

Identity and Diversity Australian Early Years Curriculum For Sustainability Complementing the Early Years Learning Framework



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Belonging, Being, and Becoming	Wellbeing	Communication	Identity and Diversity	Active Learning	Play-based Learning	Relationships
This encompasses the sense of belonging to family, community, and culture; being engaged and involved in learning through exploration and play; and becoming	Promoting physical, emotional, and social well-being, including the development of healthy habits and positive self-esteem	Encouraging language development and communication skills, both verbal and non-verbal, to express needs, thoughts, and feelings effectively.	Supporting children in understanding their own identity, culture, and background, as well as respecting and appreciating the diversity of others.	Fostering curiosity, creativity, and problem-solving skills through hands-on exploration and inquiry-based learning experiences.	Recognizing the importance of play in children's development, allowing them to explore, experiment, and make sense of the world around them	Building positive relationships with peers, educators, families, and the wider community, fostering a sense of belonging and connectedness.

confident, autonomous learners						

The Sustainability Curriculum Headings

Understanding Sustainability (SUS1)	Environmental Awareness (SUS2)	Environmental Stewardship (SUS3)	Waste Management (SUS4)	Energy Conservation (SUS5)	Biodiversity and Ecosystems (SUS6)
Climate Change and Adaptation (SUS7)	Food and Agriculture (SUS8)	Water Conservation (SUS9)	Sustainable Transport and Urban Planning (SUS10)	Citizenship / Global Responsibility and Sustainable Development (SUS11)	Outdoor Learning and Connection to Nature (SUS12)

Understanding Sustainability -SUS 1-

Identity and Diversity

Understanding Personal Identity:

a. Explore and recognize individual characteristics, interests, and abilities that contribute to personal identity.

b. Reflect on personal experiences and family traditions to develop a sense of self-awareness and belonging.

c. Identify and express feelings of pride and connection to one's own cultural heritage and background.

Appreciating Diversity:

a. Engage in activities that celebrate cultural diversity, such as storytelling, music, and art from different cultural backgrounds.

b. Learn about and respect the traditions, customs, and languages of peers and families from diverse cultural backgrounds.

c. Participate in collaborative projects and discussions that highlight the richness of diversity and promote empathy and understanding towards others.

Understanding Australian First Nations:

a. Explore the diverse cultures, languages, and traditions of Australian First Nations peoples through storytelling, songs, and visual arts.

b. Learn about the connection between Australian First Nations peoples and the land, including sustainable practices and environmental stewardship.

c. Foster respect and appreciation for the knowledge, wisdom, and contributions of Australian First Nations peoples to the environment and society.

Building Cultural Competence:

a. Develop skills to communicate and interact respectfully with peers from diverse cultural backgrounds, including Australian First Nations.

b. Reflect on personal biases and stereotypes and develop strategies to challenge and overcome them.

c. Engage in collaborative activities that promote intercultural learning and cooperation, fostering a sense of unity

and inclusion within the community.

Identity and Diversity(SUS 2)

Identity and Diversity

Understanding Identity and Culture:

- a.Explore and celebrate their own cultural identity, including connections to family, community, and cultural traditions related to the environment.
- b.Engage in activities that promote self-awareness and self-expression, such as storytelling or art, to explore their personal connection to the land and environment.
- c.Learn about the diverse cultural backgrounds of their peers and educators, fostering an appreciation for cultural diversity within their learning environment.
- d.Engage with stories, songs, and symbols from First Nations cultures in Australia, promoting an understanding and respect for Indigenous perspectives on the environment.

Respecting and Appreciating Diversity:

- a.Participate in activities that highlight the diversity of plants, animals, and ecosystems found in Australia, fostering an appreciation for biodiversity and ecological diversity.
- b.Learn about the significance of different cultural practices and traditions related to the environment, such as hunting, gathering, or land management techniques used by First Nations peoples.

c.Engage in discussions and activities that promote empathy and understanding towards people from different cultural backgrounds, including First Nations communities, fostering respect and appreciation for diversity.

d.Explore the concept of reconciliation and the importance of acknowledging and respecting the rights, histories, and cultures of Australia's First Nations peoples in relation to the environment.

First Nations Perspectives and Knowledge:

a.Learn about the traditional ecological knowledge and sustainable practices of First Nations peoples in Australia, recognizing the deep connection between Indigenous cultures and the land.

b.Engage with stories, songs, and artwork from First Nations cultures that convey traditional ecological knowledge and perspectives on the environment.

c.Participate in activities that incorporate Indigenous languages and cultural practices related to the environment, promoting an understanding of the significance of language and culture in shaping connections to the land.

d.Foster relationships with local First Nations communities and Elders, providing opportunities for children to learn from and engage with Indigenous perspectives on environmental stewardship and sustainability.

Environmental Stewardship (SUS3)

Identity and diversity

Understanding Personal Identity and Culture:

a. Explore and celebrate aspects of personal identity, including family traditions, language, and cultural practices related to the environment.

b. Engage in activities that highlight the connection between personal identity and the natural world, fostering a sense of belonging and cultural pride.

c. Reflect on personal experiences and stories related to the environment, recognizing how cultural background shapes individual perspectives and values.

Respecting and Appreciating Diversity:

a. Explore and celebrate cultural diversity within the classroom community, including different languages, traditions, and perspectives related to environmental stewardship.

b. Engage in storytelling and learning experiences that highlight the diverse ways in which different cultures interact with and value the environment.

c. Practice empathy and respect towards peers from diverse cultural backgrounds, fostering a sense of understanding and appreciation for the richness of cultural diversity.

Learning from Australian First Nations:

a. Explore the traditional ecological knowledge and sustainable practices of Australian First Nations peoples, recognizing their deep connection to and stewardship of the land.

b. Engage in cultural learning experiences, such as storytelling, art, and music, that highlight the relationship between Australian First Nations cultures and the environment.

c. Foster a sense of respect and appreciation for Australian First Nations cultures and perspectives, recognizing their contributions to environmental stewardship and sustainability.

Understanding Land and Country:

a. Develop an understanding of the concept of "Country" and its significance in Australian First Nations cultures,

emphasizing respect for the land and its natural resources.

b. Engage in activities that promote a sense of responsibility towards caring for and preserving the land, in alignment with Australian First Nations values and principles.

c. Foster connections to local environments and landscapes, encouraging children to develop a sense of stewardship and respect for the land on which they live and play.

Promoting Reconciliation and Cultural Awareness:

a. Explore concept of respect for Australian First Nations peoples, recognizing the importance of working towards a shared future.

b. Engage in activities that promote cultural awareness, understanding, and fostering empathy and a commitment to social justice.

c. Encourage children to actively participate in initiatives that promote reconciliation and cultural understanding, both within the classroom and in the broader community.

Waste
Management(SUS4)

Identity and diversity

Self-Exploration and Identity Development:

a. Encourage children to explore and express aspects of their own identity, such as family background, traditions, and personal interests, through storytelling, artwork, and play.

b.Foster a positive sense of self-esteem and confidence by validating and affirming children's individual identities and experiences.

Cultural Awareness and Appreciation:

a.Introduce children to a variety of cultural practices, traditions, and celebrations from different backgrounds, including those of First Nation Australians, through storytelling, music, and hands-on activities.

b.Promote curiosity and respect for cultural diversity by encouraging children to ask questions, share experiences, and engage in discussions about different cultural perspectives.

c.Understanding First Nation Australians' Culture and Heritage:

d.Provide opportunities for children to learn about the rich cultural heritage and history of First Nation Australians, including their languages, art, Dreamtime stories, and connection to the land.

E. Foster an understanding of the significance of First Nation Australians' contributions to Australian society and the importance of respecting their cultural traditions and perspectives.

Empathy and Inclusion:

a.Encourage children to recognize and appreciate similarities and differences among themselves and their peers, promoting empathy, understanding, and acceptance of diversity.

b.Create a supportive and inclusive environment where children feel valued and respected for who they are, regardless of their cultural background or identity.

Celebrating Diversity:

a.Celebrate cultural diversity within the early childhood setting by incorporating diverse resources, materials, and experiences that reflect the backgrounds and identities of all children and families.

b. Organise multicultural events, celebrations, and experiences that highlight the beauty and richness of cultural diversity, fostering a sense of belonging and pride among children.

Promoting Respect and Social Justice:

a. Model and teach children the importance of treating others with kindness, respect, and fairness, regardless of cultural background or identity.

b. Engage children in discussions and activities that promote social justice, equity, and reconciliation, encouraging them to stand up against prejudice, discrimination, and injustice.

Energy Conservation (sus5)

Identity and diversity

Cultural Awareness and Appreciation:

a. Explore how energy conservation practices are influenced by cultural beliefs, traditions, and values, including those of First Nation Australians.

b. Recognize and respect the diverse perspectives and practices related to energy usage and conservation within different cultural groups.

c. Engage in discussions and activities that highlight the contributions of diverse cultures to sustainable living practices and environmental stewardship.

Connection to Indigenous Knowledge:

a. Learn about traditional Indigenous ecological knowledge and sustainable practices related to energy use and

conservation.

b. Recognize the importance of respecting and learning from the wisdom of First Nation Australians regarding the interconnectedness of the natural world and human well-being.

c. Engage with Indigenous stories, songs, and art that convey teachings about energy conservation and the importance of living in harmony with the environment.

Self-Reflection and Identity:

a. Reflect on personal connections to energy conservation practices based on individual identity, culture, and background.

b. Explore how personal values, beliefs, and experiences shape attitudes and behaviours towards energy usage and conservation.

c. Develop a sense of pride and agency in contributing to energy conservation efforts that align with one's identity, culture, and values.

Respect for Diversity:

a. Foster empathy and understanding towards individuals and communities with different perspectives on energy conservation, recognizing the value of diversity in addressing environmental challenges.

b. Engage in cross-cultural communication and collaboration to explore shared goals and strategies for promoting sustainable energy practices.

c. Cultivate a sense of responsibility for creating inclusive and equitable environments that honour and celebrate diversity in energy conservation initiatives

Biodiversity and Ecosystems (SUS6)

Identity and diversity

Cultural Exploration and Appreciation:

- a. Explore how biodiversity and ecosystems are interconnected with cultural identity, traditions, and practices, including those of First Nation Australians.
- b. Recognize and respect the diverse ways in which different cultural groups interact with and value the natural world and its biodiversity.
- c. Engage in activities that highlight the cultural significance of native plants, animals, and landscapes, fostering appreciation for the diversity of life and cultural heritage.

Indigenous Knowledge and Perspectives:

- a. Learn about traditional Indigenous ecological knowledge and stewardship practices related to biodiversity and ecosystems.
- b. Understand the importance of respecting and learning from the wisdom of First Nation Australians regarding the interconnectedness of all living beings and the land.
- c. Engage with Indigenous storytelling, art, and ceremonies that convey teachings about the importance of preserving biodiversity and living in harmony with nature.

Self-Reflection and Identity:

- a. Reflect on personal connections to biodiversity and ecosystems based on individual identity, culture, and background.
- b. Explore how personal experiences and cultural perspectives influence attitudes and behaviours towards the

environment and conservation efforts.

c. Develop a sense of pride and responsibility in protecting biodiversity and ecosystems that align with one's identity, culture, and values.

Respect for Diversity:

Foster empathy and understanding towards diverse perspectives on biodiversity and ecosystems, including those of Indigenous peoples and other cultural groups.

Engage in cross-cultural dialogue and collaboration to explore shared values and goals for conserving biodiversity and protecting natural habitats.

Cultivate a sense of stewardship for the environment and a commitment to promoting inclusive and equitable approaches to biodiversity conservation

Climate Change and Adaptation (SUS7)

Identity and diversity

Understanding Climate Change:

a. Define climate change in simple terms appropriate for early years.

- b. Identify basic causes and effects of climate change in their local environment.
- c. Recognize simple ways in which climate change impacts their daily lives and surroundings.

Recognizing Diversity and Cultural Identity:

- a. Explore and celebrate the diversity of cultures within their community and nation.
- b. Recognize and respect differences in cultural practices, languages, and traditions.
- c. Share personal experiences and stories related to their own cultural background and identity.

Appreciating First Nations Cultures:

- a. Learn about the diverse cultures, languages, and traditions of First Nations peoples in Australia.
- b. Understand the deep connection between First Nations cultures and the land, including environmental stewardship practices.
- c. Appreciate the importance of preserving and respecting First Nations cultures and traditions.

Developing Environmental Awareness and Responsibility:

- a. Engage in age-appropriate activities to understand the importance of environmental conservation and sustainability.
- b. Learn about the impact of human activities on the environment and ways to minimise negative effects.
- c. Begin to develop a sense of responsibility towards protecting the environment for future generations.

Promoting Empathy and Respect:

- a. Foster empathy towards individuals and communities affected by climate change, including First Nations peoples.
- b. Encourage respectful communication and interaction with peers from diverse backgrounds.
- c. Engage in activities that promote cooperation, understanding, and appreciation of differences.

Encouraging Critical Thinking and Problem-Solving:

- a. Stimulate curiosity about climate change and its impacts through hands-on exploration and inquiry-based learning.
- b. Encourage children to ask questions and seek solutions to environmental challenges in their local context.
- c. Foster creative thinking and innovation in finding ways to adapt to and mitigate the effects of climate change.

Promoting Active Participation and Advocacy:

- a. Empower children to take action in their communities to address environmental issues and promote sustainability.
- b. Encourage involvement in age-appropriate advocacy efforts, such as raising awareness or participating in eco-friendly initiatives.
- c.. Instil a sense of agency and responsibility in contributing to positive change for the environment and society.

Food and Agriculture

(SUS8)

Identity and diversity

Exploring Food and Agriculture:

- a. Develop an awareness of where food comes from, including farms, gardens, and natural sources.
- b. Understand basic concepts related to agriculture, such as planting, growing, harvesting, and processing food.
- c. Identify different types of foods and their nutritional benefits.

Celebrating Cultural Diversity in Food:

- a. Explore and appreciate the diversity of food cultures within their community and nation.
- b. Learn about traditional foods and cooking practices from various cultural backgrounds.
- c. Share personal experiences and stories related to food and cultural identity.

Respecting Traditional Indigenous Food Practices:

- a. Discover the importance of traditional Indigenous food practices in Australia.
- b. Understand the connection between food, culture, and land for First Nations peoples.
- c. Respect and value the knowledge and traditions of Indigenous communities regarding food sourcing, preparation, and consumption.

Promoting Healthy Eating Habits:

- a. Learn about the importance of balanced nutrition for overall health and well-being.

b.Explore different types of foods from various food groups and their role in a healthy diet.

c.Participate in age-appropriate activities that promote healthy eating habits, such as food preparation and tasting sessions.

Fostering Respect for Food Sources and Environment:

a.Develop an understanding of the environmental impact of food production and consumption.

b.Learn about sustainable farming practices and their importance for preserving natural resources.

c.Cultivate respect for the environment and the interconnectedness between food, agriculture, and ecosystems.

Encouraging Cultural Exchange and Sharing:

a.Encourage sharing and exchanging food-related experiences and traditions among peers from diverse cultural backgrounds.

b.Participate in multicultural food events or celebrations that promote sharing and appreciation of diverse cuisines.

c.Foster a sense of unity and connection through the sharing of food and cultural experiences.

Promoting Food Literacy and Skills:

a.Develop basic food literacy skills, such as recognizing different types of fruits, vegetables, and grains.

b.Engage in simple food-related activities, such as planting seeds, preparing snacks, or setting a table.

c.Encourage curiosity and experimentation with new foods and flavours in a supportive environment.

Empowering Responsible Food Choices:

- a.Foster an understanding of the journey of food from farm to table and the importance of making ethical and sustainable food choices.
- b.Encourage critical thinking about food packaging, waste, and the environmental impact of food consumption.
- c.Empower children to make informed food choices that support their health, cultural values, and environmental sustainability.

Water Conservation

(SUS9)

Identity and diversity

Understanding the Importance of Water:

- a.Recognize water as a vital resource for life and ecosystems.
- b.Identify sources of water, such as rivers, lakes, oceans, and rainfall.
- c.Understand basic concepts related to water conservation and why it is important for the environment and communities.

Exploring Cultural Connections to Water:

- a.Explore cultural connections to water within their own community and nation.
- b.Learn about the significance of water in different cultural traditions, ceremonies, and practices.

c.Share personal stories and experiences related to water and cultural identity.

Respecting Indigenous Perspectives on Water:

a.Understand the deep cultural and spiritual significance of water for First Nations peoples in Australia.

b.Learn about Indigenous water management practices and traditional ecological knowledge.

c.Respect and value Indigenous perspectives on water conservation and stewardship.

Promoting Responsible Water Use:

a.Learn about the importance of conserving water and reducing water waste in daily activities.

b.Identify simple ways to save water at home, school, and in the community.

c.Participate in water-saving activities, such as turning off taps when not in use or using water wisely in outdoor play.

Understanding the Water Cycle:

a.Explore the water cycle and how water moves through the environment.

b.Learn about the importance of rainfall, evaporation, condensation, and precipitation in maintaining water balance.

c.Engage in hands-on activities to observe and learn about different stages of the water cycle.

Fostering Appreciation for Water-based Environments:

Develop an appreciation for water-based environments, such as rivers, oceans, and wetlands.

Learn about the diverse ecosystems supported by water and the importance of preserving aquatic habitats.

Participate in activities that promote caring for waterways and protecting the animals and plants that depend on them.

Encouraging Community Involvement in Water Conservation:

- a. Explore ways in which communities can work together to conserve water resources.
- b. Learn about local water conservation initiatives and projects.
- c. Participate in community-based activities aimed at raising awareness about water conservation and promoting sustainable water practices.

Empowering Advocacy for Water Conservation:

- a. Develop a sense of responsibility towards protecting water resources for future generations.
- b. Encourage children to share their knowledge about water conservation with peers, families, and community members.
- c. Empower children to take action in advocating for water conservation and stewardship within their community.

Sustainable Transport and Urban Planning(SUS10)

Identity and diversity

Understanding Sustainable Transport:

- a. Recognize different modes of transportation, such as walking, cycling, public transport, and carpooling.

- b. Understand the concept of sustainable transport and its benefits for the environment and communities.
- c. Identify simple ways to reduce reliance on fossil fuel-based transportation.

Exploring Cultural Perspectives on Transport:

- a. Explore cultural perspectives on transportation within their own community and nation.
- b. Learn about traditional modes of transportation used by different cultural groups.
- c. Share personal stories and experiences related to transportation and cultural identity.

Respecting Indigenous Perspectives on Land and Mobility:

- a. Understand the importance of land and mobility for First Nations peoples in Australia.
- b. Learn about Indigenous modes of transportation, such as walking, canoes, and animal transport.
- c. Respect and value Indigenous perspectives on sustainable land use and transportation.

Promoting Active and Healthy Travel:

- a. Learn about the benefits of active travel, such as walking and cycling, for health and well-being.
- b. Identify safe routes for walking and cycling in their local area.
- c. Participate in activities that promote active travel, such as walking or cycling excursions.

Understanding Urban Planning and Design:

- a. Explore basic concepts of urban planning and design, such as pedestrian-friendly streets and green spaces.

- b. Learn about the importance of accessible and inclusive urban environments for all community members.
- c. Engage in activities to understand how urban design can impact transportation choices and quality of life.

Fostering Appreciation for Public Spaces:

- a. Develop an appreciation for public spaces, parks, and community gathering areas.
- b. Learn about the role of public transportation hubs in connecting communities and reducing congestion.
- c. Participate in activities that promote care and respect for public spaces and shared transportation infrastructure.

Encouraging Sustainable Travel Choices:

- a. Explore alternative transportation options, such as public transport, carpooling, and electric vehicles.
- b. Learn about the environmental benefits of reducing car dependency and promoting sustainable travel choices.
- a. Participate in activities that promote responsible transportation behaviours, such as using public transport or participating in car-free days.

Empowering Advocacy for Sustainable Transport:

- a. Develop a sense of responsibility towards promoting sustainable transportation practices in their community.
- b. Encourage children to share their knowledge about sustainable transport with peers, families, and community members.
- c. Empower children to take action in advocating for sustainable transport solutions within their community.

Citizenship / Global Responsibility and Sustainable Development (SUS11)

Identity and diversity

Understanding Citizenship and Global Responsibility:

- a. Define citizenship as being a member of a community and having rights, responsibilities, and roles within that community.
- b. Explore the concept of global responsibility and the idea that everyone has a role to play in making the world a better place.
- c. Begin to develop empathy and concern for the well-being of others beyond their immediate community.

Exploring Cultural Identity and Diversity:

- a. Recognize and appreciate the diversity of cultures within their community and nation.
- b. Explore and celebrate their own cultural identity, traditions, and heritage.
- c. Learn about the cultures and traditions of others, including First Nations peoples, and show respect and appreciation for their differences.

Understanding Sustainable Development Goals (SDGs):

- a. Introduce the concept of the United Nations Sustainable Development Goals (SDGs) in simple terms.
- b. Identify basic goals related to ending poverty, promoting education, protecting the environment, and achieving equality.
- c. Begin to understand the interconnectedness of global issues and the importance of working together to achieve the

SDGs.

Promoting Empathy and Respect for Others:

- a.Foster empathy towards individuals and communities facing challenges such as poverty, hunger, or discrimination.
- b.Encourage respectful communication and interaction with peers from diverse backgrounds.
- c.Engage in activities that promote cooperation, understanding, and appreciation of differences.

Encouraging Active Participation and Civic Engagement:

- a.Encourage children to participate in age-appropriate activities that contribute to their community's well-being.
- b.Promote the idea of being an active citizen by helping others, caring for the environment, and participating in community events.
- c.Foster a sense of responsibility towards making positive contributions to society, both locally and globally.

Fostering Environmental Stewardship:

- a.Learn about the importance of protecting the environment and natural resources for future generations.
- b.Explore simple ways to reduce waste, conserve energy, and care for the environment in their daily lives.
- c.Engage in activities that promote environmental stewardship, such as planting trees or cleaning up litter.

Promoting Peace, Justice, and Equality:

- a.Explore concepts of fairness, justice, and equality in age-appropriate contexts.

b.Learn about the importance of resolving conflicts peacefully and treating others with kindness and respect.

c.Participate in activities that promote social justice, equality, and inclusion within their community.

Empowering Advocacy for Positive Change:

a.Empower children to speak up for causes they believe in and advocate for positive change.

b.Provide opportunities for children to express their ideas and opinions on issues that affect them and their community.

c.Support children in taking action to address issues related to citizenship, global responsibility, and the SDGs, both locally and globally.

Outdoor Learning and Connection to Nature (SUS12)

Identity and diversity

Exploring Outdoor Environments:

a.Develop a sense of curiosity and wonder about the natural world and outdoor environments.

b.Identify and explore different outdoor spaces, such as parks, gardens, and natural habitats.

c.Learn to appreciate the beauty and diversity of nature in their local environment.

Connecting with Cultural Identity in Nature:

a.Explore cultural connections to the land and nature within their own community and nation.

- b. Learn about traditional Indigenous perspectives on the environment and the importance of caring for the land.
- c. Share personal stories and experiences related to nature and cultural identity.

Respecting and Appreciating Diversity in Nature:

- a. Recognize and appreciate the diversity of plants, animals, and ecosystems in outdoor environments.
- b. Learn about the interconnectedness of living things and the importance of biodiversity.
- c. Foster empathy and respect for all living beings and their habitats.

Understanding Traditional Indigenous Knowledge:

- a. Learn about traditional Indigenous knowledge and practices related to land stewardship and sustainability.
- b. Understand the importance of respecting and preserving Indigenous cultural heritage and wisdom.
- c. Engage in activities that incorporate Indigenous perspectives on outdoor learning and environmental stewardship.

Promoting Outdoor Exploration and Inquiry:

- a. Encourage children to explore and investigate outdoor environments through sensory experiences.
- b. Foster a sense of wonder and curiosity about the natural world through observation and exploration.
- c. Provide opportunities for children to ask questions, make observations, and engage in hands-on learning experiences outdoors.

Developing Environmental Awareness and Responsibility:

- a. Learn about the importance of caring for the environment and protecting natural resources.
- b. Explore simple ways to reduce waste, conserve energy, and care for nature in outdoor spaces.
- c. Engage in activities that promote environmental stewardship, such as gardening, composting, or wildlife observation.

Promoting Outdoor Play and Physical Activity:

- a. Recognize the importance of outdoor play and physical activity for health and well-being.
- b. Explore different types of outdoor play experiences, such as climbing, running, and exploring nature.
- c. Foster a love for being active outdoors and enjoying the benefits of fresh air and sunshine.

Empowering Environmental Advocacy and Action:

- a. Empower children to take action to protect the environment and advocate for positive change.
- b. Provide opportunities for children to participate in environmental projects, such as tree planting or habitat restoration.
- c. Support children in becoming stewards of the environment and making a positive impact on their community and the world.