

THE RELATIONSHIP BETWEEN THE EARLY YEARS LEARNING FRAMEWORK (EYLF) PRACTICES & ROAD SAFETY EDUCATION



ASSESSMENT FOR LEARNING

Road-related injuries to young Australian children continues to be a significant public health concern.

Early childhood road safety education must therefore support educators to work with children and their families to develop the knowledge, skills, behaviours and attitudes that will assist children to become safer passengers, pedestrians and users of wheeled devices.

Road safety education must be informed by research and developmentally appropriate. The SDERA *Smart Steps* program has adopted the eight National Practices for Early Childhood

Road Safety Education (Waters, Baker, & Bruce, 2012) which are research-based and aligned to the practices in the Early Years Learning Framework (EYLF).

Smart Steps also offers suggestions on how to explore and embed best practice road safety education through the use of effective pedagogical practice. *Smart Steps* includes:

- 1 Suggested learning activities from SDERA's resources.
- 2 Links to the National Quality Standards (NQS).
- 3 Links to the Western Australian Kindergarten Curriculum Guidelines (incorporating EYLF outcomes), and the Western Australian Health and Physical Education Syllabus.
- 4 Suggestions for embedding 'best practice' road safety education, emphasising key messages.

NATIONAL PRACTICES FOR EARLY CHILDHOOD ROAD SAFETY EDUCATION

HOLISTIC APPROACHES

Recognise that children's learning is integrated and interconnected when making curriculum decisions about road safety education.

RESPONSIVENESS TO CHILDREN

Deliver road safety education which is responsive to individual children and extends children's strengths, knowledge and interests.

LEARNING THROUGH PLAY

Through play-based learning, seek opportunities to address road safety in a way that expands children's thinking and encourages problem solving.

INTENTIONAL TEACHING

Engage in intentional teaching which extends and expands children's learning about road safety.

LEARNING ENVIRONMENTS

Provide opportunities in the learning environment, including the local community, for safe and meaningful interaction with children, parents and carers about road safety.

CULTURAL COMPETENCE

Implement road safety education that is culturally relevant for the diversity of children, their families and the community.

CONTINUITY OF LEARNING AND TRANSITIONS

Use the opportunity of transitions, in active partnership with children, families and the local community, for road safety education.

ASSESSMENT FOR LEARNING

Together with children and families, reflect on each child's learning and application of road safety to plan for future learning.

All children demonstrate their learning in different ways. Working in partnership with children and families, educators can use a variety of strategies to collect rich and meaningful information that shows children's learning in context and also identifies their strengths, knowledge and skills. This information needs to be captured recognising the cultural, linguistic, physical and cognitive capabilities of each child.

Gathering information about what children know about road safety is the starting point for planning appropriate road safety education that extends children's knowledge and skills. Over a period of time educators can consider how children have developed, how they engaged with more complex ideas and how they can apply their knowledge in practical situations. For example, rote learning of road safety messages may assess a child's knowledge and understanding but it is the application of these in a real traffic situation that will contribute to better safety outcomes. For example, being able to spot hazards in the traffic environment and then articulate how to avoid or manage the situation is putting road safety learning into practice. Using a variety of assessment strategies can really help educators to accurately understand children's knowledge, skills and attitudes.

Embedding road safety education into everyday practices within the service, and working in partnership with parents to role model and practise the key road safety messages outside of the service, leads to a stronger road safety education program.

HOW SMART STEPS LINKS WITH CURRICULUM FRAMEWORKS

EARLY YEARS LEARNING FRAMEWORK (EYLF)

"Assessment for children's learning is 'the process of gathering and analysing information as evidence about what children know, can do and understand. It is part of an ongoing cycle that includes planning, documenting and evaluating children's learning.'"

Belonging, Being & Becoming – The Early Years Learning Framework for Australia, 2009, p. 17.



WA KINDERGARTEN CURRICULUM GUIDELINES (incorporating the EYLF's Outcomes for Children's Learning)

Connecting & Contributing
EYLF Outcome 2 – Children are connected with and contribute to their world

- Work with others to develop skills for communication and inquiry about themselves and their world
 - » Develop inquiry and communication skills

Learning & Thinking
EYLF Outcome 4 – Children are confident and involved learners

- Develop a range of skills and processes for learning and thinking
 - » Reflect on thinking and learning and transfer and adapt what they have learned

Communicating
EYLF Outcome 5 – Children are effective communicators

- Interacting verbally and non-verbally with others for a range of purposes
 - » Convey and construct messages for a range of purposes in a variety of contexts
- Express ideas and make meaning using a range of media
 - » View and create with media
- Explore resources, tools and information communication technologies to represent ideas and their thinking
 - » Use tools, resources and technologies in play, thinking and learning

WA HEALTH & PHYSICAL EDUCATION SYLLABUS

Pre-Primary

- Personal strengths of individuals (ACPPS001)
- Protective behaviours to keep safe and healthy: saying 'no', moving away, telling an adult, asking for help (ACPPS003)
- Trusted people in the community who can help individuals feel safe (ACPPS003)
- Personal and social skills to interact with others: expressing needs, wants and feelings, active listening, self-discipline (ACPPS005)
- Appropriate language and actions to communicate feelings in different situations (ACPPS005)
- Actions that promote health, safety and wellbeing, such as: eating healthy food, practising appropriate personal hygiene routines, identifying household

substances that can be dangerous, following safety symbols and procedures (ACPPS006)

Year 1

- Safe active play in outdoor settings and the natural environment (ACPPS007)
- Personal strengths and how these change over time (ACPPS015)
- Strategies to use when help is needed, such as: dialling 000 in an emergency, reading basic safety signs, accessing a safety house or a trusted network, asking a trusted adult (ACPPS017)
- Appreciation and encouragement of the behaviour of others through the use of: manners, positive language praise (ACPPS019)
- Positive ways to react to their own emotions in different situations, such as: walking away,

seeking help, remaining calm (ACPPS020)

- Actions that support a safe classroom, such as: moving around safely, sharing appropriately, following class rules (ACPPS022)

Year 2

- Personal strengths and achievements and how they contribute to personal identities (ACPPS015)
- Changes in relationships and responsibilities as individuals grow older (ACPPS016)
- Strategies to use when help is needed: procedure and practice for dialling 000 in an emergency, locating safety houses and trusted networks in the local community (ACPPS017)
- Strategies and behaviours that promote health and wellbeing:

personal hygiene practices, healthy eating, sufficient sleep, staying hydrated, regular physical activity (ACPPS018)

- Strategies to include others in activities and games (ACPPS019)
- Ways to interpret the feelings of others in different situations, such as: words other people use, facial expressions, body language (ACPPS020)
- Ways health messages are communicated in the media and how they can influence personal health choices, such as 'slip, slop, slap' (ACPPS021)
- Actions that keep people safe and healthy in and outside the classroom, such as: staying hydrated, being sun smart, following school rules (ACPPS022)

NATIONAL QUALITY STANDARDS

Quality Area 1 – Education program & practice

1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.

1.2.2 Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.

1.2.3 Critical reflection on children's learning and development, both as individuals and in groups is regularly used to implement the program.

KEY MESSAGES TO TEACH

BEING A SAFE PEDESTRIAN



- STOP, LOOK, LISTEN and THINK before crossing the road.
- ALWAYS hold the hand of an adult when on or near roads.
- STOP – when a parent or adult calls out to stop. You MUST do this straight away.
- LOOK – for traffic approaching from ALL directions. Look for the safest place to cross the road and ONLY cross when safe.
- LISTEN – in ALL directions for sounds of approaching traffic.
- THINK – and concentrate. Don't get distracted when near traffic.
- Stay well away from the driveway when vehicles are coming or going. The driver MAY NOT see you.
- Vehicles travel at different speeds and take a long time to stop.

BEING A SAFE PASSENGER



- Buckle up! All passengers in a car MUST wear a seatbelt or child restraint. It is the law.
- If you need help to put on a seatbelt ask an adult to help you.
- Sit in the back seat – it is safer. It is the law.
- DO NOT distract the driver.
- ALL passengers and the driver MUST keep ALL body parts inside the car. It is the law.
- Get out of the door closest to the kerb – away from traffic. This is the 'safety door'.

SAFETY ON WHEELS



- Riders include those on: bicycles, scooters, skateboards, rollerblades, rip sticks, hover boards and other wheeled devices.
- The road is dangerous and not a place to play on or near. The safest place to play is away from driveways, roads and traffic.
 - Riders need to wear a helmet at ALL times.
 - Ask an adult to be with you when you are riding.
 - Ride on the footpath well away from traffic. Check driveways for vehicles coming or going.
 - Cyclists MUST get off their bicycle when crossing a road. It is the law.
 - Motorised vehicles and devices are NOT toys and can be dangerous for children.

PRACTICES TO EMBED ROAD SAFETY EDUCATION



Embedding road safety education into everyday practices within the service, and working in partnership with parents to role model and practise the key road safety messages outside of the service, leads to a stronger road safety education program. To promote road safety education within the service, consider the following practices.

Use conversation as a way to identify individual children's knowledge and understanding of road safety and the key concepts relevant to their developmental stage. Ask questions such as: *What do you need to remember before you cross the road? Why do children need to hold an adult's hand when walking across the road?*

Provide opportunities for children to apply their knowledge and understanding through role-play, through simulated activities and in a 'real-life' traffic environment (ensure that all risk management procedures for the service have been addressed when engaging with the traffic environment).

Involve children and families in the assessment process. This inclusive approach demonstrates respect for diversity, helps educators make better sense of what they have observed, and supports learning for both children and adults. Encouraging children to be involved in the assessment process helps them to develop an understanding of themselves as a learner and how they learn.

Continuously reflect on children's knowledge and understanding as well as your practice. Adapt the learning program and environment as required to extend children's road safety knowledge and skills.

Use digital media to offer children ongoing opportunities to identify correct and incorrect road safety procedures.

Track children's knowledge and understanding of road safety terminology, knowledge, skills, behaviours and attitudes over time. This demonstrates the 'distance-travelled' by individual children and the 'small steps' as well as the 'giant leaps' can be celebrated.



USING SDERA'S RESOURCES TO TEACH, EXPLORE AND PRACTISE ROAD SAFETY



Use the *Smart Steps* Program's teaching and learning activities to plan engaging experiences.



Smart Steps PASSENGER SAFETY

Smart Steps PEDESTRIAN SAFETY

Smart Steps SAFETY ON WHEELS



Investigate the following activities from SDERA's *Challenges and Choices* resources. These activities specifically promote the Practice discussed in this document.



PRE-PRIMARY

- Passenger safety**
Activity 8: Time to think

- Pedestrian safety**
Activity 1: Talking traffic
Activity 4: Stop

- Safety on wheels**
Activity 6: Make a decision

YEAR 1

- Passenger safety**
Activity 7: Making decisions about passenger safety

- Pedestrian safety**
Activity 8: Making pedestrian decisions

- Safety on wheels**
Activity 8: Time to think

YEAR 2

- Passenger safety**
Activity 6: On the bus or train
Activity 9: Time to think

- Pedestrian safety**
Activity 2: Road signs
Activity 9: Stop and think

- Safety on wheels**
Activity 1: What do I think?
Activity 2: Getting to and from school



SDERA Statewide Services Centre
33 Giles Avenue PADBURY WA 6025
Tel: 9402 6415 Please note we no longer use fax Email: sdera.co@education.wa.edu.au
Web: www.sdera.wa.edu.au

Reference: Waters, S., Baker, S., & Bruce, K. (2012). *National Practices for Early Childhood Road Safety Education*. Perth, Australia: Edith Cowan University, Child Health Promotion Research Centre.