



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



EARLY CHILDHOOD

Kindergarten Curriculum Guidelines



Acknowledgement of Country

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.

Note of Thanks

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Kindergarten Curriculum Guidelines

Purpose

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* (the *Guidelines*) reinforce the themes of the Authority's Kindergarten and Pre-primary Statement for Western Australia and the Guiding Principles for Western Australian schools stated in the *Western Australian Curriculum and Assessment Outline* (the *Outline* – www.scsa.wa.edu.au).

The purpose of the *Guidelines* is to facilitate the optimal learning, development and wellbeing of Kindergarten children in Western Australia. The *Guidelines* support educators to develop Kindergarten curriculum for Western Australian children. They contain the [Early Years Learning Framework \(EYLF\)](#) Vision, Principles and Practices and the *EYLF* outcomes are described for kindergarten-aged children. It is these interrelated components that guide curriculum decision-making.

The *EYLF* has been updated and is the national framework for early childhood educators. It supports Goals 1 and 2 of the Educational Goals for Young Australians as described in the *Alice Springs (Mparntwe) Education Declaration*. Additionally, it draws on the United Nations Convention of the Rights of the Child and, as such, a child's rights approach supports the principles for Child Safe Organisations (Australian Human Rights Commission, 2018).



The two goals of the *Alice Springs (Mparntwe) Education Declaration* are distinct while 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 infuse their perspectives in the curriculum.

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

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

A vision for young children's learning

All children engage in learning that promotes confident individuals and successful lifelong learners. All children are active and informed members of their communities with knowledge of Aboriginal and Torres Strait Islander perspectives.

The following three characteristics are essential in realising the *EYLF's* Vision for optimising young children's learning, development and wellbeing.

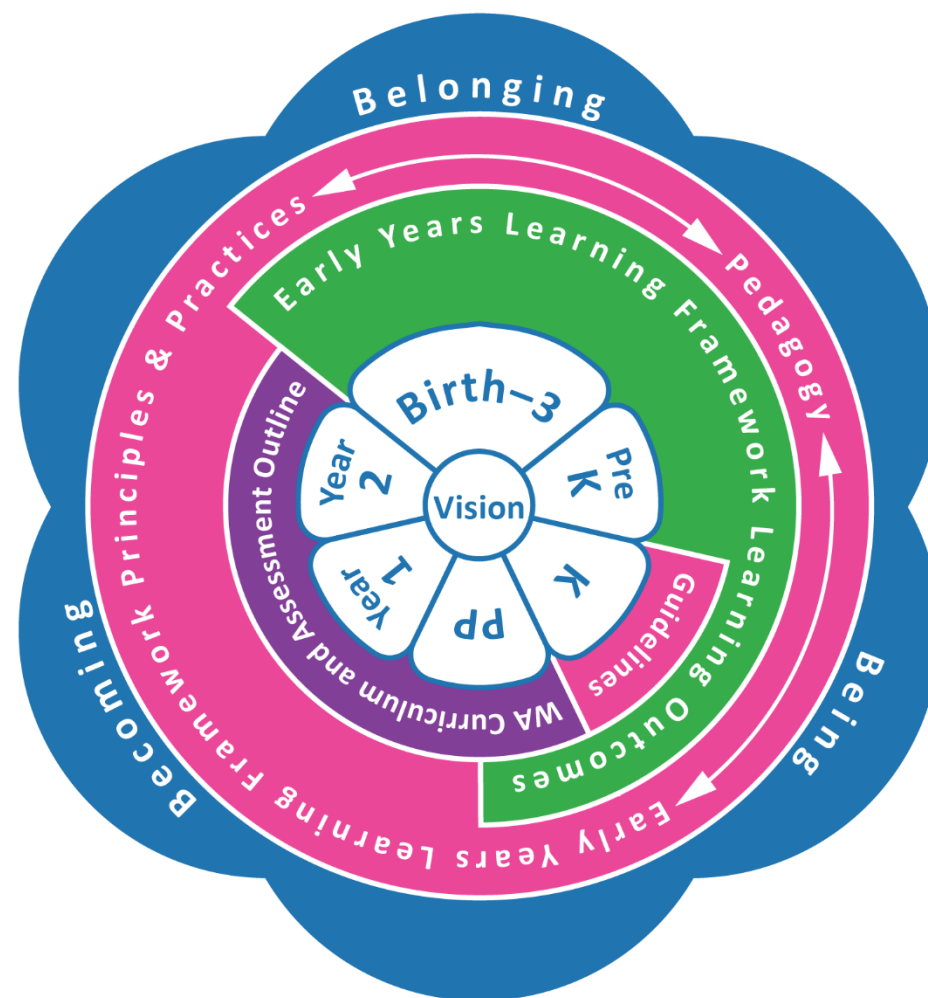
Belonging – Experiencing belonging – knowing where and with whom you belong – is integral to human existence. Children belong to diverse families, neighbourhoods, and local and global communities. *Belonging* acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, trusting relationships and affirming experiences are crucial to a sense of belonging. *Belonging* is central to *being* and *becoming* in that it shapes who children are and who they can become.

Being – Childhood is a time to be, to seek and make meaning of the world. *Being* recognises the significance of the present, as well as the past, in children's lives. It is about children knowing themselves, developing their identity, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about children *being* in the here and now.

Becoming – Children’s identities, knowledge, understandings, dispositions, capabilities, skills and relationships change during childhood. They are shaped by different events and circumstances. *Becoming* reflects this process of rapid and significant change that occurs in the early years as children learn and grow. It emphasises the collaboration of educators, families and children to support and enhance children’s connections and capabilities, and for children to actively participate as citizens.

Kindergarten teachers using the *Guidelines* are implementing the updated *EYLF*. Figure 1 shows the centrality of the *EYLF* Vision in Western Australia, and where the *EYLF*, *Guidelines* and the *Outline* connect with the Principles and Practices of the *EYLF*. The *Guidelines* are an exemplification of the *EYLF* for the Kindergarten year. The Principles and Practices of the *EYLF* guide educators’ pedagogical decision-making about children’s learning from birth through to Kindergarten, Pre-primary and onto Year 2. The *Guidelines* assist educators to design and implement curriculum to strengthen children’s transition and the continuity of their learning, development and wellbeing into Pre-primary. In this figure, the *EYLF* learning outcomes are extended partway into Pre-primary, as teachers may find it useful to review the *EYLF* outcomes to assist children with the continuity of their learning in their transition into this year. For this reason, connections to the *Outline* have been made to each Outcome but are shown more specifically in Appendix 1. Additionally, the 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.



To realise the *EYLF* vision, educators use four interrelated elements: the Vision, 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.

Early childhood pedagogy

The pedagogy of the *EYLF* draws from a range of perspectives about how children learn and what practices best support this. Different theories, world views and knowledges inform early childhood approaches and practices to promote children's learning, development and wellbeing. A range of perspectives may include:

- developmental theories that focus on describing and understanding the influences on, and processes of, children's learning, development and wellbeing over time. For example, attachment theory explains children's formation of trusting relationships with important adults; social learning theory focuses on how children observe and imitate the behaviour of others; cognitive theory describes thought processes and how this influences the ways children engage with and understand their world
- sociocultural theories that emphasise the central role of the respectful relationships of families, social and cultural contexts in children's learning and development
- practice theories, such as affordance theory that asks educators to think, for example, about the possibilities for activity that the physical environment offers children. The theory of practice architectures invites educators to think about their sayings (understandings of their practice), their doings (the ways in which they practice) and their relating (how they relate to others in their practice)

- ancestral knowledges are ways of knowing and understanding shared through history and culture, in the written, oral and spiritual traditions of Aboriginal and Torres Strait Islander peoples
- place-based sciences that foster community connections in ways that build on local (children, families, communities and educators) funds of knowledge (experiences and understandings) that assist in building thriving learners and communities
- critical theories that invite educators to challenge assumptions about curriculum, and consider how their decisions may affect children differently
- feminist and post-structuralist theories that offer insights into issues of power, equity and social justice in early childhood settings.

The Principles and Practices of the *EYLF* are founded on the understanding that:

- children experience *being*, *belonging* and *becoming* in many ways as they have diverse backgrounds, experiences, home languages, perspectives, expectations, and different cultural ways of knowing that influence learning, development and wellbeing
- 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 intricately interwoven and interrelated
- play-based learning experiences capitalise on children's natural inclinations to be curious, and integrate their emotions, thinking and motivation that assists to strengthen brain functioning

- 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

The following eight Principles reflect contemporary theories, perspectives and research evidence concerning children's learning and effective early childhood pedagogy. The *EYLF* Principles underpin the Practices focused on assisting all children to achieve positive learning outcomes as outlined in the *Guidelines*. Educators consider ethical, socially just and inclusive principles when they:

- build secure, respectful and reciprocal relationships
- develop partnerships
- are respectful of diversity
- embed Aboriginal and Torres Strait Islander perspectives
- commit to equity, inclusion and high expectations
- consider sustainability in all its forms
- engage in critical reflection and professional learning
- exercise collaborative leadership and work as a team.

Secure, respectful and reciprocal relationships

Educators who are attuned to children's thoughts and feelings support their learning, development and wellbeing. Children's first attachments within their families and trusting relationships within other familiar settings provide them with a secure base from which to explore the environment and build new relationships. Children's experiences of positive caring relationships and interactions with others play a crucial role in healthy brain development.

Research has shown the importance of relational and place-based pedagogies for children's optimal learning, development and wellbeing. Through a widening network of secure relationships, children develop

confidence and feel safe, respected and valued. They become increasingly able to recognise and respect the feelings of others and to interact positively with them.

Educators who prioritise nurturing relationships through culturally safe and responsive interactions provide children with consistent emotional support. They value the role of familiar routines and everyday rituals in children's lives, and ensure children develop the abilities and skills, such as self-regulation, and understandings they require for interacting with others. Educators also help children learn about their responsibilities to others, to support their own and others' wellbeing, to appreciate their connectedness and interdependence as learners, and to value collaboration and teamwork.

Partnerships

Partnerships are based on the foundations of respecting each other's perspectives, expectations and values, and building on the strengths of each other's knowledge and skills. Learning Outcomes are most likely to be achieved when educators work in partnership with children, families, other professionals and communities, including schools.

These partnerships recognise the diversity of families and children. In genuine partnerships, educators collaborate with children, families, other professionals, community members and teachers in schools to support children's learning, development and wellbeing.

In genuine partnerships, educators:

- value and respect each other's knowledge of each child
- value and respect each other's contributions to and roles in each child's life
- build trust in each other

- act with empathy and sensitivity when children are experiencing adversity
- learn about other ways of knowing, *being*, doing and thinking
- communicate and share information safely and respectfully with each other
- share insights and perspectives about each child with families
- acknowledge the diversity of families and their aspirations for their children
- engage in shared decision-making to support children's learning, development and wellbeing.

Educators recognise that families are children's first and most influential teachers. They create a welcoming and culturally safe environment where all children and families are respected regardless of background, ethnicity, languages spoken, religion, family makeup or gender. Educators, children and families collaborate in curriculum decisions to ensure that learning experiences are meaningful. Educators actively encourage such collaborations.

Ethical partnerships are formed when information is shared responsibly, and educators take safety precautions to ensure children's right to privacy and protection. Educators know children engage with popular culture, media and digital technologies, so they build partnerships with families and others to keep children safe and families aware of information about online safety.

Knowing that some children may not have experienced safe and supportive family environments, educators enact trauma-informed practices. In doing so, they engage with other professionals to enhance the learning, development and wellbeing of these children and, as part of this, engage in information sharing and record keeping.

Partnerships involve educators, families, other professionals, community members and teachers in schools working together for the best interests of children. These partnerships provide opportunities to explore the learning potential within everyday rituals, routines, transitions and play experiences to ensure active participation and engagement in learning is inclusive of children with diverse backgrounds, family structures and capabilities.

Respect for diversity

There are many ways of living, *being* and 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 valuing and reflecting the practices, values and beliefs of families within the curriculum. Educators acknowledge the histories, cultures, languages, traditions, religions, spiritual beliefs, child rearing practices and lifestyle choices of families. They build culturally safe and secure environments for all children and their families. Educators value children's unique and diverse capacities and capabilities and respect 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 Australian children, it also includes promoting greater understanding of Aboriginal and Torres Strait Islander ways of knowing and *being* and actively working towards Reconciliation.

When educators respect the diversity of families and communities, and the aspirations they hold for their children, they can 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, languages, capabilities 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 for children to learn about similarities and differences and about interdependence and citizenship.

Aboriginal and Torres Strait Islander perspectives

Providing opportunities for Aboriginal and Torres Strait Islander children to see themselves, their identities and cultures reflected in their environment is important for growing a strong identity. Embedding Aboriginal and Torres Strait Islander perspectives in all educators' philosophy and practice is a key tool to advance Reconciliation. This also contributes to Closing the Gap commitments and fulfilling every Australian child's right to know about Australia's First Nations' histories, knowledge systems, cultures and languages. Embedding Aboriginal and Torres Strait Islander perspectives is a shared responsibility of approved providers, educators, and other professionals working in early childhood educational settings, regardless of whether Aboriginal and Torres Strait Islander children and families are enrolled in that setting.

Aboriginal and Torres Strait Islander peoples are the longest surviving continuous culture in the world and the custodians of this land. Their knowledge systems, traditions, ceremonies, lore and culture have survived for over 60 000 years. Relationships and continual connections to Country and community are at the heart of who they are and the contributions of Aboriginal and Torres Strait Islander people – past and present – should be acknowledged and valued in children's learning.

Educators think deeply and seek assistance where possible, through engaging with Aboriginal and Torres Strait Islander people, about how to embed

Aboriginal and Torres Strait Islander perspectives in the philosophy of the setting, their planning and implementation of curriculum. They have a responsibility to create culturally safe places, working in intercultural ways through pedagogy and practice. An intercultural space is created when educators seek out ways in which contemporary and traditional, including Aboriginal and Torres Strait Islander, knowledge systems work side by side.

Educators grow their knowledge of kinship systems and cultural connections in their local communities so they can build engaging reciprocal relationships between kindergartens and community. Acknowledging the strengths and capabilities of Aboriginal and Torres Strait Islander families while supporting wellbeing assists in reinforcing and affirming a positive sense of identity for their children.

The history and culture of Aboriginal and Torres Strait Islander peoples is respectfully and truthfully reflected through community involvement and culturally sensitive practices. Embedding Aboriginal and Torres Strait Islander knowledges and perspectives encourages openness to diverse perspectives, enhances all children's experiences and assists in the authentic advancement of Reconciliation. It is a commitment to children learning about what has come before and working together for what is to come.

Equity, inclusion and high expectations

Educators who are committed to equity recognise that all children have the right to participate in inclusive early childhood settings, regardless of their circumstances, strengths, gender, capabilities or diverse ways of doing and being. They create inclusive learning environments and adopt flexible and informed practices, including making reasonable adjustments to optimise access, participation and engagement in learning. This supports wellbeing and positive outcomes for children in all their diversities.

Reasonable adjustments are the measures or actions taken by approved providers and educators to assist the meaningful participation of children with disabilities or who are experiencing barriers to learning. Educators nurture children's optimism, happiness and sense of fun, and support children's friendships and interactions with each other.

Educators engage in critical reflection, challenge practices that contribute to inequities or discrimination and make curriculum decisions that promote genuine participation and inclusion. To support all children's inclusion, they recognise and respond to barriers that some children face, including attitudinal and practical barriers. Such barriers can be related to disability, family diversity, cultural and linguistic diversity, neurodiversity, and children and families living through trauma and adversity.

Educators view all children as competent and capable and hold high expectations for their learning. They strive to provide all children with equitable and participatory environments and experiences to promote their learning, development and wellbeing. In doing this, educators recognise that equitable means fair, not equal or the same, and some children may need greater access to resources and support to participate in early childhood settings. By developing their professional knowledge and skills, and working in partnership with children, families, communities, and other professionals, educators continually strive to find equitable and effective ways to ensure that all children have opportunities to achieve Learning Outcomes and flourish.

Sustainability

Humanity and the planet we share with all living things face some big challenges. Educators and children have important and active roles to play in creating and promoting sustainable communities.

Broadly defined, sustainability spans environmental, social, and economic dimensions which are intertwined. Environmental sustainability focuses on caring for our natural world and protecting, preserving and improving the environment. Social sustainability is about inclusion and living peacefully, fairly and respectfully together in resilient local and global communities. Economic sustainability refers to practices that support economic development without negatively impacting the other dimensions. This includes a focus on fair and equitable access to resources, conserving resources and reducing consumption and waste.

Adopting this broader definition helps to meet the needs of the present without compromising the ability of future generations to meet their own needs. In sustainable communities, the requirements of humans, animals, plants, lands, and waters can be met now and for generations to come.

Educators recognise children's avid interest in their world, their ability to engage with concepts of sustainability and their capacity to advocate and act for positive change. Children's agency and their right to be active participants in all matters affecting their lives is supported. Further, children's understanding of their citizenship, and rights and responsibilities as members of local and global communities, is built through meaningful and relevant educational experiences.

Thinking about sustainability means thinking about the future and acting to create healthy, just and vibrant futures for all. Educators encourage children to develop appreciation of the natural world, understand our impact on the natural world and the interdependence between people, animals, plants, lands and waters. Sustainable practices are created with children, and children are supported to take an active role in caring for the environment and to think about ways they can contribute to a sustainable future. Recognising that Aboriginal and Torres Strait Islander peoples have looked

after Country for the past 60 000 years, educators and children learn about Aboriginal and Torres Strait Islander history, culture and rich sustainable practices.

Educators provide opportunities for children to learn about all the interconnected dimensions of sustainability, understanding that sustainability goes beyond learning in nature and being involved in nature conservation. Children are supported to appreciate that sustainability embraces social and economic sustainability – as well as environmental sustainability – and to engage with concepts of social justice, fairness, sharing, democracy and citizenship.

Critical reflection and ongoing professional learning

Educators continually seek ways to build their professional knowledge and skills and develop learning communities. They are 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.

Reflection and critical reflection are often used interchangeably, but the terms describe different practices. Reflection involves educators thinking intentionally about their own and others' practices, with certain aims or goals in mind. Critical reflection is a meaning-making process that involves a deeper level of thinking and evaluation. It requires engagement with diverse perspectives, such as philosophy, theory, ethics and practice, and then evaluating these in context, leading to transformative pedagogical decisions and actions. As professionals, educators collaboratively explore, identify and evaluate diverse perspectives with respect to their own settings and contexts. In this way, critical reflection informs future practice in ways that

demonstrate an understanding of each child's learning, development and wellbeing, and have implications for equity and social justice.

In practice, educators can frame their critical reflection within a set of overarching questions, developing more specific questions for areas of inquiry.

Overarching questions to guide critical reflection might include:

- What is our understanding of each child, their culture and context?
- What questions do we have about our work? What are we challenged by? What are we curious about? What are we confronted by in relation to our own biases?
- What theories, philosophies and understandings shape and assist our work?
- In what ways, if any, are the theories, knowledges and world views that we usually draw on to make sense of what we do limiting our practice?
- What other theories or knowledge and world views could help us to make sense of what we have observed or experienced? How might those theories and that knowledge affect our practice?
- Who is advantaged or included when we work in this way? Who is disadvantaged, excluded or silenced?

A robust culture of critical reflection is established when educators as a team, as well as children and families, are all involved in an ongoing cycle of review. Through review and reflection, educators examine current practices, evaluate outcomes of those practices, and generate, try and test new ideas. This approach supports educators to question established practices and to think about why they are working in particular ways. In such a climate, there is opportunity to engage in deep thinking about pedagogy, equity and children's wellbeing. Educators who are critically reflective are also committed to their own ongoing professional learning and development,

actively seeking out opportunities that develop capabilities, and collaborating with their colleagues on aspects of practice in the early childhood setting.

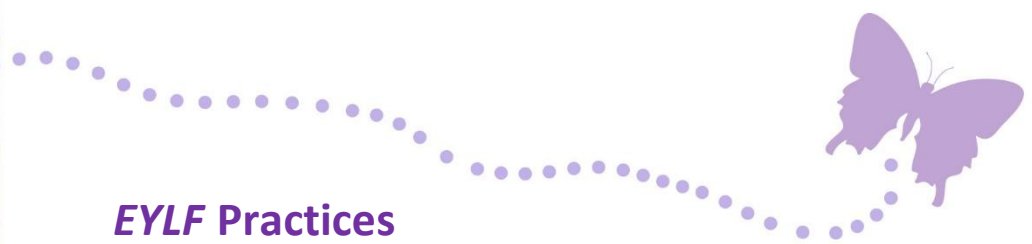
As professionals, educators are committed to lifelong learning and actively look for opportunities to strengthen their professional knowledge and skills to support continuous quality improvement in practice. Working in collaboration with colleagues, they identify and negotiate learning priorities, reflect on how they learn best, and look for evidence-informed learning experiences that support deep learning, critical reflection and practice change. Educators recognise that ongoing learning can take many forms. This might include professional learning experiences within a range of settings; for example, professional conversations within teams, coaching and mentoring, professional reading, practitioner inquiry and participating in collaborative research projects. It may also include learning opportunities offered by others; for example, pursuing further study, attending professional conferences and completing professional learning programs. Within early childhood settings, team members share new knowledge and skills gained through professional learning experiences and encourage and support the ongoing learning of others.

Collaborative leadership and teamwork

All educators exercise aspects of leadership in their daily work with children, families and colleagues. Educators lead their own ethical practice as they take professional and personal responsibility for their actions and the decisions they make. Collaborative leadership and teamwork are built on a sense of shared responsibility and professional accountability for children's learning, development and wellbeing. It is a view of leadership that empowers all members of the team to use their professional knowledge and skills in ways that assist everyone to do the best they can for children, families and colleagues in their setting.

Collaborative leadership and teamwork are aspects of a positive work culture where a motivation to enact a professional philosophy of cooperation and collaboration enables positive relationships to grow. Children and families are attuned to the work culture of an early childhood setting, which influences their relationships, interactions and experiences within that setting.

Collaborative leadership and teamwork are built on professional and respectful conversations about practice. Educators engage with different ways of thinking and working to critically reflect on their practice both individually and as a team and contribute to curriculum decisions and quality improvement plans. Children's learning, development and wellbeing is optimised when educators communicate, and share ideas and views about improving practice. Collaborative leadership and teamwork support a culture of peer mentoring and shared learning where all team members contribute to each other's professional learning and growth for high-quality programs for children in early childhood settings.



EYLF Practices

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, place-based and play-based pedagogical approaches. These Practices inform curriculum for children's learning, development and wellbeing by:

- adopting holistic approaches
- being responsive to children
- planning and implementing play-based learning with intentionality
- creating physical, temporal, intellectual, social and emotional environments
- valuing the cultural and social contexts of children and their families
- providing for continuity in experiences and enabling effective transitions
- analysing, assessing, monitoring and evaluating children's learning, development and wellbeing in ways to understand, acknowledge and document children's progress and their achievement of Learning Outcomes.

Holistic, integrated and interconnected approaches

Holistic approaches recognise the integration and connectedness of all dimensions of children's learning, development and wellbeing. When educators take a holistic approach, they pay attention to children's physical, personal, social, emotional and spiritual wellbeing and cognitive aspects of learning. They are attuned to children's actions and promote embodied learning, understanding that children's minds and bodies are intertwined in the learning process. In this approach, children's voices, actions and movements are important considerations for planning and assessment.

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.

Educators promote holistic approaches to learning and teaching. They understand the integrated nature of the *EYLF*, and the connection between the various elements of the *EYLF*. The integration of the Vision, Principles, Practices and Learning Outcomes are key to providing for children's holistic learning. When planning, teaching and assessing learning, educators engage with all of these elements, thinking about the principles underpinning their practices and the impact of their practices on children's engagement and achievement in learning, development and wellbeing.

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 attuned to, and respond in ways that best suit, each child's strengths, capabilities and curiosity. Knowing, valuing and building on all children's strengths, skills and knowledge enhances their motivation and engagement in learning. Educators are aware of and respond to the strategies used by children with additional needs to negotiate their everyday lives. They respond to children's expertise, cultural traditions and ways of knowing, and the multiple languages spoken by some children, including by Aboriginal and Torres Strait Islander children. Educators are also responsive

to children's funds of knowledge (experiences and understandings), ideas, sociality and playfulness, 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, development and wellbeing via open-ended questioning, providing feedback, challenging their thinking and guiding their learning. Educators are attuned to and actively listen to children so they can respond in ways that build relationships and support children's learning, development and wellbeing. They make use of planned and 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.

Play-based learning and intentionality

Play-based learning approaches allow for different types of play and recognise the intentional roles that both children and educators may take in children's learning. When children play with other children and interact with adults, they create relationships and friendships, test out ideas, challenge each other's thinking and build new understandings. Play provides both a context (a place or space where children play) and a process (a way of learning and teaching) where children can ask questions, solve problems and engage in critical thinking. Play-based learning provides opportunities for children to learn as they discover, create, improvise and imagine.

Play-based learning with intentionality can expand children's thinking and enhance their desire to know and to learn, promoting positive dispositions towards learning.

Children act intentionally and with agency in play. This is demonstrated when children make decisions about what to do, and with what and with whom to engage and invite into their play. Neural pathways and connections in the brain are stimulated when children are fully engaged in their play as they make plans, create characters, solve problems, develop self-awareness and learn how to socialise, negotiate and think with others. Children's immersion in their play illustrates how play enables them to simply enjoy *being*.

Educators are intentional in all aspects of the curriculum and act deliberately, thoughtfully and purposefully to support children's learning through play. They recognise that learning occurs in social contexts and that joint attention, interactions, conversations and shared thinking are vitally important for learning.

Educators act with intentionality in play-based learning when they, for example:

- plan and create both indoor and outdoor environments that promote and support different types of play for children's active engagement, agency, problem-solving, curiosity, creativity and exploration
- take different roles in children's play or make purposeful decisions about when to observe and when to join and guide the play
- extend children's learning using intentional teaching strategies, such as asking questions, explaining, modelling, speculating, inquiring and demonstrating, to expand children's knowledge, skills and enjoyment in thinking and learning
- sustain, challenge and deepen children's ideas and skills through shared thinking and scaffolding learning
- use a range of strategies to plan, document and assess children's learning in play-based experiences

- plan and implement play-based learning experiences using children's interests, curiosities and funds of knowledge
- assist children to recognise unfair play and offer constructive ways to build a caring, fair and inclusive learning community
- act as resourceful and respectful co-learners and collaborators with children
- support children's progress in play-based learning through the thoughtful extension of children's knowledge, skills and concept development
- notice and work sensitively with very young children's intentions in exploring, practicing and experimenting through play
- acknowledge children's enjoyment and sense of fun and playfulness in learning, particularly when engaged in group play
- provide a balance between child-led, and adult-initiated and -guided, play
- plan opportunities for intentional knowledge building, as well as recognising and utilising opportunities for spontaneous teaching and learning
- use routines, rituals and transitions to foster learning, development and wellbeing
- join in with children's play experiences, such as taking a role in children's imaginative play, to understand and build on children's ideas to support and foster learning
- facilitate the integration of popular culture, media and digital technologies which add to children's multimodal play.

Learning environments

Learning environments include physical, temporal, social and intellectual elements. Welcoming, safe and inclusive indoor and outdoor learning environments reflect, respect, affirm the identities and enrich the lives of children and families. Educators plan and provide both active and calming spaces, as well as times in the daily schedule for active and quiet play. They provide individual as well as group spaces that respond to children's interests and capabilities. Environments that support learning are vibrant and flexible spaces that are responsive to the strengths, cultures, languages, interests, and capabilities of each child, and reflect aspects of the local community. Well-planned environments cater for different learning capacities and learning styles and allow for reasonable adjustments where required. Educators also invite children and families to contribute their ideas, interests and questions to create unique and familiar environments. For Aboriginal and Torres Strait Islander families, these contributions can assist in building an intercultural space where traditional Aboriginal and Torres Strait Islander knowledges are shared and valued within the Kindergarten.

Outdoor learning spaces are a feature of Australian learning environments. They offer a vast array of possibilities for physical activity and learning experiences not available indoors. Access to play spaces in natural environments may include plants, trees, edible gardens, open spaces, sand, rocks, mud, water and other elements from nature. These and other outdoor spaces invite open-ended play and interactions, physically active play and games, spontaneity, risk-taking, exploration, discovery and connection with nature. They foster an appreciation of the natural world and the interdependence between people, animals, plants, lands and waters, providing opportunities for children to engage with all concepts of sustainability through environmental education.

Educators participate in and offer opportunities for children to learn on Country and seek more information about Aboriginal and Torres Strait Islander connections and relationships with Country. All children benefit from learning on Country and from Country. For Aboriginal and Torres Strait Islander children, their spirituality is connected to Country, and the connection is strong. It is in their relationships and how they communicate with their ancestors, families, kinship systems and communities. It is in their connection to the land.

Indoor and outdoor environments support all aspects of children's learning and invite conversations between children, educators, families and the broader community. They promote opportunities for shared sustained thinking and collaborative learning. Children should experience ongoing, appropriate periods of time in both the outdoor and indoor environment for optimal learning to occur. Approved providers and educators are aware that the accessibility of resources and the way in which learning spaces are set up may enable some children and prevent others from participating. In this way, approved providers and educators attend to all aspects of the environment to enable all children to participate, succeed in learning and develop positive feelings of self-worth.

Materials enhance learning when they reflect what is natural and familiar, and introduce novelty to provoke interest and more complex, and increasingly abstract, thinking. For example, digital technologies and media 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, as well as thinking about social and economic sustainability.

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 actively participate and contribute to their local community.

Cultural responsiveness

Educators who are culturally responsive respect multiple cultural ways of knowing, doing and *being*, and celebrate the benefits of diversity. They honour differences and take action in the face of unfairness or discrimination. Being culturally responsive includes a genuine commitment to embed Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum. Being culturally responsive also includes respecting and working collaboratively with culturally and linguistically diverse children and families. Cultural responsiveness is evident in everyday practice when educators demonstrate an ongoing commitment to developing their own cultural knowledge in a three-way process with children, families and communities.

Educators view culture and the context of the child's family and wider community as central to children's sense of *being* and *belonging*, and their successful lifelong learning. They assist children to be culturally competent and responsive by taking actions in the face of unfairness and discrimination. Educators collaborate with children, their families and members of the community to build culturally safe and secure environments and use this knowledge to inform their practice.

Cultural responsiveness is more than awareness of cultural differences. It includes learning about multiple perspectives and diversity in all its forms,

such as Aboriginal and Torres Strait Islander peoples, ethnic, cultural, linguistic, family and individual diversity. It is the ability to understand, communicate with and effectively interact with people across cultures.

Cultural responsiveness encompasses:

- awareness of one's own world view and biases
- respect for diverse cultures
- respect for Aboriginal and Torres Strait Islander cultures as the nation's custodians of the land
- gaining knowledge of cultural practices and world views
- communicating effectively and sensitively with people, recognising diverse ways of communicating and interacting across cultures
- everyday practices, including routines and rituals, decisions and actions that are responsive to children and families' contexts.

Culturally responsive educators are:

- knowledgeable of each child's and family's context
- active in embedding Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum
- implementing anti-bias approaches, including social justice approaches to address racism and/or bias in the setting and community
- embedding democratic and fair practices in their setting, including the importance of being a responsible citizen
- supporting children to take culturally responsive actions in the face of unfairness and discrimination
- collaborating with colleagues, children, families, and their communities to build culturally safe learning spaces.

Continuity of learning and transitions

Children bring their individual, family and community ways of *being*, *belonging* and *becoming*, often called funds of knowledge, to their early childhood settings. Educators who know and build on children's funds of knowledge help them to feel secure, confident and connected to familiar people, places, events and understandings. This reinforces each child's sense of *belonging*. Children, families, educators and teachers in schools all contribute to successful transitions between settings.

Children's identities change as they move from one setting to another. Educators assist children to negotiate changes in their status or identities; for example, when they move to a new room in their early childhood setting or begin full-time school. As children make major transitions to new settings, including to 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.

Transitions can be everyday occurrences between routines, play spaces or settings as well as bigger transitions, including from home to starting at school or an early childhood setting, or from one early childhood setting to another. All transitions offer opportunities and challenges. Different places and spaces have their own purposes, expectations and ways of doing things. In partnership with children and families, educators ensure that all 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.

Continuity is where children experience familiar or similar ways of *being*, doing and learning from one setting to another. Experiencing greater continuity assists effective and positive transitions. Educators work with

families to promote continuity; for example, knowing about Aboriginal and Torres Strait Islander children's kinship connections, parenting practices and other aspects of cultural life can inform positive transitions. Continuity between home and the early childhood setting is important for families as well as children. Continuity in the transition to school can be supported through discussions, access to familiar materials and routines, and timetables that facilitate greeting and departure rituals. Some families and children will need more support when they transition into an early childhood setting or school. Educators work collaboratively with each child's new educator, teachers in schools and other professionals to ensure a successful transition.

Assessment and evaluation for learning, development and wellbeing

Assessment and evaluation are part of an ongoing cycle that includes observing, documenting, analysing, planning, implementing and critical reflection. Assessment refers to the gathering of information about children's learning, development and wellbeing undertaken over time using a range of strategies. Evaluation refers to educators' critical reflection on and analysis of this information, and consideration of the effectiveness of their planning and implementation of curriculum for children's learning. Using assessment and evaluation information, educators formulate short- and long-term learning goals with children, families and other professionals.

Assessment

Assessment strategies are selected by educators for different purposes. Assessment strategies include observations, documentation, reflections and gathering of information about, and with, children and their families. Through assessment, educators describe and interpret children's actions,

interactions and communications to consider their achievements, capabilities and wellbeing in relation to the Learning Outcomes. Educators understand the importance of including children's voices and contributions to assessment. Assessment strategies that are inclusive, culturally and linguistically relevant, and responsive to the physical, emotional, social, intellectual and regulatory capabilities of each child will acknowledge each child's abilities, strengths and competencies. Through assessment, educators recognise and celebrate not only the giant leaps children take in their learning but the small steps as well.

Educators utilise three broad types of assessment.

1. Assessment 'for children's learning', also known as formative assessment, is when information about what children know, can do and understand is gathered and analysed to inform pedagogy and planning. Educators use a variety of strategies to collect rich and meaningful information that depicts children's learning in context, describes their progress and identifies their strengths, learning dispositions, skills and understandings. Used effectively, formative assessment strategies can capture the different pathways that children take in their learning journeys and make the process of learning visible to children and their families, educators and other professionals.

2. Assessment 'of children's learning', also known as summative assessment, is when educators review children's achievements and capabilities at specified or selected timepoints, such as during their transition into the early childhood setting, mid-year or for their transition to school. Educators make professional judgements about children's learning progress over time to show the 'distance travelled' by learners. In their summative assessments, educators can critically reflect on how children have engaged with increasingly complex ideas and participated in increasingly sophisticated learning experiences.

Summative assessment can also be based on children's attainment of developmental milestones, which can be helpful if educators have a concern about a child's learning abilities or wellbeing. Educators can use such information to start a conversation with families and for potential referral to other professionals for diagnostic assessment.

3. Assessment 'as learning' is used to facilitate children's awareness, contributions and appreciation of their own learning. Children's voices and contributions to assessment can be captured using strategies such as child portfolios or class books to involve children in documenting learning. This allows children to reflect on their learning and develop an understanding of themselves as learners, what they like to learn, and how they learn best.

When children, families and other professionals are included in the development and implementation of relevant and appropriate assessment processes, new understandings can emerge that would not be possible if educators rely solely on their own perspectives. Developing inclusive assessment practices with children and their families demonstrates respect for diversity, and helps educators, families and children make better sense of the assessment information. Assessment undertaken in collaboration with families can assist them to support children's learning and empower families to act on behalf of their children within and beyond the early childhood setting.

Evaluation

Evaluation practices involve educators' critical reflection on the effectiveness of their planning and implementation of curriculum for children's learning as part of the planning cycle, both for and with children. Evaluation practices can also involve gathering feedback from families. Evaluation focuses on improving aspects of practice to amplify children's learning, such as learning,

teaching and assessment strategies, the environment, use of resources or time. Educators' evaluations and critical reflection can be undertaken through strategies including review and discussion with colleagues, watching others practice, coaching and mentoring and professional journaling.

Educators critically reflect when they pose questions about new ways of thinking and doing in their evaluations, such as 'How effective, meaningful, and relevant was the planned program? What difference did we make, and for whom?'. They critically reflect on their own views and understandings of theories, world views, evidence-based research and practice to focus on:

- the experiences, resources, strategies and environments they provide, and how these link to the intended Learning Outcomes
- the effectiveness of learning opportunities, environments and experiences offered, and the approaches taken to enable children's learning
- 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 and children's funds of knowledge so that the learning opportunities and experiences offered build on what children already know and bring to the early childhood setting
- questioning assumptions and unacknowledged biases about children's learning and expectations for children
- incorporating pedagogical practices that reflect knowledge of diverse perspectives, contribute to children's wellbeing and successful learning, and are inclusive and appropriate for each child or small groups of children.

Evaluation enables educators in early childhood settings to review how well they are doing, learn from their experience, and identify gaps and priorities. Educators consider how they could build on successes and take action to improve their practices.



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 contextual 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 that comprises 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 empower and assist 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.



Curriculum decision-making processes

The *Guidelines* recommend educators use the six curriculum decision-making processes that follow.

- **Observe and collect information** and communicate with families to find out about children's funds of knowledge and capabilities. Educators use multiple sources of information to document different aspects of children's learning, development and wellbeing, and listen to children attentively. They know about the contexts in which children's learning takes place both inside and outside the kindergarten.
- **Analyse and interpret** children's learning, development and wellbeing by drawing on a range of sources of information, including the educator's own professional knowledge to consider what they have found in relation to the five Learning Outcomes.
- **Plan, design and organise** for learning and teaching – daily or weekly with short- and long-term plans. Educators use the Vision, Principles, Practices and Outcomes of the *EYLF* as described in the *Guidelines* to provide purposeful learning experiences. Effective learning experiences in well-designed indoor and outdoor environments allow for children's agency, meaningful engagement 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, development, wellbeing and participation in a variety of ways in diverse contexts over time. Assessment methods reflect assessment 'for', 'of' and 'as' learning.
- **Evaluate and critically reflect** on assessment and documentation to consider how meaningful and effective the plans have been for children's learning. Evaluation also focuses on improving aspects of practice to amplify children's learning, such as learning, teaching and assessment strategies, the environment and use of resources or time. Critical reflection is a powerful tool for educators to consider the learning possibilities moving forward. Educators ask questions such as 'What worked well and why? What will I do differently next time? How can I further extend children's learning?' Using this information, educators 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 that curriculum is based on sound knowledge of each individual child, and that experiences and interactions are engaging, purposeful and respectful of each child's background, cultural identity, current interests and current capabilities. Inclusive learning environments are culturally responsive and safe places where all children can participate and experience success in learning, regardless of their circumstances, strengths, gender, capabilities or diverse ways of doing and being. When working with children with additional needs, educators make reasonable adjustments to optimise access, participation, and engagement in learning. They 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. 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. The temporal environment has a sense of predictability and allows for flexibility to cater for children's different learning requirements. Children should experience sustained, appropriate periods of time in both outdoor and indoor environments for optimal learning to occur.

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. Educators take a holistic approach to children's learning, development and wellbeing by paying attention to children's physical, personal, social, emotional and spiritual wellbeing and cognitive aspects of 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 multimodal 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. Play-based learning allows for different types of play and the intentional roles children and educators take in children's learning. 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-based learning 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 metacognitive strategies and a positive growth mindset.

Child participation

An effective early childhood curriculum supports the active participation of children and views children as decision-makers promoting their sense of agency. Experiences are presented in ways that ensure children can make choices and use different processes where more than one solution or one way of doing something 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.

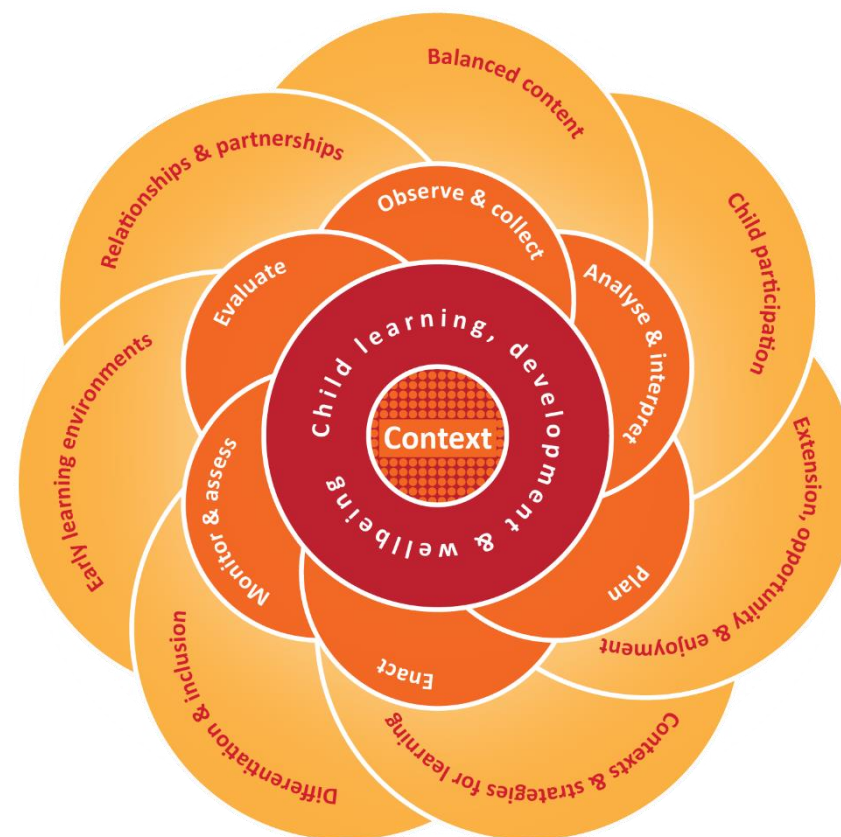
Extension, engagement and enjoyment in learning

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.

Educators also take into consideration the National Quality Standard (NQS). Note: links have been made between the *Guidelines* and the NQS, to assist educators (Appendix 2).

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





Learning Outcomes

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 Learning Outcomes in different ways and at varying rates. In the following descriptions of the Learning Outcomes for the Kindergarten year, examples of how children may achieve these Learning Outcomes are described; however, there will be many other ways that children demonstrate learning within and across the Learning Outcomes. Knowledge of individual children, their strengths and capabilities will guide educators' professional judgements 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 Learning Outcomes as well as sample reflective questions to assist in thinking and improving practice.

For each of the five Learning Outcomes, the content presented in the following pages is an illustrative list of examples in each outcome. Educators can use, add to or modify the dot points 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 and positive identity is a cornerstone to a child's learning, development and wellbeing. It affects motivation and the child's willingness 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 that 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 influences me?' Therefore, it is important children have multiple opportunities throughout the day to engage in self-initiated and guided play experiences with others, including 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.

Image: paulafrench via iStock

Through relational pedagogy, children develop trusting, warm, respectful relationships with others to build a positive sense of self-worth, wellbeing and security.

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 have English as an additional language or dialect may 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. There is an emphasis on infusing 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 opportunities 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 agency

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

1.3

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

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

1.4

Interacting in relation with others with care, empathy and respect

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

Educators can use, add to or modify the following dot points 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.



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:

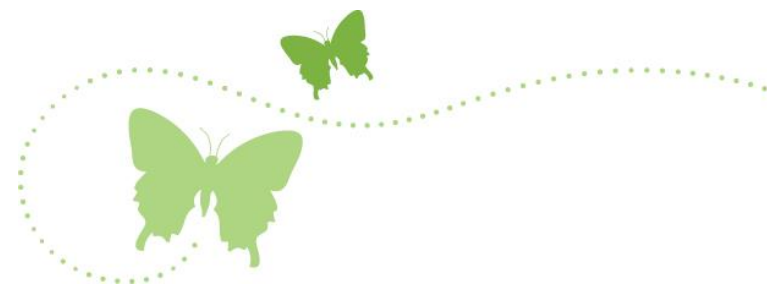
- forming stable relationships and friendships within the Kindergarten environment
- initiating and joining in play with others with enjoyment and satisfaction, e.g. building a dramatic play activity with other children
- enjoying a moderate level of surprise, uncertainty and change
- asking for attention in appropriate ways and communicating needs
- identifying a number of trusted people they can talk to about what upsets them or 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
- connecting Kindergarten learning with experiences at home
- joining in group activities
- 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
- share their home language with others
- 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
- 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
- taking considered risks in their decision-making and coping with the unexpected
- displaying a belief that more effort or different approaches may pay off
- meeting challenges for their 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 use 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 their own activities and using resources
- responding to ideas and suggestions from others.

Focus | Managing routines and 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 their 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 their 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 positive self-esteem, and describing aspects that make them unique
- aware and respectful of their own cultural background and world view as well as those of others
- displaying a positive body image
- knowing their 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 or dialect 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 in relation to others with care, empathy and respect

Focus | Participating positively as part of a group

Children are interacting in relation to 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
- approaching and initiating interactions with other children in order to form or be part of a group, and naming and challenging unfair acts and discrimination on behalf of themselves and others
- describing safe and unsafe situations
- 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 in relation to 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 their own actions and considering consequences
- initiating play and offering signals for others to join them
- raising concerns or requests in appropriate ways
- sustaining play experiences by treating others fairly and responding appropriately to what they are doing and saying.



Promoting Outcome 1

Early childhood educators promote Outcome 1 when they, for example:

- build warm nurturing relationships with children and their families
- welcome family members and invite them to participate
- create a place for parents and carers 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, provide books in home languages and dialects
- 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 and dialects
- engage with Aboriginal or Torres Strait Elders and cultural community members to explore their or others' social and cultural heritages
- 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, home corner or through nature
- 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, e.g. 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, name and model expression of feelings and teach emotions, e.g. using books and 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
- support children to learn about and recognise safe and unsafe situations.

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 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?



The background of the slide is white and features several blue butterfly silhouettes of various sizes scattered across the upper half. A solid blue horizontal bar spans the width of the slide, positioned below the butterflies. Inside this bar, the text "EYLF Learning Outcome 2" is written in white, bold, sans-serif font, and "Connecting and Contributing" is written below it in a smaller, white, sans-serif font.

***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 interconnected by 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 engaged 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? 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. By participating in everyday routines, with cooperative and collaborative practices such as group projects,

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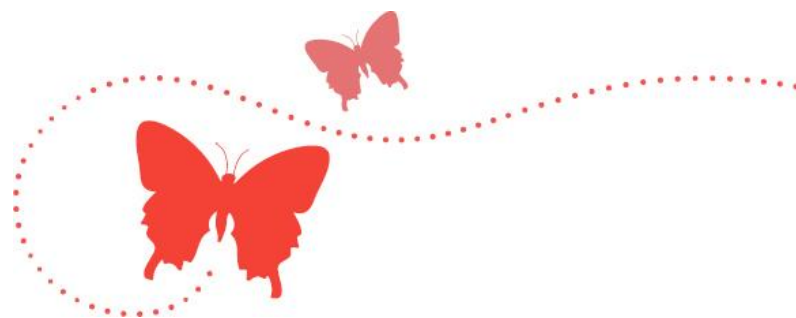
children learn to interact interdependently in ways that promote a shared sense of togetherness and a collective sense of *belonging*. Children require time and space in their day to play and interact with others, learn to take another point of view, empathise, negotiate, solve problems, ask for help 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.

Children are increasingly connecting with others through digital contexts. The use of digital technologies and the internet includes sharing and communicating information enabling children to connect and contribute to their world in new ways. Educators use evidence-based knowledge to assist children and families in using digital technologies in safe and healthy ways.

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 is 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 people 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 and languages as well as the local knowledge of how the traditional owners cared for and sustained the land over time is shared with children. Educators understand that Aboriginal and Torres Strait Islander children's connection to culture and Country can positively influence their engagement and participation in learning. They plan for and take every opportunity for children 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 communities and an understanding of reciprocal rights and responsibilities as active and informed citizens

- (a) Developing skills for working with others and as active and informed citizens
- (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 interactions between the environment and its people
- (c) Respecting, caring for and sustaining the environment

Educators can use, add to or modify the following dot points 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.





Developing a sense of connectedness to groups and communities and an understanding of reciprocal rights and responsibilities as active and informed citizens

Focus | Developing skills for working with others and as active and informed citizens

Children are developing a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens when they are, for example:

- listening to others and sharing their own ideas in English or their home language or dialect
- recognising they have a right to belong to and contribute to multiple communities
- 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
- 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 communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens when they are, for example:

- planning and carrying out a number of sequenced steps when exploring and investigating
- exploring and investigating with others for active community participation
- using simple language of measurement to describe, compare, order or sort observations made when exploring
- describing what they see, hear, touch, feel and taste verbally and non-verbally and through the arts
- using digital devices with assistance to collect information and communicate it simply
- use digital technologies with assistance to explore solutions or assistance to community issues
- 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

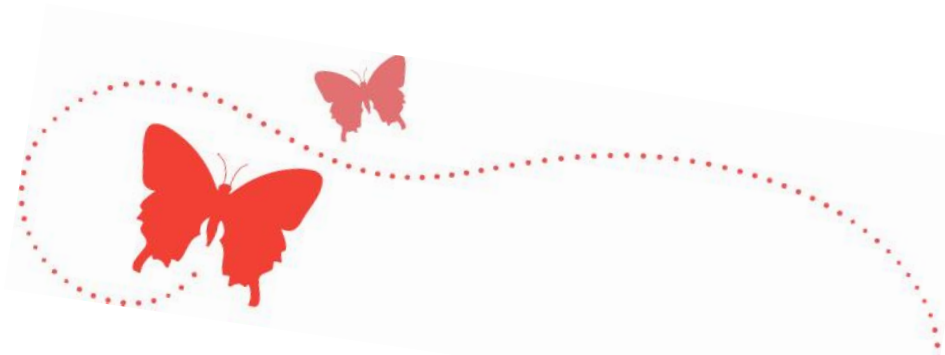
Children are exploring diversity and responding with respect when they are, for example:

- building an understanding that people can speak different languages and dialects, e.g. sing welcome song in Noongar
- describing their 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 through photos, artefacts and oral stories
- investigating the cultures around them
- creating simple models that represent features of their world
- engaging with Aboriginal and Torres Strait Islander Elders and diverse community members to explore their own and others' connections to the community.

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
- investigating similarities and differences between people and reacting in respectful ways to diversity and differences
- investigating other cultures' 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. the eight Aboriginal ways of learning
- investigating their own and other children's linguistic and cultural events
- building an understanding of other people's feelings.



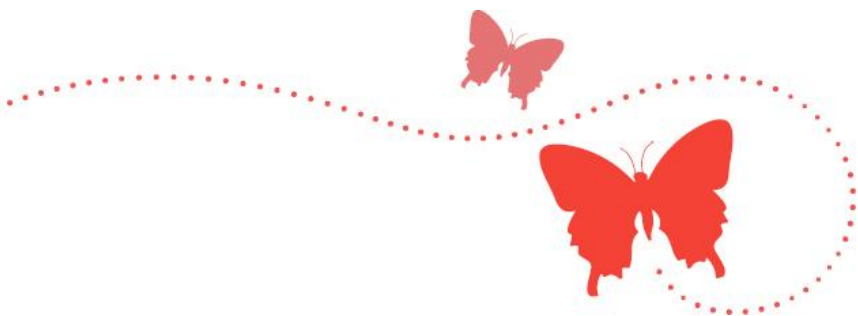


Becoming aware of fairness

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 among people
- becoming aware of the ways in which peers are included or excluded or dominate play situations and how others might feel
- exploring what it means to be treated fairly and to treat others fairly
- developing the ability to recognise unfairness and bias in story characters and play situations
- engaging with concepts of citizenship, social justice and equity,
- showing kindness and compassion for those treated unfairly.





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 aspects of materials used during play
- observing and describing changes in weather, such as 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
- beginning to use local languages to describe the environment, such as the Noongar seasons – *Birak* – First summer (December–January); *Bunuru* – Second summer (February–March); *Djeran* – Autumn (April–May); *Makuru* – Winter (June–July); *Djilba* – First spring (August–September); *Kambarang* – Second spring (October–November)
- using play to investigate and explore new ideas.

Focus | Investigating 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 and knowledge of the interactions between the land on which the Kindergarten and local community sits and the traditional owners
- describing the characteristics that make 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
- 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, such as identifying local bush plants, seasonal variations and how the plants were used by Aboriginal and Torres Strait Islander people.



Promoting Outcome 2

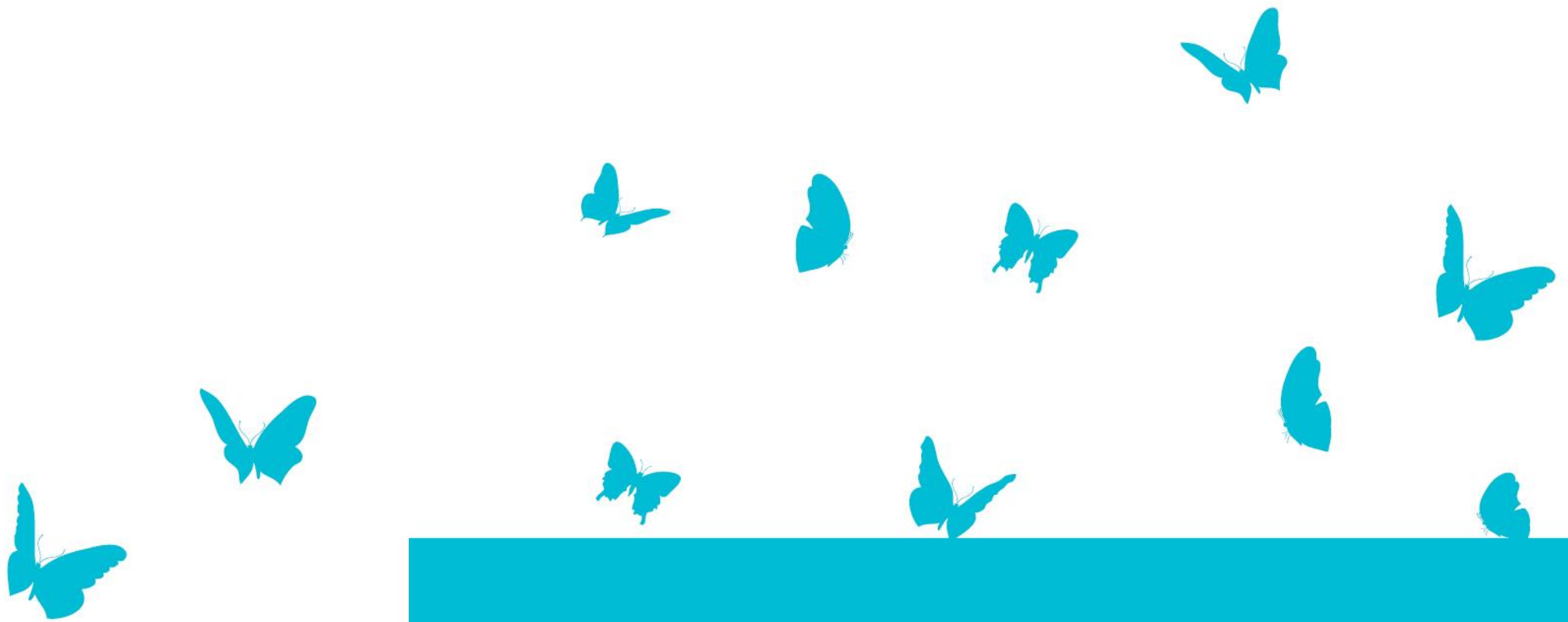
Early childhood educators promote Outcome 2 when they, for example:

- 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, sociodramatic play and story boxes
- share Aboriginal and Torres Strait Islander stories and knowledge of the land on which the Kindergarten and local community sit
- involve children in Reconciliation thinking and actions
- invite family and community members into the Kindergarten 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 and 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 and 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 the 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, recording findings and sharing information with others.

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?
- In what ways are all families' cultures and linguistic identities represented in your environment? How could you broaden this representation?
- 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

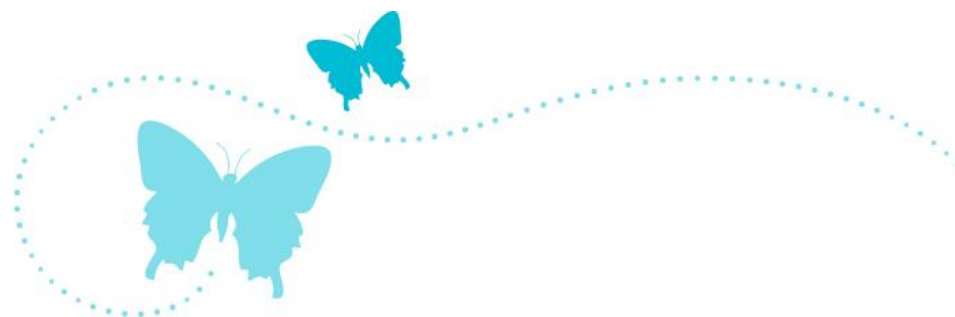
A strong sense of wellbeing allows children to thrive and contributes to a positive sense of self-worth, identity and feelings of *belonging*, *being* and *becoming*. Wellbeing incorporates feelings of happiness and optimism, and includes physical, social and emotional, spiritual and mental wellbeing 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 contribute 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 indoors and outdoors every day (more than during school recess and lunch times). Daily physical activity is important for children's healthy growth, development, learning and wellbeing.

For Kindergarten children, physical activities in groups develop 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 and whole hand to the fingertips provide 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 and Torres Strait Islander 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 the skills for social emotional learning to children 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 and 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



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

- (a) Building knowledge, skills and positive attitudes to physical movement and mental wellbeing



Aware of and developing strategies to support their own mental and physical health and personal safety

- (a) Exploring ways to promote own and others' health and safety
- (b) Developing simple strategies to foster positive mental wellbeing



Educators can use, add to or modify the following dot points 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.





Becoming strong in their social, emotional and mental wellbeing

Focus | Interacting positively to form relationships and friendships

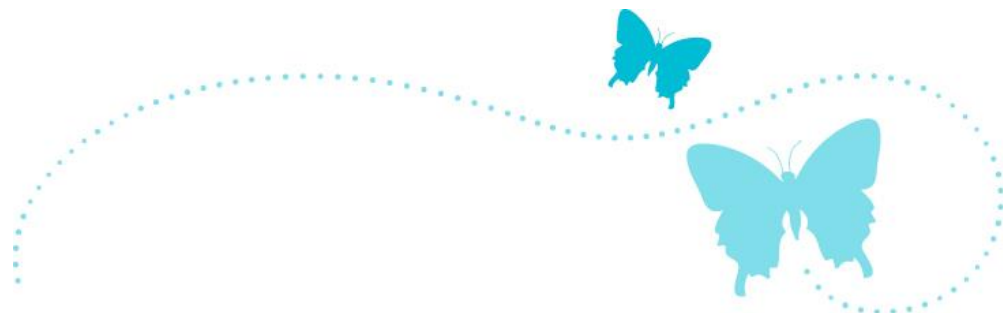
Children are becoming strong in their social, emotional and mental wellbeing when they are, for example:

- negotiating friendships and building respectful, trusting relationships with other children and Kindergarten staff
- initiating approaches and actions to interact with other children and forming friendships
- demonstrating an awareness of the needs, rights and responsibilities of others
- cooperating and working collaboratively with 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, e.g. 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.





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

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

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

- moving to the tempo of music and developing motor movements to the rhythm of music, e.g. 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 seven--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
- using simple strategies to relax and calm their minds.





Aware of and developing strategies to support their own mental and physical health and personal safety

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

Children are aware of and developing strategies to support their own mental and physical health and personal safety when they are, for example:

- suggesting ways to keep themselves, others and their surroundings safe
- recognising when they feel uncomfortable or unsafe and suggesting ways of getting help
- recognising and communicating their bodily needs
- learning ways to ask and provide consent in everyday play
- distinguishing safe and unsafe touches
- engaging in experiences, conversations and routines that promote healthy lifestyles, good nutrition, sleeping practices, safety and personal hygiene practices
- learning how to communicate to a trusted adult about things that upset them or make them uncomfortable
- learning about e-safety and simple safe digital practices
- demonstrating growing confidence, independence and positive attitudes to basic hygiene and self-help skills
- naming and locating body parts.



Focus | Developing simple strategies to foster positive mental wellbeing

Children are aware of and developing strategies to support their own mental and physical health and personal safety 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
- holding a positive outlook
- using strategies to calm the body and mind when needed.



Promoting Outcome 3

Early childhood educators promote Outcome 3 when they, for example:

- 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, including taking risks
- 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 fine and perceptual motor skills and provide 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. explore emotions
- discuss health and safety issues with children and involve them in developing guidelines to keep the environment safe for all
- learn about e-safety for children and embed and model safe digital practices
- create spaces for children to rest, or calm themselves and engage in relaxation in indoor and outdoor spaces
- discuss aspects of posture and other health related age-appropriate digital practices with children
- teach children about the benefits of sleep, rest and relaxation for the mind and body
- listen carefully and take seriously when children talk about things that bother them
- promote body safety awareness with children
- update their own knowledge of digital and cyber safety for children and relay that to children and families in appropriate ways
- explore ways of incorporating knowledge of how bodies function and personal safety
- assist children with the understanding that feelings can change over time
- read age-appropriate children's picture books with bodily autonomy and boundary themes, and offer these to families to read with their children
- investigate with children how physical movement, exercise and healthy lifestyles assist children with their mental wellbeing
- provide well-planned and challenging outdoor environments that encourage risk-taking and risky play experiences
- create a safe environment for Aboriginal and Torres Strait Islander children to share about their history and culture, songs, language, food, ceremonies and dance, if they choose.

Wellbeing

Reflective questions

- How do you provide opportunities for children's agency, independence and decision-making?
- 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 sociodramatic play. Is there a balance across indoor and outdoor environments? How do you know that every child can equally participate in what you provide?
- How do you scaffold and assess aspects of children's wellbeing such as self-regulation, self-confidence, prosocial skills and resilience?
- How do you 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?

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***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 multitask. 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 identities as learners, so it is important all children are given opportunities to be successful and competition among children is discouraged because it can promote anxiety, damage self-esteem and lead to disengagement. Educators assist children to build intrinsic motivation, develop strategies to build a growth mindset and encourage children to persist and 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 and 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 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, and 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 a growth mindset and 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 from one context to another
- (c) Making choices and organising self for learning



Engaging in creative and inventive ways of thinking and doing

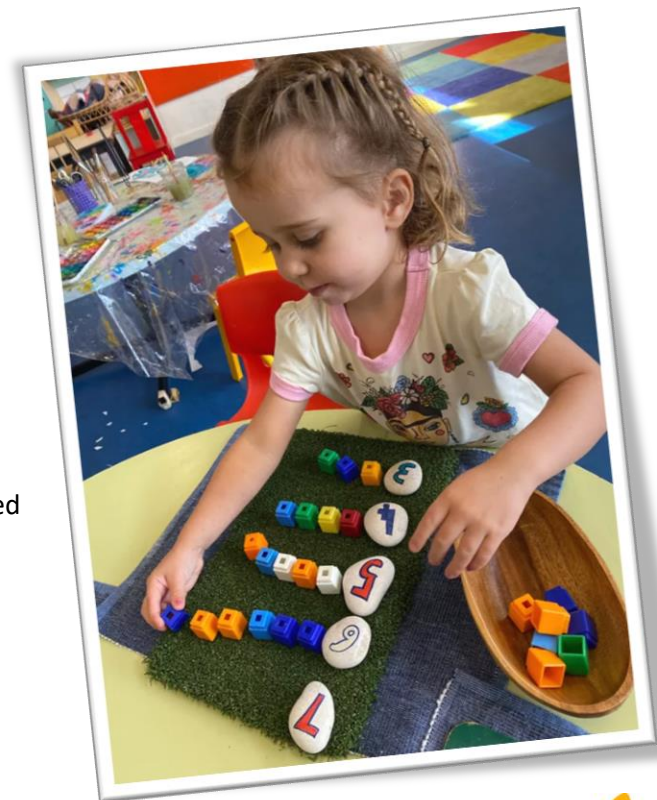
- (a) Using experimentation, imagination and innovation
- (b) Representing ideas, feelings and experiences in creative ways



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

Educators can use, add to or modify the following dot points 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.





Developing a growth mindset and positive dispositions for learning

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

Children are developing a growth mindset and positive dispositions for learning when they are, for example:

- persisting even when a task is difficult and experiencing the 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 a growth mindset and 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
- 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 and testing their own theories
- researching with others and contributing to a collective inquiry
- inquiring, investigating, and attempting to solve problems
- creating their own improvisations in play and joining in with others
- exploring a range of strategies and digital tools to represent, organise, record and communicate mathematical and scientific ideas and concepts
- participating in shared sustained thinking with others.

Focus | Reflecting on learning and thinking and transferring and adapting what they have learned from one context to another

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, such as 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
- trying strategies that were effective to solve problems in one situation in a new context.



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 their 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 and patterns in artworks with both two-dimensional shapes and three-dimensional 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
- 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 multimedia materials
- 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
- 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 consistently, initially to 5 and then to 10
- aware that numbers always happen in a conventional order (stable order)
- counting objects by using one to one correspondence (to 10)
- 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 5 and then to 10
- 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)
- 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
- describing the sequence of familiar events and routines
- using the everyday language of time
- naming, sorting, classifying and matching objects and two-dimensional shapes
- using positional and movement language
- identifying, drawing and describing lines using everyday language
- describing duration and relative duration
- 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
- observing and talking about observing people, places and things from different spatial viewpoints
- using sequencing vocabulary
- ordering events, stories or experiences in logical sequence,
- 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 grouping items in response to meaningful questions
- using everyday language to state opinions on the possibility of an event or outcome happening
- engaging with culturally relevant objects and materials to develop curiosity for statistics and probability.



Promoting Outcome 4

Early childhood educators promote Outcome 4 when they, for example:

- 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 and use reflective sessions to revisit and discuss learning and next steps
- enable inquiry processes, including experiences and spaces that develop wonder, curiosity and imagination, and encourage trying new ideas and taking 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, e.g. 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, e.g. 'first we ... then we ...' and positional language, e.g. 'put it on top/underneath'
- use cooking activities as one way to observe and discuss changes in materials by dissolving, mixing, heating and freezing.

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? In what ways does this extend to other cultural practices?



***EYLF* Learning Outcome 5**

Communication

A monarch butterfly with orange and black wings is perched on a pink flower. The background is a soft-focus green and pink. A large white number '5' is on a pink square in the upper right.

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, convey meaning 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

Image: drbimages via iStock

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 support 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, is 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 as key to extending and enriching vocabulary, comprehension and language use. Stories, traditional tales, and artefacts of Aboriginal and Torres Strait Islander and other 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. They are guided to develop foundational skills to use digital devices and operate in digital environments safely and responsibly. Children are assisted to develop competence in using digital devices and systems to support communication, interactive skills, learning and the documentation of thinking. Children investigate the properties of a range of media and materials through play, experimentation and testing ideas.



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



Using digital technologies and media to access information, investigate ideas and represent their thinking

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



Educators can use, add to or modify the following dot points 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.



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 and dialects and Standard Australian English
- listening attentively and responding to what they hear with relevant questions and comments
- participating in small group, class and one-to-one discussion, and offering their 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 sound (initial phoneme) and last sound (final phoneme) in simple words
- exploring letter–sound relationships
- developing increasingly acute auditory discrimination skills by identifying subtle differences between sounds in words
- exploring and playing with rhythm, rhyme and alliteration in words to promote enjoyment of language
- using simple vocabulary to describe the differences in sounds, such as volume, pitch, speed, rhythm.

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
- engaging in discussion and exploring common language patterns in narratives and informational texts, and participating in retells of personal or learning experiences
- using imagination to recreate roles and experiences
- exploring mark making to construct and convey messages.





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
- exploring the language presented in fiction and non-fiction texts, including texts in home languages and dialects
- making connections between their own experiences and ideas in texts
- identifying key ideas from simple texts
- recognising simple literary conventions
- 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 the chorus from narratives and rhymes in stories, nursery rhymes, songs and chants
- investigating, with assistance, how texts present particular views such as gender, stereotypes and diversity
- identifying the purposes of different 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
- exploring mark-making using drawing, symbols and familiar letters to construct and convey messages
- recognising familiar written symbols in context
- displaying reading-, writing- and/or viewing-like behaviours in play and experiences, including multimedia and information communication technology (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 multimodal texts with others
- enjoying stories and literature valued by the cultures represented in the community and broader Australia, including texts authored by Aboriginal and Torres Strait Islander people
- showing interest in reading, writing and viewing behaviours.





Understanding how symbols and pattern systems work

Focus | Developing concepts of print

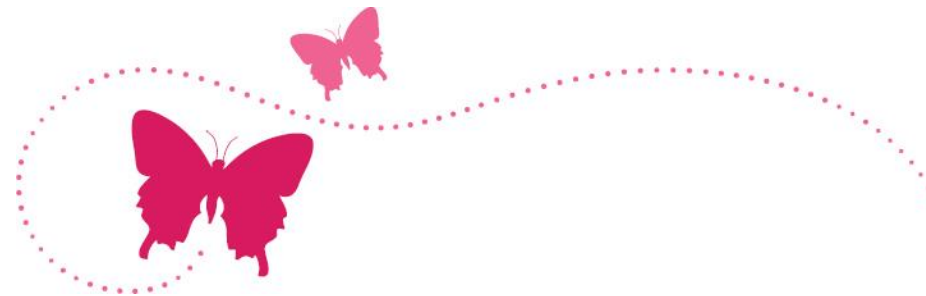
Children are understanding how symbols and pattern systems work when they are, for example:

- 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
- becoming aware that words are separated by spaces
- building an understanding of book features
- 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 in familiar settings
- recognising some letters in the alphabet and the most obvious sound they represent
- becoming aware that numbers are different from letters to develop increasingly acute visual discrimination skills
- using symbols in play to represent ideas and make meaning
- copying simple symbols and beginning to write their 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 making 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 the feelings they experience
- representing ideas and feelings when using creative arts
- 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 making 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
- naming basic colours
- exploring a range of materials and their properties
- investigating cause and effect when properties change in materials.





Using digital technologies and media to access information, investigate ideas and represent their thinking

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

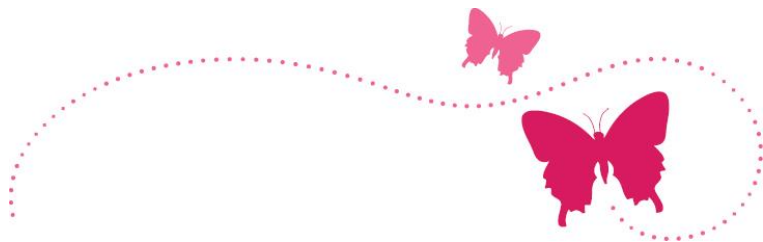
Children are using digital technologies and media to access information, investigate ideas and represent their thinking when they are, for example:

- 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 (recipes), 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 using imaginary technologies as props in their play.

Focus | Developing simple digital skills

Children are using digital technologies and media to access information, investigate ideas and represent their thinking when they are, for example:

- developing simple skills to operate a digital device
- 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
- identifying some digital icons and keys
- beginning to navigate with user control methods
- using simple digital technology terms.



Promoting Outcome 5

Early childhood educators promote Outcome 3 when they, for example:

- 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, such as positional language
- 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
- provide a literacy-enriched environment, including display print in home languages and dialects 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 and 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 displaying the results
- 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
- 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
- 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 or dialect? 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)

Outcome	English (8.1)
	Language
1.3(b), 2.2(a)	Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community
1.1(a), 1.1(b), 1.3(b), 3.1(a), 3.2(b)	Explore how language is used differently at home and school depending on the relationships between people
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 language can be used to explore ways of expressing needs, likes and dislikes
5.2(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
2.1(b)	Understand that some language in written texts is unlike everyday spoken language
5.3(a)	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
5.1(c)	Recognise that sentences are key units for expressing ideas
5.3(a)	Recognise that texts are made up of words and groups of words that make meaning
5.4(a)	Explore the different contribution of words and images to meaning in stories and informative texts

Outcome	English (8.1)
2.1(b), 4.2(b), 4.2(c), 4.4(a), 4.4(b), 4.4(c)	Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught in school
5.1(b)	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
	Literature
2.2(a), 5.2(a)	Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences
5.2(a)	Respond to texts, identifying favourite stories, authors and illustrators
3.1(b), 4.3(b), 5.2(a)	Share feelings and thoughts about the events and characters in texts
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
3.2(a), 4.3(a), 5.1(c), 5.4(a)	Retell familiar literary texts through performance, use of illustrations and images
5.1(c)	Innovate on familiar texts through play

Outcome	English (8.1)
	Literacy
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)	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations
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)	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact
1.3(a)	Deliver short oral presentations to peers
2.4(a), 5.2(a)	Identify some differences between imaginative and informative texts
2.1(b), 5.2(a)	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently
5.2(b)	Produce some lower case and upper case letters using learned letter formations
2.1(b)	Construct texts using software including word processing programs

Outcome	Mathematics (8.1)
	Number and Algebra
4.4(a)	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), 5.3(b)	Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond
4.4(a)	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), 4.4(c), 5.3(b)	Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings
	Measurement and Geometry
2.1(b), 4.4(b)	Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language
3.2(a), 4.4(b)	Compare and order duration of events using everyday language of time
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

Outcome	Mathematics (8.1)
3.2(a), 4.4(b)	Describe position and movement
	Statistics and Probability
2.1(a), 4.4(c)	Answer yes/no questions to collect information and make simple inferences

Outcome	Science (8.1)
	Science Understanding
2.4(b), 2.4(c), 3.2(b)	Living things have basic needs, including food and water
2.4(a), 4.1(b), 4.2(b)	Objects are made of materials that have observable properties
2.4(a), 2.4(b) 2.4(c) 4.1(a), 4.1(b), 4.2(a) 4.2(b)	Daily and seasonal changes in our environment affect everyday life
4.1(b)	The way objects move depends on a variety of factors, including their size and shape
	Science as a Human Endeavour
2.1(b), 4.1(a), 4.1(b), 4.2(a), 4.2(b)	Science involves observing, asking questions about, and describing changes in, objects and events
	Science Inquiry Skills
2.1(a), 2.4(b), 4.1(a), 4.1(b), 4.2(a), 5.1(a)	Pose and respond to questions about familiar objects and events
2.1(b), 4.1(b), 4.2(a), 4.2(b)	Participate in guided investigations and make observations using the senses
2.1(b), 4.2(a), 5.1(c)	Engage in discussions about observations and represent ideas
2.1(a), 3.2(b), 4.1(a), 5.1(a), 5.2(c), 5.4(a)	Share observations and ideas

Outcome	Humanities and Social Sciences (8.4)
	Geography
1.1(b), 2.2(b), 2.4(a), 2.4(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)	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
	History
1.3(b), 2.2(a)	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), 2.2(b), 5.2(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
	Humanities and Social Sciences Skills
	Questioning and Researching
1.3(a), 1.4(a), 4.1(a), 5.1(a), 5.1(c)	Identify prior knowledge about a topic (e.g. shared discussion, think-pair-share)

Outcome	Humanities and Social Sciences (8.4)
1.4(b), 2.3(a), 2.4(b), 3.1(a), 4.1(b), 5.1(a), .1(c)	Pose and respond to questions about the familiar
2.1(a), 2.1(b), 4.2(a)	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)
	Analysing
2.2(a), 4.2(b)	Process information and/or data collected (e.g. sequence familiar events, answer questions, discuss observations)
1.2(c), 1.3(a), 1.4(b), 2.3(a), 3.1(a), 4.2(b), 5.2(a)	Explore points of view (e.g. understand that their point of view may differ from others)
4.2(b), 5.4(a)	Represent information gathered in different formats (e.g. drawings, diagrams, story maps, role-plays)
	Evaluating
4.2(b)	Draw conclusions based on discussions of observations (e.g. answer questions, contribute to guided discussions)
1.2(b), 1.4(a), 1.4(b), 2.1(a), 2.1(b), 2.3(a), 3.2(a), 4.2(a)	Participate in decision-making processes (e.g. engage in group discussions, make shared decisions)
	Communicating and Reflecting
2.1(a), 2.1(b), 2.3(a), 2.4(a), 2.4(c), 3.1(a), 4.2(a)	Share observations and ideas, using everyday language (e.g. oral retell, drawing, role-play)
4.2(b)	Develop texts (e.g. retell, describe personal stories)
2.3(a), 2.4(b), 2.4(c), 3.2(b), 4.2(b)	Reflect on learning (e.g. drawings, discussions)

Outcome	Health and Physical Education (8.4)
	Personal, social and community health
	Being healthy, safe and active
1.1(a), 1.1(b), 1.2, 1.3(a), 3.3(b), 4.1(a), 5.1(c)	Personal strengths of individuals
3.3(a)	The different parts of the body and where they are located
1.2(b), 1.4(a), 1.4(b), 3.3(a), 4.1(a), 4.2(a), 5.1(a), 5.1(c)	Positive behaviours to keep safe and healthy: <ul style="list-style-type: none"> • saying 'no' • moving away • telling an adult • asking for help
1.1(a), 3.3(a)	Trusted people in the community who can help individuals feel safe
	Communicating and interacting for health and well being
1.2(b), 3.1(b), 4.1(a), 5.1(a), 5.1(c)	Personal and social skills to interact with others: <ul style="list-style-type: none"> • expressing needs, wants and feelings • active listening • self-discipline
3.1(b), 3.3(b), 4.1(a), 5.1(a), 5.1(c)	Emotional responses individuals may experience in different situations, such as feeling: <ul style="list-style-type: none"> • happy • sad • excited • tired

Outcome	Health and Physical Education (8.4)
	<ul style="list-style-type: none"> angry scared confused
1.4(b), 2.3(a), 3.1(b), 3.3(b), 4.1(a), 5.1(a), 5.1(c)	Appropriate language and actions to communicate feelings in different situations
	Contributing to healthy and active communities
1.2(b), 3.2(a), 3.3(a), 4.1(a), 4.2(c), 5.1(a), 5.1(c)	<p>Actions that promote health, safety and wellbeing, such as:</p> <ul style="list-style-type: none"> eating healthy food practising appropriate personal hygiene routines identifying household substances that can be dangerous following safety symbols and procedures
2.4(a), 3	Safe active play in outdoor settings and the natural environment
	Movement and physical activity
1.2(a), 1.4(a), 3.2(a)	<p>Body management skills:</p> <ul style="list-style-type: none"> static balance (one foot) line walk
1.2(a), 1.4(a), 3.2(a)	<p>Locomotor skills:</p> <ul style="list-style-type: none"> run jump (two foot) hop gallop

Outcome	Health and Physical Education (8.4)
1.2(a), 1.4(a), 3.2(a)	Object control skills: <ul style="list-style-type: none"> • kick off the ground • catch
1.2(a), 1.4(a), 1.4(b), 2.3(a), 3.2(a), 3.3(a), 4.1(a)	Fundamental movement skills in simple games with or without equipment
	Understanding movement
1.2(b), 2.2(a), 3.2(a), 3.3(a), 3.3(b), 4.2(c)	The ways in which regular physical activity keeps individuals healthy and well
1.3(a) 3.2(a)	Ways to maintain a balanced position when walking, running, hopping and jumping
	Learning through movement
1.4(a), 1.4(b), 2.3(a), 3.1(a), 4.2(c), 5.1(a)	Cooperation with others when participating in physical activities, including partners, small groups and whole class
1.4(a), 1.4(b), 2.3(a), 3.1(a), 3.2(a), 4.2(c), 5.1(a)	Rules when participating in physical activities: <ul style="list-style-type: none"> • use of boundaries • safe use of appropriate equipment • responding to a whistle and commands/instructions

Outcome	Technologies – Design and Technologies (8.4)
	Knowledge and Understanding
2.4(a)	People produce familiar products to meet personal and community needs
5.5(a)	Ways in which objects move: push, pull, bounce, slide, fall, spin, float
2.4(b)	Plant and animal products are used in everyday life for food, clothing and shelter
2.1(b), 5.5(a)	Characteristics of materials can be explored using senses
	Processes and Productions skills
4.3(b)	Generate and record design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps
5.5(a)	Use given components and equipment to safely make simple solutions
2.1(a)	Work independently, or with others when required, for solutions

Outcome	Technologies – Digital Technologies (8.4)
	Knowledge and Understanding
2.1(b), 5.5(a)	Digital systems (hardware and software) are used at home, in the school and in the community
2.1(b), 4.2(a)	Data can have patterns and can be represented as pictures and symbols
	Processes and Productions skills
2.1(a), 2.1(b), 4.2(a), 5.5(b)	Collect and use data of any kind
2.1(b), 5.5(a)	Engage with information known people have shared in an online environment, and model strategies to stay safe online
5.5(a)	Generate and record design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps
2.1(a), 5.5(b)	Work independently, or with others when required, for solutions

Outcome	The Arts (8.4)
	Dance
3.2(a), 5.4(a)	Use of stimuli to explore movement ideas to create simple dance sequences
3.2(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), 5.4(a)	Performance of improvised movements that communicate ideas to an audience
4.3(b)	Performance skills (facing the audience) when presenting dance
	Drama
1.4(b), 2.2(b)	Audience behaviour (being attentive, responding appropriately) when viewing drama
2.1(b), 3.2(a), 5.4(a)	Use of stimuli (photos, sounds or music) to develop dramatic action about the real and imagined worlds
2.2(b)	Personal responses to drama they view and make
3.2(a), 4.2(a)	Development of improvisation skills (accepting offers) to develop dramatic action
4.2(b), 4.3(b)	Exploration and experimentation of two (2) elements of drama: <ul style="list-style-type: none"> • voice (loud, soft) • movement (big, small) to create drama
5.4(a)	Performance skills (facing the audience) when sharing drama with peers

Outcome	The Arts (8.4)
	Media Arts
2.2(b), 5.4(a)	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
5.4(a)	Exploration and experimentation with images, with or without text, to communicate messages
	Music
2.2(b), 4.3(b), 5.4(a)	Personal responses to music they listen to and make
4.2(a), 5.4(b)	Improvisation with voice, movement and play to explore and create music ideas
	Visual Arts
2.1(b), 3.1(c), 3.2(a), 5.4(b)	Use a variety of techniques, to create 2D and 3D artwork inspired by personal experiences, ready for display
2.2(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
4.3(a), 5.4(b)	Exploration of, and experimentation with, the visual art elements of shape, colour, line and texture
4.3(a)	Exploration of tactile techniques, such as block printing, clay work or collage
5.4(b)	Exploration of natural and man-made materials when creating artwork

The background of the slide is white and features several blue butterflies of various sizes scattered across the upper half. A solid teal banner spans the width of the slide, positioned in the lower half. The text "Links to the National Quality Standard" is written in white, bold, sans-serif font within this banner.

Links to the National Quality Standard

Links to the National Quality Standard

The National Quality Standard is available on the Australian Children's Education and Care Quality Authority website at <https://www.acecqa.gov.au/nqf/national-quality-standard>

NQS Quality area and concept	Principles	Practices	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Quality Area 1 Educational program and practice							
Standard 1.1 Program							
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					
Standard 1.2 Practice							
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					
Standard 1.3 Assessment and planning							
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					

NQS Quality area and concept		Principles	Practices	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Element 1.3.3	Information for families	1,5	7,8					
Quality Area 2	Children's health and safety							
Standard 2.1	Health							
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					
Standard 2.2	Safety							
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					
Quality Area 3	Physical environment							
Standard 3.1	Design							
Element 3.1.1	Fit for purpose	3,5	5					
Element 3.1.2	Upkeep	5	5					
Standard 3.2	Use							

NQS Quality area and concept		Principles	Practices	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
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					
Element 3.2.3	Environmentally responsible	5	2,4,5,8					
Quality Area 4 Staffing arrangements								
Standard 4.1 Staffing arrangements								
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					
Standard 4.2 Professionalism								
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					
Quality Area 5 Relationships with children								
Standard 5.1 Relationships between educators and children								
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					
Standard 5.2 Relationships between children								

NQS Quality area and concept		Principles	Practices	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
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					
Quality Area 6	Collaborative partnerships with family and community							
Standard 6.1	Supportive relationships with families							
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					
Standard 6.2	Collaborative partnerships							
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					
Quality Area 7	Governance and Leadership							
Standard 7.1	Governance							
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					

NQS Quality area and concept		Principles	Practices	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Element 7.1.3	Roles and responsibilities	2,5	7,8					
Standard 7.2	Leadership							
Element 7.2.1	Continuous improvement	2,5	1,2,3,4,5,6,7,8					
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 & becoming – The Early Years Learning Framework for Australia</i>.</p> <p>© Commonwealth of Australia. Retrieved August, 2021, from https://www.dese.gov.au/national-quality-framework-early-childhood-education-and-care/resources/belonging-being-becoming-early-years-learning-framework-australia (Original work published 2009)</p> <p>Used under a Creative Commons Attribution 4.0 International licence.</p> <p>Department of Education. (2018). <i>Northern Territory preschool curriculum</i> (Rev. ed). Northern Territory Government. Retrieved September, 2021, from https://education.nt.gov.au/support-for-teachers/nt-preschool-curriculum</p> <p>Used under a Creative Commons Attribution 2.0 Generic licence.</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 https://www.early-education.org.uk/news/development-matters-guidance</p> <p>Used under an Open Government licence.</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 https://www.dese.gov.au/alice-springs-mparntwe-education-declaration/resources/alice-springs-mparntwe-education-declaration</p> <p>Used under a Creative Commons Attribution-NonCommercial 4.0 International licence.</p>
Planning with the <i>Kindergarten Curriculum Guidelines</i>	<p>Paragraph 3 (3 dot points and paragraphs) adapted from: NQS https://www.qcaa.qld.edu.au/downloads/p_10/qklg.pdf</p>

Glossary of Terms

Active citizenship: is about displaying values of respect, inclusion and helping others, as well as appreciating diversity in all its forms. It involves helping out and being connected to your local community. (Adapted from being an active citizen, Australian Government 2022).

Active learning environment: an active learning environment is one in which children are encouraged to explore and interact with the environment to make (or construct) meaning and knowledge through their experiences, social interactions and negotiations with others. In an active learning environment, educators play a crucial role of encouraging children to discover deeper meanings and make connections among ideas and between concepts, processes and representations. This requires educators to be engaged with children's emotions and thinking. (Adapted from South Australian Curriculum Standards and Accountability (SACSA) Framework, General introduction).

Active listening: is concentrating on more than what is being said (such as gestures, facial expression and body language) and involves listening to and acknowledging what is being said in ways that enhance mutual understanding.

Additional needs: the term used for children who require or will benefit or be able to participate more fully from specific considerations, adaptations or differentiation of any aspects of the curriculum, including resources and the environment.

Agency: being able to make choices and decisions, to influence events and to have an impact on one's world.

Argumentation: the process that allows children to justify their own thinking and to understand that of other people.

Assessment: takes a number of forms and serves various purposes.

- Formative assessment refers to educators' collection of formal or informal assessment information during children's learning experiences in order to inform or modify teaching strategies and learning experiences to support and improve learning outcomes.
- Summative assessment refers to educators' use of specific criteria to evaluate learning outcomes, skill acquisition or academic achievements at the end of a defined period, such as the completion of a project or the end of the preschool year.
- Diagnostic assessment processes also use specific criteria, but as a 'pre-assessment' allows educators to determine children's individual strengths, knowledge and skills. Diagnostic assessment also refers to formal assessment processes used to diagnose learning or wellbeing difficulties undertaken by health professionals.
- Developmental screening refers to the use of formal questionnaires or checklists by health professionals or educators with specialist training to identify any concerns and determine if further developmental evaluation or diagnosis are recommended.

Attachment relationships: refers to the relationship bond a child forms with their primary caregivers, which in early childhood settings include familiar educators. Attachment relationships provide the child with a secure base from which to explore and, when necessary, as a haven of safety and a source of comfort.

Attuned/Attunement: is being fully aware and responsive to children, comprehending their feelings and embodied communication such as through their facial expression, vocalisations, body movements, gestures and eye contact.

Children: refers to all children from birth to age 5 years. In the *EYLF*, the term ‘very young children’ is used to refer to infants under 2 years and ‘older children’ to refer to children approaching the transition to school. Children are viewed as individuals and as members of a group in the early childhood setting.

Children living with disability: disability is part of human diversity. There are many different kinds of disability and they can result from accidents, illness or genetic disorders. Disability may affect mobility, ability to learn, ability to communicate, or ability to engage with others and with experiences. Some children may have more than one type of disability. A disability may be visible or hidden, may be permanent or temporary and may have minimal or substantial impact on a child’s abilities.

Citizens: participating members of local, national, and global communities.

Citizenship: means being a member of and supporting one’s community including the early childhood setting, as well as the local and global community. Citizenship involves a range of key components such as opportunities for belonging and participation, contributing to decision-making and taking responsibility for actions to others and to the environment.

Co-construct: learning takes place as children interact with educators and other children as they work together in partnership.

Collaboration: involves working together cooperatively towards common goals. Collaboration is achieved through information sharing, joint planning and the development of common understandings and objectives.

Communities: social, cultural or geographic contexts, groups or networks that share a common purpose, heritage, rights and responsibilities and/or other bonds. ‘Communities’ is used variously to refer, for example, to the community within early childhood settings, extended kinships, the local geographic community and broader Australian and global society.

Community participation: taking an active role in contributing to communities.

Connections: learning in one area is related to learning in other areas and to the contexts in which the child is experiencing it. For example, learning in one area of mathematics can be relevant to learning in another area of mathematics.

Critical reflection: is a meaning-making process that assists informing future practice in ways that demonstrate an understanding of each child’s learning, development and wellbeing and implications for equity and social justice. It involves examining and analysing events, experiences and practices from a range of perspectives to inform future planning and decision-making.

Cultural responsiveness: is a contemporary way to think about culture and enables individuals and organisations to be respectful of everyone’s backgrounds, beliefs, values, customs, knowledges, lifestyles and social behaviours. Being culturally responsive includes a genuine commitment to take action against discrimination in any form, embedding Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum and working collaboratively with culturally and linguistically diverse children and families.

Cultural safety: recognition, respect and protection of the inherent rights, cultures, and traditions of a particular culture. In a culturally safe environment, there is ‘no assault, challenge or denial of their people’s identity, of who they are and what they need. It is about shared respect,

shared meaning, shared knowledge and experience, of learning, living and working together with dignity and truly listening’. (Williams 2008).

Curriculum: in the early childhood setting curriculum includes all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children’s learning, development and wellbeing. (Adapted from Te Whariki, NZ Ministry of Education 2017).

Development: refers to the sequence of physical, language, cognitive, emotional and social changes that occur in a child from birth through to adulthood. Development and learning are dynamic processes that reflect the complex interplay between a child’s heredity, biological characteristics and the environment, which includes family, friends, communities and early childhood settings.

Digital technology: ‘First developed in the 1960s with the advent of microprocessors or small “chips” that convert information into numbers, digital technology enables large amounts of data to be stored and shared so that it can be accessed, created and used by people anywhere, at any time’. (ECA 2018, p. 23)

Early childhood settings: long day care, occasional care, family day care, Multi-purpose Aboriginal and Torres Strait Islander Children’s Services, preschools and kindergartens, playgroups, creches, early intervention settings and similar services. Early childhood settings include home-based settings, centre-based settings, schools and community settings.

Educators: early childhood teachers, educators and support workers who work directly with children to promote learning, development and wellbeing in early childhood settings.

Engagement: associated with attention, curiosity, interest, optimism and active involvement in learning. Engagement amplifies motivation, a sense of success, relationship building and risk-taking in learning.

Evaluation: educators’ critical reflection on and analysis of this information, and consideration of the effectiveness of their planning and implementation of curriculum for children’s learning, development and wellbeing.

Executive function: includes working memory, flexible thinking and self-control. Executive functioning refers to the mental processes in the brain that enable children to plan, focus attention, remember instructions and manage multiple tasks successfully.

Fundamental Movement Skills: are basic movements associated with Locomotor skills, such as jumping, running, galloping, leaping, hopping and side-sliding; Manipulative skills, such as catching, underarm rolling, dribbling, striking, kicking and throwing; and Stability skills, such as balancing, stretching and twisting (NSW Ministry of Health 2017).

Fund of Identity: when an individual uses their Funds of Knowledge to make meaning and to describe themselves. In children’s worlds, identity is shaped through relationships with other people, places, artefacts and resources (both seen and unseen).

Funds of knowledge: are the historically accumulated experiences and understandings that an individual has and includes abilities, skills, bodies of knowledge, life experiences and cultural ways of interacting. A child’s funds of knowledge are often described as a ‘virtual backpack’ of all the life experiences and knowledge they bring into the early childhood setting.

Growth mindset: is where individuals believe their intelligence and abilities can be improved by effort and actions. This is a necessary part of becoming an effective learner and can create a love of learning and understanding that persistence with increased motivation and effort leads to improvement.

Inclusion: involves taking into account all children's social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, sexual identity, family circumstances and geographic location) in curriculum decision-making processes. The intent is to ensure that all children's experiences are recognised and valued. The intent is also to ensure that all children have equitable access to resources and participation, and opportunities to demonstrate their learning and to value difference.

Intentionality: is being thoughtful and purposeful in actions and making decisions and is something that both children and educators can do. Children are intentional in their thinking, ways of communication and learning and at times lead their own learning and the learning of others. Educators are intentional in the roles they take in children's play and the way they intentionally plan the environment and curriculum experiences.

Intercultural: is something that is shared between cultures. An intercultural space is a place where people of different cultures all feel equally welcome, acknowledged and different ways of knowing, being and doing are respected.

Joint attention: is when a child coordinates their focus of attention with that of another child or educator in order to interact with each other. Joint attention involves two or more people paying attention to the same thing such as an object, event or experience. It requires the ability to gain, maintain and shift attention which are important aspects for learning.

Kinship systems: a kinship system is an aspect of Aboriginal and Torres Strait Islander social organisation. It is a complex system that determines the relationships, roles, responsibilities, and obligations to one another and includes ceremonial business around land, lore, births, marriages and deaths. There are different structures and relationships that are not necessarily biological and covers more than people. Kinship includes a connection to Country, and can involve animals, places, ancestors, weather systems and plants.

Language and literacy: in the early years, literacy includes a range of modes of communication including music, movement, gesture, dance, song, drama, storytelling, visual arts, digital literacies, and media, as well as listening, talking, signing, viewing, reading and writing.

Learning: is the process of gaining knowledge, skills and dispositions and from birth children naturally use exploration to expand their intellectual, physical, social, emotional and creative capacities. Lifelong learning is acknowledged as a self-motivated process that extends intellectual, vocational and personal horizons, which begins in early childhood and is continued throughout life.

Learning dispositions: habits of mind that affect how children approach learning. These include persistence and a positive attitude towards tasks; motivation, associated with enthusiasm and engagement; flexibility, associated with consideration of multiple points of view and ways of thinking; problem solving and questioning, associated with posing problems and questions, and making causal connections between people, events and situations.

Learning framework: a guide which provides a vision for learning, pedagogical principles, practices and general goals or outcomes for children's learning and how they might be attained. It provides a scaffold to assist educators to develop their own, more detailed curriculum relevant to their setting and the children and families attending.

Learning outcome: a skill, knowledge or disposition that educators can actively promote in early childhood settings, in collaboration with children and families.

Learning relationships: relationships that further children's learning, development and wellbeing. Both the adult and the child have intent to learn with and from each other.

Leisure: in an early learning childhood setting is generally connected with concepts such as free time, fun and being with friends. Leisure and learning are intrinsically linked and contribute to overall wellbeing.

Mathematics and numeracy: broadly include understandings about numbers, patterns, measurement, time, spatial awareness and chance, and data, as well as mathematical thinking, reasoning and counting.

Metacognition: thinking about one's own thinking and learning. This includes behaviours directly linked to a child's growing control and monitoring of their own learning and thinking, including emotion.

Multimodal play: modes are ways or means of communicating meaning in some way, so multimodal play is about children and educators using the many different types of resources and materials around them that can potentially be a mode to communicate and make meaning.

Neurodiversity: is the diversity of human minds. It describes the range of differences in individual brain functioning and behaviour, regarded as part of the variance in human populations.

Neuroscience: is a multidisciplinary science that is concerned with the study of the structure and function of the nervous system including the brain and its impact on behaviour and or how children and young people think.

Pedagogy: is the art, craft and science of educating. Pedagogy is the foundation for educators' professional practice, especially those aspects that involve building and nurturing relationships, curriculum decision-making, teaching and learning.

Place-based pedagogy: a pedagogy refers to an understanding that educator knowledge of the setting or context will influence how educators plan and practice. This pedagogical approach is particularly important to Aboriginal and Torres Islander Peoples and their connection to land and places should

be explored with local Elders and community members in culturally responsive ways.

Play: is fundamental to the healthy development and wellbeing of individuals and communities. It is often defined by a range of characteristics including freely chosen, self-directed, pleasurable, meaningful, symbolic and intrinsically motivating.

Play-based learning: a context and a process for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations.

Reasonable adjustment: a measure or action taken by approved providers and educators to assist children with disability to participate in education and care on the same basis as children without disability. An adjustment is reasonable if it achieves this purpose while balancing the interests of all parties affected, including the child with disability, the approved provider, educators and other children (Australian Government, 2005).

Reconciliation: 'At its heart, Reconciliation is about strengthening relationships between Aboriginal and Torres Strait Islander peoples and non-Indigenous peoples, for the benefit of all Australians.'
<https://www.reconciliation.org.au/reconciliation/what-is-reconciliation/>

Relational pedagogy: underpins the ways in which educators build trusting respectful relationships between children, families, other educators, and professionals as well as members of the community.

Routines: regular, everyday events in early childhood settings such as mealtimes, sleep/rest times, group times, getting ready for outdoor play, nappy change/toileting, hygiene, arrivals and departures. Routines are a key component of the curriculum/program. Effective routines provide children with a sense of predictability and consistency that help children to feel safe, secure and supported.

Rituals: educators develop rituals to embed daily events and to enhance predictability and support the familiarity of routines and transitions. Rituals can also ease emotionally challenging events, such as arrival where a ritual for individual children may be developed in partnership with families.

Satiety: being satisfied after eating, that feeling of being full.

Scaffold: the educators' decisions and actions that build on children's existing knowledge and skills to enhance their learning, development and wellbeing.

Self-regulation: the ability to manage energy states, emotions, behaviour and attention; the ability to return to a balanced, calm and constant state of being. Self-regulation is a key factor for mental health, wellbeing and learning.

Shared sustained thinking: results when two or more individuals (often adults and children) work together in an intellectual way to solve a problem, clarify a concept or evaluate activities (Siraj- Blatchford et al. 2003, p. 11).

Sociality: is a term used to describe how individuals interact with one another. It is different from the term *social development*, which refers to how sociality changes over time and the process through which a child learns to interact with others around them.

Spiritual: refers to a range of human experiences including a sense of awe and wonder, or peacefulness, and an exploration of being and knowing.

Sustainability: seeking to meet the needs of the present generation without compromising the needs of future generations (*Brundtland Report 1987*). Contemporary understandings of sustainability span environmental, social and economic dimensions. **Environmental sustainability** focuses on helping children to recognise they are part of ecosystems and have a role to play in preserving, protecting and improving the environment. **Social sustainability**

addresses issues of social justice and equity, respect for diversity and inclusion, active citizenship and sense of community. **Economic sustainability** focuses on fair and equitable access to resources, conserving resources and reducing consumption and waste. The three dimensions are interconnected and necessary for a sustainable world.

Technologies: includes much more than computers and digital technologies used for information, communication and entertainment. It involves the development of new objects or tools by people that help them in their lives. There are three broad types of technology: mechanical (e.g. wheels, blocks, levers and gears) analogue technology (e.g. film-based photography, drawing, painting); and digital technology (e.g. mobile phones and computers) (ECA 2018).

Temporal environment: refers to the timing, sequence and pace of routines and activities that take place throughout the day.

Texts: things that we read, view and listen to and that we create in order to share meaning. Texts can be print-based, such as books, magazines and posters or screen-based, such as internet sites and apps. Many texts are multimodal, integrating images, written words and/or sound.

Theories: a set of ideas to explain concepts or practice.

Transitions: major transitions occur at times of significant change, such as when children first attend early childhood education and care or start school, when the child takes on a new role or becomes part of a new social group. Everyday transitions occur as a regular part of a child's day or week as they move from one setting to another, such as home to preschool or between different early childhood settings. Transitions also occur within settings, and include changes from one activity to another, from one educator to another, from indoor to outdoor play spaces, and transitioning to and from meal and sleep times (Harrison 2016).

Trauma: children may be exposed to four different types of trauma:

- **Single incident trauma** which can result from experiencing a time-limited and often unexpected traumatic event (e.g. a car accident, bushfire, loss of a loved one);
- **Complex trauma** which can result from exposure to severe, sustained and harmful interpersonal events (e.g. physical, emotional or sexual abuse, profound neglect, domestic and family violence);
- **Historical trauma** which refers to multigenerational trauma experienced by a specific cultural group (e.g. the intergenerational impacts of the European colonisation and forced removal of children from families and communities on Aboriginal and Torres Strait Islander communities);
- **Intergenerational trauma** which can result when unresolved complex trauma impacts on the next generation's capacity to parent and leads to intergenerational harm. When exposed to traumatic events at a young age, children may not have developed or will have lost their sense of safety, trust and belonging.

Trauma informed practice: responsive practice made possible by awareness of the impact of trauma on children's learning, development and wellbeing. This includes recognising the signs and symptoms of trauma in children, responding by making places and relationships feel safe and supportive to children, and helping children to develop their capacity for emotional regulation.

Wellbeing: sound wellbeing results from the satisfaction of basic needs including physical, social-emotional and mental health. Laevers (1994) suggests the need for tenderness and affection; security and clarity; social recognition; to feel competent; physical needs and for meaning in life. Wellbeing includes happiness and satisfaction, effective social functioning and the dispositions of optimism, openness, curiosity and resilience.

