

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



# CULTURAL COMPETENCE

### 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.

Educators can support the development of children's cultural competence through recognising that culture and the context of the family are central to a child's sense of being and belonging. Celebrating differences, exploring new cultures and developing skills to communicate and interact across cultures, are all key to respecting diversity.

Being culturally competent is an important requirement for all early childhood educators. When different cultural perspectives are incorporated into road safety programs for children and their families, a greater sense of understanding and connectedness to different cultures and the wider community, is experienced.

Children's understandings of positive road safety practices are shaped by their parents and carers from an early age. These understandings may vary across families, depending on their own experiences. Therefore, road safety education in early childhood needs to be free from judgement and delivered in a culturally inclusive way to ensure all family members are aware of the risks on Western Australian roads.

# HOW SMART STEPS LINKS WITH CURRICULUM FRAMEWORKS

## EARLY YEARS LEARNING FRAMEWORK (EYLF)

"Cultural competence is much more than awareness of cultural differences. It is the ability to understand, communicate with, and effectively interact with people across cultures."

*Belonging, Being & Becoming – The Early Years Learning Framework for Australia, 2009, p. 16.*



**SMART STEPS PROGRAM**  
0 years ——— 8 years

**NATIONAL PRACTICES FOR EARLY CHILDHOOD ROAD SAFETY EDUCATION** (see previous page)

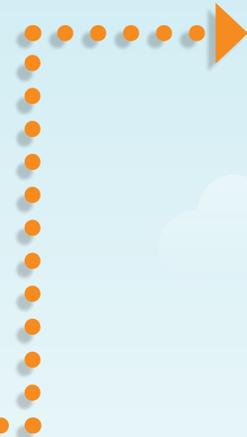
**EARLY YEARS LEARNING FRAMEWORK (EYLF)**

**WESTERN AUSTRALIAN (WA) CURRICULUM**

Kindergarten Curriculum Guidelines

Health & Physical Education Syllabus

**NATIONAL QUALITY STANDARDS**



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

### Identity

EYLF Outcome 1 – Children have a strong sense of Identity

- Feel safe, secure, accepted and supported
  - » Build a sense of belonging
- Act with increasing autonomy, interdependence, resilience and sense of agency
  - » Make choices and decisions (by themselves and with others)
- Build knowledgeable and confident self-identities
  - » Show confidence in own learning and capabilities

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

- Explore diversity and respond with respect

### Wellbeing

EYLF Outcome 3 – Children have a strong sense of wellbeing

- Take increasing responsibility for their health and physical wellbeing
  - » Explore ways to promote own and other's health and safety

### Learning & Thinking

EYLF Outcome 4 – Children are confident and involved learners

- Develop positive dispositions for learning
  - » Build enthusiasm, confidence, cooperation, commitment, persistence

## WA HEALTH & PHYSICAL EDUCATION SYLLABUS

### Pre-Primary

- Trusted people in the community who can help individuals feel safe (ACPPS003)
- 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)
- Safe active play in outdoor settings and the natural environment (ACPPS007)

### Year 1

- 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)
- Ways health messages are communicated on: television, posters, radio (ACPPS021)
- 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)
- 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 to include others in activities and games (ACPPS019)
- 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 – Educational program and practice

- 1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, well being, confidence as learners and effectiveness as communicators.
- 1.1.2 Each child's current knowledge, ideas, culture, abilities and interests are the foundation for the program.

### Quality Area 6 – Collaborative partnerships with families and communities

- 6.1 Respectful supportive relationships with families are developed and maintained.
- 6.2.1 The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.

# 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



Encouraging active participation of children and their families in road safety education is more successful if it is culturally sensitive and inclusive. To promote road safety education within the service, consider the following practices.

Get to know the local community, the families attending the service and their backgrounds. Using this knowledge can help to create culturally sensitive and meaningful learning opportunities.

Book SDERA's road safety mascot Izzy for a SDERA *Smart Steps* Road Safety Incursion.

Set up a display of traffic environments from all around the world. Discuss the similarities and the differences between the images and the local neighbourhood. Show the road signs in different languages and encourage the children to practise saying 'Stop' in other languages.

Go on a small walk around the neighbourhood. Look at the buildings, road signs, crosswalks and traffic signals as well as the parks etc. Discuss how children can make safe decisions in the traffic environment and who can help them to do this. Encourage parents and caregivers to join in on the walk.

Introduce and encourage children to play the SDERA *Izzy Road Safety Games* from SDERA's website [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au).

Make contact with agencies in the local community who support children and families from culturally and linguistically diverse backgrounds. This may help educators become more aware of particular issues that must be addressed, such as the safe transportation of children in cars.

Use a translator or invite a parent to assist in communicating key road safety messages. Encourage parents to adopt best practice road use strategies and model these to their children.

Visit the SDERA website [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au) and share the Izzy storybooks. SDERA's road safety mascot, Izzy, features in these three storybooks that have age-appropriate road safety messages for young children and families such as 'buckle up', 'hold my hand' and 'always play away from roads'.

Access the child restraint and booster seat resources on the SDERA website [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au). These brochures advise parents and carers on the laws in Australia related to the use of child car restraints for children under seven years of age. As choosing the right type of car restraint for a child may be confusing, the brochures also explain the restraints suitable for children under seven years of age according to their size. The brochures are written in eight languages.

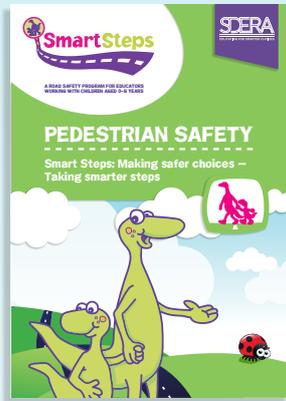
# USING SDERA'S RESOURCES TO TEACH, EXPLORE AND PRACTISE ROAD SAFETY



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




**Smart Steps PASSENGER SAFETY**



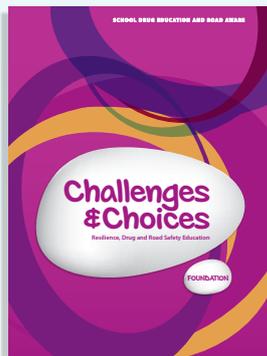
**Smart Steps PEDESTRIAN SAFETY**



**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**

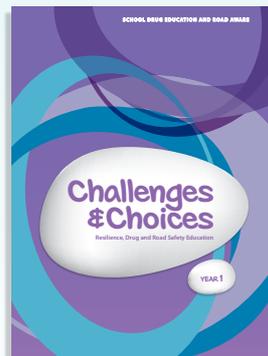
- Passenger safety**
- Activity 3: Being a responsible passenger
- Activity 6: Sharing opinions about passenger safety

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- Pedestrian safety**
- Activity 3: Hands are for holding
- Activity 6: Walking talking day

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- Safety on wheels**
- Activity 3: Deciding where to play and ride



**YEAR 1**

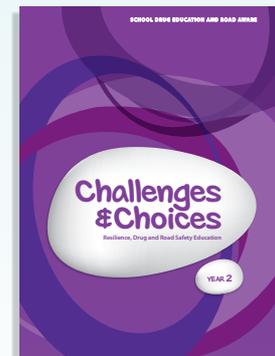
- Passenger safety**
- Activity 1: Buckle up
- Activity 4: Rules in the car

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- Pedestrian safety**
- Activity 6: Walking a safe route to school

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- Safety on wheels**
- Activity 2: Learning to ride



**YEAR 2**

- Passenger safety**
- Activity 8: Decisions for passengers

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- Pedestrian safety**
- Activity 1: Roads and traffic
- Activity 6: Walking in the local area

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- Safety on wheels**
- Activity 8: Practising making decisions about riding



**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](mailto:sdera.co@education.wa.edu.au)  
 Web: [www.sdera.wa.edu.au](http://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.