



Government of **Western Australia**  
School Curriculum and Standards Authority



## DRAFT

The *Kindergarten Curriculum Guidelines* are in draft and will be finalised upon the publication of the revised *Early Years Learning Framework* during Term 2, 2022.

# EARLY CHILDHOOD

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## Kindergarten Curriculum Guidelines



Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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## Kindergarten Curriculum Guidelines

### The purpose of the Kindergarten Curriculum Guidelines

The School Curriculum and Standards Authority (the Authority) is responsible for curriculum, policy advice and guidelines for all Western Australian schools from Kindergarten to Year 12. The *Kindergarten Curriculum Guidelines* reinforce the themes of the Authority's Kindergarten and Pre-primary Statement for Western Australia and the Guiding Principles for Western Australian schools outlined in the *Western Australian Curriculum and Assessment Outline* ([www.scsa.wa.edu.au](http://www.scsa.wa.edu.au))

The purpose of these Guidelines is to facilitate the optimal learning and development of Kindergarten children in Western Australia. The principles, practices and outcomes of the Early Years Learning Framework [EYLF] are described for the Kindergarten year in the Kindergarten Curriculum. The *Kindergarten Curriculum Guidelines* guide educators to develop Kindergarten curriculum for Western Australian children. It is based on the key ideas and related content from the EYLF to construct curriculum to ensure that all children in Kindergarten experience quality teaching and learning.

The EYLF is the first national framework for early childhood educators. It supports Goal 1 and 2 of the Educational Goals for Young Australians as described in the *Alice Springs (Mparntwe) Education Declaration*.



The two goals while distinct are interconnected:

### Goal 1

The Australian Education system promotes excellence and equity.

### Goal 2

All young Australians become:

- confident and creative individuals
- successful life-long learners
- active and informed members of the community.

Early childhood educators engage with children, families and community members with diverse backgrounds, cultures, languages as well as knowledge and skill sets. Children are made aware of the richness of human and cultural diversity and are assisted to act for social justice, equity and inclusion in ways that affirm their diverse and growing identities. Educators actively work towards Reconciliation in Kindergarten by assisting children to value and respect Australia's Aboriginal and Torres Strait Islander cultures, rich heritage, languages, skills and strengths and embed their perspectives in the curriculum.

Educators develop curriculum that promotes children's progress in the five outcomes while creating inclusive learning environments that are welcoming to all children and families to build a safe collaborative learning community. The United Nation Rights of the Child underpins notions embodied in the EYLF that every child has the right to an education that lays the foundation for the future learning and "maximises their ability, respects their family, cultural and other identities and languages".

The *Kindergarten Curriculum Guidelines* are designed to assist educators to implement the EYLF and connect with families and community to extend and enrich all children's learning, development and wellbeing. The following

three characteristics are essential in realising the EYLF's vision for young children's learning, development and wellbeing:

**Belonging** recognises children's growing interdependence, the crucial importance of positive relationships and connections with family and community. Belonging is central to the building of identity and is pivotal in children's understanding of who they are now and what they might become.

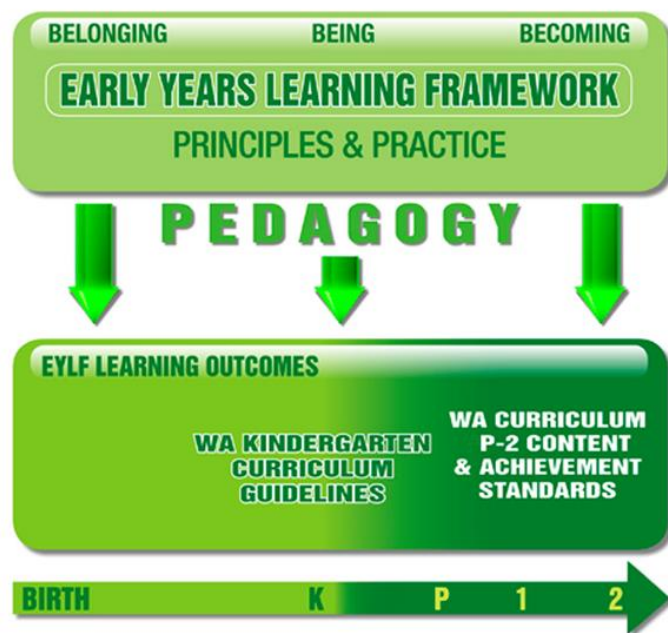
**Being** recognises the importance of the here and now in children's lives. Early childhood is a time of significant growth and development, encountering challenges and joys as children try to make sense of their world. It is more than just preparation for the future.

**Becoming** describes the swift and significant change in children's identities, knowledge, capacities and skills that are shaped across childhood as children grow and learn. It recognises the capabilities and potential of children and how they learn to participate actively in society.

Kindergarten teachers using the *Kindergarten Curriculum Guidelines* are implementing the EYLF. In Western Australia, the principles and practices of the EYLF, guide educator's pedagogical decision making about children's learning from Kindergarten to Year 2. The *Kindergarten Curriculum Guidelines* assist educators to design and implement curriculum to strengthen children's transition into Pre-primary. For this reason, connections to the *Western Australian Curriculum and Assessment Outline* have been made to each Outcome but more specifically are shown in Appendix 1. The following figure illustrates how the EYLF establishes the foundations for effective learning from birth through to age five and beyond.



**Figure 1: EYLF, Kindergarten Curriculum Guidelines and the Western Australian curriculum.**



The *Kindergarten Curriculum Guidelines* are in draft and will be finalised upon the publication of the revised *Early Years Learning Framework*. It is anticipated that the revisions to the Framework will be published during Term 2, 2022. This diagram will be updated in the revised Guidelines.

The EYLF comprises three interrelated elements: Principles, Practice and Learning Outcomes. All elements are based on conclusive research evidence and are fundamental to decisions made about early childhood pedagogy and curriculum.

The pedagogy of the EYLF draws from a range of perspectives about how children learn and what practices best support this. The Principles and Practice of the EYLF are founded on the understanding that:

- children are capable and competent
- children actively construct their own learning in social contexts
- learning is dynamic, complex and holistic. Physical, social, emotional, personal, spiritual, creative, cognitive and linguistic aspects of learning are interwoven and interrelated
- children have agency. They have the capacities and rights to initiate and lead learning and be active participants and decision-makers in matters affecting them.

Active and critical engagement is a key characteristic of effective learners and educators. It is the responsive interactions and relationships between children, educators and families that shape learning in the Kindergarten year. In such relationships, educators become co-learners as well as leaders of learning, with children, families and communities sharing a respect for the diversity and richness of knowledge shared by all.

## EYLF Principles



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The following five principles reflect contemporary theories and research concerning how young children learn and effective evidence based early childhood pedagogy. The EYLF principles underpin the practices focused on assisting all children to achieve positive learning outcomes in the *Kindergarten Curriculum Guidelines*.

### 1. Secure, respectful and reciprocal relationships

Educators who are attuned to children’s thoughts and feelings, support the development of a strong sense of wellbeing. They positively interact with children in their learning. Through a widening network of secure relationships, children develop confidence and feel respected and valued. They become increasingly able to recognise and respect the feelings of others and to interact positively with them. Educators who give priority to nurturing relationships and providing children with consistent emotional support, can assist children to develop the skills and understandings they need to interact positively with others. They also help children to learn about their responsibilities to others, to appreciate their connectedness and interdependence as learners, and to value collaboration and teamwork.

### 2. Partnerships

Learning outcomes are most likely to be achieved when early childhood educators work in partnership with families. Educators recognise that families are children’s first and most influential teachers. They create a welcoming environment where all children and families are respected and actively encouraged to collaborate with educators about curriculum decisions in order to ensure that learning experiences are meaningful. Partnerships are based on the foundations of understanding each other’s expectations and attitudes and build on the strength of each other’s knowledge. In genuine



partnerships, families and early childhood educators: value each other's knowledge of each child; value each other's contributions to and roles in each child's life; trust each other; communicate freely and respectfully with each other; share insights and perspectives about each child; and engage in shared decision-making. Partnerships also involve educators, families and support professionals working together to explore the learning potential in every day events, routines and play so that children with additional needs are provided with daily opportunities to learn from active participation and engagement in these experiences in the home and in early childhood or specialist settings.

### 3. High expectations and equity

Early childhood educators who are committed to equity believe in all children's capacities to succeed, regardless of diverse circumstances and abilities. Children progress well when they, their families and educators hold high expectations for their achievement in learning. Educators recognise and respond to barriers to children achieving educational success. In response, they challenge practices that contribute to inequities and make curriculum decisions that promote inclusion and participation of all children. By developing their professional knowledge and skills, and working in partnership with children, families, communities, other services and agencies, they continually strive to find equitable and effective ways to ensure that all children have opportunities to achieve learning outcomes.

### 4. Respect for diversity

There are many ways of living, *being* and of knowing. Children are born *belonging* to a culture, which is not only influenced by traditional practices, heritage and ancestral knowledge, but also by the experiences, values and beliefs of individual families and communities. Respecting diversity means within the curriculum, valuing and reflecting the practices, values and beliefs of families. Educators honour the histories, cultures, languages, traditions, child rearing practices and lifestyle choices of families. They value and affirm children's different capacities and abilities and respect differences in families' home lives.

Educators recognise that diversity contributes to the richness of our society and provides a valid evidence base about ways of knowing. For Australia, it also includes promoting greater understanding of Aboriginal and Torres Strait Islander ways of knowing and *being*. When early childhood educators respect the diversity of families and communities, and the aspirations they hold for children, they are able to foster children's motivation to learn and reinforce their sense of themselves as competent learners. They make curriculum decisions that uphold all children's rights to have their cultures, identities, abilities and strengths acknowledged and valued, and respond to the complexity of children's and families' lives. Educators think critically about opportunities and dilemmas that can arise from diversity and take action to redress unfairness. They provide opportunities to learn about similarities and difference and about interdependence and how we can learn to live together.

## 5. Ongoing learning and reflective practice

Educators continually seek ways to build their professional knowledge and develop learning communities. They become co-learners with children, families and community, and value the continuity and richness of local knowledge shared by community members, including Aboriginal and Torres Strait Islander Elders. Reflective practice is a form of ongoing learning that involves engaging with questions of philosophy, ethics and practice. Its intention is to gather information and gain insights that support, inform and enrich decision-making about children’s learning. As professionals, early childhood educators examine what happens in their settings and reflect on what they might change. Critical reflection involves closely examining all aspects of events and experiences from different perspectives. Educators often frame their reflective practice within a set of overarching questions, developing more specific questions for particular areas of enquiry. A lively culture of professional inquiry is established when early childhood educators and those with whom they work are all involved in an ongoing cycle of review through which current practices are examined, outcomes reviewed, and new ideas generated. In such a climate, issues relating to curriculum quality, equity and children’s wellbeing can be raised and debated.

## EYLF Practices



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The principles of evidence-based early childhood pedagogy underpin practice. Educators draw on a rich repertoire of pedagogical practices to promote children's learning, borrowing from relational and play-based pedagogical approaches.

### Holistic approaches

Holistic approaches to teaching and learning recognise the connectedness of mind, body and spirit. When early childhood educators take a holistic approach, they pay attention to children's physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of learning. While educators may plan or assess with a focus on a particular outcome or component of learning, they see children's learning as integrated and interconnected. They recognise the connections between children, families and communities and the importance of reciprocal relationships and partnerships for learning. They see learning as a social activity and value collaborative learning and community participation. An integrated, holistic approach to teaching and learning also focuses on connections to the natural world. Educators foster children's capacity to understand and respect the natural environment and the interdependence between people, plants, animals and the land.

### Responsiveness to children

Educators are responsive to all children's strengths, abilities and interests. They value and build on children's strengths, skills and knowledge to ensure their motivation and engagement in learning. They respond to children's expertise, cultural traditions and ways of knowing, the multiple languages spoken by some children, particularly Aboriginal and Torres Strait Islander

children, and the strategies used by children with additional needs to negotiate their every-day lives.

Educators are responsive to children's ideas and play, which form an important basis for curriculum decision-making. In response to children's evolving ideas and interests, educators assess, anticipate and extend children's learning via open ended questioning, providing feedback, challenging their thinking and guiding their learning. They make use of spontaneous 'teachable moments' to scaffold children's learning.

Responsive learning relationships are strengthened as educators and children learn together and share decisions, respect and trust.

Responsiveness enables educators to respectfully enter children's play and ongoing projects, stimulate their thinking and enrich their learning.

## Learning through play

Play provides opportunities for children to learn as they discover, create, improvise and imagine. When children play with other children, they create social groups, test out ideas, challenge each other's thinking and build new understandings. Play provides a supportive environment where children can ask questions, solve problems and engage in critical thinking. Play can expand children's thinking and enhance their desire to know and to learn. In these ways, play can promote positive dispositions towards learning. Children's immersion in their play illustrates how play enables them to simply enjoy *being*.

Early childhood educators take on many roles in play with children and use a range of strategies to support learning. They engage in sustained shared conversations with children to extend their thinking. They provide a balance between child led, child initiated and educator supported learning. They create learning environments that encourage children to explore, solve

problems, create and construct. Educators interact with children to build attachment. They use routines and play experiences to do this. They also recognise spontaneous teachable moments as they occur and use them to build on children's learning. Early childhood educators work with young children to promote and model positive ways to relate to others. They actively support the inclusion of all children in play, help children to recognise when play is unfair and offer constructive ways to build a caring, fair and inclusive learning community.

## Intentional teaching

Intentional teaching is deliberate, purposeful and thoughtful. Educators who engage in intentional teaching recognise that learning occurs in social contexts and that interactions and conversations are vitally important for learning. They actively promote children's learning through worthwhile and challenging experiences and interactions that foster high-level thinking skills. They use strategies such as modelling and demonstrating, open questioning, speculating, explaining, engaging in shared thinking and problem solving to extend children's learning and thinking. Educators move flexibly in and out of different roles and draw on different strategies as the context changes. They plan opportunities for intentional teaching and knowledge-building. They document and monitor children's learning.

## Learning environments

Learning environments are welcoming spaces when they reflect and enrich the lives and identities of children and families participating in the setting and respond to their interests and needs. Environments that support learning are vibrant and flexible spaces that are responsive to the interests and abilities of each child. They cater for different learning capacities and

learning styles and invite children and families to contribute ideas, interests and questions.

Outdoor learning spaces are a feature of Australian learning environments. They offer a vast array of possibilities not available indoors. Play spaces in natural environments include plants, trees, edible gardens, sand, rocks, mud, water and other elements from nature. These spaces invite open-ended interactions, spontaneity, risk-taking, exploration, discovery and connection with nature. They foster an appreciation of the natural environment, develop environmental awareness and provide a platform for ongoing environmental education. Indoor and outdoor environments support all aspects of children's learning and invite conversations between children, early childhood educators, families and the broader community. They promote opportunities for sustained shared thinking and collaborative learning.

Materials enhance learning when they reflect what is natural and familiar and also introduce novelty to provoke interest and more complex and increasingly abstract thinking. For example, digital technologies can enable children to access global connections and resources and encourage new ways of thinking. Environments and resources can also highlight our responsibilities for a sustainable future and promote children's understanding about their responsibility to care for the environment. They can foster hope, wonder and knowledge about the natural world. Educators can encourage children and families to contribute ideas, interests and questions to the learning environment. They can support engagement by allowing time for meaningful interactions, by providing a range of opportunities for individual and shared experiences, and by finding opportunities for children to go into and contribute to their local community.

## Cultural competence

Educators who are culturally competent respect multiple cultural ways of knowing, seeing and living, celebrate the benefits of diversity and have an ability to understand and honour differences. This is evident in everyday practice when educators demonstrate an ongoing commitment to developing their own cultural competence in a two-way process with families and communities. Educators view culture and the context of family as central to children's sense of *being* and *belonging*, and to success in lifelong learning. Educators also seek to promote children's cultural competence. 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. Cultural competence encompasses: being aware of one's own world view; developing positive attitudes towards cultural differences; gaining knowledge of different cultural practices and world views; and developing skills for communication and interaction across cultures.

## Continuity of learning and transitions

Children bring family and community ways of *being*, *belonging* and *becoming* to their early childhood settings. By building on these experiences, educators help all children to feel secure, confident and included and to experience continuity in how to be and how to learn. Transitions, including from home to early childhood settings, between settings, and from early childhood settings to school, offer opportunities and challenges. Different places and spaces have their own purposes, expectations and ways of doing things. Building on children's prior and current experiences helps them to feel secure, confident and connected to familiar people, places, events and understandings. Children, families and early childhood educators all contribute to successful transitions between settings.



In partnership with families, early childhood educators ensure that children have an active role in preparing for transitions. They assist children to understand the traditions, routines and practices of the settings to which they are moving and to feel comfortable with the process of change. Early childhood educators also help children to negotiate changes in their status or identities, especially when they begin full-time school. As children make transitions to new settings (including school), educators from early childhood settings and schools commit to sharing information about each child's knowledge and skills so learning can build on foundations of earlier learning. Educators work collaboratively with each child's new educator and other professionals to ensure a successful transition.

## Assessment for learning

Assessment for children's learning refers to 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. It is important because it enables educators in partnership with families, children and other professionals to: plan effectively for children's current and future learning; communicate about children's learning and progress; determine the extent to which all children are progressing toward realising learning outcomes and if not, what might be impeding their progress; identify children who may need additional support in order to achieve particular learning outcomes, providing that support or assisting families to access specialist help; evaluate the effectiveness of learning opportunities, environments and experiences offered and the approaches taken to enable children's learning; and reflect on pedagogy that will suit this context and these children.

Educators use a variety of strategies to collect, document, organise, synthesise and interpret the information that they gather to assess children's learning. They search for appropriate ways to collect rich and meaningful information that depicts children's learning in context, describes their progress and identifies their strengths, skills and understandings. More recent approaches to assessment also examine the learning strategies that children use and reflect ways in which learning is co-constructed through interactions between the educator and each child. Used effectively, these approaches to assessment become powerful ways to make the process of learning visible to children and their families, educators and other professionals.

The five Learning Outcomes in this Framework, as outlined later, provide early childhood educators with key reference points against which children's progress can be identified, documented and communicated to families, other early childhood professionals and educators in schools. Over time, educators can reflect on how children have developed, how they have engaged with increasingly complex ideas and participated in increasingly sophisticated learning experiences.

Ongoing assessment processes that include a diverse array of methods, capture and validate the different pathways that children take towards achieving these outcomes. Such processes do not focus exclusively on the endpoints of children's learning; they give equal consideration to the 'distance- travelled' by individual children and recognise and celebrate not only the giant leaps that children take in their learning but the small steps as well.

All children demonstrate their learning in different ways. Approaches to assessment that are culturally and linguistically relevant and responsive to the physical and intellectual capabilities of each child will acknowledge each

child’s abilities and strengths and allow them to demonstrate competence. Including children, families and other professionals in the development and implementation of relevant and appropriate assessment processes, allows for new understandings to emerge that are not possible if educators rely solely on their own strategies and perspectives. Developing inclusive assessment practices with children and their families demonstrates respect for diversity, helps educators make better sense of what they have observed and supports learning for both children and adults.

Assessment, when undertaken in collaboration with families, can assist families to support children’s learning and empower them to act on behalf of their children beyond the early childhood setting. When children are included in the assessment process, they can develop an understanding of themselves as learners and an understanding of how they learn best.

When educators reflect on their role in children’s learning and assessment, they reflect on their own views and understandings of early childhood theory, research and practice to focus on: the experiences and environments they provide and how that links to the intended learning outcomes; the extent to which they know and value the culturally specific knowledge about children and learning that is embedded within the community in which they are working; each child’s learning in the context of their families, drawing family perspectives, understandings, experiences and expectations; the learning opportunities which build on what children already know and what they bring to the early childhood setting; evidence that the learning experiences offered are inclusive of all children and culturally appropriate; not making assumptions about children’s learning or setting lower expectations for some children because of unacknowledged biases; incorporating pedagogical practices that reflect knowledge of diverse perspectives and contribute to children’s wellbeing and successful learning; whether there are sufficiently

challenging experiences for all children; the evidence that demonstrates children are learning; and how they can expand the range of ways they assess to make assessment richer and more useful.



## Planning with the Kindergarten Curriculum Guidelines

Early childhood educators take into consideration a number of contextual factors when designing and implementing quality curriculum for Kindergarten. The size and diversity of Western Australia means that educators tailor programs to meet the diverse requirements of children and families with whom they work.

The EYLF defines curriculum as 'all interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development'. Early childhood educators strive to provide relevant learning opportunities that are meaningful to children and consider diverse family, cultural, linguistic, school and community influences. They know that children come to Kindergarten already having a fund of knowledge which is all the knowledge, skills and experiences gained at home and in the community. Educators get to know children well and draw on what children know, what interests them and what they are curious about. Early childhood educators are mindful that all curriculum decisions affect each child in some way, influencing their growing identity as a learner as well as their sense of positive self-worth. Therefore, curriculum should be equally accessible for all children in ways that empowers and assists with positive learning outcomes. A 'one size fits all' approach will not meet the diversity of developmental growth and learning capabilities at this young age.



## Planning with the Kindergarten Curriculum Guidelines

When educators are considering their planning, they also take into consideration the National Quality Standard (NQS). Links have been made between the *Kindergarten Curriculum Guidelines* and the NQS, to assist educators (Appendix 2).

The *Kindergarten Curriculum Guidelines* recommend the use of the following curriculum decision-making processes:

- **Plan, design and organise** for learning and teaching – daily or weekly with short and long term plans. Educators strive to provide relevant learning experiences in well-designed environments that allow for child agency and successful participation. Educators’ plans consider the cultural and linguistic identities, previous experiences, interests, curiosities and capabilities of individuals and groups of children.
- **Enact, interact and respond** thoughtfully using a number of strategies (including children freely choosing play experiences) to engage children in inclusive learning experiences. Educators know that warm, secure relationships with adults and between children are important and provide feedback to strengthen learning and social interactions.
- **Monitor, assess and document** children’s learning and participation in a variety of ways in diverse contexts over time.
- **Analyse and evaluate** to inform ongoing planning and share information with parents and colleagues.
- **Reflect** on learning and practice to further professional growth. Interact with colleagues and identify areas for further professional learning that will improve curriculum processes and practices.

When educators make curriculum design decisions they consider the following components:

### Differentiation and inclusion

Differentiated curriculum ensures curriculum is based on sound knowledge of each individual child, and that experiences and interactions are engaging, relevant and respectful of each child’s background, cultural identity, current interests and abilities. Learning environments are culturally and child safe places where all children can participate and experience success in learning. When working with children with additional needs, educators target capabilities and work closely with families and support personnel to differentiate learning opportunities that foster equity and fairness for all children.

### Early learning environments

Educators design and establish positive, vibrant and challenging intellectual, social and emotional and physical environments that promote a sense of wonder, curiosity and imagination and support risk taking within an inclusive context. Well planned indoor and outdoor environments support play based learning with concrete materials where children have choices in their selection of experiences. Play spaces in natural environments invite open-ended interactions, spontaneity, risk-taking, exploration, discovery and connection with nature. The temporal environment has a sense of predictability and allows for flexibility to cater for children’s different learning requirements.

### Relationships and partnerships

Warm, responsive, respectful relationships are key to all educational endeavours. Relational pedagogy has interactions and communication at its heart and is used to build safe, trusting relationships and partnerships. Children are viewed as capable and competent with rights to exercise agency



on matters that affect them. Partnerships involve children, families, communities, educators and other professionals working collaboratively to provide optimal learning opportunities for active engagement and participation. Educators provide a variety of opportunities for others to contribute to children’s learning. Educators are acutely aware of the power dimensions in relationships and work to empower children and families with whom they work. They involve children and families in decision making and listen intently to what children have to say.

### **Balanced content**

The quality of interactions, and the thoughtful implementation of balanced content in experiences, assists children in attaining knowledge, skills, attitudes and dispositions that are a base for future learning. Children’s knowledge is constructed by the integration of concepts that are obtained from a variety of related and repeated experiences. Skills are developed and refined through frequent opportunities to use them in different contexts. Attitudes and dispositions are developed through thoughtful and responsive curriculum where children are encouraged to discuss ideas and reflect on experiences and situations.

### **Contexts and strategies for learning**

Educators plan a variety of contexts, strategies and multi-modal experiences to engage children and to foster their participation and learning. These include, but are not limited to, play, small group and some whole group interactions, negotiation, inquiry and real life experiences. As play is a primary medium for children’s learning, educators plan how they will structure, use and support children’s indoor and outdoor play experiences. Educators use transitions and routines as learning opportunities and to support children’s increasing independence. Children are assisted to use the language associated with learning, developing meta-cognitive strategies and a growth mindset.

### **Child participation**

An effective early childhood curriculum supports active participation of children, and views children as decision-makers promoting their sense of agency. Experiences are presented in ways that children can make choices and use different processes where more than one solution is possible. The environment is constructed to encourage and allow children to be as independent as possible. Educators assist children to participate in the local community so that foundations of civics and citizenship are explored.

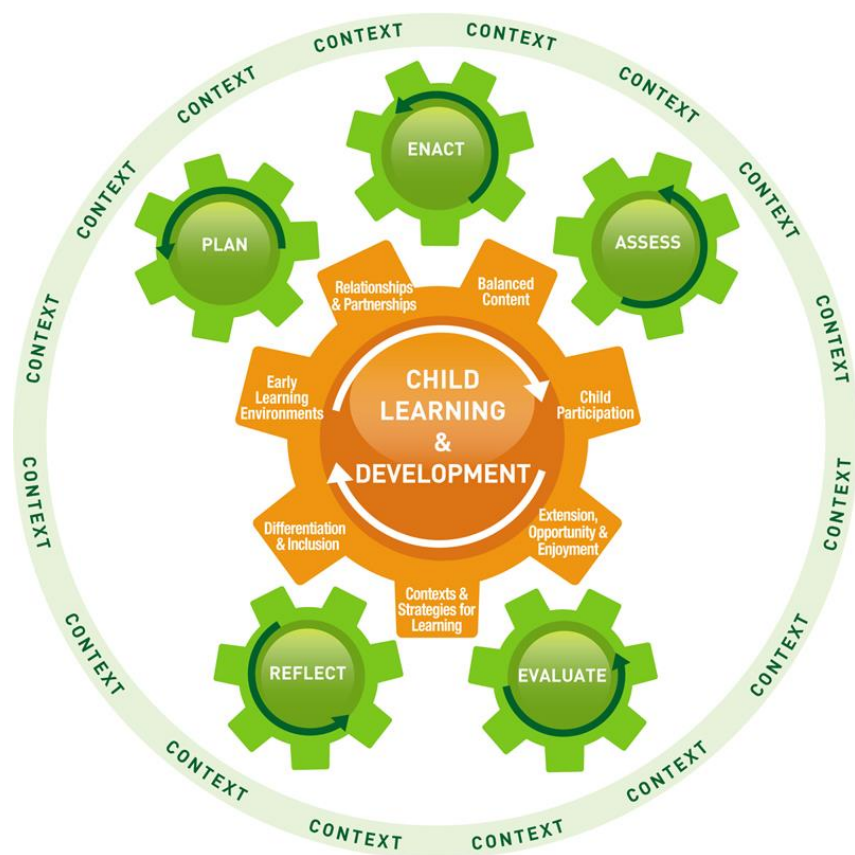
### **Extension, engagement and enjoyment in learning**

Early childhood educators maximise children’s learning by making knowledgeable decisions about teaching and learning in five learning and development areas exemplifying the outcomes in the EYLF for the Kindergarten year. While children’s interests and curiosities are a focus of curriculum planning, it is the role of the educator to expand these interests with rich ideas and new opportunities. Actively engaging learners, arousing their curiosity and responding to capabilities will make children more likely to be motivated, curious and feel supported in the learning process. Educators are active participants in children’s learning and play, and encourage children to explore, support shared sustained thinking and assist children to achieve outcomes. The curriculum extends children’s knowledge, understanding and enjoyment.

The following figure illustrates how dynamic, responsive and educational Kindergarten programs are developed when educators focus on each component when making curriculum decisions.



Figure 2: Curriculum decisions and components



The *Kindergarten Curriculum Guidelines* are in draft and will be finalised upon the publication of the revised *Early Years Learning Framework*. It is anticipated that the revisions to the Framework will be published during Term 2, 2022. This diagram will be updated in the revised Guidelines.

## Learning Outcomes



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**The five Learning Outcomes designed to capture the integrated and complex learning, development and wellbeing of all children are:**

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators.

Children’s learning, development and wellbeing is not predictable and linear, so children will progress towards these outcomes in different ways and at different rates. In the following descriptions of the Outcomes for the Kindergarten year, examples of how children may achieve these outcomes are described, however there will be many other ways that children demonstrate learning within and across the outcomes. Knowledge of individual children, their strengths and capabilities will guide educators’ professional judgement to ensure all children are engaging in a range of experiences across all the Learning Outcomes in ways that optimise their learning, development and wellbeing. Examples are also given of how educators could promote learning, development and wellbeing in the outcomes as well as sample reflective questions to assist in thinking and improving practice.

For each of the five outcomes, the content presented in the following pages is an illustrative list of examples in each outcome and educators can use and/or modify the dot points in order to meet the requirements of their learning community. As children grow and develop at different rates and come to Kindergarten with vastly different experiences, it is acknowledged that all children will achieve differently. Educators should be committed to equity and believe in children’s capacity to succeed regardless of diverse circumstances and abilities.



# EYLF Learning Outcome 1

## Identity



# 1

## Outcome 1 | Identity overview

A healthy positive identity is a cornerstone to a child’s learning, motivation and to effectively engage with others and the world around them. Identity can be considered as both the child’s individual and unique characteristic at birth and their personal identity shaped by their social and cultural contexts. Children’s identities change over time with their relationships with people, places and objects, influenced by the actions and responses of others. Affirmative experiences where children develop understandings they are respected, feel a sense of belonging and can exert agency in their environment contribute to a positive identity. Educators and peers influence how children develop self-esteem (a person’s sense of personal worth) which is important for mental and physical health in childhood and into adult life. When children feel valued, successful and accepted, it enables them to tackle new things, express themselves, work through differences with others and take calculated risks.

Children develop their identity by being assisted to answer questions such as “Who am I? How do I belong? What is my influence?” Therefore, it is important children have multiple opportunities during the day to engage in self-initiated and guided play experiences with others (adults and children) in a safe environment where relational pedagogy is key. Relational pedagogy underpins the interactions between educators, children and families and recognises the centrality of relationships for learning. It highlights the intentional role of the educator in building these relationships for learning. Through relational pedagogy, children develop trusting, warm, respectful relationships with others to build a positive sense of self-worth, wellbeing and security.

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Children have multiple and changing identities as they interact and move from one setting to another, for instance as an individual, a family member, and part of a group or community. Educators assist children with changing identities of who they are as Kindergarten children and how they belong in the Kindergarten setting. Children who come from culturally and linguistically diverse backgrounds and may not have English as their first language or dialect can find this transition difficult. *Belonging, being* and *becoming* are key parts of identity, therefore educators acknowledge children’s existing sense of identity and use the knowledge and experiences children have acquired outside of Kindergarten, as a source of information from which to strengthen a child’s growing identity. The concept of *being*, reminds educators to focus on children in the here and now and of children’s rights to experience the joy of childhood. It is a time when children develop an awareness of their social and cultural heritage, and their significance in the world.

Educators support children to be capable and confident learners and assert the notion that families are the child’s first teacher. They demonstrate cultural responsiveness in connecting and forming partnerships with families and work to build children’s cultural, social and linguistic identities.

Children’s sense of identity and confidence strengthens when educators work collaboratively with children, their families, early childhood professionals and community members to build respectful relationships and make the Kindergarten a safe cultural space for all. All cultures of the Kindergarten community are visible and affirmed by educators as well as an emphasis on embedding Aboriginal and Torres Strait Islander perspectives, so children grow their cultural awareness. Identity and confidence are also built when children are offered genuine choices, time and opportunity to exercise agency, act on their own to increase autonomy, resilience and persistence, as well as interact with others with care, empathy and respect.





## Learning Outcome 1: Identity

Children have a strong sense of identity when they are:

1.1

### Feeling safe, secure, accepted and supported

- (a) Building a sense of stability and trust
- (b) Building a sense of belonging

1.2

### Acting with increasing autonomy, interdependence, resilience and sense of agency

- (a) Showing resilience and focusing attention
- (b) Making choices and decisions (by themselves and with others)
- (c) Managing routines, organising self and belongings

1.3

### Building knowledgeable, confident self-identities and a sense of personal worth

- (a) Showing confidence in own learning and capabilities
- (b) Displaying a positive image of self, their family, culture and communities

1.4

### Interacting with others with care, empathy and respect

- (a) Participating positively as part of a group
- (b) Responding to others appropriately



# 1.1

## Feeling safe, secure, accepted and supported

### Focus | Building a sense of stability and trust

Children are feeling safe, secure, accepted and supported when they are, for example:

- forming stable relationships and friendships within the Kindergarten environment
- initiating and joining in play with others with enjoyment and satisfaction, e.g. building a dramatic play activity with other children
- enjoying a moderate level of surprise, uncertainty and change
- asking for attention in appropriate ways and communicating needs
- identifying a number of trusted people they can talk to about what upsets them, makes them uncomfortable or sad.



### Focus | Building a sense of belonging

Children are feeling safe, secure, accepted and supported when they are, for example:

- describing places they live in and belong to, such as their family, community and Kindergarten community
- connecting Kindergarten learning with experiences at home
- joining in group activities, such as singing and dancing to music
- building positive relationships in their peer group and social circles and are aware of how they can contribute to group wellbeing
- listening, seeing and using stories, music and symbols of their own culture
- approaching new situations with a positive attitude
- separating from parents/carers with growing ease.



## 1.2

# Acting with increasing autonomy, interdependence, resilience and sense of agency

### Focus | Showing resilience and focusing attention

Children are acting with increasing autonomy, interdependence, resilience and sense of agency when they are, for example:

- maintaining focus on a simple task, e.g. not easily distracted, this may look different for individuals
- making new discoveries and celebrating their own efforts (rather than the finished product) as well as those of others
- setting simple goals with adult support and trying to accomplish them
- participating in joint attention in experiences with others
- persevering and bouncing back when faced with challenges or difficulties
- displaying a belief that more effort or different approaches may pay off
- meeting challenges for own sake not for an external reward or praise (to develop intrinsic motivation).

### Focus | Making choices and decisions (by themselves and with others)

Children are acting with increasing autonomy, interdependence, resilience and sense of agency when they are, for example:

- demonstrating an increasing capacity for self-regulation and can describe simple self-soothing strategies
- showing initiative by asking questions, negotiating and sharing
- making simple decisions and choices, and can describe options
- reflecting on how well things are going, providing possible solutions and changing strategy if necessary
- selecting own activities and using resources
- responding to ideas and suggestions from others.

### Focus | Managing routines, organising self and belongings

Children are acting with increasing autonomy, interdependence, resilience and sense of agency when they are, for example:

- taking increasing responsibility for their own actions and learning
- managing and participating in routines
- responding appropriately to changes in routine
- organising and looking after their own and the group's belongings.



# 1.3

## Building knowledgeable, confident self-identities and a personal sense of worth

### Focus | Showing confidence in own learning and capabilities

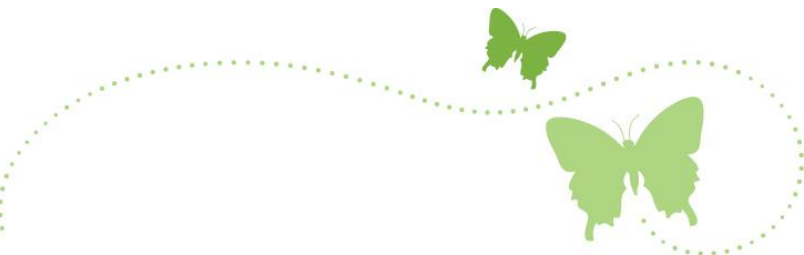
Children are building knowledgeable, confident self-identities and a personal sense of worth when they are, for example:

- displaying a positive learner identity and a realistic perception of themselves as a learner
- showing increasing confidence in their abilities, achievements, and ideas as learners
- being open to other ways of doing things and new ideas
- showing curiosity, engagement in learning, objects, events and people
- participating in dramatic play, role play and learning experiences that explore aspects of identity and points of view
- celebrating own effort and sharing contributions with others
- showing a can-do attitude
- taking calculated risks in learning and coping with the unexpected
- engaging in open ended activities and finding new ways of solving problems or testing ideas.

### Focus | Displaying a positive image of self, their family, culture and communities

Children are building knowledgeable, confident self-identities and a personal sense of worth when they are, for example:

- displaying a positive self-esteem, and describing aspects that make them unique
- aware and respectful of their own cultural background and worldview as well as those of others
- displaying a positive body image
- knowing own values, rights and responsibilities and strategies of how to stand up for them in appropriate ways
- using vocabulary focused on objects, ideas and people that are important to them
- talking about and naming who is in their family and recognising not all family structures are the same
- feeling confident to use their home language at school
- sharing aspects of themselves, their family and culture with others where appropriate
- engaging with Aboriginal or Torres Strait Elders and cultural community members to explore their or others' social and cultural heritage
- building an understanding that there are other social and cultural heritages different from their own.





# 1.4

## Interacting with others with care, empathy and respect

### Focus | Participating positively as part of a group

Children are interacting with others with care, empathy and respect when they are, for example:

- participating appropriately in a social context
- taking turns, cooperating and contributing to play and group experiences
- empathising with and expressing concern for others
- showing interest in other children and being part of a group
- engaging positively and focusing attention during group experiences
- showing respect and displaying agreed class (group) behaviours
- building a sense of responsibility and respect for the needs and wellbeing of the group, including beginning to take responsibility for group decisions.



### Focus | Responding to others appropriately

Children are interacting with others with care, empathy and respect when they are, for example:

- listening to others' opinions and points of view and acknowledging that others may hold different opinions
- showing respect for others, their views and property
- acting consistently and predictably in their behaviour towards others
- applying simple strategies for conflict management and resolution with assistance, e.g. negotiate and solve problems verbally
- reflecting on own actions and considering consequences
- initiating play and offering signals for others to join them
- sustaining play experiences by treating others fairly and responding appropriately to what they are doing and saying.



## Early childhood educators promote Outcome 1

### For example, when they:

- build warm nurturing relationships with children and their families
- welcome family members and invite them to participate, create a place for parents to gather
- display images of different family structures
- celebrate special events in children's lives and cultural festivals
- acknowledge each child's uniqueness in positive ways, e.g. display open ended artworks, books in home languages
- gather children's interests via a survey before Kindergarten, invite children to bring photos, drawings and descriptions that could introduce themselves, their families and their interests to the group
- provide rich and diverse resources and learning experiences that connect with children's funds of knowledge and identity
- provide a culturally safe environment for all
- source simple songs and stories in the children's first languages
- engage with Aboriginal or Torres Strait Elders and cultural community members to explore their or others' social and cultural heritage
- provide opportunities for children to explore who they are and where they fit in their families and the communities in which they interact, e.g. dramatic play or home corner
- acknowledge and respond sensitively to children's expressions of emotions
- use a range of teaching strategies that acknowledge and respect the differences in the group, e.g. consider different tolerances of long silences or amount of questions
- model and provide children with self-regulation strategies
- promote a strong sense of who each child is and their connectedness to others – a shared identity as Australians
- model/teach problem solving, negotiation and conflict resolution skills
- avoid competition between children and unfair comparisons of learners
- take on tasks such as planning, reflecting, trial and error to assist with getting to the goal
- describe and model feelings and teach the four basic emotions, e.g. using books, pictures of expressions of emotions
- develop inclusive learning plans that acknowledge and accommodate different ways of being, knowing and doing
- discuss with children how people are the same and different in respectful ways.

## Identity

### **Reflective questions**

- How can your relationship with a child and their family support a child's development of their unique sense of identity?
- What do you know about each child's home language and cultural background? How do you use this information in your planning?
- How do you integrate the children's funds of knowledge and identity into your setting and your program?
- What do you think about and do to make the Kindergarten a culturally safe space for all?
- Are there aspects of the child's home life which will affect their integration and participation into this setting and if so, how can these be addressed?
- How are you actively supporting each child to develop relationships with their peers? How can this be strengthened?
- How do you support a child's effort and persistence regardless of a successful outcome?



## **EYLF Learning Outcome 2**

Connecting and Contributing



## 2

### Outcome 2 | Connecting and Contributing overview

Children belong, interact and learn with others in multiple communities. They are enmeshed in a network of relationships starting with their families who educators recognise as children’s first and most influential teachers. A strong sense of identity and feelings of *belonging* and connectedness strengthens children’s interests and skills in being connected and active contributors to their world. *Belonging* includes: people, Country, place and communities where educators assist children to explore values, traditions and practices of their own and other families. Strengthening relationships and using shared experiences brings about empathy, respect for diversity and awareness. Connection grows as children explore, are curious and build on their associations with the people and world around them and their contribution is reflected in how they actively exert influence in their world. Educators assist children with growing understandings of questions, such as “Who am I, what are my connections and contributions to my family, my communities and the world? And how do I exert agency in my world?” Educators understand that children can be agents of change and that agency is not simply making a choice of which resource to use but involves children being actively consulted and involved in decisions that affect them. Therefore, they provide opportunities for children and educators to act together to strengthen children’s participation and involvement skills.

At this young age, children are becoming aware of how others regard them and develop understandings of friendships as well as how their actions and responses affect how others feel and act. Participating in everyday routines, with cooperative and collaborative practices such as group projects, children learn to interact interdependently in ways that promote a shared sense of

Image: sbeagle via iStock

togetherness and a collective sense of belonging. Children require time and space in their day to play and interact with others, learn to take another point of view, empathise, negotiate, problem solve, ask for help when needed, and explain ideas. The learning of new knowledge and skills should be connected to their everyday life and the world they experience.

Educators assist children to explore notions of diversity and difference in positive ways and question notions of what is fair and unfair, as well as ways in which to help those who have been marginalised by discrimination. It is through their relationships and participation in groups and communities that educators assist children to actively and responsibly participate, so they begin to understand, protect and exercise their rights and responsibilities to engage in a way that benefits themselves, their community and the natural world. Children's involvement in communities requires a notion they can trust their influence will make a difference and as such, creates a foundation for their civic and democratic participation. Educators assist children to safely explore their social, natural, constructed and digital environments and in doing so help children to learn about their likes, dislikes and boundaries. They assist children to explore notions of sustainability in terms of social, economic, environmental and cultural development where children learn that what they do can make a difference and learn to respect and appreciate the natural environment.

Educators understand that culture is an important part of a child's identity. Children are interacting in a culturally, linguistically and ideologically diverse world so social and interaction skills as well as cultural responsiveness, are important skills for successful and collaborative interactions. Educators ensure that Kindergarten is culturally safe, promotes equity of participation and where the views of children and families are heard and respected. Each

child has a right to participate equally in the learning community and make their own unique contribution. Aboriginal and Torres Strait Islander cultures are strongly tied to the land and often there are cultural expectations that transform the way in which they interact with others and the environment. Educators are sensitive to this and work to build trusting relationships with families and Elders so that histories, stories, languages as well as the local knowledge of how the traditional owners cared for and sustained the land over time is shared with children. Furthermore, educators know that Aboriginal and Torres Strait Islander children's connection to culture and Country can positively influence their engagement and participation in learning so take every opportunity to learn on Country.



## Learning Outcome 2: Connecting and Contributing

Children are connecting and contributing to their world when they are:



### Developing a sense of connectedness to groups and the community and developing an understanding of reciprocal rights and responsibilities for active community participation

- (a) Developing skills for working with others and active community participation
- (b) Developing inquiry and communication skills when exploring and connecting with groups



### Exploring diversity and responding with respect

- (a) Exploring the diversity of cultures, heritages, backgrounds and traditions to broaden their understanding of the world
- (b) Responding respectfully to diversity



### Becoming aware of fairness

- (a) Developing an understanding of fairness and how to respond to unfairness



### Showing social responsibility and respect for the environment

- (a) Exploring natural and constructed environments
- (b) Investigating the interactions between the environment and its people
- (c) Respecting, caring for and sustaining the environment





## Developing a sense of connectedness to groups and the community and developing an understanding of reciprocal rights and responsibilities for active community participation

### Focus | Developing skills for working with others and active community participation

Children are developing a sense of connectedness to groups and the community and developing an understanding of reciprocal rights and responsibilities for active community participation when they are, for example:

- listening to others and sharing own ideas in English or their home language
- recognising they have a right to belong to and contribute to multiple communities, e.g. home, Kindergarten, playgroup, childcare
- sharing observations with others as they explore their immediate world using their five senses
- collaborating with others to pose questions and solve problems
- cooperating with others and negotiating roles, relationships and responsibilities in play and group experiences
- expressing their own opinion and contributing to fair decision making about matters that affect them
- exploring the roles of community helpers
- beginning to assist others to join a social group.

### Focus | Developing inquiry and communication skills when exploring and connecting with groups

Children are developing a sense of connectedness to groups and the community and an understanding of the reciprocal rights and responsibilities for active community participation when they are, for example:

- planning and carrying out a few simple sequenced steps when exploring and investigating
- exploring and investigating with others for active community participation, e.g. volunteering to care for local places
- using simple language of measurement to describe, compare, order or sort the observations made when exploring
- describing both verbally, non-verbally and through the arts, e.g. dance, drama, visual arts, what they see, hear, touch, feel and taste
- using digital devices with assistance to collect information and communicate it simply
- representing discoveries and communicating ideas in a variety of ways using creative and expressive media
- displaying curiosity in their world.





## Exploring diversity and responding with respect

### Focus | Exploring the diversity of cultures, heritages, backgrounds and traditions to broaden their understanding of the world

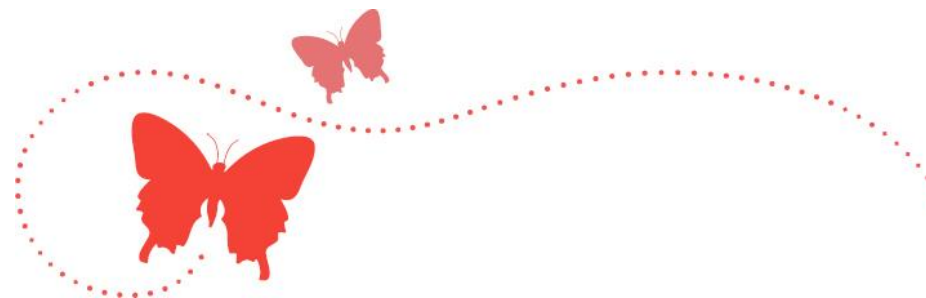
Children are exploring diversity and responding with respect when they are, for example:

- building an understanding that people can speak different languages and dialects, e.g. sing welcome song in Noongar
- describing own family's festivals, rituals and traditions
- linking events to the past, present and future with adult assistance
- exploring and comparing similarities and differences in their own and others' histories and culture and reacting to differences in positive ways
- building an understanding that stories of the past can be communicated in different ways such as photos, artefacts and oral stories
- investigating the cultures around them, e.g. within the group and Kindergarten community
- creating simple models that represent features of their world, e.g. the block corner, role play in the sociodramatic space, artwork.

### Focus | Responding respectfully to diversity

Children are exploring diversity and responding with respect when they are, for example:

- exploring Aboriginal and Torres Strait Islander Peoples' cultures and the connection with local places and people, past, present and future including artworks, stories, games and languages, e.g. a daily or weekly yarning circle
- investigating similarities and differences between people and reacting in respectful ways to diversity and differences
- investigating other culture's language, music, dance, games, artworks and artefacts represented in the community
- listening to others' ideas and respecting different ways of knowing, being and doing, e.g. 8 ways learning
- building an understanding of other people's feelings, e.g. substitute themselves for a character in a book.





## Becoming aware of fairness

### Focus | Developing an understanding of fairness and how to respond to unfairness

Children are becoming aware of fairness when they are, for example:

- investigating and exploring connections amongst people
- becoming aware of the ways in which peers are included, excluded or dominate play situations and how others might feel
- developing the ability to recognise unfairness and bias in story characters and play situations, e.g. one child has all the dinosaurs
- showing compassion for those unfairly treated.





## Showing social responsibility and respect for the environment

### Focus | Exploring natural and constructed environments

Children are showing social responsibility and respect for the environment when they are, for example:

- exploring and describing simple natural and constructed elements in their environment
- using simple and safe tools to explore and investigate the environment
- describing some of the simple aspects of materials during play, e.g. colour, texture and flexibility and places in their environment
- observing and describing changes in weather sunlight, temperature, clouds and rain and how it influences what we wear, do and eat
- contributing their ideas in discussion about experiences in the natural and constructed environment
- using play to investigate and explore new ideas.

### Focus | Investigating the interactions between the environment and its people

Children are showing social responsibility and respect for the environment when they are, for example:

- exploring the basic needs of people, plants and animals, and places where they live
- investigating places where people, plants and animals live and how they interact
- investigating relationships between living and non-living things
- discussing how not caring for the environment might harm it
- inferring, predicting and hypothesising in order to develop an increased understanding of the interdependence between land, people, plants and animals
- exploring how plants and animals provide food, clothing, tools and shelter
- participating in the sharing of stories/knowledge of the interactions between the land on which the Kindergarten and local community sits and the traditional owners
- describing the characteristics that makes places special to them.



## Focus | Respecting, caring for and sustaining the environment

Children are showing social responsibility and respect for the environment when they are, for example:

- exploring ways to care for and sustain the environment
- observing, reflecting and asking questions about the environment
- taking responsibility for the care of some part of the living world and developing knowledge of how to care for it, e.g. class garden
- exploring local natural wonders and exploring what keeps them safe from harm
- exploring how Aboriginal and Torres Strait Islander people traditionally cared for and sustained the land, e.g. identifying local bush plants, seasonal variations and how the plants were used by Aboriginal and Torres Strait Islander Peoples.





## Early childhood educators promote Outcome 2

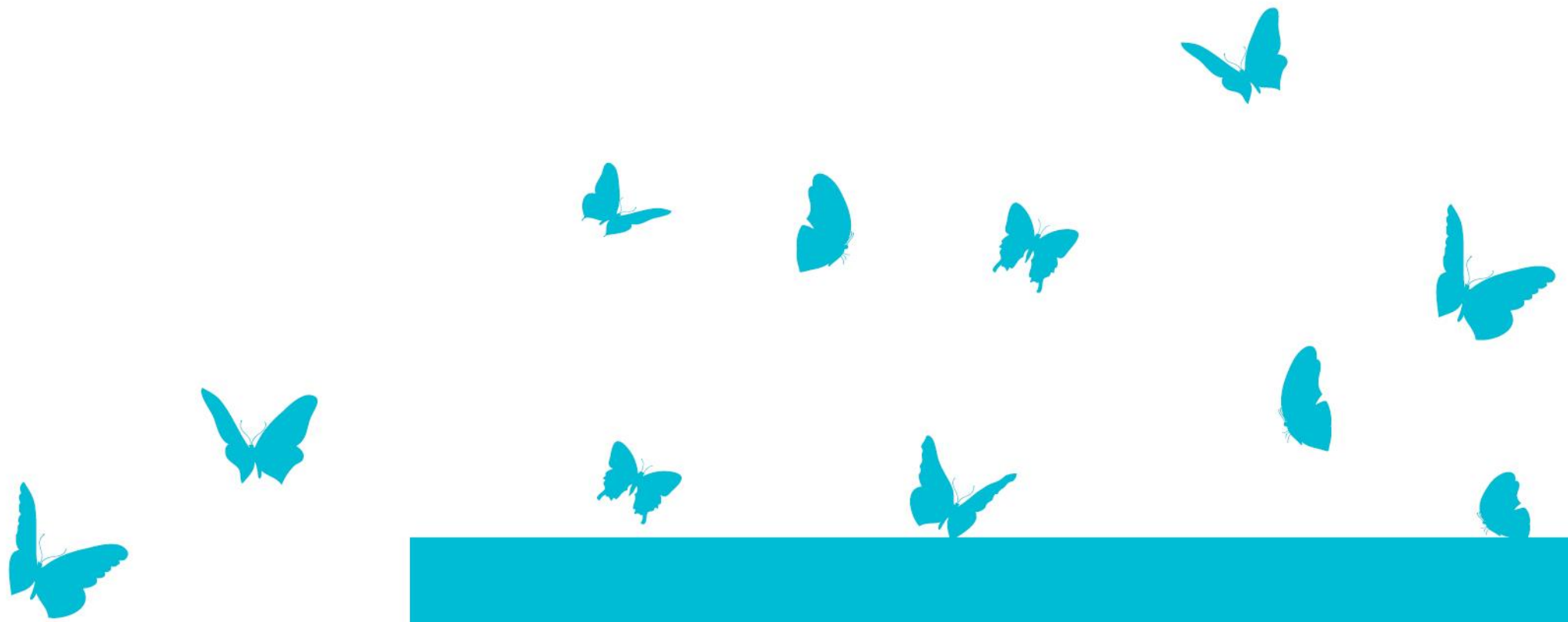
### For example, when they:

- plan opportunities for children to participate in meaningful ways in shared decision making, e.g. opportunities for choices, class meetings to discuss matters that affect them
- model and teach language that children can use to express ideas, negotiate roles and collaborate to achieve goals, e.g. news telling, puppets, socio dramatic play and story boxes
- share Aboriginal and Torres Strait Islander stories/knowledge of the land on which the Kindergarten and local community sit
- involve children in Reconciliation thinking and actions
- invite family and community members in to share their culture
- provide experiences that involve children in the broader community and environment beyond the early childhood setting
- ensure authentic representation of different cultural groups in selection of materials, resources, displays and differentiate between traditional and contemporary practices
- organise incursions and excursions for children to connect with the community and the natural environment
- analyse and discuss with children, ways in which texts or pictures/presentations construct a limited range of identities and reinforce stereotypes
- notice and listen carefully to children’s concerns and discuss diverse perspectives on issues of inclusion and exclusion and fair and unfair behaviour
- look for examples of interdependence in the environment and discuss the ways the life and health of living things are interconnected
- plan experiences and provide resources that broaden children’s perspectives and encourage appreciation of cultural diversity and social identities
- empower those who speak another language with opportunities to draw on their knowledge
- model respect, care and appreciation for the natural environment
- explore with children how Aboriginal and Torres Strait Islander People traditionally care for and sustain the land
- provide time and space to explore the natural environment (such as flora, fauna and weather conditions) and built environment
- expose children to different languages, and dialects, including those of local Aboriginal and Torres Strait Islanders, and encourage appreciation of linguistic diversity
- embed sustainable practices into daily routines, e.g. collect food scraps and add to the compost or worm farm
- explain and demonstrate the use of digital devices and systems for research and to record findings.

## Connecting and Contributing

### Reflective questions

- Building a sense of belonging and community is important in your setting. What evidence do you have that you have achieved this?
- How have you assisted children's agency in contributing to class rules? How do you assist children's understanding that their rights are connected to their responsibilities?
- How do you provide opportunities for group-based inquiries?
- Are all families' cultures and linguistic identities represented in your environment?
- Does your setting explore a diverse range of cultures and traditions respectfully? How do you challenge stereotypical views?
- What frequent opportunities have you provided to explore Aboriginal and Torres Strait Islander cultures, histories, stories, artefacts, contributions and languages?
- How do you provide opportunities for the children and their families to contribute to curriculum creation and provision?



# EYLF Learning Outcome 3

## Wellbeing

# 3

## Outcome 3 | Wellbeing overview

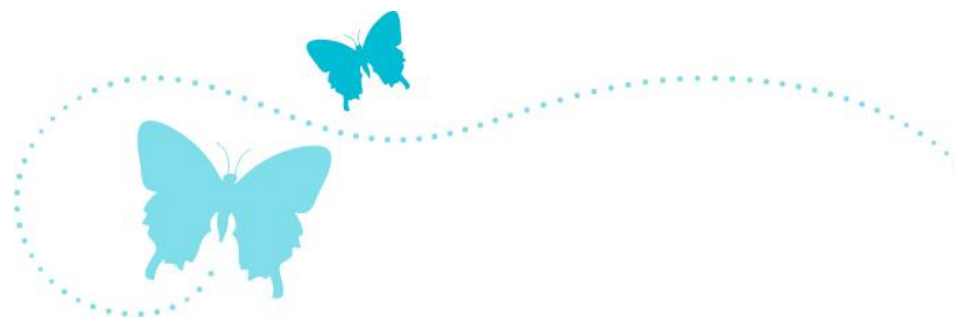
A strong sense of wellbeing allows children to thrive and contributes to a positive sense of self-worth, identity and feelings of *Belonging, being* and *becoming*. Wellbeing incorporates feelings of happiness, optimism and includes physical, social and emotional, spiritual and mental wellbeing as well as health. Managing emotions, developing self-regulation, building persistence and perseverance when facing challenges are all parts of developing executive function. Executive function allows the brain to filter distractions, build focus and concentration and assists in the regulation of impulses to respond. Children’s wellbeing is linked to the development of executive function and some children, because of their life circumstances, may require more assistance to persevere and persist when faced with challenging situations. Physical health and wellbeing contributes to children’s ability to concentrate, cooperate and learn. Educators are aware of the connection between the integration of sensory, physical and motor systems and cognitive brain processes.

Children are encouraged to be physically active and to spend time outdoors engaging in physical activities, both planned by educators and with opportunities for independent physical activity. Timetables allow for children to have both restful/calming periods of time and multiple opportunities for independent physical activity both indoors and outdoors every day (more than school recess and lunch times). Daily physical activity is important for the child’s healthy growth, development, learning and well-being.

For Kindergarten children, physical activities in groups develops their social skills, self-regulation and enjoyment. Educators design inclusive physical environments (indoor and outdoor), equipment and experiences where all

children try or practise new skills. Opportunities for the development of muscles from the whole arm, whole hand to the finger tips provides children with the strength required for manipulating tools for mark making. Children explore how their bodies function, strategies for body management and protective behaviours as well as building fundamental movement skills (FMS) and core strength. Any information provided about child safety is accessible and culturally appropriate for all children including Aboriginal children, children from culturally and linguistically diverse backgrounds, and children with disabilities.

Children’s wellbeing is centred on experiencing feelings of satisfaction and trusting relationships which encourage a sense of agency, curiosity and a desire to interact with others. Responsive connections and the building of relationships and friendships with others is an important aspect of wellbeing. Affirmative emotional interactions and experiences and the feeling of joy and participation in creative activities, promote learning and inspire children to develop their own competence. Educators communicate to children the skills for social emotional learning and assist with conflict resolution strategies. Children build skills for self-regulation and express their emotions in ways that show their growing awareness of the impact their actions have on other people. Child safe environments build children’s sense of wellbeing, as educators affirm and acknowledge each child’s cultural, linguistic and social identity and empower children to speak up if something is wrong. Children are assisted to become independent with self-help routines, personal hygiene and learn about healthy lifestyles (including nutrition, sleep, physical fitness) and strategies to promote and strengthen mental health. Educators use the expressive arts to enhance children’s mental health and sense of positive wellbeing.





## Learning Outcome 3: Wellbeing

Children have a strong sense of wellbeing when they are:



### Becoming strong in their social, emotional and mental wellbeing

- (a) Interacting positively to form relationships and friendships
- (b) Recognising simple emotions, building self-regulation and expressing feelings appropriately
- (c) Developing simple strategies to foster positive mental wellbeing



### Taking increasing responsibility for their own health, mental and physical wellbeing

- (a) Building knowledge, skills and positive attitudes to physical movement
- (b) Exploring ways to promote own and others' health and safety





## Becoming strong in their social, emotional and mental wellbeing

### Focus | Interacting positively to form relationships and friendships

Children are becoming strong in their social, emotional and mental wellbeing when they are, for example:

- negotiating friendships and building respectful, trusting relationships with other children and Kindergarten staff
- demonstrating an awareness of the needs, rights and responsibilities of others
- describing their contributions to shared projects and experiences
- acknowledging and accepting affirmation
- enjoying the company of others
- working and playing cooperatively with others.

### Focus | Recognising simple emotions, building self-regulation and expressing feelings appropriately

Children are becoming strong in their social, emotional and mental wellbeing when they are, for example:

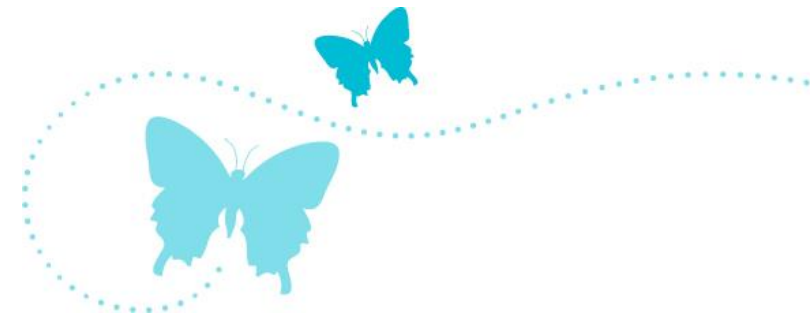
- showing an awareness of their own feelings and those of others
- demonstrating a growing capacity to self-regulate and express their feelings, emotions and behaviour, appropriate to the situation
- beginning to regulate their immediate impulses, e.g. does not snatch when they want something someone else has
- recognising basic emotions, such as sad, happy, angry, scared, worried
- applying strategies with assistance when resolving conflict
- sharing humour, happiness and satisfaction (verbally or non-verbally)
- demonstrating moments of solitude and reflection.



## Focus | Developing simple strategies to foster positive mental wellbeing

Children are becoming strong in their social, emotional and mental wellbeing when they are, for example:

- investigating how physical movement/exercise and healthy lifestyles (including nutrition and sleep) assist with mental wellbeing
- using positive self-talk when encountering a difficult situation or task
- talking about self and capacities positively
- developing an understanding that feelings change over time, e.g. stress, loss or grief are normal emotions that everyone goes through at some stage
- holding a positive outlook
- using strategies to calm the body and mind when needed.



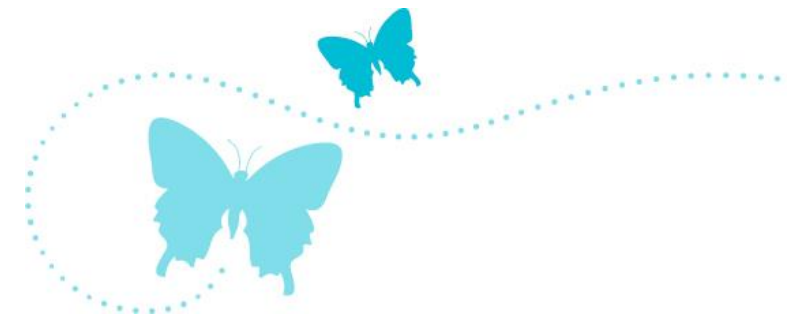


## Taking increasing responsibility for their own health, mental and physical wellbeing

### Focus | Building knowledge, skills and positive attitudes to physical movement

Children are taking increasing responsibility for their own health, mental and physical wellbeing when they are, for example:

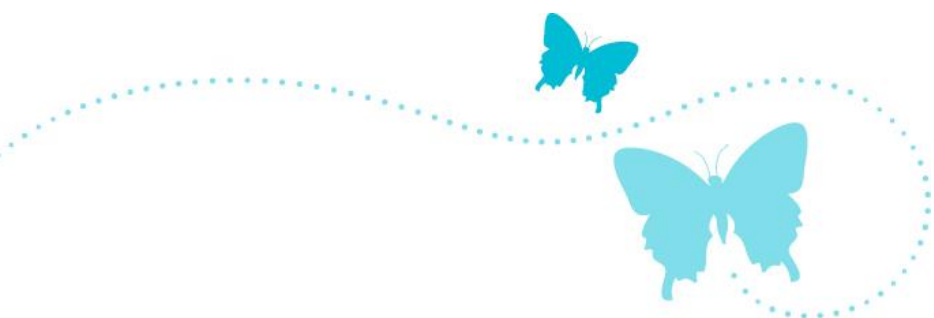
- moving to the tempo of music and developing motor movements to the rhythm of music, such as trot or gallop
- demonstrating correct fundamental movement skills, such as running, hopping, jumping, catching, kicking, balancing, galloping and leaping as per norms
- building core strength
- moving around the environment safely demonstrating spatial awareness
- building strength in arms, hands and small muscles to use implements such as pencils, scissors and paintbrushes with some control and coordination
- developing hand/eye and hand/foot coordination
- developing perceptual motor skills, strength, flexibility and muscle tone, e.g. can manipulate a 7 piece interlocking puzzle, build with blocks
- demonstrating a willingness to participate in energetic physical activity including dance, drama, movement and games
- combining gross and fine motor movement and balance to achieve increasingly complex patterns of activity including dance, creative movement and drama
- responding through movement to traditional and contemporary music, dance and storytelling
- crossing the midline during a range of activities, e.g. cross clapping games or dances
- developing sensory awareness, e.g. using different senses to receive and differentiate stimuli
- demonstrating positive attitudes to physical movement and exercise.



## Focus | Exploring ways to promote own and others' health and safety

Children are taking increasing responsibility for their own health, mental and physical wellbeing when they are, for example:

- suggesting ways to keep themselves, others and their surroundings safe
- recognising when they feel uncomfortable or unsafe and suggest ways of getting help
- engaging in experiences, conversations and routines that promote healthy lifestyles, safety and personal hygiene practices
- demonstrating growing confidence, independence and positive attitudes to basic hygiene and self-help skills (such as dressing, going to the toilet, resting and food preparation)
- naming and locating body parts, e.g. arms, legs, feet, hands, head.





## Early childhood educators promote Outcome 3

### **For example, when they:**

- show genuine affection, understanding and respect for all children
- provide comfort to children in distress
- create intentional 'joyful' experiences based on knowledge of the children
- celebrate children's unique qualities
- collaborate with children to document their achievements and share their successes with their families
- ensure children experience pride in their attempts and achievements
- value children's personal decision-making
- challenge and support children to engage in and persevere at tasks and play
- provide a wide range of tools and materials to resource the development of children's fine and gross motor skills
- teach and assist children with FMS and perceptual motor skills and opportunities to build these skills and core strength
- plan for and participate in daily energetic physical activity with children, including dance, drama, movement and games
- teach the knowledge, skills and concepts of social and emotional learning, e.g. the four basic emotions.

## Wellbeing

### Reflective questions

- How do you provide opportunities for children’s agency, independence and decision making? (beyond selecting own activities)
- How do you consider a child’s cultural background when supporting their health and wellbeing?
- Look at your environmental plans (indoor and outdoor). Circle in red all the areas where children can use gross motor skills? Circle in blue all the places children can use fine motor skills? Circle in green the areas where children can participate in socio-dramatic play? Is there a balance across indoor and outdoor environments? How do we know that every child can equally participate in what you provide?
- How do you assess and scaffold aspects of children’s wellbeing such as self-regulation, self-confidence, prosocial skills and resilience?
- How do differentiate your program and environments to cater for children with additional physical or social requirements?
- How do you go about consulting external services due to concerns over a child’s health or wellbeing?
- What do you know about mental health promotion in young children and where can you find out more?



## EYLF Learning Outcome 4

Learning and Thinking



# 4

## Outcome 4 | Learning and Thinking overview

Learning and thinking are interrelated and developed together through interactions and experiences with others, materials, objects and places. Children's learning is a holistic event that combines children's senses, whole bodies, actions, thinking and emotions. Executive function and self-regulation are important integrated mental processes that help children plan, remember instructions and begin to multi task. Imagination, curiosity, exploration and creativity are important in generating new ideas, solving problems, building persistence and transferring knowledge from one situation to another. Children's active involvement in learning builds their understanding of concepts and creative thinking and inquiry processes necessary for lifelong learning. Through collaborative interactions and negotiations, children can challenge and extend their own thinking as well as others.

Educators have high expectations for all children's learning and use knowledge of individual children to provide an effective learning environment and experiences that optimise children's learning, thinking and wellbeing. They recognise the importance of using the children's funds of knowledge (previous learning and experiences) and their funds of identity (how children come to see themselves because of the experiences they have) in developing children's learning and thinking. Children are viewed as capable and competent learners who are able to solve problems. They participate in conversations with educators about the metacognitive processes of learning and thinking; such as planning (sequencing actions used to solve a task), monitoring (reviewing the actions and changing or modifying if necessary) and evaluation (comparing the result with the goals set in the planning stage and how the task might be done differently next time).

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Children are encouraged to ask questions and participate in a range of discussions. Children are building their identity as a learner, so it is important all children are given opportunities to be successful and competition amongst children is discouraged because it can promote anxiety, damage self-esteem and lead to disengagement. Educators assist children to build intrinsic motivation, strategies to build a growth mindset and encourage children to persist, not give up when failure is experienced and propose alternative solutions.

Children are active agents in their own learning, so they are given multiple opportunities each day to make choices, decisions and plans of what they would like to do, who they would like to be with and how they will accomplish self-chosen experiences. Learning environments (both indoor and outdoor) are designed to evoke wonder, joy, curiosity and to develop children's dispositions for learning and being social. Children are invited to express their learning and thinking, creativity and emotive states in visible ways individually and together with others such as through the creative arts. They are introduced to different ways of documenting and making their learning and thinking visible. Children are encouraged to develop their own working theories, investigate different processes of learning, hear other people's ways of thinking and to use the language of learning.

Children are guided to be curious and take notice of mathematical, scientific and technological concepts they come across in their everyday lives and environment. Educators assist children with their understanding of introductory concepts and skills, e.g. mathematical and scientific, in ways that offer joy, curiosity, success and invite an ongoing fascination with learning more. Play provides children with an opportunity to experiment, assemble, construct, problem solve, invent, use their imagination and

creativity, try out their ideas and discover solutions together and explore the world.





## Learning Outcome 4: Learning and Thinking

Children are confident and involved learners when they are:



### Developing positive dispositions for learning

- (a) Building knowledge, confidence, cooperation, commitment and persistence to foster a growth mindset for learning
- (b) Developing curiosity, enthusiasm, resourcefulness and reflexivity



### Developing a range of skills and processes for learning and thinking

- (a) Developing problem solving, investigation and inquiry strategies
- (b) Reflecting on learning and thinking and transferring and adapting what they have learned
- (c) Making choices and organising self for learning



### Engaging in creative and inventive ways of thinking and doing

- (a) Using experimentation, imagination and innovation
- (b) Representing ideas, feelings and experiences in creative ways



### Engaging in and extending numeracy in personally and culturally meaningful ways

- (a) Exploring and developing curiosity and knowledge of number and algebra
- (b) Exploring and developing curiosity and knowledge of measurement and geometry
- (c) Exploring and developing curiosity and knowledge of statistics and probability





## Developing positive dispositions for learning

### Focus | Building knowledge, confidence, cooperation, commitment, and persistence to foster a growth mindset for learning

Children are developing positive dispositions for learning when they are, for example:

- persisting even when a task is difficult, and experiencing satisfaction of completion
- building concentration and ability to focus on learning experiences
- accepting mistakes, setbacks and failures as part of the learning process and trying again
- taking risks when learning by trying different strategies
- attempting challenging tasks with positivity
- talking about how they are feeling when facing a learning challenge
- welcoming the ideas of others in constructing new learning pathways
- using simple terms to describe what happens in your brain when you learn
- using simple strategies to develop a growth mindset.

### Focus | Developing curiosity, enthusiasm, resourcefulness and reflexivity

Children are developing positive dispositions for learning when they are, for example:

- expressing curiosity, joy and wonder about events, experiences and interest in their environments
- exploring Aboriginal and Torres Strait Islander ways of knowing, being and doing, e.g. explore the 8 Aboriginal Ways of Learning
- exploring objects and materials with curiosity and experimentation
- asking questions about people, events, objects and the environment
- open to other ways of doing things
- following and extending their own interests with enthusiasm, energy and concentration.





## Developing a range of skills and processes for learning and thinking

### Focus | Developing problem solving, investigation and inquiry strategies

Children are developing a range of skills and processes for learning and thinking when they are, for example:

- constructing, and pulling apart materials, machines or construction toys to explore how things connect, and experimenting with cause and effect, trial and error and motion
- developing own theories and testing own theories, e.g. how objects might work or move
- researching with others and contributing to a collective inquiry
- inquiring, investigating, attempting to solve problems
- creating own improvisations in play and joining in with others
- exploring the use of simple representation to organise, record and communicate mathematical and scientific ideas and concepts
- participating in sustained shared thinking with others.

### Focus | Reflecting on learning and thinking and transferring and adapting what they have learned

Children are developing a range of skills and processes for learning and thinking when they are, for example:

- talking about their thinking processes and using simple prompts to reflect on their learning, e.g. what went well/what worked or how they may do things differently next time
- using skills of prediction, hypothesising, testing, and experimenting in play experiences (including construction experiences)
- responding to ideas and suggestions from others
- applying a range of thinking strategies and skills to engage with situations, solving problems and adapting these strategies to new situations
- transferring knowledge from one setting to another, e.g. talks how this might look at home or childcare.



## Focus | Making choices and organising self for learning

Children are developing a range of skills and processes for learning and thinking when they are, for example:

- making simple verbal plans and carrying them out to complete a task
- engaging in learning experiences, conversations and play experiences with others
- organising self and simple resources to carry out a task or participate in an activity
- choosing own activities without adult assistance.





## Engaging in creative and inventive ways of thinking and doing

### Focus | Using experimentation, imagination and innovation

Children are engaging in creative and inventive ways of thinking and doing when they are, for example:

- exploring and experimenting with form, shape, colour, line, texture, contrast, patterns in artworks with both 2D shapes and 3D objects
- exploring ideas and theories using imagination and play
- exploring different ways of creating models and doing things
- playing with others to develop and act out stories, e.g. in socio-dramatic play and block play
- using symbolic play and dramatic play, music and movement to experiment with voice, language, gestures, costumes and props
- expressing themselves through the Arts and with multi-media materials such as crayons, paint, play dough or clay, construction materials, computer software, photography
- using senses to explore objects and materials indoors and outdoors.

### Focus | Representing ideas, feelings and experiences in creative ways

Children are engaging in creative and inventive ways of thinking and doing when they are, for example:

- engaging in music-making and creating simple compositions
- using singing, dancing and drama in play
- responding to, expressing and communicating ideas and feelings in a variety of ways to a range of stimuli, for example, music and artworks
- engaging in dramatic, fantasy and role play
- using objects, sounds, movement and language to symbolise ideas
- using simple tools and materials to investigate, take apart, assemble, invent, construct, change and represent ideas
- retelling or creating simple stories, acting them out using voice, movement and space.







## Engaging in and extending numeracy in personally and culturally meaningful ways

### Focus | Exploring and developing curiosity and knowledge of number and algebra

Children are engaging in and extending numeracy in personally and culturally meaningful ways when they are, for example:

- reciting number names in order, initially to 5, then to 10 consistently
- aware that numbers always happen in a conventional order (stable order)
- counting objects by using one to one correspondence (to ten)
- comparing collections of objects and describing whether there is more, less, the same or not the same
- subitising small quantities of objects or standard patterns on a die
- recognising numerals initially to 5 and then to 10 and begin to order them
- naming the last number in the count that represents how many in the set
- identifying and naming the numeral that matches a given collection – initially to five and then up to ten
- beginning to understand that the starting point and order in which you count them does not affect how many (order irrelevance)
- beginning to understand that the arrangement, size or differences of the objects doesn't affect how many (abstraction)
- identifying what number is missing in a number line 1 to 10
- partitioning small numbers (part, part, whole), e.g. four counters can be split into two and two counters
- recognising, copying and creating simple repeating patterns
- engaging with culturally relevant objects and materials to develop curiosity for number and algebra.



## Focus | Exploring and developing curiosity and knowledge of measurement and geometry

Children are engaging in and extending numeracy in personally and culturally meaningful ways when they are, for example:

- using the appropriate language of measurement to describe, compare and order: length, size, height (big/small, tall/short)
- describing the sequence of familiar events and routines, e.g. hand washing before morning tea at Kindergarten
- using the everyday language of time such as morning, afternoon, daytime
- naming, sorting, classifying and matching objects, e.g. colour, size and shape, and two-dimensional shapes such as square, rectangle, triangle and circle
- using positional and movement language, such as on, under, behind, between
- identifying, drawing and describing lines using everyday language, e.g. round, straight, zig zag, corner, curved
- describing duration and relative duration, such as quick, slow, fast, it takes a long time
- using simple arbitrary measuring tools, e.g. one block to measure the length of the mat

- using properties of shape to make things balance, fit, transform, e.g. jigsaw puzzles
- observing and talking about observing people, places and things from different spatial viewpoints, e.g. close and far away
- using sequencing vocabulary, e.g. first, then, after, next, finally
- ordering events, stories or experiences in logical sequence, e.g. pictures, numbers, simple recipe steps, dances, preschool routine or directions
- engaging with culturally relevant objects and materials to develop curiosity for measurement and geometry.

## Focus | Exploring and developing curiosity and knowledge of statistics and probability

Children are engaging in and extending numeracy in personally and culturally meaningful ways when they are, for example:

- answering questions to collect information, such as using yes/no and group items in response to meaningful questions, e.g. class favourite pets
- using everyday language to state opinions on the possibility of an event or outcome happening, e.g. might happen, won't happen, will happen or could happen
- engaging with culturally relevant objects and materials to develop curiosity for statistics and probability.



## Early childhood educators promote Outcome 4

### For example, when they:

- design learning environments that are flexible and open-ended
- build on the knowledge, languages and understandings that children bring to their early childhood setting for individual and collective learning
- design thoughtful sensory and exploratory encounters and experiences with natural and processed materials and places, e.g. sensory trays, interest tables
- encourage children to use language to describe and explain their ideas
- listen carefully to children’s ideas and discuss with them how these ideas might be developed
- make documentation and learning journeys visible in the room, use reflective sessions to revisit and discuss learning and where to next
- enable inquiry processes, including experiences and spaces that develop wonder, curiosity and imagination, try new ideas and take on challenges
- respond to children’s learning dispositions by providing encouragement and additional ideas or changing the play environment with materials and resources
- participate in children’s play and use shared sustained thinking to extend learning
- encourage children to engage in both individual and collaborative explorative learning processes
- take opportunities throughout the day to make reference to mathematical concepts – compare size and shape; sort and order and count how many
- join in children’s play and model reasoning, predicting and reflecting processes and language
- introduce and model mathematical and scientific language and language associated with creativity and the arts
- intentionally scaffold children’s understandings through conversation and questions
- show children how they can make their ideas and theories visible to others
- value signs of children applying their learning in new ways and talk about this with them in ways that grow their understanding and confidence
- introduce appropriate tools, technologies and media and provide the skills, knowledge and techniques to enhance children’s learning
- provide opportunities for children to both construct and take apart materials as a strategy for learning
- describe strategies for developing a growth mindset and ask questions to promote reasoning, e.g. “I wonder why...?”
- provide resources and opportunities for improvisation in making music, dancing, creating art, telling stories and acting
- demonstrate and encourage trial and error in play and investigations
- use ordinal language “first we... then we ...” and positional language “put it on top/underneath”
- use cooking activities as one way to observe and discuss changes in materials by dissolving, mixing, heating and freezing
- provide resources and opportunities for improvisation in making music, dancing, creating art, telling stories and acting.

## Learning and Thinking

### Reflective questions

- How do you know that you are maintaining high expectations for every child's learning?
- What do you know about how the brain works and how to develop a growth mindset? How do you foster a growth mindset for learning and what strategies do you use to teach children about growth mindset and how their brains work?
- How can you foster children's persistence, cooperation and problem-solving skills?
- How might you encourage children to reflect on their learning and thinking and transfer and adapt what they have learned?
- How do you provide opportunities for children to use their imagination and represent ideas and feelings in creative ways?
- Are children provided with ample time, resources and encouragement to express themselves creatively through art, music, dance and drama? Does this extend to other cultural practices?



# EYLF Learning Outcome 5

## Communication



# 5

## Outcome 5 | Communication overview

Communication is necessary for interacting with the world and others. It includes the sending or receiving of information as children may communicate with others using gestures, signs, sounds, language and assisted communication devices. Children are supported to express themselves in multiple ways and gain skills to understand and express thoughts, emotions, ideas and information. Children begin to develop the communication skills to interact, acquire knowledge, express themselves and understand others in different situations, as they navigate multiple communities and groups.

Language is usually thought about in terms of talking, listening, viewing, reading and writing, but there are also the languages of dance, drama, visual imagery, sign, mathematics and music and movement. Both literacy and numeracy capabilities are key aspects of communication and are fundamental for successful learning across the curriculum. Literacy is the confidence, capacity and disposition to use language in all its forms as described above. Numeracy is the capacity, confidence and disposition to use mathematics in daily life. Children are becoming aware that information can be produced and communicated through verbal, visual, numerical or other symbolic systems or combinations of these. Educators use a variety of texts (oral, print, visual and digital) to enhance children's curiosity, joy and wonder and expand their knowledge of the world. Educators use children's funds of knowledge and identity as children begin to integrate home and Kindergarten literacy practices through authentic and real-world experiences.

Active listening is a critical component of language development necessary for children to listen, understand and follow directions. Active listening is also important in recognising and becoming aware of different points of view that

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are important for cultural responsiveness. Children come to Kindergarten with a diverse range of literacy practices, a range of languages, Standard Australian English, and dialects. Cultural and linguistic diversity is made visible in the Kindergarten so that children’s cultural and linguistic identities are affirmed and supports children’s language awareness and interest in languages, texts and cultures. Children whose first language is not Standard Australian English may require additional assistance in learning and extending their Standard Australian English. Secure development of children’s understanding and use of oral language, in particular oral and expressive vocabularies are the foundation for later effective literacy learning. Attention is paid to maintaining children’s home languages which is particularly important for children’s growing identity as a learner, positive self-esteem and wellbeing.

Educators make use of language and print rich environments where time is given to dialogue, discussion and turn taking, key to extending and enriching vocabulary, comprehension and language use. Stories, traditional tales, and artefacts of Aboriginal and Torres Strait Islander cultures are shared with children. Children are learning to communicate their ideas, experiences and feelings as well as interpret the ways in which others communicate. Children are assisted to develop competence in using digital devices and systems to support communication, interactive skills, learning and the documentation of thinking. They are guided to develop foundational skills to use digital devices and operate in digital environments safely and responsibly. Children investigate the properties of a range of media and materials through play, experimentation and testing.



## Learning Outcome 5: Communication

Children are effective communicators when they are:



### Interacting verbally and non-verbally with others for a range of purposes

- (a) Building aural and oral language and active listening
- (b) Developing phonological awareness skills
- (c) Conveying and constructing messages for a range of purposes in a variety of contexts



### Engaging in and extending literacy practices in personally meaningful ways

- (a) Developing understanding of purpose and meanings of a range of texts
- (b) Engaging in reading, writing and viewing behaviours



### Understanding how symbols and pattern systems work

- (a) Developing concepts of print
- (b) Investigating symbols and pattern systems



### Expressing ideas and making meaning using a range of media and materials

- (a) Viewing and creating with media and materials
- (b) Investigating the properties of a range of media and materials



### Exploring resources, tools and information communication technologies to represent ideas and their thinking

- (a) Using tools, resources and technologies in play, learning and thinking
- (b) Developing simple ICT skills





## Interacting verbally and non-verbally with others for a range of purposes

### Focus | Building aural and oral language and active listening

Children are interacting verbally and non-verbally with others for a range of purposes when they are, for example:

- holding and sustaining conversations when engaged in back and forth exchanges with others in different situations
- using language to ask and answer simple questions, greet people, recall personal experiences, negotiate, tell stories, express feelings, play, communicate information and solve problems
- using speech, non-verbal gestures, signs and expressions that can be understood by others
- using age appropriate articulation when speaking home language, Standard Australian English, and dialects
- listening attentively and responding to what they hear with relevant questions and comments
- participating in small group, class and one to one discussion, offering own ideas
- recalling and acting upon simple statements and instructions
- extending auditory memory to recall words to simple songs and rhymes
- using recently introduced vocabulary from inquiries, stories, non-fiction, rhymes and poems when appropriate
- exploring and playing with syllables in sounds
- modulating voice appropriate to the situation
- using simple sentences to comment, ask a question, give directions or explain
- beginning to notice that languages other than English are used in homes, school and community environments and that there are different sounds and words in languages and dialects.



## Focus | Developing phonological awareness skills

Children are interacting verbally and non-verbally with others for a range of purposes when they are, for example:

- knowing that spoken and written language can be broken into smaller parts
- exploring and playing with syllables in words
- exploring, identifying, isolating and manipulating onset and rime in one syllable words
- investigating and exploring individual sound units (phonemes) in spoken words
- hearing and beginning to identify first (initial phoneme) and last sounds (final phoneme) in simple words
- exploring letter-sound relationships
- developing increasingly acute auditory discrimination skills by identifying subtle differences between sounds in words (cat/mat)
- exploring and playing with rhythm, rhyme and alliteration in words to promote enjoyment in language
- using simple vocabulary to describe the differences in sounds – volume, pitch, speed, rhythm etc., e.g. loud, quiet, fast, slow, long, short.

## Focus | Conveying and constructing messages for a range of purposes in a variety of contexts

Children are interacting verbally and non-verbally with others for a range of purposes when they are, for example:

- verbalising ideas and simple concepts and asking questions to clarify concepts
- retelling a simple story in a logical sequence, e.g. through block play or dramatic play
- engaging in discussion and exploring common language patterns in narratives and informational texts, retells of personal or learning experiences
- using imagination to recreate roles and experiences, e.g. dramatic play of going to the shop
- exploring mark making to construct and convey messages, e.g. child documentation i.e. picture and prewriting in play episodes.







## Engaging in and extending literacy practices in personally meaningful ways

### Focus | Developing understanding of purpose and meanings of a range of texts

Children are engaging in and extending literacy practices in personally meaningful ways when they are, for example:

- sharing a range of texts for enjoyment, e.g. fiction, non-fiction or picture books
- exploring the language presented in fiction and non-fiction texts, including texts in home languages
- making connections between their own experiences and ideas in texts
- identifying key ideas from simple texts
- recognising simple literary conventions, such as setting and characters in narratives
- interpreting illustrations and predicting what happens next in simple texts, and explaining why it might happen
- starting to move from literal interpretation of text to inferential
- joining in with chorus from narratives and rhymes in narratives/nursery rhymes/songs/chants
- investigating with assistance, how texts present particular views such as gender, stereotypes and diversity, e.g. girls only wear pink
- identifying the purposes of different texts, e.g. environmental print, narratives, informational texts and spoken texts
- retelling stories and narratives using their own words and recently introduced vocabulary to demonstrate understanding of what has been read to them.



## Focus | Engaging in reading, writing and viewing behaviours

Children are engaging in and extending literacy practices in personally meaningful ways when they are, for example:

- developing arm, hand and finger strength, dexterity and hand eye coordination for the development of a functional pencil grip, e.g. finger rhymes, pinching, pulling and rolling playdough and other appropriate fine motor activities
- exploring mark-making using drawing, symbols and familiar letters to construct and convey messages, for example in play-based experiences
- recognising familiar written symbols in context, such as road signs and their name
- displaying reading/writing/viewing like behaviours in play and experiences (including multi-media and ICT)
- using, engaging with and sharing the enjoyment of language and texts in a range of ways
- using books/texts appropriately, turning pages and identifying the front cover
- enjoying sharing print and multi-modal texts with others
- enjoying stories and literature valued by the cultures represented in the community and broader Australia, including texts authored by traditional owners
- showing interest in reading, writing and viewing behaviours.





## Understanding how symbols and pattern systems work

### Focus | Developing concepts of print

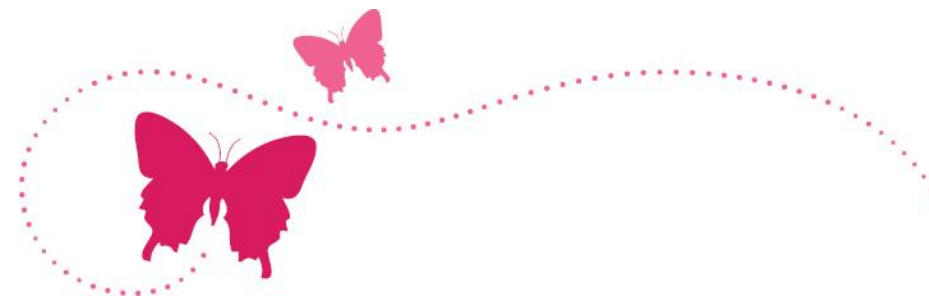
Children are understanding how symbols and pattern systems work when they are, for example:

- building an understanding that print is constant, and a reader moves (in English) left to right and top to bottom with a return sweep
- describing how the illustrations connect to the text
- identifying simple punctuation, such as full stops and question marks
- becoming aware that words are separated by spaces
- building an understanding of book features, such as the title, author, illustrator
- becoming aware that sentences are made up of words, that words are made of sounds and sounds are represented by letters or groups of letters
- showing an awareness that print holds meaning
- building an understanding that symbols can be 'read' by others and feelings, thoughts, ideas and experiences can be represented in many ways (including words, pictures, numbers, sounds, shapes, artefacts, models and photographs in print and digital formats).

### Focus | Investigating symbols and pattern systems

Children are understanding how symbols and pattern systems work when they are, for example:

- identifying simple patterns and relationships, e.g. in the environment – brick work, traffic lights; threading, letters and manipulative objects
- recognising some letters in the alphabet and the most obvious sound they represent, e.g. the letters in their own name
- becoming aware that numbers are different from letters to develop increasingly acute visual discrimination skills, e.g. identify and discriminate between objects, shapes, numbers and letters
- using symbols in play to represent ideas and make meaning
- copying simple symbols and beginning to write own name.





## Expressing ideas and making meaning using a range of media and materials

### Focus | Viewing and creating with media and materials

Children are expressing ideas and make meaning using a range of media and materials when they are, for example:

- viewing, listening and responding to simple printed, visual and multimedia texts or music and expressing how it makes them feel
- representing ideas and feelings when using creative arts, such as drawing, painting, sculpture, drama, dance movement, music and storytelling
- using language to engage in play to imagine and create roles, scripts and ideas
- sharing stories and symbols of children’s cultures and re-enacting well known stories
- using materials to create artworks
- using simple tools and techniques to shape, assemble and join materials they are using.

### Focus | Investigating the properties of a range of media and materials

Children are expressing ideas and make meaning using a range of media and materials when they are:

- exploring music and how sounds can be made with a variety of instruments or improvised musical instruments or media
- experimenting with elements of texture, colour, shape, line, space and form in two or three dimensions and how they can be changed
- starting to use simple terms to describe texture, e.g. smooth and rough
- naming basic colours
- exploring a range of materials and their properties
- investigating cause and effect when properties change in materials, e.g. adding water to dough.





## Exploring resources, tools and information communication technologies to represent ideas and their thinking

### Focus | Using tools, resources and technologies in play, learning and thinking

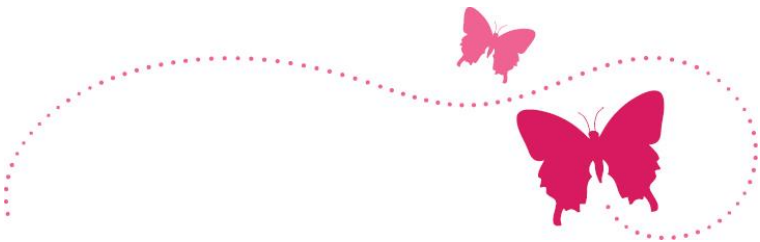
Children are exploring resources, tools and information communication technologies to represent ideas and their thinking when they are, for example:

- beginning to design, draw, edit, reflect and create using tools and technologies and resources safely
- exploring simple systems such as mechanical systems (pulleys); organisational systems (recipe); environmental systems (reticulation)
- creating simple information for a purpose using tools, resources and technologies
- using construction materials (including stacking blocks vertically and horizontally, making enclosures and creating spaces)
- using digital technologies for play and/or use imaginary technologies as props in their play.

### Focus | Developing simple ICT skills

Children are exploring resources, tools and information communication technologies to represent ideas and their thinking when they are, for example:

- developing simple skills to operate a digital device, e.g. such as turning on and taking a photo with a tablet
- exploring simple apps or games on a tablet or computer
- engaging and experimenting with a range of tools, media, sounds and graphics in digital device play and discovery to extend learning and thinking, e.g. photography, digital toys, digital games and communicative tools
- identifying some digital icons and keys, e.g. delete button
- beginning to navigate with user control methods, e.g. click, swipe, tap, home, scroll
- using simple digital technology terms (such as scroll, swipe, tap).





## Early childhood educators promote Outcome 5

### For example, when they:

- talk with each child daily and scaffold their personal language development and listening skills
- model vocabulary to be used in relation to particular topics or concept development, e.g. positional language such as “put your shoes under the bench”
- sing and chant rhymes, jingles and songs and repeat them to build working memory
- engage in sustained communication with children about ideas and experiences, and extend their vocabulary
- read and share a range of books and other texts with children for enjoyment, e.g. realistic fiction, imaginary, traditional, modern, poetry, factual, multi-cultural
- provide a literacy-enriched environment including display print in home languages and Standard Australian English
- incorporate familiar family and community texts and tell stories
- engage children in discussions about books and other texts that promote consideration of diverse perspectives
- provide a range of resources and experiences that enable children to express meaning using visual arts, dance, drama and music
- model language through the use of big books, model reading other texts like maps and menus in play centres
- record children’s comments and activities by scribing or using cameras and recorders and display the results
- provide a range of resources and experiences that enable children to express meaning using visual arts, dance, drama and music
- ask and answer questions during the reading or discussion of books and other texts
- encourage children to make representations of characters, events or story maps from books through art and provide opportunities for children to sequence events, e.g. from stories, in their day
- draw children’s attention to symbols and patterns in their environment and talk about patterns and relationships, including the relationship between letters and sounds
- respond to children’s images and symbols, talking about elements they have used in order to convey meaning
- begin with simple one-step instructions and gradually increase to two
- guide children in repeating patterns using percussion instruments
- clap syllables in first names
- play listening games such as musical statues and Simon says, whisper a message around the circle
- read different types of books and stories with rhyming text and pause, allowing them to provide the predictable rhyming words
- sing a Noongar greeting song each morning and introduce the children to words from different languages and dialects
- integrate representations of technologies into children’s play experiences.

## Communicating

### Reflective questions

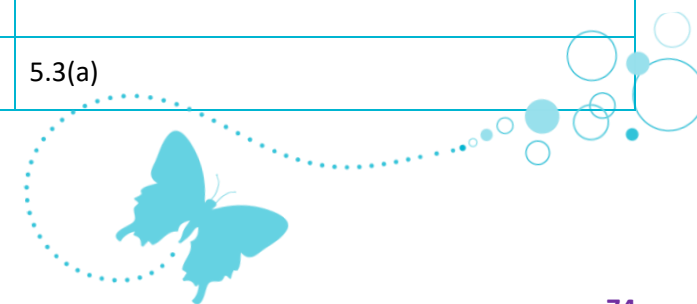
- How do you teach and model active listening skills to children?
- Are any children learning Standard Australian English as an additional language? How do you track their language acquisition and support their language learning? How do you affirm their linguistic identity?
- How do you ensure children have ample opportunity to converse with each other through play?
- How do you go about introducing new vocabulary and extending children's oral language skills?
- How do you engage children in shared sustained conversations?
- How do you evoke wonder, joy and curiosity in reading? How many times a day do you read to children for their enjoyment? How are children provided with opportunities to create or retell stories with or without props?
- How can you develop the children's phonological awareness in playful ways?
- How do you link children and families to the local library to support home literacy learning?



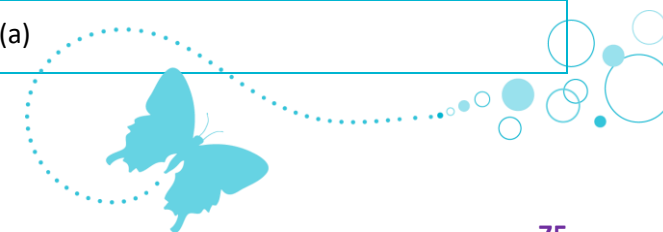
## **Connections to the Pre-primary Western Australian curriculum**

## Connections to the Pre-primary Western Australian curriculum ([www.scsa.wa.edu.au](http://www.scsa.wa.edu.au))

English	Outcome
<b>Language</b>	
Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community	1.3(b), 2.2(a)
Explore how language is used differently at home and school depending on the relationships between people	1.1(a), 1.1(b), 1.3(b), 3.1(a), 3.2(b)
Understand that language can be used to explore ways of expressing needs, likes and dislikes	1.1(a), 1.1(b), 1.2(a), 1.2(c), 1.4(a), 1.4(b), 2.3(a), 2.4(c), 3.1(a), 3.1(c), 3.2(b), 5.1(a)
Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes	5.2(a)
Understand that some language in written texts is unlike everyday spoken language	2.1(b)
Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences	5.3(a)
Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality	5.3(a)
Recognise that texts are made up of words and groups of words that make meaning	5.3(a)

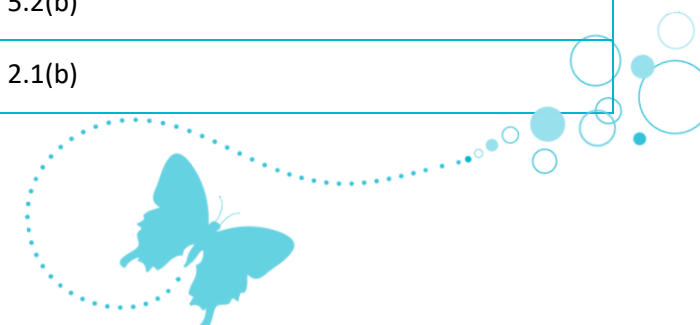


English	Outcome
Explore the different contribution of words and images to meaning in stories and informative texts	5.4(a)
Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught in school	2.1(b), 4.2(b), 4.2(c), 4.4(a), 4.4(b), 4.4(c)
Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words	5.1(b)
Understand how to use knowledge of letters and sounds including onset and rime to spell words	5.1(b)
Understand that words are units of meaning and can be made of more than one meaningful part	5.1(b)
<b>Literature</b>	
Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences	2.2(a), 5.2(a)
Respond to texts, identifying favourite stories, authors and illustrators	5.2(a)
Share feelings and thoughts about the events and characters in texts	3.1(b), 4.3(b), 5.2(a)
Identify some features of texts, including events and characters and retell events from a text	5.2(a)
Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry	5.2(a)
Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures	5.2(a)





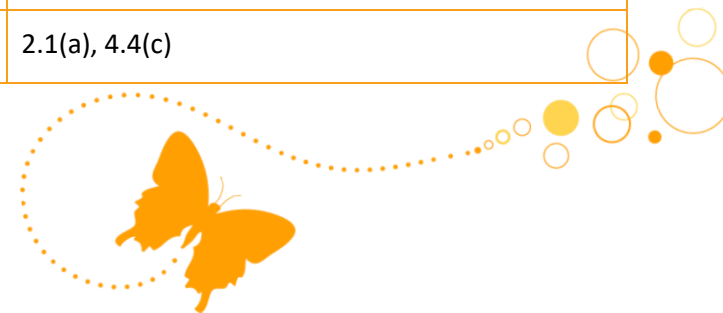
English	Outcome
Retell familiar literary texts through performance, use of illustrations and images	3.2(a), 4.3(a), 5.1(c), 5.4(a)
Innovate on familiar texts through play	5.1(c)
<b>Literacy</b>	
Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations	1.3(a), 2.1(a), 2.1(b), 2.2(a), 2.4(a), 2.4(b), 4.1(a), 4.1(b), 4.2(a), 4.3(b), 5.1(a)
Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	1.2(b), 1.3(a), 1.3(b), 1.4(a), 1.4(b), 2.1(a), 2.3(a), 3.1(a), 3.1(b), 3.2(b), 5.1(a)
Deliver short oral presentations to peers	1.3(a)
Identify some differences between imaginative and informative texts	2.4(a), 5.2(a)
Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	2.1(b), 5.2(a)
Produce some lower case and upper case letters using learned letter formations	5.2(b)
Construct texts using software including word processing programs	2.1(b)



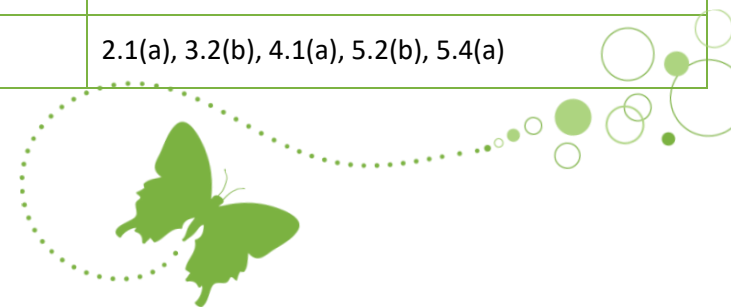
<b>Mathematics</b>	<b>Outcome</b>
<b>Number and Algebra</b>	
Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point	4.4(a)
Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond	4.4(a), 5.3(b)
Subitise small collections of objects	4.4(a)
Compare, order and make correspondences between collections, initially to 20, and explain reasoning	4.4(a)
Represent practical situations to model addition and sharing	4.4(a)
Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings	4.4(a), 4.4(c), 5.3(b)
<b>Measurement and Geometry</b>	
Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language	2.1(b), 4.4(b)
Compare and order duration of events using everyday language of time	3.2(a), 4.4(b)
Connect days of the week to familiar events and actions	4.4(b)
Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment	4.4(b)



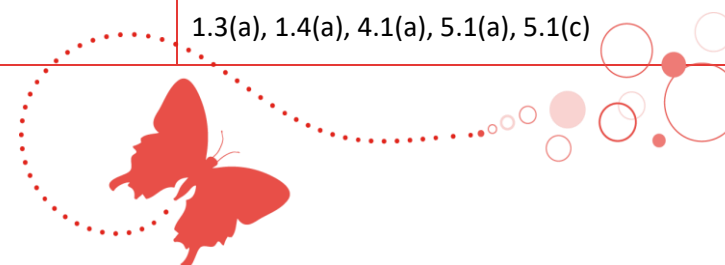
Mathematics	Outcome
Describe position and movement	3.2(a), 4.4(b)
<b>Statistics and Probability</b>	
Answer yes/no questions to collect information and make simple inferences	2.1(a), 4.4(c)



Science	Outcome
<b>Science Understanding</b>	
Living things have basic needs, including food and water	2.3(b), 2.3(c), 3.2(b)
Objects are made of materials that have observable properties	2.3(a), 4.1(b)
Daily and seasonal changes in our environment affect everyday life	2.3(a), 4.1(a)
The way objects move depends on a variety of factors, including their size and shape	4.1(a)
<b>Science as a Human Endeavour</b>	
Science involves observing, asking questions about, and describing changes in, objects and events	2.1(b), 4.1(a), 4.1(b), 4.2(a), 4.2(b)
<b>Science Inquiry Skills</b>	
Pose and respond to questions about familiar objects and events	2.1(a), 2.3(b), 4.1(a), 4.1(b), 4.2(a), 5.1(a)
Participate in guided investigations and make observations using the senses	2.1(b), 4.1(b), 4.2(a), 4.2(b)
Engage in discussions about observations and represent ideas	2.1(b), 4.2(a), 5.1(c)
Share observations and ideas	2.1(a), 3.2(b), 4.1(a), 5.2(b), 5.4(a)

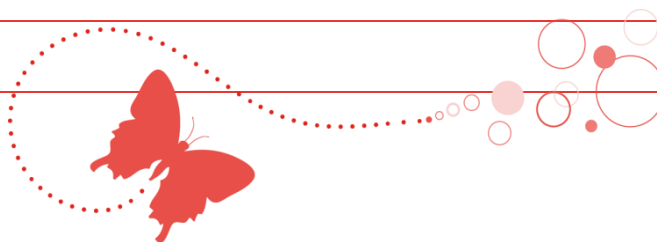


Humanities and Social Sciences	Outcome
<b>Geography</b>	
The places people live in and belong to (e.g. neighbourhood, suburb, town, rural locality), the familiar features in the local area and why places are important to people (e.g. provides basic needs)	1.1(b), 2.2(b), 2.4(a), 2.4(b)
The reasons some places are special to people and how they can be looked after, including Aboriginal and Torres Strait Islander Peoples' places of significance	1.1(b), 2.2(b)
<b>History</b>	
Who the people in their family are, where they were born and raised and showing how they are related to each other, using simple family trees	1.3(b), 2.2(a)
The different structures of families and family groups today (e.g. nuclear, only child, large, single parent, extended, blended, adoptive parent, grandparent) and what they have in common	1.3(b), 2.2(a)
How they, their family and friends commemorate past events that are important to them (e.g. birthdays, religious festivals, family reunions, community commemorations)	1.3(b), 2.2(a)
How the stories of families and the past can be communicated and passed down from generation to generation (e.g. photographs, artefacts, books, oral histories, digital media, museums) and how the stories may differ, depending on who is telling them	1.3(b), 2.2(a), 2.2(b), 5.2(a)
<b>Humanities and Social Sciences Skills</b>	
<b>Questioning and Researching</b>	
Identify prior knowledge about a topic (e.g. shared discussion, think-pair-share)	1.3(a), 1.4(a), 4.1(a), 5.1(a), 5.1(c)

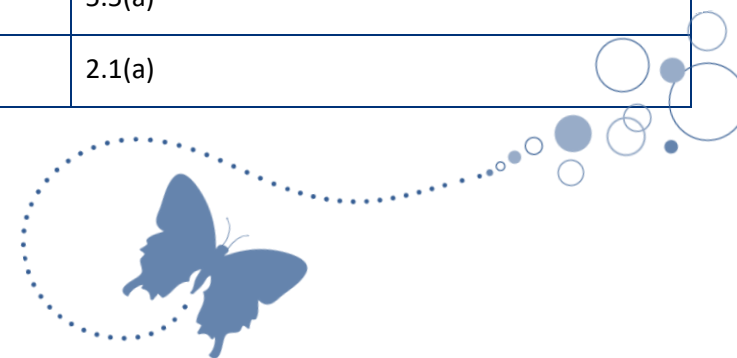




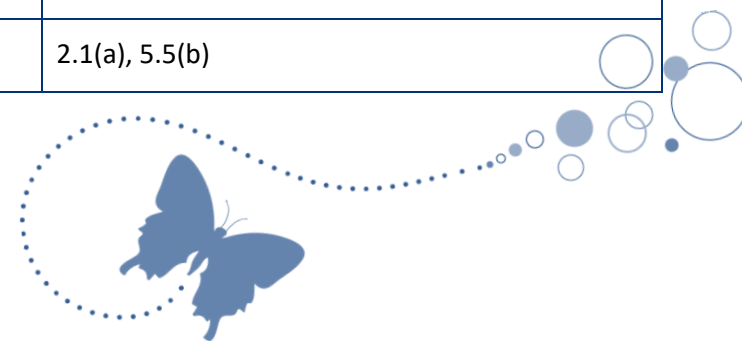
<b>Humanities and Social Sciences</b>	<b>Outcome</b>
Pose and respond to questions about the familiar	1.4(b), 2.3(a), 2.4(b), 3.1(a), 4.1(b), 5.1(a), .1(c)
Explore a range of sources (e.g. observations, interviews, photographs, print texts, digital sources)	2.1(a), 2.1(b), 4.2(a)
Sort and record information and/or data into simple categories (e.g. use graphic organisers, drawings)	2.1(a), 2.1(b), 4.2(a)
<b>Analysing</b>	
Process information and/or data collected (e.g. sequence familiar events, answer questions, discuss observations)	2.2(a), 4.2(b)
Explore points of view (e.g. understand that their point of view may differ from others)	1.2(c), 1.3(a), 1.4(b), 2.3(a), 3.1(a), 4.2(b), 5.2(a)
Represent information gathered in different formats (e.g. drawings, diagrams, story maps, role-plays)	4.2(b), 5.4(a)
<b>Evaluating</b>	
Draw conclusions based on discussions of observations (e.g. answer questions, contribute to guided discussions)	4.2(b)
Participate in decision-making processes (e.g. engage in group discussions, make shared decisions)	1.2(b), 1.4(a), 1.4(b), 2.1(a), 2.1(b), 2.3(a), 3.2(a), 4.2(a)
<b>Communicating and Reflecting</b>	
Share observations and ideas, using everyday language (e.g. oral retell, drawing, role-play)	2.1(a), 2.1(b), 2.3(a), 2.4(a), 2.4(c), 3.1(a), 4.2(a)
Develop texts (e.g. retell, describe personal stories)	4.2(b)
Reflect on learning (e.g. drawings, discussions)	2.3(a), 2.4(b), 2.4(c), 3.2(b), 4.2(b)



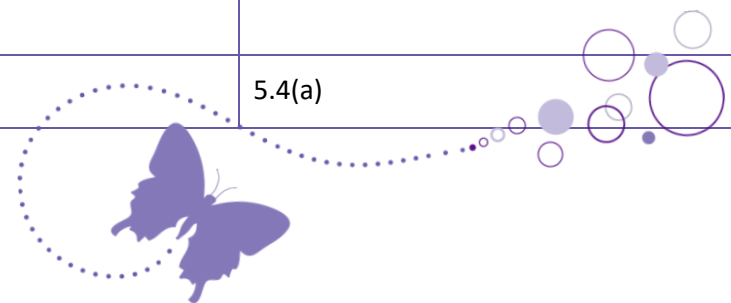
<b>Technologies – Design and Technologies</b>	<b>Outcome</b>
<b>Knowledge and Understanding</b>	
People produce familiar products to meet personal and community needs	2.4(a)
Ways in which objects move: push, pull, bounce, slide, fall, spin, float	5.5(a)
Plant and animal products are used in everyday life for food, clothing and shelter	2.4(b)
Characteristics of materials can be explored using senses	2.1(b), 5.5(a)
<b>Processes and Productions skills</b>	
Generate and record design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps	4.3(b)
Use given components and equipment to safely make simple solutions	5.5(a)
Work independently, or with others when required, for solutions	2.1(a)



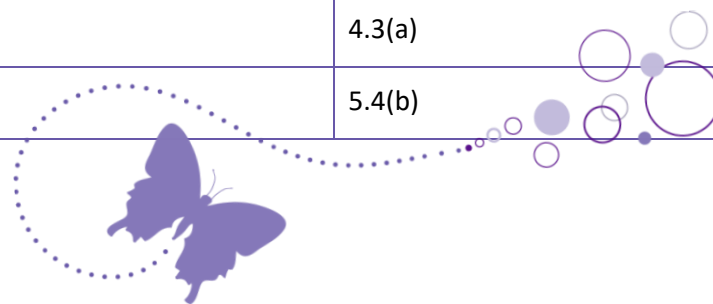
Technologies – Digital Technologies	Outcome
<b>Knowledge and Understanding</b>	
Digital systems (hardware and software) are used at home, in the school and in the community	2.1(b), 5.5(a)
Data can have patterns and can be represented as pictures and symbols	2.1(b), 4.2(a)
<b>Processes and Productions skills</b>	
Collect and use data of any kind	2.1(a), 2.1(b), 4.2(a), 5.5(b)
Engage with information known people have shared in an online environment, and model strategies to stay safe online	2.1(b), 5.5(a)
Generate and record design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps	5.5(a)
Work independently, or with others when required, for solutions	2.1(a), 5.5(b)



The Arts	Outcome
<b>Dance</b>	
Use of stimuli to explore movement ideas to create simple dance sequences	3.2(a), 5.4(a)
Locomotor (walking, skipping, running) and non-locomotor-movements (twisting, bending, turning, swaying) to develop body control and coordination	3.2(a)
Safe dance practices, including being aware of personal space	3.2(a)
Performance of improvised movements that communicate ideas to an audience	3.2(a), 5.4(a)
Performance skills (facing the audience) when presenting dance	4.3(b)
<b>Drama</b>	
Audience behavior (being attentive, responding appropriately) when viewing drama	1.4(b), 2.2(b)
Use of stimuli (photos, sounds or music) to develop dramatic action about the real and imagined worlds	2.1(b), 3.2(a), 5.4(a)
Personal responses to drama they view and make	2.2(b)
Development of improvisation skills (accepting offers) to develop dramatic action	3.2(a), 4.2(a)
Exploration and experimentation of two (2) elements of drama: <ul style="list-style-type: none"> <li>• voice (loud, soft)</li> <li>• movement (big, small)</li> </ul> to create drama	4.2(b), 4.3(b)
Performance skills (facing the audience) when sharing drama with peers	5.4(a)



The Arts	Outcome
<b>Media Arts</b>	
Familiarisation of signs and symbols, including logos and icons, that have meaning and purpose	2.2(b), 5.4(a)
Responses to images that communicate messages in the community and use different features to capture the audience	2.2(b), 5.4(a)
Personal responses to media work they view and produce	2.2(b), 5.4(a)
Exploration and experimentation with images, with or without text, to communicate messages	5.4(a)
<b>Music</b>	
Personal responses to music they listen to and make	2.2(b), 4.3(b), 5.4(a)
Improvisation with voice, movement and play to explore and create music ideas	4.2(a), 5.4(b)
<b>Visual Arts</b>	
Use a variety of techniques, to create 2D and 3D artwork inspired by personal experiences, ready for display	2.1(b), 3.1(c), 3.2(a), 5.4(b)
Appreciation of where and how artwork is displayed in the local community	2.2(b)
Personal responses and feelings about artwork they view and make	2.2(b)
Exploration of, and experimentation with, the visual art elements of shape, colour, line and texture	4.3(a), 5.4(b)
Exploration of tactile techniques, such as block printing, clay work or collage	4.3(a)
Exploration of natural and man-made materials when creating artwork	5.4(b)





**Links to the National Quality Standard**



## Links to the National Quality Standard

NQS Quality area and concept	Principles	Practices	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
<b>Quality Area 1 Educational program and practice</b>							
<b>Standard 1.1 Program</b>							
Element 1.1.1 Approved learning framework	3,4,5	1,2,3,4,5,6,7,8					
Element 1.1.2 Child-centred	1,2,3,4,5	1,2,3,4,5,6,7,8					
Element 1.1.3 Program learning opportunities	3,4,5	4,5,6,7,8					
<b>Standard 1.2 Practice</b>							
Element 1.2.1 Intentional teaching	5	2,3,4,5,6,7,8					
Element 1.2.2 Responsive teaching and scaffolding	1,3,4,5	1,2,3,4,5,6,7,8					
Element 1.2.3 Child directed learning	1,3,4,5	1,2,3,4,5,6,7,8					
<b>Standard 1.3 Assessment and planning</b>							
Element 1.3.1 Assessment and planning cycle	5	1,2,3,4,5,7,8					
Element 1.3.2 Critical reflection	3,4,5	1,2,3,4,7,8					
Element 1.3.3 Information for families	1,5	7,8					

<b>NQS Quality area and concept</b>	<b>Principles</b>	<b>Practices</b>	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>	<b>Outcome 5</b>
<b>Quality Area 2 Children’s health and safety</b>							
<b>Standard 2.1 Health</b>							
Element 2.1.1 Wellbeing and comfort	1,3,5	1,2,5,6,7					
Element 2.1.2 Health practices and procedures	3,5	5					
Element 2.1.3 Healthy lifestyle	3,5	1,2,4,5,6,8					
<b>Standard 2.2 Safety</b>							
Element 2.2.1 Supervision	2,5	5					
Element 2.2.2 Incident and emergency management	2,5	2,5					
Element 2.2.3 Child protection	1, 2,3,4,5	1,2					
<b>Quality Area 3 Physical environment</b>							
<b>Standard 3.1 Design</b>							
Element 3.1.1 Fit for purpose	3,5	5					
Element 3.1.2 Upkeep	5	5					
<b>Standard 3.2 Use</b>							
Element 3.2.1 Inclusive environment	1,3,5	2,3,4,5,6					
Element 3.2.2 Resources support play-based learning	1,3,5	2,3,4,5,6,7,8					

<b>NQS Quality area and concept</b>	<b>Principles</b>	<b>Practices</b>	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>	<b>Outcome 5</b>
Element 3.2.3 Environmentally responsible	5	2,4,5,8					
<b>Quality Area 4 Staffing arrangements</b>							
<b>Standard 4.1 Staffing arrangements</b>							
Element 4.1.1 Organisation of educators	2,3,4,5	2,5,7,8					
Element 4.1.2 Continuity of staff	2	2,7					
<b>Standard 4.2 Professionalism</b>							
Element 4.2.1 Professional collaboration	2,5	7,8					
Element 4.2.2 Professional standards	2,3,4,5	1,2,3,4,5,6,7,8					
<b>Quality Area 5 Relationships with children</b>							
<b>Standard 5.1 Relationships between educators and children</b>							
Element 5.1.1 Positive educator to child interactions	1,3,4,5	1,2,3,4,6,7,8					
Element 5.1.2 Dignity and rights of the child	1,3,4,5	1,2,4,6,7,8					
<b>Standard 5.2 Relationships between children</b>							
Element 5.2.1 Collaborative learning	1,3,4,5	1,2,3,4,5,6,7,8					
Element 5.2.2 Self-regulation	1,5	1,2,3,4,5,7,8					

NQS Quality area and concept		Principles	Practices	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
<b>Quality Area 6</b>	<b>Collaborative partnerships with family and community</b>							
<b>Standard 6.1</b>	<b>Supportive relationships with families</b>							
Element 6.1.1	Engagement with the service	2,3,4,5	5,6,7,8					
Element 6.1.2	Parent views are respected	2,3,4,5	1,2,6,7,8					
Element 6.1.3	Families are supported	2,3,4,5	1,5,6,7,8					
<b>Standard 6.2</b>	<b>Collaborative partnerships</b>							
Element 6.2.1	Transitions	2,3,5	1,2,4,5,6,7,8					
Element 6.2.2	Access and participation	2,3,4,5	1,5,6,7,8					
Element 6.2.3	Community engagement	2,3,4,5	1,4,5,6,7					
<b>Quality Area 7</b>	<b>Governance and Leadership</b>							
<b>Standard 7.1</b>	<b>Governance</b>							
Element 7.1.1	Service philosophy and purpose	2,3,4,5	1,4,6,7,8					
Element 7.1.2	Management systems	2,5	5,7					
Element 7.1.3	Roles and responsibilities	2,5	7,8					
<b>Standard 7.2</b>	<b>Leadership</b>							
Element 7.2.1	Continuous improvement	2,5	1,2,3,4,5,6,7,8					

NQS Quality area and concept	Principles	Practices	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Element 7.2.2 Educational leadership	2,5	8					
Element 7.2.3 Development of professionals	2,5	6,8					

## Acknowledgements

Portions of content informed, adapted or directly from:	<p>Department of Education and Training. (2019). <i>Belonging, being &amp; becoming - The Early Years Learning Framework for Australia</i>. © Commonwealth of Australia. Retrieved August, 2021, from <a href="https://www.dese.gov.au/national-quality-framework-early-childhood-education-and-care/resources/belonging-being-becoming-early-years-learning-framework-australia">https://www.dese.gov.au/national-quality-framework-early-childhood-education-and-care/resources/belonging-being-becoming-early-years-learning-framework-australia</a> (Original work published 2009) Used under a <a href="#">Creative Commons Attribution 4.0 International licence</a>.</p> <p>Department of Education. (2018). <i>Northern Territory preschool curriculum</i> (Rev. ed). Northern Territory Government. Retrieved September, 2021, from <a href="https://education.nt.gov.au/support-for-teachers/nt-preschool-curriculum">https://education.nt.gov.au/support-for-teachers/nt-preschool-curriculum</a> Used under a <a href="#">Creative Commons Attribution 2.0 Generic licence</a>.<sup>10</sup></p> <p>The British Association for Early Childhood Education. (2012). <i>Development matters in the early years foundation stage (EYFS)</i>. Retrieved September, 2021, from <a href="https://www.early-education.org.uk/news/development-matters-guidance">https://www.early-education.org.uk/news/development-matters-guidance</a> Used under an <a href="#">Open Government licence</a>.</p>
Purpose	<p>Paragraph 3 (goals and dot points) from: Council of Australian Governments Education Council. (2019). Alice Springs (Mparntwe) Education Declaration. Education Services Australia. Retrieved August, 2021, from <a href="https://www.dese.gov.au/alice-springs-mparntwe-education-declaration/resources/alice-springs-mparntwe-education-declaration">https://www.dese.gov.au/alice-springs-mparntwe-education-declaration/resources/alice-springs-mparntwe-education-declaration</a> Used under a <a href="#">Creative Commons Attribution-NonCommercial 4.0 International licence</a>.</p>
Planning with the Kindergarten Curriculum Guidelines	<p>Paragraph 3 (5 dot points and paragraphs) adapted from: NQS <a href="https://www.qcaa.qld.edu.au/downloads/p_10/qklg.pdf">https://www.qcaa.qld.edu.au/downloads/p_10/qklg.pdf</a></p>
EYLF Learning Outcome 1: Identity Overview	<p>Paragraph 1 (sentence 5) information from: Pascal <a href="#">Getting it right in the EYFS Literature Review.pdf (early-education.org.uk)</a></p>





