



Kindergarten and Pre-primary Statement

The *Kindergarten and Pre-primary Statement* sets out the expectations for the development of high-quality, child-centred early childhood education in Western Australia that builds on each child's funds of knowledge to support learning, development and wellbeing.

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. – *Vision, Early Years Learning Framework V2.0*

All Western Australian children have a fundamental right to high-quality early childhood education informed by approved frameworks tailored to community contexts.

Kindergarten and Pre-primary programs assist in the development of competent, confident and creative learners who have a healthy and positive sense of identity. Children have a fundamental right to access high-quality and developmentally appropriate teaching and learning, environments and pedagogical practices that acknowledge and respond to each child's uniqueness in the way they develop, grow and learn.

Educators and school leaders have high expectations for all children's learning, development and wellbeing. They combine their own professional knowledge with their understanding of the content and pedagogy of the *Early Years Learning Framework (EYLF)* and the *Western Australian Curriculum and Assessment Outline* (the *Outline*) and the relationship between these to develop high-quality programs that are aligned with whole school plans and initiatives, and tailored to community contexts. These programs implement culturally responsive, relational and place-based pedagogies; take advantage of contemporary research evidence; and are refined and enhanced through critical reflection, analysis of holistic data and ongoing professional learning.

Kindergarten and Pre-primary children continue to develop effective learning and life skills through high-quality early childhood teaching, learning and assessment practices.

Drawing on the *EYLF* Learning Outcomes and the General Capabilities of the *Outline*, children in these years continue to build foundations of effective communication, including literacy, numeracy, digital literacies and technologies. Learning is integrated across areas in ways that connect learning to children's lives and their natural curiosity about their world. Building effective learning and life skills detailed in the *EYLF* Learning Outcomes requires a focus on oral language development, cognitive processes and strategies, social and emotional competence, cultural competence, physical and personal development and creativity.

High-quality programs complement and motivate children's natural curiosity, sense of fun and zest for learning. Educators provide active, engaging and challenging opportunities for children to learn through an orchestrated blend of play-based learning with intentionality, deliberate and intentional teaching, and spontaneous experiences and interactions. Children are agentic and supported to make



decisions and take risks in learning, show initiative, make choices, reflect, problem-solve and persist. Kindergarten and Pre-primary indoor and outdoor environments are used to enrich learning and reflect effective early childhood pedagogy for children of this age.

Educators' knowledge and ongoing assessment and evaluation of each child's strengths, interests and dispositions are used to build on children's learning, development and wellbeing. They support children to reflect on their learning and co-develop learning intentions that are clear and communicated in meaningful and age-appropriate ways. A range of assessment practices are used to differentiate learning experiences to provide equitable learning outcomes for all children and, if required, access appropriate support to help individual children achieve their potential.

Kindergarten and Pre-primary children have a positive sense of identity and wellbeing.

For children to build a positive sense of identity, considerations of belonging, being and becoming are evident. Through relational pedagogies, educators prioritise secure, respectful and reciprocal relationships that nurture children's social and emotional wellbeing. Wellbeing is strengthened through effective and culturally responsive transition processes that support children in moving from home and children's services to Kindergarten, Pre-primary and the wider school community.

Collaborative partnerships and effective relationships in Kindergarten and Pre-primary make significant contributions to children's learning and development.

Educators acknowledge and partner with families as children's first and lifelong educators. These partnerships recognise and value the diversity of families, their aspirations for their children, and the unique knowledge and strengths they bring, which are embedded within the curriculum. Effective partnerships with children, families, other professionals and communities, including prior-to-school education and care settings, are built on ethical sharing of information, common goals and expectations, clear communication and mutual respect.

Acknowledgements

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