# The Ecological Model of Child Learning and Development

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| Anne Stonehouse: | Underpinning the Victorian Early Years Learning and Development Framework is the Ecological Model adapted from work of Urie Bronfenbrenner . When you look at this Model you see the child at the very centre. As you move out from the centre you see each child’s life within a particular cultural, community, economic, political, social and environmental context. |
| [00:01:00]  [00:02:00] | Imagine each child that you work with at the centre of the model. Each one is unique, active and engaged in their learning and development within their local context shaped by their family, culture and experience.  A child’s local community, cultural events, spaces and their accessibility reinforce a sense of belonging and wellbeing for a child and their family. Families and kinship members have primary influence on their children’s health, learning and development, shaping each child’s sense of belonging, being and becoming.  You can also see how the model shows the network of community services and programs that support each child’s health, learning and development. Each adult around the child learns, leads, supports and actively invests in the child’s success. Every professional who engages with a child and their family has a part to play.  Based on the Ecological Model, the Practice Principles help professionals to consider and play a pivotal part in working with and supporting children and families.  *Children learn about themselves and construct their own identity within the context of their families and communities. This includes their relationships with people, places and things and the actions and responses of others. Identity is not fixed. It is shaped by experiences. When children have positive experiences they develop an understanding of themselves as significant and respected, and feel a sense of belonging. Relationships are the foundations for the construction of identity –‘who I am, ‘how I belong’ and what is my influence?’* |
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