

Being an active participant

Listening and negotiation

A kindergarten child broadens their sense of belonging to groups and communities. They:

- become aware of the reciprocal rights and responsibilities necessary for active community participation
- explore their own and others' cultures and the similarities and differences among people
- become aware of bias and stereotyping and respond to diversity with respect
- become aware of fairness.



Planned learning

Educators focus on the following aspects of children's learning:

- ways to respond positively and show respect for the connections, similarities and differences among people
- awareness of their own and other cultures, including their right to belong to many communities
- an understanding of the diversity of cultures, heritages, family structures, capabilities, backgrounds and traditions of the world they live in
- respect and value for the ideas, feelings, needs and opinions of others
- active engagement with a range of people, groups and communities
- an ability to recognise fairness and the capacity to show concern for others
- awareness of bias and stereotypes and the ways in which people are included or excluded.

As you reflect on your practices, ask yourself:

Have I considered which rules and expectations of the program the children may find unfamiliar?

Have I allowed enough time for the children to familiarise themselves with the program?

In what ways do I allow children to be participants within the program?

Have I involved the children and their families in planning the look and feel of the environment?

How do I build on the contributions of children and families to the learning environment?

What do I know about the responsibilities, roles and obligations that children may have in the home?

Have I considered the relationships of power that are reflected within the program?

How do these complement an Aboriginal and Torres Strait Islander world view of childhood?

In what ways do I listen to and act on children's ideas?



Pedagogy

Educators intentionally promote this learning, for example, when they:

- use conversation, role play, puppets, music, dance and stories to explore feelings and different perspectives and ideas with children
- encourage children to listen to others and to respect diverse perspectives, e.g. when engaging children in planning and decision-making about group experiences and their learning environment
- plan for enjoyable small group experiences and supporting children when they work together, e.g. 'Let's pack this up together'
- model language to support children's attempts at listening and negotiating, e.g. 'It's time to listen now'
- provide many opportunities for children to assume different social roles in group activities, e.g. as initiators, facilitators, negotiators, organisers, observers and listeners
- investigate different communities and cultural groups using books, stories, music, special events and technology as stimulation
- expose children to resources that broaden their appreciation of diversity, e.g. artefacts, dance, music, languages and dialects, stories, art and craft of other cultures
- initiate discussions with children about being fair and equitable
- model ways to challenge representations of people in stereotypical ways
- draw children's attention to diverse ways of doing and being, including family structures, roles in communities, religions, practices, capabilities and talents.



Documenting and reflecting

Educators look for evidence of children’s learning, for example:

In the familiar contexts of family and community when children:	In new and unfamiliar contexts of kindergarten when children:	In the familiar contexts of a culturally secure kindergarten when children:
<ul style="list-style-type: none"> • spend significant amounts of time with a range of people other than the immediate family • show they have a strong sense of community and understanding of extended family • willingly share food, toys and other possessions and demonstrate a strong understanding of togetherness and a sense of fairness • implement some gender-specific roles and show awareness that there are cultural differences in activities according to sex • provide assistance to peers and affection and nurturing to those younger than themselves. <p><i>Add points relevant to your context</i></p>	<ul style="list-style-type: none"> • prefer to take on the role of observer and listener • watch and listen as others share examples of different communities and cultural groups, e.g. music, dance, stories, languages • watch and listen as educators use conversation, puppets, music, dance and stories to explore feelings and different perspectives • seek encouragement to engage with the artefacts, arts and crafts, languages, stories, dance, food of their own and other cultures • prefer to listen in group discussions about ‘being fair’. <p><i>Add points relevant to your context</i></p>	<ul style="list-style-type: none"> • cooperate and negotiate with others during play and group experiences • notice and respond positively to similarities and differences among people, e.g. family structures, gender, talents and abilities • demonstrate a broadening understanding of the diversity of culture, heritage, background and tradition • listen to others’ ideas and respect different viewpoints • demonstrate an awareness of inclusiveness by supporting others to participate in play and group experiences • express their own ideas and opinions about ‘being fair’ • notice and respond to unfairness and bias in positive ways, e.g. ‘We can all play here’. <p><i>Add points relevant to your context</i></p>



Being an active participant

Positive relationships

A kindergarten child becomes increasingly independent and interdependent. They:

- interact in relation to others with care, empathy and respect
- are socially responsible and show respect for environments
- explore interactions between people and environments.



Planned learning

Educators focus on the following aspects of children's learning:

- abilities for connecting and interacting with peers and people, things, belongings and the environment
- enjoyment and ability to have fun with others
- ability to cooperate with others, respond to their feelings and negotiate roles and relationships (including sharing and turn-taking)
- ability to reflect on their actions and consider consequences for themselves, others and the environment
- skills for resolving conflict and contributing to problem-solving in peaceful ways
- ability to care for others, to join in, help and be part of the learning community
- respect and care for the people, objects and spaces in their home, community and the learning environment
- respect and appreciation for environments and the interdependence of living things
- awareness about helping to sustain familiar environments.

As you reflect on your practices, ask yourself:

What do I know about the behaviour guidance strategies of the families and community?

Is responsibility for guiding children's behaviour a shared process?

Have Elders contributed to the development of guidance policies and the introduction of new social skills?

What do I know about the play of Aboriginal and Torres Strait Islander children?

Have I considered the full range of relationships that each child has experienced?

Have I considered ways in which the children demonstrate their independence and interdependence within community contexts?



Pedagogy

Educators intentionally promote this learning, for example, when they:

- plan for experiences that encourage group discussions and shared decision-making
- provide culturally sensitive choices and alternatives for children to regulate their behaviour
- model strategies for children that support them to initiate interactions, seek assistance and join in play and social experiences, e.g. 'Perhaps we can ask ...?' or 'I wonder who could help us?'
- encourage children to think about the feelings of others by labelling emotions in both SAE and FL with photographs or visual symbols
- encourage children's peer relationships and their attempts at working independently and interdependently, e.g. 'Wow — look at how fast we can go when we do it together'
- support children to find peaceful solutions for conflicts and frustrations, e.g. 'Perhaps you could try it this way ...?', 'Let's get another one together', 'Would you like to do it by yourself?'
- create environments that facilitate children's relationships with peers, educators, families, community and the environment, e.g. spaces for yarnning and sharing books together in both the indoor and outdoor environment
- engage children in planning learning experiences and in decision-making about the organisation of the learning environment both inside and outside
- model respect, care and appreciation for environments
- find ways for children to share their knowledge about caring for and learning from the land and sea
- embed sustainable practices in daily routines and practices
- involve children in making and maintaining aesthetically pleasing environments
- invite Elders and community members to share aspects of the children's relationship to the physical world — land, water, air, bush, sky, rocks, weather patterns — through songs, dance and storytelling.



Documenting and reflecting

Educators look for evidence of children’s learning, for example:

In the familiar contexts of family and community when children:	In new and unfamiliar contexts of kindergarten when children:	In the familiar contexts of a culturally secure kindergarten when children:
<ul style="list-style-type: none"> • make decisions and take responsibility for their own actions • play and spend time with groups of children — brothers, sisters, cousins and friends of mixed ages • sort out conflicts and problems in play with little adult intervention • show generosity, unselfishness and compassion as modelled by family, Elders and community members • show they know they have a particular association with and responsibility toward a certain animal or plant • demonstrate an integrated understanding of the environment — people, animals, land and family. <p><i>Add points relevant to your context</i></p>	<ul style="list-style-type: none"> • remain at activities they are confident with or with friends they are secure with • enjoy helping adults pack up, put away, clean and care for the environment • seek support to play with and work alongside others, e.g. wait for a turn, join in, help others • seek support to respond to expectations and rules • require visual prompts to communicate emotions, seek assistance, and manage unexpected situations • join in small group experiences with the support of an adult or peer • resolve conflicts and frustrations with support from like-language speaking adults. <p><i>Add points relevant to your context</i></p>	<ul style="list-style-type: none"> • act independently of others and express an understanding of independence, e.g. ‘I do it’, ‘I help’ or interdependence ‘We do it’ • demonstrate self-confidence when managing and negotiating relationships, resources and spaces within the program • take turns, wait, listen, offer ideas and join in with others to complete tasks • help others to complete tasks, e.g. work together on projects, clean up and pack away • develop friendships and express what it means to be a friend • independently initiate care for the environment • contribute to the program’s shared rules, rituals and boundaries and to the look and feel of the environment. <p><i>Add points relevant to your context</i></p>



Being healthy and safe

Safety and security

A kindergarten child becomes strong in their social and emotional wellbeing. They:

- feel safe, secure and supported
- take increasing responsibility for their own health and safety.



Planned learning

Educators focus on the following aspects of children's learning:

- sense of emotional safety in familiar environments
- enjoyment and satisfaction in exploring the indoor and outdoor play environments, healthy risk-taking and engaging in play and learning
- confidence to communicate their needs for comfort and assistance
- confidence that familiar people will provide support in times of need or change
- strategies for understanding, expressing and self-regulating feelings and emotions
- ability to keep themselves and others healthy and safe
- capacity and competence in personal care and safety for themselves and others
- enjoyment of solitude, quietness, reflection and relaxation.

As you reflect on your practices, ask yourself:

Have I created an environment that is responsive to children's understanding of time within family and community contexts? How can I accommodate children's need for routines at the 'right time'?

In what ways do the children demonstrate awareness of healthy and safe practices within family and community contexts? How can I build on this knowledge?

Do I allow the children to be self-sufficient in routines?

How do I involve families and community in sharing information about the children's shared rituals and routines within the program?

Where can I access expert advice on specific health issues? How can I connect families with these services?

Are there times for reflection, relaxation and silence?

How do I show respect for children's particular rituals or ways of doing things?



Pedagogy

Educators intentionally promote this learning, for example, when they:

- create an environment where children can be self-sufficient in eating, drinking, sleeping and toileting, e.g. a small table or island mat under a tree set with morning tea available for children to access when hungry, cosy spaces available for rest and sleep, using photo sequences of the children to prompt safety and good nutrition practices
- take time to engage in enjoyable and trusting conversations with children and their families
- notice and respond sensitively to children's emotional signals and cues
- allow children to complete routines at their own pace, and seek their permission before assisting with personal health routines
- discuss and reinforce safe and unsafe situations both in the kindergarten and in the community, and involve children in developing rules to keep the environment safe for all
- provide verbal and non-verbal direction in situations where children require support to remain safe
- model and reinforce personal practices with children, e.g. eating healthy foods, blowing their nose, covering sneezes, washing hands, brushing teeth
- invite Elders and community to share stories with health and safety messages
- incorporate songs, games, rhymes, stories, puppets, music and dance, or use a range of texts, songs, games and ICTs, in SAE and FLs, that support safe and healthy lifestyles and good nutrition
- involve children in investigating or visiting services and individuals within the community that promote health and safety
- involve children in preparing and sharing healthy foods with peers, family and community members
- implement specific health and safety programs for children in collaboration with families and communities, e.g. *The Breathing, Blowing, Coughing* routine for Otitis media.

 Documenting and reflecting

Educators look for evidence of children’s learning, for example:

In the familiar contexts of family and community when children:	In new and unfamiliar contexts of kindergarten when children:	In the familiar contexts of a culturally secure kindergarten when children:
<ul style="list-style-type: none"> • demonstrate emotional closeness to multiple caregivers and to the community at large • prefer to make their own decisions about the right time for familiar routines • care for younger siblings and cousins • seek emotional support and companionship from their peer group • demonstrate well established self-help skills and choose when to eat, sleep and play • show awareness of safety and healthy risk-taking, e.g. through swimming, fishing, hunting, community sport and recreation. <p><i>Add points relevant to your context</i></p>	<ul style="list-style-type: none"> • prefer closeness with familiar adults and peers when sharing a story, yarning together, listening to music or resting • explore the indoor and outdoor environments with the support of familiar adults • rely on support and visual prompts to become self-sufficient in eating, drinking, sleeping and toileting • follow health and safety routines with support and modelling e.g. blowing noses, covering sneezes, washing hands, brushing teeth • prefer to watch and listen to songs, games and stories that reinforce healthy and safe practices. <p><i>Add points relevant to your context</i></p>	<ul style="list-style-type: none"> • participate happily and confidently within the environment • contribute to shared rules about safe practices in the learning environment • encourage others to be aware of healthy and safe practices • show interest in familiar community members or services that promote health and safety • imitate health and safety practices through songs, games, books, stories and role play • indicate an awareness of changes in their bodies, e.g. growing taller, and identifying differences in their peers, e.g. eye colour, hair colour • show enjoyment in moments of quietness, reflection and relaxation. <p><i>Add points relevant to your context</i></p>



Being healthy and safe

Physical activity

A kindergarten child is strong in their physical wellbeing. They:

- gain control and strength for manipulating objects, tools and equipment with increasing complexity
- develop confidence, coordination and strength in large movement skills and challenges.



Planned learning

Educators focus on the following aspects of children's learning:

- enthusiasm and enjoyment for physical play and activity
- skills for visual tracking and coordinating hands, eyes and feet to achieve physical movements and actions
- fundamental movement skills, including balancing, running, jumping, catching, hopping, skipping and kicking
- skills for demonstrating spatial awareness and orienting themselves and moving around and through their environments safely
- capabilities for exploring and responding to the environment with increasing integration and refinement
- delight in experimenting with space, balance, direction, form, rhythm and energy using music, dance and movement.



Pedagogy

Educators intentionally promote this learning, for example, when they:

- build on the physical skills children have developed within the context of family and community, e.g. expertise in community sport, traditional games, hunting, fishing, swimming, dance and crafts

As you reflect on your practices, ask yourself:

What do I know about the physical competencies that the children bring with them to a kindergarten program?
How can I build on these to introduce new skills?

Do the children bring skills that are new to me? Can I learn from them?

How could I incorporate opportunities for fishing, hunting, swimming, sport, gathering food, craft making and taking part in community events into the program?

Is the kindergarten program physically based?

Do I integrate spontaneous opportunities for music, dance, physical activity and movement across the whole program?

Do I balance physical activity with quiet activity?

- provide many opportunities for children to safely run, jump, climb, throw, kick, catch, bounce, dig, balance, swing, push, bend, stretch, roll, change direction
- provide free access to a large range of manipulative tools, mediums and materials (man-made and natural), on a daily basis, to cut, construct, sculpt, build, weave, hammer, carve, sew, thread, staple, fold, tear, draw, paint, and approximate symbols
- model and demonstrate techniques for using tools, materials and equipment, e.g. scissors, brushes, staplers
- label children's movements, in SAE and FLs, e.g. 'That was a deadly kick', 'Look how far you can run', 'What a big stretch', 'How can we move this block?'
- create challenge in children's physical activity, e.g. 'How can you get up there?', 'I wonder how high you can go?', 'That's a small space, I wonder if you can fit?'
- encourage children to explore, share and model alternative ways to manipulate objects and move their body in space
- invite community experts and Elders to share culturally specific knowledge and skills that integrate and extend children's physical capabilities
- design an environment that incorporates both quiet, private spaces and open, active spaces to develop children's diverse physical competencies
- consult with families and communities to ensure that experiences incorporate local knowledge and skills, both contemporary and traditional, e.g. traditional cookery, weaving, spear making
- provide many opportunities for children to use their hands to create and manipulate, e.g. natural materials, blocks, puzzles, construction sets
- incorporate contemporary and traditional action rhymes, songs, finger plays and games, in SAE and FLs, that develop fine motor control and hand-eye coordination
- provide games or adapted sports, e.g. soccer, rugby league, that develop whole body coordination
- integrate planned and spontaneous movement, dance and physical activity across all areas of the program both inside and outside
- provide props to support movement and creative expression — feathers, ribbons, bells, masks, materials, face paint, and contemporary and traditional musical instruments.

 Documenting and reflecting

Educators look for evidence of children’s learning, for example:

In the familiar contexts of family and community when children:	In new and unfamiliar contexts of kindergarten when children:	In the familiar contexts of a culturally secure kindergarten when children:
<ul style="list-style-type: none"> • climb adeptly • skillfully run, throw, swim and feel entirely at home in their environment • demonstrate keen visual and spatial skills • enthusiastically participate in community sport and recreation, e.g. soccer, football, fishing, hunting, gathering, riding bareback, games, diving and swimming • take considered risks and make their own decisions about safe physical play • wait silently • enjoy active involvement in the physical actions of songs, dances and games of the local community • enthusiastically experiment using their bodies in space • willingly try out new climbing, movement and balancing challenges. 	<ul style="list-style-type: none"> • manage outdoor play spaces and equipment with prompts and visual cues • manipulate cutting and drawing tools with encouragement, modelling and support, e.g. use scissors, cut dough, use paint brushes • participate and engage in sensory experiences with adult support and encouragement, e.g. water and sand play • experiment with construction and manipulation materials to put together and take apart • respond to familiar language related to movements with the support of like-language speaking adults. <p><i>Add points relevant to your context</i></p>	<ul style="list-style-type: none"> • show agility, strength, flexibility, control, balance and coordination of their body in space • safely run, jump, climb, throw, kick, catch, bounce, dig, balance, swing, push, bend, stretch, roll • implement increased control of the fine movements of their hands, e.g. while drawing, painting, cutting, weaving, sculpting • begin to demonstrate hand preference and to use a particular grip to manipulate equipment and manage tools • visually track objects to hit a ball with a bat, or catch a ball or beanbag • respond to familiar language related to movements, e.g. ‘This foot first’, ‘Can you bend this way?’, ‘Let’s run fast’, ‘Which block will you carry?’ ‘I wonder if it will fit here?’, ‘What happens if we turn it around?’.
<p><i>Add points relevant to your context</i></p>		<p><i>Add points relevant to your context</i></p>

