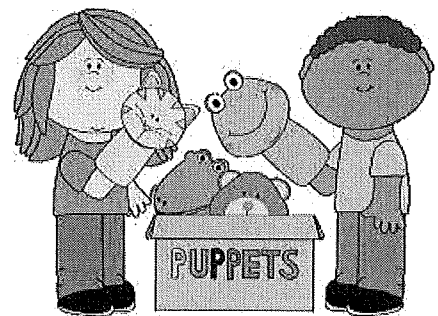
The Early Years Learning Framework (EYLF) has a specific emphasis on play-based learning and recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development. Your child's teacher will use the Framework to develop learning programs that are responsive to each child's ideas, interests, strengths and abilities. The experiences and activities your child is engaged in during their time at preschool, including the work samples in their individual portfolios, are connected to this framework.

Learning Through Play

Play is very important to children. Play provides opportunities for children to learn as they discover, create, improvise and imagine.

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 understand concepts
- stimulates a sense of wellbeing.



At Harrison Preschool we provide play-centred environments and experiences that encourage children to create, construct, explore ideas and concepts, solve problems, ask questions and engage in critical thinking.



Learning Outcomes

The Early Years Learning Framework incorporates five learning outcomes which are designed to capture the complex nature of young children's learning and development. The outcomes acknowledge that children learn in a variety of ways and vary in their capabilities and pace of learning.

Outcome 1: Children have a strong sense of identity.

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

Outcome 2: Children are connected with 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 respond to diversity with respect.
- 2.3 Children become aware of fairness.
- 2.4 Children become socially responsible and show respect for the environment.

Outcome 3: Children have a strong sense of wellbeing.

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

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.
- 4.2 Children develop a range of skills and process such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.
- 4.3 Children transfer and adapt what they have learnt from one context to another.
- 4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials.

Outcome 5: Children are effective communicators.

- 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 make 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.

For more information about the Early Years Learning Framework, please visit to <http://education.gov.au/early-years-learning-framework> or speak to your child's teacher.

Thank you,
Harrison Preschool Teachers.