**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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |