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

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| Belonging - relationships* Is able to cooperate with others and negotiate roles and relationships in familiar and new play episodes and group experiences.
* Can usually cooperate with others and negotiate roles and relationships in familiar play episodes and group experiences, but requires some adult support in new settings.
* Sometimes requires support to cooperate with others and negotiate roles and relationships in play episodes and group experiences.
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| Belonging - inclusion* Is usually able to think of and describe ways to include others to make them feel that they belong.
* Is beginning to be able to think of and describe ways to include others to make them feel that they belong.
* Requires adult prompts to think of and describe ways to include others to make them feel that they belong.
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| Diversity and respect* Usually listens to others’ (peers and adults) ideas and respects different ways of being and doing.
* Is beginning to listen to others’ (peers and adults) ideas and respect different ways of being and doing.
* Currently requires peer and adult prompts to listen to others’ (peers and adults) ideas and respect different ways of being and doing.
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| Fairness - compassion* Displays the ability to recognise fairness and bias and to demonstrate acts of compassion and kindness.
* Usually displays the ability to recognise fairness and bias and to demonstrate acts of compassion and kindness.
* Is beginning to display the ability to recognise fairness and bias and sometimes demonstrates the acts of compassion and kindness.
* Requires adult prompts and guidance to recognise fairness and bias and to demonstrate acts of compassion and kindness.
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| Fairness - identity* Understands that texts and other media can construct identities and create stereotypes.
* Is beginning to understand that texts and other media can construct identities and create stereotypes.
* Currently requires adult prompts to consider how texts and other media can construct identities and create stereotypes.
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| Socially responsible - environment* Often demonstrates an increasing knowledge of and respect for the natural world and constructed environments, including an increased understanding of the interdependence between, land, people, plants and animals.
* Is beginning to have some knowledge of and respect for natural world and constructed environments including an increased understanding of the interdependence between, land, people, plants and animals.
* Currently requires adult prompts to develop further knowledge of and respect for natural and constructed environments including an increased understanding of the interdependence between, land, people, plants and animals.
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