

# Belonging, Being & Becoming

## The Early Years Learning Framework for Australia 2009

(Excerpts relevant to  
providing culturally inclusive  
programming)

### OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

Educators promote this learning, for  
example, when they:

- support children in times of change and bridge the gap between the familiar and the unfamiliar
- build upon culturally valued child rearing practices and approaches to learning
- are emotionally available and support children's expression of their thoughts and feelings
- recognise that feelings of distress, fear or discomfort may take some time to resolve
- promote children's sense of belonging, connectedness and wellbeing
- maintain high expectations of each child's capabilities
- build on the culturally valued learning of individual children's communities
- show respect for diversity, acknowledging the varying approaches of children, families, communities and cultures
- build upon culturally valued approaches to learning
- actively support the maintenance of home language and culture

### OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

Educators promote this learning, for  
example, when they:

- expose children to different languages
- engage in interactions with children
- explore the culture, heritage, backgrounds and traditions of each child within the context of their community
- explore with children their ideas about diversity

### OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

Educators promote this learning, for  
example, when they:

- welcome children and families sharing aspects of their culture and spiritual lives
- draw on family and community experiences and expertise to include familiar games and physical activities in play

### OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

Educators promote this learning, for  
example, when they:

- build on the knowledge, languages and understandings that children bring to their early childhood setting
- explore the diversity of cultures and social identities
- promote in children a strong sense of who they are and their connectedness to others – a shared identity as Australians
- share and transfer knowledge about children's learning from one setting to another, by exchanging information with families and with professionals in other settings
- understand that competence is not tied to any particular language, dialect or culture

### OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

Educators promote this learning,  
for example, when they:

- 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.

'All children  
experience learning  
that is engaging and  
builds success in life'

(EYLF: p. 7)