EYLF Belonging, Being and Becoming

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Children have a strong sense of identity</th>
<th>Children are connected with and contribute to their world</th>
<th>Children have a strong sense of wellbeing</th>
<th>Children are confident and involved learners</th>
<th>Children are effective communicators</th>
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<tbody>
<tr>
<td>1.1 Children feel safe, secure, and supported</td>
<td>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</td>
<td>3.1 Children become strong in their social and emotional wellbeing</td>
<td>4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</td>
<td>5.1 Children interact verbally and non-verbally with others for a range of purposes</td>
<td>5.2 Children engage with a range of texts and gain meaning from these texts</td>
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<td>1.2 Children develop their emerging autonomy, interdependence, resilience and sense of agency</td>
<td>2.2 Children respond to diversity with respect</td>
<td>3.2 Children take increasing responsibility for their own health and physical wellbeing</td>
<td>4.2 Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesizing, researching and investigating</td>
<td>5.3 Children express ideas and make meaning using a range of media</td>
<td>5.4 Children begin to understand how symbols and pattern systems work</td>
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<tr>
<td>1.3 Children develop knowledgeable and confident self-identities</td>
<td>2.3 Children become aware of fairness</td>
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<td>4.3 Children transfer and adapt what they have learned from one context to another</td>
<td></td>
<td>5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking</td>
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<tr>
<td>1.4 Children learn to interact in relation to others with care, empathy and respect</td>
<td>2.4 Children become socially responsible and show respect for the environment</td>
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<td>4.4 Children resources their own learning through connecting with people, place, technologies and natural and processed materials</td>
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Episode 8 Where’s Aaron?

Synopsis

Aaron the class mascot is missing...and Little J fears he’s lost in the desert.

Little J’s desert adventure with class mascot Aaron the footy doll is a great success. But next morning, Aaron is missing. It seems Little J has lost Aaron. Will Uncle Mick be able to safely rescue Aaron?

What do we see happening for Little J during his transition to school?

In this episode we see Little J becoming aware of, and familiar with, the routines in school. His family is engaged and comfortable in the school environment as we see Nanna visiting school and confidently conversing with the teacher and the teacher respectfully listening to the issues that Nana is sharing with her.

Programmatic elements integral to high quality transition programs:

1. Broad focus on child development that prioritises capacity to learn over specific knowledge
2. Targeted approach to building children familiarity and relationships with school
3. Family engagement and involvement throughout the transition process. (pg4, SNAICC, 2014)

WORKING WITH ABORIGINAL WORLDVIEWS, KNOWLEDGES AND COMMUNITIES IN EARLY CHILDHOOD EDUCATION

<table>
<thead>
<tr>
<th>Indigenous knowledge and culture</th>
<th>Early Years Learning Curriculum through inquiry projects</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Elders, families, friends and children are all important in caring for themselves and each other • Elders, families and children are knowledge holders • Classrooms can be indoor environments and outdoor on Country • Astronomy of Country • Animals of Country • Plants of Country • Take only what you need and always leave some behind when gathering resources from Country • Being out in Country is good for our well-being • Indigenous languages and communities are unique and diverse</td>
<td>Using the list of Indigenous knowledge and culture, or through the construction with children, families and communities, engage with the key points to create an early years learning curriculum through inquiry projects.</td>
<td>We would like you to understand: • Elders, families and children are knowledge holders • Engaging with our community to hear their stories of Country • Engaging with community members to share in their stories of their life experiences • Engaging with surrounding and broader communities’ stories</td>
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EARLY YEARS LEARNING CURRICULUM: INDOOR & OUTDOOR ENVIRONMENTS

The suggested learning experiences can be in both the indoor and outdoor learning environments.

• Provide open ended materials, as selected with and by the children in their play, for creativity and exploration of their current and new understandings of their encounters with the world around them and the stories shared in the Little J and Big Cuz series.
• Create or co-create a small imaginative play space, with materials selected with and by the children, for the exploration of their encounters with the world around them and the stories shared in the series.
• Provide a dramatic play space, with materials as selected with and by the children, for their exploration of their current and new understandings of their encounters with the world around them and the stories shared in the Little J and Big Cuz series.
• Create or co-create a space that shares the key learning experiences or interests arising from the viewing of a particular episode. For this episode it could be providing an ‘interest table’ with information about owls, the moon and other astronomical events, and occupations in the local and broader community.
• Invite children into intentional conversations to explore the key learning experiences or interests arising from the viewing of a specific episode. For this episode it could be a discussion about:
  • tracking animals on Country and what do we know about Country?
  • whether animal tracks make patterns in Country. How do animals move?
Episode 8 Where’s Aaron?

- how we can be safe on Country.
- exploring natural materials, including conversations about their attributes and suitability for jewellery making.
- caring for Country and only taking what is needed and leaving some behind.
- These conversations can also be extended to become inquiry projects.

• Provide a small collection of assorted gum leaves and pods to explore and wonder about in a space for resting, mindfulness and relaxation.
• Provide animal tracks for children to explore in a tray full of sand. Invite the children to draw the tracks using their fingers, a stick, or other objects. This creative experience can be extended by adding paints, crayons and other markers for children to create their own symbols or prints.
• Collect natural materials from Country and add them to the art space for children to explore in their own creative responses. You can use fibres of assorted colours and lengths, sticks of different sizes and shapes.
• Teach necklace making using everyday upcycled or recycled materials.
• Invite a local Indigenous and Non-Indigenous jewellery maker to share their knowledge and skills of necklace making.
• Walk on Country to see what could be used as potential materials to make items of assorted uses. (Example: look at different leaves, barks, sticks, branches of trees and plants in the local environment.)
• Attend a local gallery to view different Indigenous art forms with a focus on jewellery making.
• Read: Bartja and Mayila (2013) by Sue Atkinson and Annette Sax, and provide suggested learning experiences from the teacher notes in the book.
• Walk on Country and in the local learning environment, identifying spaces for climbing up and down or for lifting or lowering items. Provide pulleys and levers for children to use in their play.
• Provide an evening incursion with local Indigenous community to share in culture so that children and their families can attend together.

Picture books
The following picture books extend and build on the Indigenous knowledge and culture within the Little J and Big Cuz episode and series:
• Houston, B. (2011). Staircase to the Moon. Broome Western Australia: Magabala Books

Web links
The following web links extend and build on the Indigenous knowledge and culture within the Little J and Big Cuz episode and series:
• https://www.youtube.com/watch?v=LzFYFutiwoA, Through Our Eyes - Dhinawan ‘Emu’ In The Sky with Ben Flick. (2014): Local Land Services Western Region. Ben Flick, an Aboriginal man from the Kamilaroi language group of north-western NSW, explains a creation story passed down to him regarding ‘the emu in the sky’. Astronomy is used to identify the correct time of the year to collect emu eggs. This documentary is one of nineteen that comprises the Through Our Eyes series featuring Aboriginal Elders and knowledge-holders from the Ngemba, Kamilaroi and Euahlayi language groups in north-western NSW (Brewarrina, Walgett and Lightning Ridge) describing the land management practices and social, spiritual and cultural knowledge that enabled their people to care for the country for tens of thousands of years.

ADDITIONAL TEACHER RESOURCES
The following list of teacher resources can be used to guide and build on the pedagogy and curriculum within the learning experiences and the Indigenous knowledge and culture.
• Aboriginal and Torres Strait Islander Resource Portal. Kids Matter: https://www.kidsmatter.edu.au/atsi-resources/search
References
