

Belonging

Creating a sense of belonging supports children to thrive in their early years of life.

CURRICULUM

Early Years Learning Framework Links (EYLF)

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing

NSW Syllabus

Communicates ways to be caring, inclusive and respectful of others. (PDe3)

Communicates stories of their own family heritage and the heritage of others. (HTe-1)

Communicates effectively by using interpersonal conventions and language with familiar peers and adults. (ENE-OLC-01)

God loves every person infinitely. 'Life and physical health are gifts entrusted to us by God' and it is everyone's responsibility to not only take care of oneself but also look to the needs of others. (Catechism of the Catholic Church – CCC2288)

FAMILIES

READ



2 min

Experiencing belonging – knowing where and with whom you belong – is integral to human existence.

Children who feel a sense of belonging and connectedness at their preschool, kindergarten, day care or school will be happy, more relaxed and have fewer behaviour problems than others. They are also more motivated and successful learners.

There are benefits when parents and carers feel a sense of belonging and connectedness too.

Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.

The study of History in Australia requires a valued engagement in and celebration of the experiences of Aboriginal and Torres Strait Islander peoples, past and present, as part of the shared history belonging to all Australians.

EXPLORE



10 min

Some ideas for learning in the everyday

- Find out about your service and what your child does there: Talk regularly with staff and ask questions about your child's day.
- Support your child's social and emotional skills: Create opportunities for your child to participate in fun experiences with other children, and support them to include and appreciate others. Give your child encouragement that is specific and values effort over success.
- Talk about your child's individual needs: Share ideas and information that could help staff plan appropriately for your child. Let staff know if your child is having difficulties.
- Be informed and get involved: Check for notices that are sent home and keep informed about activities. Don't be afraid to ask if you don't understand something. Find out if there are ways you can take part at your service, and attend information sessions and social activities.

TEACHERS

REFLECT



30 min

Reflect on your knowledge and practice.

Consider the EYLF, NSW Syllabus and LPs:

- Where have these children come from?
- Where are you taking them?

Think about the learning that happens in your classroom that builds a sense of belonging.

What do you expect from the early learner?

What do you want parents to know about fostering a sense of belonging?

What are the connections between literacy and numeracy?

This is an opportunity to share what belonging looks like in your classroom

ENGAGE



45 min

Engage in a learning conversation with parents.

What can you see in the video that challenges what you think about teaching 'belonging' in the classroom?

Talk about experiences in your classroom that foster a sense of belonging.

How are other elements of the whole child evident across your classroom and school day? (intellectual, physical, social/emotional and cultural)

What opportunities can parents create at home to foster a sense of belonging for their child? Consider the activities in the Explore section.