Linking the Early Years Learning Framework with support from NRM Education

The aim of Australia’s first national Early Years Learning Framework for early childhood educators is to extend and enrich children’s learning from birth to five years and through the transition to school. Fundamental to the Framework is a view of children’s lives as characterised by belonging, being and becoming.

**Belonging** – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community.

**Being** recognises the significance of the here and now in children’s lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life’s joys and complexities, and meeting challenges in everyday life.

**Becoming** reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society.


Presented below are examples of how NRM Education has assisted Early Years sites to actively link the framework to sustainability learning and action.

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<tr>
<th>EYLF Outcome</th>
<th>Key component</th>
<th>Case studies</th>
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| **OUTCOME 1:** CHILDREN HAVE A STRONG SENSE OF IDENTITY | Children develop their emerging autonomy, inter-dependence, resilience and sense of agency | Children’s Charter of Rights: Clarence Park Community Kindergarten case study  
Committing to sustainability outcomes by integrating the curriculum within diverse environments: Bridgewater Kindergarten case study |
| **OUTCOME 2:** CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD | Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation | Creating a bush kindy: Adams Road Children’s Centre case study  
Children’s Charter of Rights: Clarence Park Community Kindergarten case study  
A kindergarten with a sustainable heart: Aldgate Kindergarten case study  
Committing to sustainability outcomes by integrating the curriculum within diverse environments: Bridgewater Kindergarten case study  
Learning through play in Pilyabilyangga Climate change content: Waite Campus Children’s Centre case study |
| | Children become socially responsible and show respect for the environment | Children’s Charter of Rights: Clarence Park Community Kindergarten case study  
Being in touch with nature: Hub Drive Preschool case study  
Committing to sustainability outcomes by integrating the curriculum within diverse environments: Bridgewater Kindergarten case study |
<table>
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<tr>
<th>OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING</th>
<th>Children take increasing responsibility for their own health and physical wellbeing</th>
<th>Bush block as an educational resource: Tanunda Lutheran Early Learning Centre case study</th>
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| OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS | Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating | Creating a bush kindy: Adams Road Children’s Centre case study  
Education for Sustainability: Banksia Park Kindergarten video  
Involve your community in sustainability: Blackwood Kindergarten case study |
| | Children resource their own learning through connecting with people, place, technologies and natural and processed materials | Creating a bush kindy: Adams Road Children’s Centre case study  
The Sustainable Kindergarten Initiative: Paralowie Kindergarten case study |
| OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS | Children interact verbally and non-verbally with others for a range of purposes | Committing to sustainability outcomes by integrating the curriculum within diverse environments Bridgewater Kindergarten case study |

NRM Education has a number of tools to assist Early Years sites with implementing Education for Sustainability:

- What is an Education for Sustainability approach?
- An Education for Sustainability approach for early learning sites
- Developing an Education for Sustainability vision
- Introduction to a Site Environment Management Plan
- Site Environment Management Plan template
- Guiding questions for recording ‘What we are already doing’ in the SEMP
- Getting started - auditing tools
- Preschool core indicators: overview – tool by stages – evidence box
- Reflection questions
- AuSSI-SA Education for Sustainability poster
- Examples of core indicators achieved: early childhood

Visit our website for other tools and examples of how to implement Education for Sustainability.