

OUTCOME 2: COMMUNITY

CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

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.