

Connecting with your *Children's* Community

Educators who engage in Intentional Teaching plan opportunities for knowledge building. When relating this to building connections with communities, Educators can assist children to learn ways of interacting by planning experiences that encourage communication, respect for diversity and broaden the children's understanding of their social world.

The Early Years Learning Framework states 'Educators who engage in Intentional Teaching recognise that learning occurs in social contexts and that interactions and conversations are vitally important for learning' (page 5). When Educators ensure children have the skills to actively participate in their community, they are assisting the children to achieve Early Years Learning Framework:

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

Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

The Early Years Learning Framework advises Educators to draw on different theorist perspectives to guide their practice, such as 'socio-cultural theories that emphasise the central role that families and cultural groups play in children's learning and the importance of respectful relationships and provide insight into social and cultural contexts of learning and development.'

Bronfenbrenner's Theory of Ecological Systems suggests that children's development is affected by environmental and societal influences. His theory stated that the 5 environmental systems, and the relationships between them, shape a child's development. He stressed the importance of not only the child's immediate environment but also their extended environment in forming an understanding of each individual and making plans for what skills they need to develop.

Educators can use these examples to help the children to learn what a community is.

Intentional teaching:

involves educators being deliberate, purposeful and thoughtful in their decisions and action.

Early Years Learning Framework (Page 5)

Plan to use 'Response' OR 'Echo' songs to practice social communication rules and showing respect to others; one person talks while the other listens, then they reply.

Let's play the echo, echo game.

Whatever I do, you do the same.

Bing, bong, bing!

Bing, bong, bing!

Ring, ring, ring!

Ring, ring, ring!

Phooie gooey, chewy!

Phooie gooey, chewy!

Wicky, wocky, wooie!

Wicky, wocky, wooie!

Moo, moo, moo!

Moo, moo, moo!

Wow, wee, woo!

Wow, wee, woo!



Acknowledge children's efforts for talking turns communicating during free play and group routine times. Encourage using 'hands up' too!

Give children opportunities to reflect on their interactions and help them learn to read other's behaviours, by offering open ended questions that help them to become aware of fairness and encourages them to accept other's point of view. Assist them to problem solve in social situations by asking:

'How can we make it fair if you both want a turn?'

'How do you think they feel right now and what can we do to make them feel better?'



When scaffolding children's learning and extending their understanding of their world through projects, try using resources and information that reflects our diverse culture.



Holistic
APPROACH F D C