

The Early Years Learning Framework for Australia

The *Second Step* program and The Early Years Learning Framework for Australia share the common goals of supporting the safety, well-being, and success of early learners by encouraging their development of a strong sense of wellbeing through social-emotional competencies, fostering positive relationships and connectedness to their communities and teaching them skills to be effective communicators and active citizens of the world. This document outlines the alignment between the two.

The Early Years Learning Framework for Australia (V2.0)

The aim of *Belonging, Being and Becoming: The Early Years Framework for Australia* is to support early childhood providers, teachers and educators to extend and enrich children’s learning from birth to 5 years and through the transition to school. The *Early Years Learning Framework* (the Framework) draws on robust Australian and international evidence that confirms early childhood is a vital period in children’s continuing learning, development and wellbeing. It has been developed with considerable input from the early childhood sector, including children and families, approved providers and educators, other professionals, peak bodies, early childhood researchers, as well as the Australian and state and territory governments and the Australian Children’s Education and Care Quality Authority.

Second Step Early Learning

Second Step SEL for Early Learning is a universal, classroom-based program that creates a positive and safe learning environment for the whole child. The lessons and resources are designed to increase children’s school readiness and social success by building social-emotional competence and self-regulation skills. The program supports skill development in four key areas of social-emotional competence: empathy and compassion, emotion management, friendship skills and problem solving, and skills for learning. These lessons and resources bring together social-emotional learning, executive function, self-regulation, and child safety to foster a safe and supported learning environment for all. Equipping children with Second Step skills helps ease their transition to school and sets them up for success in school and life.

Second Step Unit Topics and Concepts for Student Lessons		
Early Learning	Skills for Learning	Welcoming, Listening, Focusing Attention, Self-Talk, Following Directions, Asking for What You Need or Want
	Empathy	Identifying Feelings, More Feelings, Identifying Anger, Same or Different Feelings, Accidents, Caring and Helping
	Emotion Management	We Feel Feelings in Our Bodies, Strong Feelings, Naming Feelings, Managing Disappointment, Managing Anger, Managing Waiting
	Friendship Skills and Problem Solving	Fair Ways to Play, Having Fun with Friends, Inviting to Play, Joining In with Play, Saying the Problem, Thinking of Solutions, Speaking Assertively
	Transitioning to Kindergarten	Learning in Kindergarten, Riding the Kindergarten Bus, Making New Friends in Kindergarten
	Child Protection	Ways to Stay Safe, The Always Ask First Rule, Safe and Unsafe Touches, The Touching Rule, Practicing Staying Safe

SCHOOL STAFF

One of the core components of the *Second Step* Early Learning program is that staff model all program skills, remind students to use them, and notice and reinforce skill use in students with specific verbal feedback. All staff are encouraged to do this whether teaching the actual lessons or not.

FAMILIES

Interactive take-home activities focus on the skills taught in the *Second Step* Early Learning program. These encourage dialogue and engagement between adult family members and students, inform adults about the skills taught in the program, and give students and adults frequent opportunities to practice the skills at home.

			Second Step Skills & Concepts																												
			Unit 1: Skills for Learning							Unit 2: Empathy						Unit 3: Emotion Management						Unit 4: Friendship Skills & Problem Solving						Unit 5: Transitioning to Kindergarten			
			Welcoming	Listening	Focusing Attention	Self-Talk	Following Directions	Asking for What You Need or Want	Identifying Feelings	More Feelings	Identifying Anger	Same or Different Feelings	Accidents	Caring and Helping	We Feel Feelings in Our Bodies	Strong Feelings	Naming Feelings	Managing Disappointment	Managing Anger	Managing Waiting	Fair Ways to Play	Having Fun with Friends	Inviting to Play	Joining In with Play	Saying the Problem	Thinking of Solutions	Speaking Assertively	Learning in Kindergarten	Riding the Kindergarten Bus	Making New Friends in Kindergarten	
Belonging, Being and Becoming: The Early Years Framework for Australia	OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY	Children feel safe, secure and supported	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
		Children develop their emerging autonomy, inter-dependence, resilience and agency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
		Children develop knowledgeable, confident self-identities and a positive sense of self-worth	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓				✓			✓	✓		✓	✓	
		Children learn to interact in relation to others with care, empathy and respect	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓		✓		✓	✓	
	OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD	Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens	✓	✓	✓	✓	✓	✓				✓		✓							✓	✓	✓	✓		✓		✓		✓	
		Children respond to diversity with respect	✓	✓	✓	✓			✓	✓		✓									✓	✓	✓								
		Children become aware of fairness	✓	✓		✓		✓	✓	✓		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						
		Children become socially responsible and show respect for the environment			✓	✓	✓																								

Belonging, Being and Becoming: The Early Years Framework for Australia			Second Step Skills & Concepts																										
			Unit 1: Skills for Learning						Unit 2: Empathy						Unit 3: Emotion Management						Unit 4: Friendship Skills & Problem Solving						Unit 5: Transitioning to Kindergarten		
			Welcoming	Listening	Focusing Attention	Self-Talk	Following Directions	Asking for What You Need or Want	Identifying Feelings	More Feelings	Identifying Anger	Same or Different Feelings	Accidents	Caring and Helping	We Feel Feelings in Our Bodies	Strong Feelings	Naming Feelings	Managing Disappointment	Managing Anger	Managing Waiting	Fair Ways to Play	Having Fun with Friends	Inviting to Play	Joining In with Play	Saying the Problem	Thinking of Solutions	Speaking Assertively	Learning in Kindergarten	Riding the Kindergarten Bus
OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING	Children become strong in their social, emotional and mental wellbeing	✓	✓	✓	✓		✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓		✓			✓	✓		✓	
	Children become strong in their physical learning and wellbeing			✓		✓	✓						✓	✓	✓	✓	✓	✓	✓	✓		✓				✓		✓	
	Children are aware of and develop strategies to support their own mental and physical health and personal safety	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	
OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS	Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity	✓	✓	✓	✓	✓	✓					✓			✓					✓	✓	✓	✓	✓	✓	✓		✓	
	Children develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating		✓	✓	✓	✓	✓				✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Children transfer and adapt what they have learned from one context to another	✓	✓	✓	✓							✓															✓	✓	
	Children resource their own learning through connecting with	✓	✓	✓	✓		✓																						

