Queensland kindergarten learning guideline

QKLG 2024

Nurturing confident and creative lifelong learners

Queensland Government

QCAA
Queensland Curriculum
& Assessment Authority

For all Queensland schools

Acknowledgment of Country

The QCAA acknowledges the Traditional Owners and Traditional Custodians of the lands on which we operate. We pay our respects to their Elders and their descendants, who continue cultural and spiritual connections to Country. We thank them for sharing their cultures and spiritualities, including in the education of our children in our early childhood centres and kindergartens. We recognise the important contribution of this knowledge to our children's understanding of this place we call home.

Graphic by Kalkadoon artists Chern'ee, Brooke and Jesse Sutton, www.cherneesutton.com.au

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Purpose

The *Queensland kindergarten learning guideline* (QKLG) supports kindergarten teachers' and educators' professional practice in a range of contexts across Queensland.

The QKLG adopts the *Early Years Learning Framework V2.0* (EYLF V2.0) vision:

'All children engage in learning that promotes confident and creative 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 EYLF V2.0 vision guides quality practice and promotes inclusive education and positive outcomes for children. It aligns with the *Alice Springs (Mparntwe) Education Declaration* and supports the declaration's commitment to improve educational outcomes for young Australians and to provide opportunities to learn about the diversity of Aboriginal and Torres Strait Islander cultures as well as seeing Aboriginal children and Torres Strait Islander children thrive.

The QKLG recognises that all children bring with them diverse identities and backgrounds. It acknowledges parents/carers and extended family members as children's first teachers and values the vital role families play in children's lives and ongoing learning.

The QKLG is designed to support teachers and educators to plan and implement quality child-centred kindergarten programs in partnership with children, parents/carers, family and community members and professional partners. The QKLG provides specific advice to support kindergarten teachers and educators to:

- make evidence-informed decisions to promote and enrich children's holistic learning, development and wellbeing
- communicate and build respectful relationships with children, families, communities and professional partners
- promote children's agency through play and other purposeful interactions
- assess children's learning and development to inform effective teaching, learning and assessment
- support continuity of learning, and positive transitions, including children's transition to school.

Alignment between QKLG and EYLF V2.0

The QKLG and EYLF V2.0 are complementary documents. The EYLF V2.0 is the nationally approved framework for early childhood education and care services in Australia. It informs educational program and practice for children from birth to five years.

The QKLG provides the specific learning for kindergarten that is aligned to the EYLF V2.0. The QKLG is designed to support quality teaching, learning and assessment in Queensland kindergartens.

As shown in Table 1, the QKLG identifies eight principles, seven practices and five learning and development areas that inform kindergarten programs. Table 2 shows how the five EYLF V2.0 broad learning outcomes align to the QKLG learning and development areas.

Table 1: QKLG principles, practices and learning and development areas

Principles	Practices	Learning and development areas
Respectful relationships	Adopting holistic approaches	Identity
Collaborative partnerships	Interacting with and responding to children	Connectedness
High expectations, equity and respect for diversity	Engaging in responsive planning and decision-making	Wellbeing
Effective pedagogies	Creating inclusive learning environments	Active learning
Aboriginal and Torres Strait Islander perspectives	Facilitating play-based learning	Communicating
Sustainability	Using intentional teaching strategies	
Collaborative leadership and teamwork	Assessing children's learning	
Critical reflection		

Table 2: Alignment of learning between EYLF V2.0 and QKLG

EYLF V2.0 Learning outcomes and key components	QKLG Learning and development areas and key focuses
Children have a strong sense of identity	**Identity**
• Children feel safe, secure and supported • Children develop their emerging autonomy, inter-dependence, resilience and agency • Children develop knowledgeable, confident self-identities and a positive sense of self-worth • Children learning to interact in relation to others with care, empathy and respect	• Building a sense of security and trust • Acting with independence and perseverance • Building a confident self-identity
Children are connected with and contribute to their world	**Connectedness**
• Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens • Children respond to diversity with respect • Children become aware of fairness • Children become socially responsible and show respect for the environment	• Building positive relationships • Showing respect for diversity • Showing respect for environments
Children have a strong sense of wellbeing	**Wellbeing**
• Children become strong in their social, emotional and mental wellbeing • Children become strong in their physical learning and wellbeing • Children are aware of and develop strategies to support their own mental and physical health and personal safety	• Building increasing autonomy and resilience • Engaging with ways to be healthy and safe • Building physical wellbeing

EYLF V2.0 Learning outcomes and key components	QKLG Learning and development areas and key focuses
Children are confident and involved learners	**Active learning**
• Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity • Children develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating • Children transfer and adapt what they have learned from one context to another • Children resource their own learning through connecting with people, place, technologies and natural and processed materials	• Building positive dispositions toward learning • Showing confidence and involvement in learning • Engaging with technologies for learning and communication
Children are effective communicators	**Communicating**
• Children interact verbally and non-verbally with others for a range of purposes • Children engage with a range of texts and gain meaning from these texts • Children express ideas and make meaning using a range of media • Children begin to understand how symbols and pattern systems work • Children use digital technologies and media to access information, investigate ideas and represent their thinking	• Engaging with and expanding language • Building literacy in personally meaningful ways • Building numeracy in personally meaningful ways
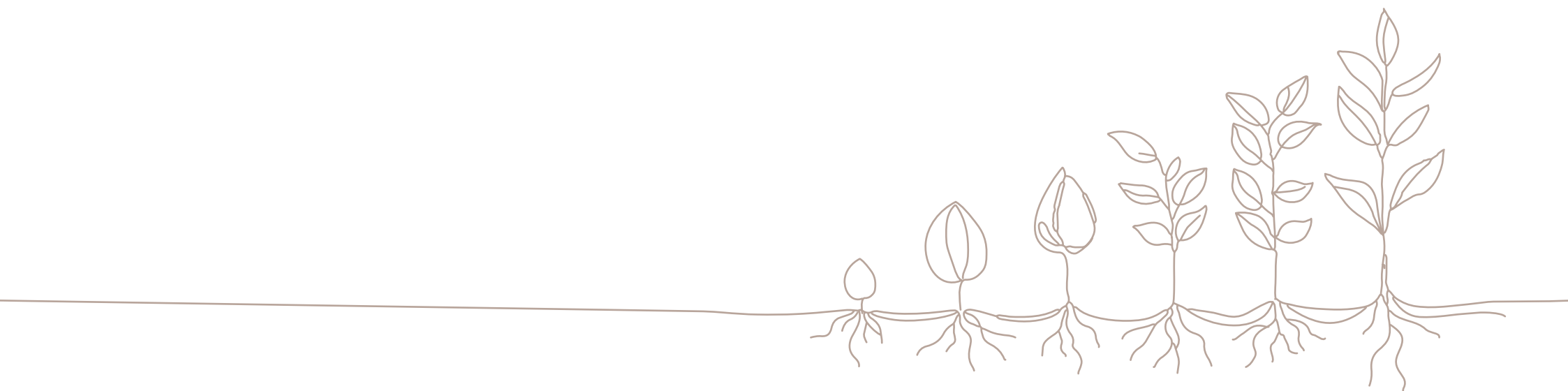
Principles

Respectful relationships

Collaborative partnerships

High expectations, equity and respect for diversity

Effective pedagogies

Aboriginal and Torres Strait Islander perspectives

Sustainability

Collaborative leadership and teamwork

Critical reflection

Principles

The following eight principles are central to early childhood teaching and learning and underpin the professional practice of kindergarten teachers and educators. These principles promote ways of working that support continuity of learning and positive transitions, including transitions to school.

Respectful relationships

Children build respectful and reciprocal relationships through positive interactions. These interactions support them to develop confidence, feel respected and valued, and appreciate learning with and from others.

Teachers and educators consider:

- responsiveness to children
- opportunities for children to interact with people and environments
- everyday rituals and routines that help children feel secure and connected.

Collaborative partnerships

Collaborative partnerships promote shared, child-centred decision-making that respects partners' perspectives, expectations and priorities. Working together, partners create safe and secure environments that support each child's learning potential.

Teachers and educators consider:

- respectful communication
- the diverse knowledge, skills and experiences that partners contribute to kindergarten programs and children's learning outcomes.

High expectations, equity and respect for diversity

Children are diverse learners with unique knowledge, perspectives and capabilities. They thrive when all partners hold high expectations and create environments that promote equitable access, participation and engagement for all children.

Teachers and educators consider:

- inclusive practices that respond to children's diverse capabilities, cultures and languages
- culturally safe spaces and ways to build on children's social and cultural knowledge, perspectives, capabilities and interests
- differentiated teaching practices, learning environments and learning experiences in response to barriers to learning.

Effective pedagogies

Children learn and develop in holistic, interconnected ways. Early childhood pedagogies effectively support children's learning and include play-based, inquiry-based, project-based, place-based and relational pedagogies.

Teachers and educators consider:

- a range and balance of pedagogies that are collaborative, child-centred and relevant to the local context
- children's agency in their own learning.

Aboriginal and Torres Strait Islander perspectives

Aboriginal peoples and Torres Strait Islander peoples have their own enduring cultures, knowledge systems, traditions, ceremonies, languages and lore. Relationships, community and connection to Country are integral aspects of culture. Understanding local context and perspectives is important in making curriculum decisions that are respectful and authentic to cultural knowledge systems and place.

Embedding Aboriginal and Torres Strait Islander perspectives across teaching and learning contexts supports:

- all children to learn about diverse cultures and ways of being, knowing and doing
- Aboriginal children and Torres Strait Islander children to see themselves, their identities and their cultures in their learning environments
- culturally safe and responsive practices.

Teachers and educators consider:

- critical reflection on their ways of working
- ongoing professional learning
- building relationships within their communities.

Sustainability

Learning about sustainability, children develop understandings of how people and communities can live sustainably through three interconnected dimensions — environmental, social and economic sustainability. This helps children feel connected to their world and actively participate in caring for environments and communities.

Teachers and educators consider:

- how human action and interaction can support the people, animals, plants, lands and waters in their community
- understandings of caring for Country through Aboriginal and Torres Strait Islander perspectives.

Collaborative leadership and teamwork

Collaborative leadership and teamwork thrive in environments that encourage respectful communication, professional learning and quality improvement. Collaboration and teamwork optimise children's learning, and teacher professional practice, through shared decision-making and action to support children, parents/carers and families.

Teachers and educators consider:

- the team's strengths, knowledge and skills
- respectful, evidence-informed professional conversations
- critical reflection on pedagogies and practices
- support for each other's professional learning and growth
- sharing information to support children's ongoing learning and progress.

Critical reflection

Critical reflection is a collaborative, ongoing process that informs decisions about children's learning and teacher professional practice. It involves teachers, educators, children, parents/carers, family and community members.

Teachers and educators consider:

- evaluation of program and practice to identify ways of improving teaching, learning and relationships
- multiple perspectives and theories to build insight
- personal and world views and their potential influence on teaching and learning
- evidence-informed approaches to connect theory to practice, and maintain accountability and integrity in professional decision-making.

Practices

Adopting holistic approaches

Interacting with and responding to children

Engaging in responsive planning and decision-making

Creating inclusive learning environments

Facilitating play-based learning

Using intentional teaching strategies

Assessing children's learning

Practices

The QKLG includes seven pedagogical practices that inform approaches to, and planning for, children's learning, development and wellbeing.

Adopting holistic approaches

Learning occurs as part of, and is shaped by, the social and cultural interactions between children, teachers, educators, parents/carers, family and community members, and professional partners.

Holistic approaches recognise learning is interconnected and involves:

- supporting children to build on their diverse perspectives, capabilities and interests to learn and develop in meaningful ways
- integrating the QKLG principles, practices and learning and development areas when planning, teaching and assessing learning.

Teachers and educators:

- promote children's social, emotional, physical, language and cognitive learning, development and wellbeing
- consider children's voices and actions in planning and assessment
- view children as competent and creative meaning-makers.

Interacting with and responding to children

Children's learning is enhanced through positive interactions and responsive relationships. Quality interactions between teachers and children are respectful of diverse communication modes, responsive to cultural traditions and practices, and positively influence children's learning dispositions and understanding of the language of learning.

Teachers and educators:

- engage in back-and-forth interactions with children
- invite children to wonder, imagine and inquire
- actively listen, acknowledge and respond to children's knowledge, perspectives, capabilities and interests
- extend children's thinking and learning through planned and spontaneous moments using intentional strategies such as questioning or scaffolding
- stimulate communication through rich play-based learning opportunities
- plan and reflect on learning with children.

Engaging in responsive planning and decision-making

Responsive planning and decision-making is an ongoing, interconnected and reciprocal process. It is based on teachers' understandings about, and conversations with, children, educators, parents/carers, family and community members, and professional partners.

Teacher-initiated planning involves short, medium and long-term decisions that build on children's knowledge, perspectives, capabilities and interests. Planning is flexible and responds to child-initiated, spontaneous opportunities to explore new learning with children.

Teachers and educators:

- focus on learning priorities, learning environments and contexts for individuals, small groups and the whole group
- provide children with opportunities to exercise agency and play an active role in their own learning by
    - contributing to shared thinking, planning and organising for learning
    - negotiating ways to follow their interests and ideas
    - participating in collaborative decision-making and reflection about routines or changes that may affect them
    - engaging in conversations to reflect on what they have learnt and consider their next steps for learning
- document children's participation in the kindergarten program and their ongoing learning progress
- use documentation to support collaborative reflection and decision-making about learning with children, parents/carers and family members.

Creating inclusive learning environments

Inclusive learning environments encourage respectful collaboration, promote respect for diversity and authentically embed cultural perspectives. Indoor and outdoor learning environments provide welcoming, safe and inclusive spaces that:

- cater for diverse learners
- support all children to access, participate and engage meaningfully in learning
- optimise learning opportunities
- support children to develop a sense of identity, belonging, connectedness, confidence and engagement with people and spaces.

Teachers and educators:

- make purposeful decisions about cultural, social, physical and cognitive elements of learning environments
- create responsive and culturally safe spaces for learning
- promote accessibility through consideration of materials, physical layout and organisation of experiences.

Facilitating play-based learning

Play-based learning is central to educational programs and practice. Children's learning is stimulated and enhanced when they have a variety of play experiences and meaningful opportunities to learn through real-life engagements, routines and transitions. Play is both a context and a process for learning.

Play contexts (places and spaces for learning) provide opportunities for children to:

- be active learners
- build relationships
- co-construct learning
- enhance critical and creative thinking skills
- share decision-making
- reflect on new ways to make sense of the world.

Play processes (ways of learning and teaching) provide opportunities to:

- strengthen children's wellbeing
- enhance communication and interaction skills
- develop their sense of identity and pride in their cultural heritage by building connections to people, places and languages.

Teachers and educators:

- facilitate a balance of child-led, guided and adult-initiated play-based learning experiences
- consider the role of adults in learning, the agency of children, learning environments and resourcing.
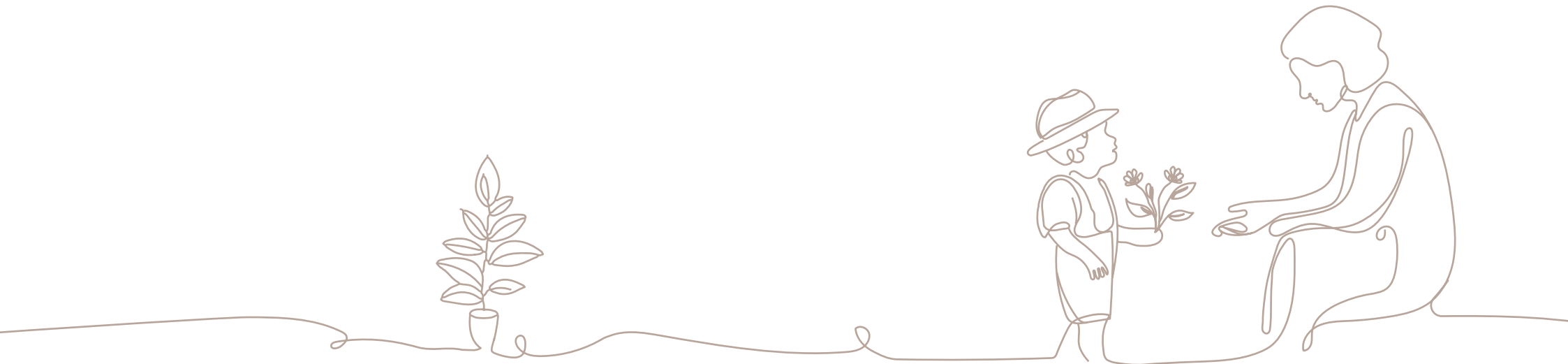
Using intentional teaching strategies

Intentional teaching is an active process that embraces and builds on children's knowledge, perspectives, capabilities and interests. Through this approach, children also act intentionally when they actively engage with others and make choices through play.

Teachers and educators:

- purposefully select a range and balance of intentional teaching strategies to extend children's thinking, communication and deep understanding
- use and adapt strategies for planned and spontaneous learning, to suit the individual/s and the learning.

Strategies include:

- **challenging** — offering children opportunities to extend their knowledge and skills in the context of secure relationships. Teachers and educators gauge when to offer challenges and opportunities through provocation and reflection that will encourage perseverance, build resilience and extend children's thinking and learning

- **collaborating** — co-constructing learning with children, enabling them to take the lead in their learning while working with them to contribute to, rather than dominate, the direction of the experience. This can also include involving others (e.g. family members and members of the community) who may have particular expertise or knowledge that can inform and support learning

- **differentiating** — tailoring teaching, learning and environments by making adjustments that support the individual learner to access, participate and engage in learning. This may include making reasonable adjustments to learning priorities, communication, assessment or environments

- **encouraging** — acknowledging children's efforts and engagement in learning and making comments that support, motivate and encourage children to persist

- **explaining** — making ideas, concepts, situations or requests clear for children by providing more detail or connecting to previous experiences

- **identifying** — drawing children's attention to new ideas and topics, pointing out things of interest that may generate areas for inquiry, exploration and investigation

- **imagining** — creating an environment in which children are encouraged to wonder, use imagination and think creatively to inquire, investigate, hypothesise and express themselves. Teachers and educators plan opportunities for children to have freedom to engage in experiences and, where they can, explore multiple possibilities

- **instructing** — using explicit instruction when other strategies might not be safe or appropriate

- **listening** — creating opportunities for shared, sustained interactions, listening deeply and thoughtfully to what children are communicating through gesture or body language, and actively responding to their contributions

- **making connections** — helping children to see relationships and extend thinking by comparing their experiences and ideas and reflecting on ways these may connect to previous learning

- **modelling** — demonstrating a skill or routine and providing opportunities for children to practise and master the skill or routine

- **negotiating** — working with children to consider their own and others' perspectives, and to develop problem-solving strategies and solutions that are fair and equitable for all involved

- **pausing** — providing time and space in conversations and play for children to process what has been communicated before they respond

- **providing choices and learning opportunities** — offering opportunities for children to make safe choices and experience the consequences of their actions encourages children's agency, autonomy and independence. Teachers and educators provide choices in the context of relationships so children can experience safe risk

- **questioning** — using open-ended questioning to extend children's thinking and problem-solving. Teachers and educators emphasise reasoning and willingness to be flexible when gaining information from questioning

- **reflecting** — guiding children to reflect on their learning experiences and to engage in thinking that helps them to build on prior learning. Teachers and educators strengthen the process of reflection through quality interactions and collaborative documentation about current learning and what comes next for each child

- **researching** — helping children to gather information to find solutions to problems or extend on an idea or interest. Researching involves asking questions and using a range of sources

- **scaffolding** — providing children with a supportive framework to take the next steps or move to a higher level of thinking. Teachers and educators use their knowledge of children's perspectives, capabilities and interests to break down skills and routines to guide each child. This may also include peers scaffolding each other's learning.

Assessing children's learning

Teachers and educators assess children's learning to establish where children are at relative to an aspect of their learning. Children should be active in assessment processes and be provided with multiple opportunities to show what they know, understand and can do. Their learning may be assessed using a range of strategies as part of everyday play, inquiry, projects, routines and transitions through planned and spontaneous experiences. Assessment strategies are inclusive of children's diverse cultures, languages and capabilities. Teachers and educators make professional judgments about assessment information to document, showing each child's participation in the kindergarten program and their progress toward learning priorities.

Assessing learning is part of an ongoing, strengths-based planning process that includes:

- gathering evidence about and documenting what children know, understand and can do across the five learning and development areas

- analysing and evaluating evidence of learning to identify children's capabilities, progress and priorities for further learning, development and wellbeing

- planning and implementing opportunities to consolidate, enrich and progress children's learning, development and wellbeing in relation to identified learning priorities

- critically reflecting on evidence of learning, practices and feedback provided by educators, parents/carers, family and community members, and professional partners.

Assessment for learning

Assessment for learning is often referred to as formative assessment. It is an ongoing process of identifying what children know and can do, and engaging in responsive planning and decision-making about what children are ready to learn next. This process informs planning and practice that encourages, challenges and extends children's learning, development and wellbeing.

Assessment of learning

Assessment of learning is often referred to as summative assessment. It provides a snapshot of learning at a point in time, e.g. mid-year or upon transition to school. Evidence of children's learning over time is reviewed and used to make professional judgments about progress toward identified learning priorities. This enables teachers and educators to describe and share children's learning, development and wellbeing, acknowledging the learning journey to that point in time.

Assessment as learning

Assessment as learning enables children to be active participants in reflecting on their own learning. Teachers and educators guide children to reflect on their strengths and achievements in learning and consider ways to build on their knowledge, skills or dispositions. This supports children to develop an understanding of themselves as engaged and capable learners.

Continua of learning and development

Phases of the continua

» Figure 1: Continua phases

Using the continua

» Figure 2: Examples of the process for making 'more like' judgments

Continua of learning and development

The continua of learning and development assist teachers as they observe, analyse and assess children's learning, development and wellbeing.

Teachers and educators use the continua to:

- reflect on evidence of learning
- inform ongoing decisions
- share information about children's learning.

Phases of the continua

The continua are described using three phases — emerging, exploring and extending. The phases inform teacher planning and learning discussions; therefore, the usefulness of using the terms 'emerging', 'exploring' and 'extending' when sharing information about children's learning with families should be considered.

Each phase is differentiated by the child's level of:

- familiarity with the learning situation (familiar situations or new situations)
- support needed to demonstrate learning (explicit support, occasional support or occasional prompting).

Figure 1 shows the level of familiarity and level of support for each phase in the continua of learning and development.

Figure 1: Continua phases

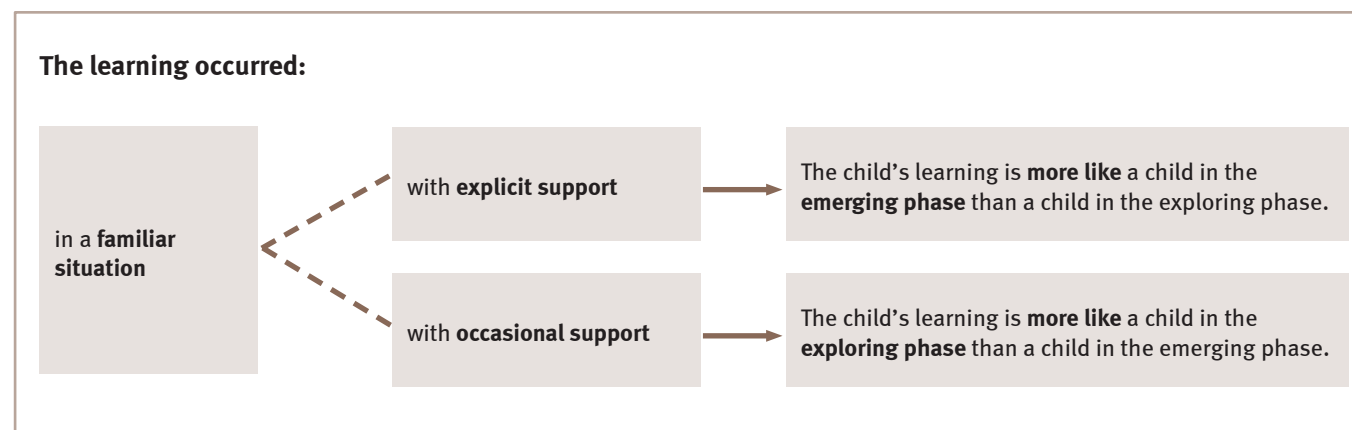|	Emerging	Exploring	Extending
Learning situations	**familiar situations** may include environments, experiences or people that are known, which children frequently return to or seek out for comfort and confidence		**new situations** may include unfamiliar spaces or areas, new types of interactions or groupings, engaging with new people or materials
Level of support	**explicit support** may involve sustained interventions such as modelling, scaffolding or making adjustments	**occasional support** may involve regular adult or peer assistance supporting children to attempt to use modelled strategies with increasing confidence and independence	**occasional prompting** may involve releasing responsibility to support children to work toward greater independence and encourage persistence through reminders, visual cues, gestural prompts or positive reinforcement

Using the continua

The continua can be used during the learning process and when reviewing learning at a point in time to make informed judgments about a child's learning, development and wellbeing. When using the continua, teachers and educators:

- document evidence of learning identifying the child's level of familiarity with the situation in which the learning was demonstrated and the level of support that enabled the child to demonstrate the observed learning

- evaluate and use evidence to inform planning for the next steps in the child's learning and intentional teaching strategies which will promote that learning

- review evidence over time to make judgments about which phase a child's learning is more like

- use judgments to reflect on, describe and share information about children's learning, development and wellbeing.

The continua phases are exemplified in the learning and development areas through observable learnings. The observable learnings describe the significant learning for each phase by the end of kindergarten. The observable learnings are used by teachers to describe learning, monitor children's learning, development and wellbeing, and make judgments about which phase a child's learning is 'more like' (see Figure 2). In making these judgments, children's learning may not fit into one phase across all learning and development areas. Learning may also move in and out of phases over time as the situation and level of support may change in response to an individual's need.

Examples of how children may demonstrate the observable learnings are provided across the three phases in the continua of learning and development to support teachers to make consistent judgments about which phase a child's learning is 'more like'. Teachers are encouraged to consider further examples relevant to their context.

Figure 2: Example of the process for making 'more like' judgments

The learning occurred:

in a **familiar situation**

with **explicit support** → The child's learning is **more like** a child in the **emerging phase** than a child in the exploring phase.

with **occasional support** → The child's learning is **more like** a child in the **exploring phase** than a child in the emerging phase.

Learning and development areas

» Figure 3: Structure of learning and development areas

Identity

Connectedness

Wellbeing

Active learning

Communicating

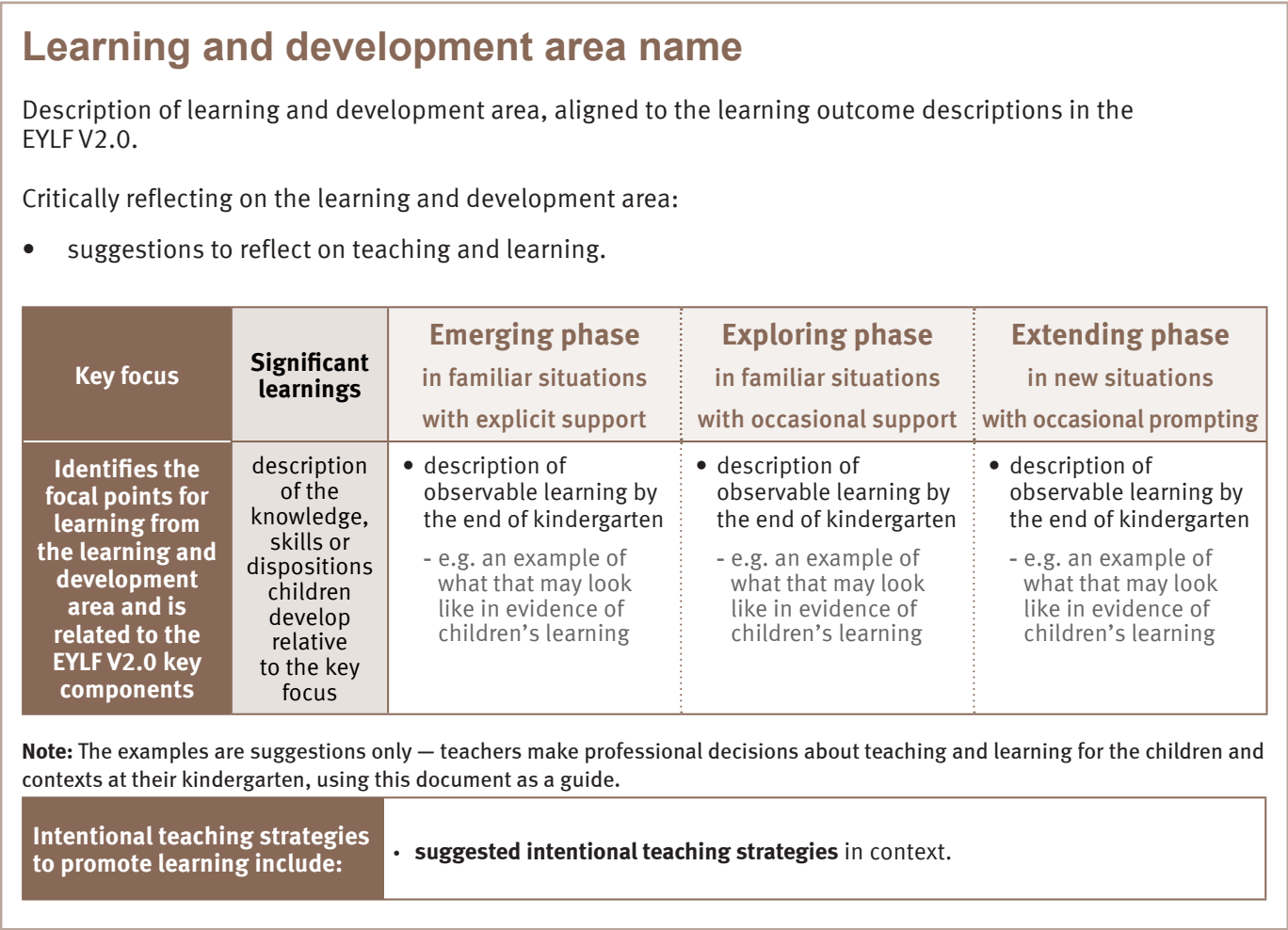# Learning and development areas

The learning and development areas describe the significant learning that teachers and educators promote to support children's learning, development and wellbeing in kindergarten.

Teachers plan opportunities for children's holistic learning across the five learning and development areas:

- identity
- connectedness
- wellbeing
- active learning
- communicating.

Each learning and development area follows the structure in Figure 3.

Figure 3: Structure of learning and development areas

Learning and development area name

Description of learning and development area, aligned to the learning outcome descriptions in the EYLF V2.0.

Critically reflecting on the learning and development area:

- suggestions to reflect on teaching and learning.

Key focus	Significant learnings	Emerging phase in familiar situations with explicit support	Exploring phase in familiar situations with occasional support	Extending phase in new situations with occasional prompting
Identifies the focal points for learning from the learning and development area and is related to the EYLF V2.0 key components	description of the knowledge, skills or dispositions children develop relative to the key focus	• description of observable learning by the end of kindergarten - e.g. an example of what that may look like in evidence of children's learning	• description of observable learning by the end of kindergarten - e.g. an example of what that may look like in evidence of children's learning	• description of observable learning by the end of kindergarten - e.g. an example of what that may look like in evidence of children's learning

Note: The examples are suggestions only — teachers make professional decisions about teaching and learning for the children and contexts at their kindergarten, using this document as a guide.

Intentional teaching strategies to promote learning include:	• **suggested intentional teaching strategies** in context.

Identity

Kindergarten children who are becoming strong in their sense of identity are:

- building a sense of security and trust

- acting with independence and perseverance

- building a confident self-identity.

Identity

An individual's sense of identity is not static — it changes over time and is influenced by their cultural identity, experiences and relationships. Children build a strong sense of identity through connections with their families, kinship networks, peers, teachers, communities and Country.

Through these relationships and their play, children explore social, emotional, physical, cognitive and cultural aspects of identity. They develop a sense of belonging, confidence in themselves and others, and an awareness of their own culture. They gain confidence in their abilities, exercise a sense of agency in their decision-making and develop their independence and resilience as learners.

Kindergarten children who are becoming strong in their sense of identity are:

- building a sense of security and trust
- acting with independence and perseverance
- building a confident self-identity.

Critically reflecting on Identity, teachers and educators may consider:

- what supports children to feel secure and safe to take risk and try new experiences
- strategies that support children to persist with challenges
- how cultural identities of the kindergarten group and community are valued and included to enhance belonging.

Identity	Key focus	Significant learnings	Emerging phase in familiar situations with explicit support	Exploring phase in familiar situations with occasional support	Extending phase in new situations with occasional prompting
Building a sense of security and trust		shows confidence that others can provide support	• accepts support from familiar people - e.g. engages in established routines and rituals to go to a familiar adult when separating on arrival	• shows comfort with familiar people and seeks support when required - e.g. greets others on arrival and settles into a familiar play experience with a trusted adult or peer	• shows confidence with familiar and unfamiliar people and seeks support when required - e.g. communicates thoughts and seeks assistance from a new teacher with occasional encouragement from familiar people
		shows willingness to engage in new learning experiences	• approaches new learning experiences with teacher support - e.g. attempts learning experiences when expectations are explicitly explained, taking time to engage briefly, observe and try again with encouragement	• shows interest in exploring new learning experiences - e.g. explores new learning experiences with intermittent modelling of strategies to respond to challenge and sustain focus	• engages in new learning experiences - e.g. shows willingness to engage in unfamiliar learning with intermittent prompts, acknowledging the strategies being used to sustain effort and focus

Intentional teaching strategies to promote learning include:	• **collaborating** with children, parents/carers and family and community members to help them feel welcome and valued • **listening** attentively and responding respectfully in culturally safe ways • **modelling** how children can seek help and comfort • **providing learning opportunities** for children to engage in new experiences • **providing choices** about environments and spaces for children to feel calm and comforted.

	Key focus	Significant learnings	Emerging phase in familiar situations with explicit support	Exploring phase in familiar situations with occasional support	Extending phase in new situations with occasional prompting
Identity	**Acting with independence and perseverance**	organises self and belongings to manage routines	• follows directions to organise self and belongings - e.g. follows step-by-step instructions to complete handwashing and lunch routines	• organises self and belongings in familiar routines - e.g. follows familiar sequences to wash hands and set up for lunch with infrequent reminders	• organises self and belongings to manage routines - e.g. recalls and applies sequences in the lunchtime routine to wash hands, set a space at the table and organise food and utensils with an initial prompt
		makes decisions about learning	• shows a preference for revisiting the same learning experiences - e.g. chooses to play with the same familiar puzzle each morning	• chooses to join in a range of familiar learning experiences - e.g. considers the learning experiences on offer with a peer and chooses a familiar experience in which they would like to engage	• organises new experiences and builds on learning - e.g. plans a ball game with peers and, with prompting, organises the cones from a previous game to support their new game
		perseveres when trying challenges	• attempts to persist with a familiar challenge - e.g. works toward completing a puzzle they are interested in with step-by-step guidance to focus their attention and keep trying	• persists with familiar challenges - e.g. makes numerous attempts to complete a puzzle with support to focus attention and recall modelled strategies	• persists with challenges - e.g. tries several strategies to complete a new puzzle, demonstrating focused attention with infrequent prompting
		works toward goals, recognising effort and success	• works toward goals with positive reinforcement - e.g. attempts to complete a puzzle and accepts recognition of their effort to identify the pieces needed	• works toward goals and considers effort and success - e.g. completes a puzzle, reflecting with an adult on the concentration and problem-solving they used to be successful	• works toward goals and recognises their effort and success - e.g. perseveres to complete a challenging puzzle and shares how they persisted to succeed, with infrequent prompting

Intentional teaching strategies to promote learning include:	• **encouraging** children to manage personal belongings and daily routines • using open-ended **questioning** to support children's agency, active inquiry processes and decision-making practices • **encouraging** children verbally and nonverbally to persist with what they are doing • **reflecting** with children on their efforts and learning progress • **scaffolding** or **differentiating** learning experiences to enable children to participate, persevere and practise skills.

Identity	Key focus	Significant learnings	Emerging phase in familiar situations with explicit support	Exploring phase in familiar situations with occasional support	Extending phase in new situations with occasional prompting
	Building a confident self-identity	shares aspects of own cultural experiences	• begins to share personal experiences - e.g. shares information about an event of personal significance with explicit support from family members	• shares personal and cultural experiences, significant events or artefacts - e.g. shares experiences of an event that is significant to their family with encouragement	• initiates sharing of personal and cultural experiences, significant events and artefacts - e.g. confidently shares own cultural experiences with others
		recognises achievements and strengths and works to extend them	• begins to recognise effort and success when identified by others - e.g. pays attention as an adult positively reinforces and acknowledges their successes	• shares own learning achievements - e.g. expresses pride in something they have done and reflects with adults on their strengths	• recognises and shares own learning achievements with others - e.g. shares personal strengths that contributed to the success of their experience and builds on this by using their strengths to support others, with prompting

Intentional teaching strategies to promote learning include:	• **providing learning opportunities** to share children's own cultural experiences • **encouraging** children, parents/carers and family members to share images, artefacts, resources and stories that are culturally significant to them • **identifying** words and phrases that connect the children's home languages and Standard Australian English (SAE) • **reflecting** with children on their efforts, learning and progress.

Connectedness

Kindergarten children who are connecting with and contributing to their world are:

- building positive relationships

- showing respect for diversity

- showing respect for environments.

Connectedness

Children are developing a sense of connectedness to their world. This connectedness helps them relate to the values, traditions and practices of their families, kindergartens and communities and the wider world.

Children learn about the connectedness of the three dimensions of sustainability (environmental, social and economic) and how they can actively care for and participate in the world. Children are active and participatory inquirers and learn to be citizens as they interact with others and think about their world.

Children who are connected to their world are building respectful relationships, showing respect for diversity and developing effective communication and collaboration skills. Empathy and fairness are fostered as children learn to navigate social rules and engage in turn-taking and conflict resolution to show care and consideration for the perspectives, rights and feelings of others.

Children are developing an understanding of Aboriginal peoples' and Torres Strait Islander peoples' ways of knowing and being and the importance of connection to Country.

Kindergarten children who are connecting with and contributing to their world are:

- building positive relationships
- showing respect for diversity
- showing respect for environments.

Critically reflecting on Connectedness, teachers and educators may consider:

- how children experience and practise relationship-building
- how cultural responsiveness is embedded in teacher practice
- how environmental, social and economic dimensions of sustainability are connected and what these look like in context.

Connectedness	Key focus	Significant learnings	**Emerging phase** in familiar situations with explicit support	**Exploring phase** in familiar situations with occasional support	**Extending phase** in new situations with occasional prompting

	Building positive relationships	engages with others	• comfortably plays alongside others
			  - e.g. focuses on digging a tunnel in the sandpit and with consistent adult reassurance shows they are comfortable with other children digging nearby
				• interacts with others
				  - e.g. invites peers to join in digging a tunnel and gives directions on what to do. With adult assistance, adjusts plans to incorporate peer ideas in creating a tunnel
					• engages in interactions for a shared purpose
					  - e.g. plans play with peers and negotiates ways of working to create a tunnel with occasional prompting

		develops skills in cooperating, sharing and turn-taking	• follows directions and cues to share and take turns
			  - e.g. follows adult direction and copies modelling to share and take turns
				• attempts to share and take turns to work with others
				  - e.g. uses an adult-suggested strategy such as 'first and then' to negotiate sharing
					• cooperates, shares and takes turns in interactions
					  - e.g. recalls and uses modelled strategies to alternate turns in a group situation with unfamiliar people, with a reminder

		responds to others with care and concern	• begins to notice the feelings of others
			  - e.g. notices when a peer is feeling sad with adult modelling and follows a suggestion to help
				• attempts to show concern and care for others
				  - e.g. recognises the feelings of peers and is willing to help, with guidance
					• shows concern and care for others
					  - e.g. recognises when a peer needs help and with prompting takes action to help

		builds awareness of rights and fairness	• begins to show awareness of their rights and being fair
			  - e.g. when playing with all the dinosaur toys, responds to adult scaffolding to consider the right of others to play with the toys as well
				• attempts to respond fairly in everyday situations by considering the rights of others
				  - e.g. follows adult suggestions to consider ways others can also use the dinosaurs and be included in play
					• shows awareness of the rights of others and attempts to resolve unfair behaviours
					  - e.g. suggests how each person can be included in play with the dinosaur toys when prompted to think about fair behaviours

		understands responsibilities	• carries out everyday responsibilities with guidance
			  - e.g. tidies the construction area in response to adult modelling
				• considers responsibilities
				  - e.g. thinks about materials they need for construction and tidies what they do not need, with reminders
					• understands responsibilities
					  - e.g. moves their block construction out of the walkway after a prompt to consider space and safety

Intentional teaching strategies to promote learning include:	• **modelling and explaining** cooperation skills, **providing learning opportunities** for children to practise these in play and purposeful interactions • **scaffolding** a problem-solving approach to enable children to collaborate and resolve conflicts • **identifying and modelling** children's rights and responsibilities in everyday situations • **negotiating** with children in situations that arise around fairness and the rights of others • **modelling and explaining** empathy through storytelling and picture books to build children's understanding of emotions, diverse capabilities, perspectives and ways of learning.

Connectedness	Key focus	Significant learnings	Emerging phase in familiar situations with explicit support	Exploring phase in familiar situations with occasional support	Extending phase in new situations with occasional prompting
	Showing respect for diversity	shows respect for others	• notices how people may be similar to or different from themselves – e.g. pays attention to adult direction to notice the gestures, sign language or words peers use to say hello	• explores similarities and differences between people – e.g. recognises that peers say hello in different ways using gestures, sign language or words and attempts to use these to greet peers with support from an adult	• recognises and respects similarities and differences between people – e.g. recognises and uses modelled gestures, sign language or words that others use to communicate hello and, with prompting, makes connections to how they say hello
		develops awareness of stereotypes	• pays attention to adult-led interactions about stereotypes – e.g. notices different ways older people are represented in texts with explicit adult scaffolding	• explores representations of stereotypes – e.g. after reading a story about a busy mountain-climbing grandmother, responds to teacher questioning to share and compare other ideas and experiences of older people in their community	• shows awareness of stereotypes – e.g. recognises different ways older people are represented in texts and, with prompting, questions how this influences how we think about older people
		develops understanding of the cultural experiences of others	• pays attention to cultural and family experiences shared by others – e.g. attends to storytelling, artefacts, images or texts about different cultural celebrations in adult-initiated experiences	• shows interest in the cultural experiences of others – e.g. expresses curiosity toward different cultural celebrations noticed with adult support in texts or community	• understands the cultural experiences of others – e.g. identifies different cultural celebrations that may be different from their own, with prompting
		develops understanding of Aboriginal peoples' and Torres Strait Islander peoples' ways of knowing and being and their connection to Country	• pays attention to Aboriginal and Torres Strait Islander ways of knowing and being – e.g. attends to Acknowledgment of Country with explicit support	• explores Aboriginal and Torres Strait Islander ways of knowing and being – e.g. joins in Acknowledgment of Country recognising the traditional custodians with adult support	• reflects on and responds to Aboriginal and Torres Strait Islander ways of knowing and being – e.g. acknowledges Country showing understanding of who the traditional custodians are
	Intentional teaching strategies to promote learning include:		• **making connections** to diverse points of view • **encouraging** respect for the different ideas, opinions and communication modes of the group • **identifying and challenging** stereotypes or bias in everyday situations and through texts • making connections and **collaborating** with parents/carers, family and community members, including Elders where possible, to understand the people/s and culture/s in their context to make informed decisions about resourcing and respectful practice • **researching** and proactively building cultural understanding about Aboriginal peoples and Torres Strait Islander peoples.		

Connectedness	Key focus	Significant learnings	Emerging phase in familiar situations with explicit support	Exploring phase in familiar situations with occasional support	Extending phase in new situations with occasional prompting
	Showing respect for environments	shows interest in the natural environment	• follows directions to notice things of interest in the natural environment - e.g. follows adult direction to notice a blue-tongue lizard in the garden	• notices things of interest in the natural environment - e.g. makes plans to check the garden for the blue-tongue lizard after reflecting on, and planning for, outdoor learning with an adult	• shows interest in the natural environment - e.g. wonders and seeks to understand more about blue-tongue lizards and where they go when they are not in the garden, with prompting
		develops sustainable practices to care for the environment	• follows directions to care for the environment - e.g. with direction, shows understanding of how items can be recycled, reused or disposed of responsibly	• identifies sustainable practices to care for the environment - e.g. responds to questions and suggests how items can be recycled, reused or disposed of responsibly, with encouragement	• engages in sustainable practices to care for the environment - e.g. reuses and recycles items and suggests responsible ways to dispose of waste, with prompting
		develops awareness of problems and actions to protect environments	• shares a personal experience about ways to care for the environment - e.g. shares their family practice of turning taps off to save water in a teacher-led interaction	• explores actions to protect the environment - e.g. follows modelling to use collected rainwater to care for the kindergarten garden	• shows awareness of actions that protect the environment - e.g. cares for the kindergarten garden, identifying how they save rainwater in the tank and can use it on the plants instead of using water from the tap, with prompting

Intentional teaching strategies to promote learning include:	• **explaining** everyone's responsibility in caring for the kindergarten environment • **collaborating** to investigate the relationships between people, land, plants and animals • **encouraging** curiosity about the world and the impact of people on environments • **researching** and sharing discoveries about positive actions in relation to children's concerns or queries about environmental issues • **providing opportunities** for children to engage with Aboriginal and Torres Strait Islander perspectives and practices to care for Country • **modelling** sustainable practices within the kindergarten setting and wider community.

Wellbeing

Kindergarten children who are developing a strong sense of wellbeing are:

- building increasing autonomy and resilience

- engaging with ways to be healthy and safe

- building physical wellbeing.

Wellbeing

Important aspects of wellbeing include children's physical and mental health, personal safety, and social and executive functions. Emotional awareness and regulation, persistence and adaptability are essential components of executive function, fostering resilience and overall wellbeing by enabling children to persevere through challenges and adjust to changes in their environment.

Children develop a strong foundation of wellbeing and resilience through establishing safe and respectful relationships and strategies that build their confidence, optimism, growth mindset and positive dispositions for learning. Strategies are tailored for each child and can include the sensitive implementation of trauma-aware practices to support children whose wellbeing may be affected by trauma, adversity or other challenges. These relationships and strategies provide children with opportunities to develop the skills and knowledge to be emotionally aware, adapt to change, work toward goals and persevere through challenges and setbacks.

Children's sense of wellbeing is also enhanced by learning about healthy lifestyles, the importance of nutritional food, rest, personal hygiene, safety awareness and physical activity. Physical activity involves developing fine and gross motor skills that support children to move with stability, control and awareness of their environment and to manage the control of objects.

Kindergarten children who are developing a strong sense of wellbeing are:

- building increasing autonomy and resilience
- engaging with ways to be healthy and safe
- building physical wellbeing.

Critically reflecting on Wellbeing, teachers and educators may consider:

- how children's agency and voice in health, hygiene and safety are promoted
- how they sensitively respond to children's emotions and promote strategies and skills for regulation that suit the individual
- ways to support children's enjoyment of physical activity and build foundations for physical coordination and control in a range of contexts.

Wellbeing	Key focus	Significant learnings	**Emerging phase** in familiar situations with explicit support	**Exploring phase** in familiar situations with occasional support	**Extending phase** in new situations with occasional prompting
	Building increasing autonomy and resilience	recognises and expresses feelings	• responds to visuals or questions to identify their feelings - e.g. points to the image on a provided visual cue that shows what they are feeling	• recognises feelings - e.g. uses visual cues provided in the environment to communicate how they are feeling	• recognises feelings and expresses why they feel that way - e.g. draws pictures to express how they feel and, with prompting, communicates why they feel that way
		develops strategies to regulate emotions	• copies strategies to regulate emotions - e.g. co-regulates emotions with an adult by copying modelled breathing strategies to feel calm	• uses modelled strategies to regulate emotions - e.g. follows a familiar, suggested strategy of deep breathing to feel calm	• recalls and uses strategies to regulate emotions - e.g. uses deep breathing in stressful situations when prompted to think about how they could calm themselves
		develops strategies to respond to change	• copies strategies to manage self through change - e.g. attends to, and may repeat, a positive self-talk phrase with an adult (e.g. I'm okay) and moves to a space of calm and safety	• uses modelled strategies to respond to change - e.g. follows suggestions to use positive self-talk and persevere when faced with changes to familiar routines	• uses strategies to respond to change - e.g. uses positive self-talk to work through an unexpected change, when prompted
	Intentional teaching strategies to promote learning include:		• **identifying**, acknowledging and responding to children's emotions with care, respect and sensitivity • **making connections** between children's actions and their emotions • **modelling** a range of ways to recognise and express feelings safely • **pausing** to allow time and space for children to attempt to activate inhibitory control and working memory • **encouraging** children to practise modelled strategies to regulate their emotions and behaviours • **reflecting** with children on the use of strategies to regulate emotions and manage self through change.		

Wellbeing	Key focus	Significant learnings	**Emerging phase** in familiar situations with explicit support	**Exploring phase** in familiar situations with occasional support	**Extending phase** in new situations with occasional prompting
	Engaging with ways to be healthy and safe	recognises ways nutrition, physical activity, rest and relaxation contribute to being healthy	• follows directions to make healthy choices - e.g. notices their body signs (e.g. yawning, rubbing eyes) when directed by an adult, to recognise they need rest or relaxation	• considers choices that support their health - e.g. follows suggestions to choose a restful experience when scaffolded by an adult to think about how their body feels	• recognises choices they make that contribute to their health - e.g. identifies when they are feeling tired and chooses how they would like to rest or relax, when prompted
		manages self-care	• copies modelling to recognise and communicate their personal needs - e.g. responds to adult direction to communicate what their body needs and take appropriate action	• attempts to manage personal needs - e.g. recognises their body is thirsty with assistance and responds by getting their water bottle	• manages personal needs - e.g. identifies when they are thirsty and independently responds to their need
		develops awareness of body autonomy and personal space	• attempts to recognise and communicate how they feel about people in their personal space - e.g. expresses concern when others are close to them and follows direction to move to another position	• identifies their personal boundaries and communicates these to others - e.g. communicates to a peer they do not want to hold hands during a game, with adult assistance	• recognises personal boundaries and shows respect for others' bodies and space - e.g. recognises a peer does not like to hug hello and, with prompting, suggests an alternative such as waving
		develops awareness of safe and unsafe risks to make safe choices	• pays attention as others identify safe and unsafe risks - e.g. with adult direction, notices how unsafe it is to flick sand and attends to the modelling of safe choices	• attempts to identify safe and unsafe risks to make a safe choice - e.g. responds to open-ended questioning to consider digging safely and follows suggestions to prevent sand from flicking	• shows awareness of safe and unsafe risks and makes safe choices - e.g. recognises that flicking sand is not safe and suggests a safer way to dig, with prompting

Intentional teaching strategies to promote learning include:	• **explaining** ways nutrition, exercise, rest and hygiene choices support healthy minds and bodies • **providing learning opportunities** that allow children to have agency in their health, hygiene and personal care routines • **collaborating** with families and professional partners to reinforce health-related routines • **explaining** the purpose of safe choices and **instructing** children in the safe use of kindergarten equipment • **negotiating** rules with children when new or potential safety issues arise • **providing learning opportunities** for children to identify risk and practise making safe choices.

Wellbeing	Key focus	Significant learnings	**Emerging phase** in familiar situations with explicit support	**Exploring phase** in familiar situations with occasional support	**Extending phase** in new situations with occasional prompting
	Building physical wellbeing	develops gross motor skills	• begins to develop whole-body gross motor skills - e.g. attempts walking across a balance beam with physical support	• uses developing whole-body gross motor skills - e.g. climbs and manipulates own body to move along an obstacle course, with encouragement	• demonstrates whole-body gross motor skills with coordination and control - e.g. engages in familiar physical challenges and, with prompting, perseveres with more complex physical movements
		develops fine motor skills	• begins to manipulate objects and equipment - e.g. follows directions to use dough scissors and makes rough cuts using whole arm movements	• attempts to manipulate objects and equipment with increasing control and strength - e.g. uses scissors to snip short, straight lines with guidance	• manipulates new objects and equipment with control, strength and coordination - e.g. uses scissors with control and occasional prompting to consider grip
		develops spatial awareness	• begins to develop spatial awareness - e.g. follows modelling to try body movement patterns, such as swaying or bending	• engages in learning experiences that develop spatial awareness - e.g. joins in group games and shows awareness of space to consider where their bodies are in relation to others, with adult assistance	• demonstrates spatial awareness - e.g. participates in more challenging group movement patterns and, with prompting, navigates space safely
		uses senses for discovery	• attempts sensory experiences - e.g. follows modelling to attempt sensory experiences	• attempts to use their senses to explore - e.g. engages with sensory experiences to investigate properties of materials, with encouragement	• uses senses to explore and discover - e.g. uses their senses to communicate what they are learning about different materials

Intentional teaching strategies to promote learning include:	• **encouraging** children's engagement in gross and fine motor learning experiences to build strength and manipulate objects and equipment with confidence and control • **providing choices** and materials for children to practise gross and fine motor skills across indoor and outdoor environments • **differentiating** environments and resources to enable all children to participate in physical experiences and extend their physical development • **explaining** why physical activity is important for children's bodies and brains • **challenging** children to explore materials with various sensory properties.

Active learning

Kindergarten children who are becoming confident and involved learners are:

- building positive dispositions toward learning

- showing confidence and involvement in learning

- engaging with technologies for learning and communication.

Active learning

Active learning helps children to build positive dispositions and approaches toward learning, and encourages increasing confidence, engagement and involvement in learning. It promotes the development of curiosity, creativity and executive function skills for problem-solving, and critical thinking skills and processes to generate, test and reflect on ideas through trial and error while utilising their working memory.

As children engage in learning, reflect on and revisit ideas and practise skills, they deepen their understandings and can begin to transfer learning to new contexts.

As active learners, children are developing understandings of themselves and their world, and creating their ideas through play-based learning opportunities. Children show an interest in technologies and the uses of different technologies to support learning and communication.

Kindergarten children who are becoming confident and involved learners are:

- building positive dispositions toward learning
- showing confidence and involvement in learning
- engaging with technologies for learning and communication.

Critically reflecting on Active learning, teachers and educators may consider:

- how to foster children's positive dispositions and approaches to learning
- where regular opportunities to reflect on learning with children could be embedded in the program
- the choices they make about technologies to promote children as active producers using technologies for learning.

Active learning	Key focus	Significant learnings	Emerging phase in familiar situations with explicit support	Exploring phase in familiar situations with occasional support	Extending phase in new situations with occasional prompting
	Building positive dispositions toward learning	shows curiosity and enthusiasm for learning	• expresses interest in engaging with familiar materials or experiences - e.g. smiles as they roll cars repeatedly down a ramp, watching the wheels turn	• shows curiosity in building on familiar learning - e.g. extends on familiar car and ramp play, with encouragement, by trialling how cars roll and move on different surfaces	• shows curiosity and engages in new learning with enthusiasm - e.g. reflects on car and ramp play and, with prompting, trials how a range of different objects move on a ramp
		responds to the arts creatively and imaginatively	• participates in aspects of the arts - e.g. copies an adult to move scarves to a familiar rhythm	• responds to the arts and attempts to use aspects of the arts imaginatively - e.g. uses familiar scarves and body movements to respond to music, with encouragement	• responds to and uses the arts in creative and imaginative ways - e.g. uses movement and materials to respond to music
		creates and communicates through the arts	• attempts to use materials to express ideas or feelings - e.g. copies ways to use paints in an attempt to make a rainbow like the one they saw outside	• explores materials to create and attempts to communicate their ideas or feelings through the arts - e.g. uses recycled boxes and craft materials to create a vehicle for their garage play, with scaffolding	• creates and communicates meaning through the arts - e.g. experiments with charcoal and ochre symbols on stones outside to create a map

Intentional teaching strategies to promote learning include:	• **encouraging** curiosity and creativity • **identifying** and **imagining** ways to creatively represent ideas and characters in dramatic play • **providing opportunities** for children to engage in a range of visual arts, dramatic play, music and dance experiences • **explaining** new vocabulary in different contexts.

Active learning	Key focus	Significant learnings	**Emerging phase** in familiar situations with explicit support	**Exploring phase** in familiar situations with occasional support	**Extending phase** in new situations with occasional prompting
	Showing confidence and involvement in learning	plans and carries out learning projects	• engages with familiar spaces, materials and play - e.g. returns to the same space each day, choosing two cars to race on a track they have built after planning for play with an adult	• attempts to plan and organise resources to carry out projects of interest - e.g. identifies a play project and collects materials they will need after guided planning	• plans, organises resources and carries out learning projects - e.g. plans for construction play, collaboratively organises materials and adapts the plan to see the project through to completion
		develops awareness of inquiry processes	• shows curiosity about what is happening around them - e.g. notices interesting phenomena such as frost melting on the grass	• suggests an idea to explore - e.g. notices ice melting during water play experiments and suggests they would like to explore ice and water play further	• hypothesises and tests ideas - e.g. hypothesises that ice will not melt in the fridge. With an adult, organises to test the idea and observes what happens
		builds problem-solving strategies	• pays attention to modelled thinking to respond to a problem - e.g. attends to an adult describing the problem being experienced and responds to direction to solve the problem one step at a time	• uses modelled thinking strategies for problem-solving - e.g. responds to questioning to consider the problem experienced and what they could do to resolve this	• uses a range of thinking strategies for problem-solving - e.g. identifies a problem and expresses possible solutions to trial and reflects on the results with adults or peers

Active learning	Key focus	Significant learnings	Emerging phase in familiar situations with explicit support	Exploring phase in familiar situations with occasional support	Extending phase in new situations with occasional prompting
	Showing confidence and involvement in learning	reflects on learning	• begins to make links to prior learning in teacher-led reflections - e.g. uses documentation to reflect on and apply learning from a previous experience to the current play situation, with explicit adult direction	• makes links to prior learning in guided reflections - e.g. remembers previous learning during adult-guided reflection. Selects and applies a successful strategy from previous learning suited to their current play project	• reflects on prior experiences to make links to new learning - e.g. reflects on previous learning to consider successful strategies and approaches and applies learnings from their reflection to their current project
		shares ideas and discoveries	• begins to share thoughts and ideas from play - e.g. shares that they found a caterpillar near the obstacle course and, with scaffolding, describes why this was of interest	• shares ideas about their learning - e.g. explores ideas about why the caterpillar could be near the obstacle course and, with assistance, shares what they know with others	• shares ideas and describes learning discoveries - e.g. builds on their ideas about why a caterpillar was near the obstacle course through collaborative research and describing what they learnt to others, with prompting

Intentional teaching strategies to promote learning include:	• **encouraging** children to notice, hypothesise, experiment, record and share findings • **listening** and attending to children's working theories and perspectives to motivate and challenge their learning and thinking • using **questioning** to promote deeper thinking about, and communication of, ideas and discoveries • **making connections** to aspects of problem-solving that children may need to consider • **challenging** children to make links between ideas and experiences • **reflecting** with children, identifying their efforts and thinking processes, and promoting self-belief and positive approaches to learning • **providing learning opportunities** with flexible, uninterrupted time for deep thinking and explorations of ideas.

Active learning	Key focus	Significant learnings	**Emerging phase** in familiar situations with explicit support	**Exploring phase** in familiar situations with occasional support	**Extending phase** in new situations with occasional prompting

	Engaging with technologies for learning and communication	shows interest in technologies	• begins to use real or pretend technologies in play
			
			  - e.g. uses a block as a mobile phone and pretends to talk
				• uses real or pretend technologies in play and inquiry
				
				  - e.g. notices the moon and, with assistance, creates a telescope to try to see the stars
					• uses technologies in play and inquiry experiences
					
					  - e.g. uses a camera to document what they notice, or create, to share with others

		uses technologies purposefully	• attempts to use familiar technologies
			
			  - e.g. uses a magnifying glass to find bugs in the garden
				• explores ways to use technologies purposefully
				
				  - e.g. uses a digital device to create a photo book with teacher-assisted annotations to share their discovery of bugs in the garden
					• uses technologies purposefully
					
					  - e.g. uses animation applications with prompting to creatively share information they have collaboratively researched on the bugs in their environment

Intentional teaching strategies to promote learning include:	• **explaining** safe and appropriate use of technologies • **researching** and communicating with digital technologies and media • **collaborating** to use technologies to investigate or solve a problem • **identifying** ways to use technologies for learning • **providing choices** of everyday technologies for children to use.

Communicating

Kindergarten children who are becoming effective communicators are:

- engaging with and expanding language

- building literacy in personally meaningful ways

- building numeracy in personally meaningful ways.

Communicating

The foundation for children becoming effective citizens is their development of language, literacy and numeracy. Being able to communicate, including their ability to express their ideas and feelings, to question, learn, connect and interact with others, is fundamental to children's everyday lives.

Children feel a strong sense of identity and connectedness when their diverse communication skills are valued in the kindergarten environment. Children may communicate through Standard Australian English (SAE), home language/s, signed language/s, visual communication such as gestures, or augmentative and alternative communication (AAC).

Building language and literacy capabilities — including self-expression, comprehension, vocabulary, and phonological and phonemic awareness — supports children to become effective communicators. Children interact, listen, speak, create, write, view and engage with a range of texts in personally meaningful ways to make meaning from the world around them.

Building numeracy capabilities supports children's capacity, confidence and disposition to use mathematics in everyday situations. Exploring mathematical ideas such as number, patterns, measurement, space and spatial relationships in everyday situations supports children in their practical application of mathematical concepts, fostering numeracy development. Engaging in problem-solving with children provides meaningful opportunities to use mathematical thinking in real life contexts.

Kindergarten children who are becoming effective communicators are:

- engaging with and expanding language
- building literacy in personally meaningful ways
- building numeracy in personally meaningful ways.

Critically reflecting on Communicating, teachers and educators may consider:

- how they promote children's communication skills and vocabulary development
- the opportunities provided for children to engage with a range of texts
- opportunities to build mathematical understandings and confidence to support children's mathematical thinking through play-based learning.

	Key focus	Significant learnings	Emerging phase in familiar situations with explicit support	Exploring phase in familiar situations with occasional support	Extending phase in new situations with occasional prompting
Communicating	Engaging with and expanding language	communicates verbally and nonverbally with others	• begins to use nonverbal strategies, spoken/signed language/s or AAC to communicate - e.g. uses modelled gestures or vocalisations to communicate wants or needs	• communicates using nonverbal strategies, spoken/signed language/s or AAC - e.g. uses gestures and vocalisations to make requests and express themselves	• communicates confidently using nonverbal strategies, spoken/signed language/s or AAC to make meaning - e.g. initiates an interaction to communicate interests, wants or requests using gestures and vocalisations that convey their meaning effectively
		expands vocabulary	• uses a small range of familiar words to express themselves - e.g. uses single words to label familiar objects or people with adult modelling	• uses an increasing range of words to express themselves - e.g. uses familiar words to express their thoughts and experiments with using new modelled vocabulary in play and interactions with adult support	• uses phrases to express themselves - e.g. connects increasingly complex ideas drawing on a wider vocabulary modelled in texts and interactions
		builds awareness of sounds and letters	• notices sounds and letters in familiar words - e.g. notices the beginning sound or letter (spoken or signed) of their name with explicit modelling and shows interest in repeating that sound or letter, developing correct pronunciation	• explores sounds and letters in familiar words - e.g. recognises the initial sound or letter (spoken or signed) of their name after adult modelling and experiments with that sound or letter in word play and rhyme, demonstrating increasingly accurate pronunciation, with encouragement	• recognises a range of sounds and letters - e.g. identifies initial sounds or letters (spoken or signed) and uses sounds or letters to invent and play with words, pronouncing them clearly, with prompting

Intentional teaching strategies to promote learning include:	• **modelling** and **identifying** skills to engage in and sustain back-and-forth exchanges, e.g. listening, looking at signs, gestures or cues, seeking more information, relating to personal experiences • **identifying** new vocabulary and language patterns in songs, stories and rhymes • **making connections** to how language and communication are used for various purposes, e.g. describing and imagining • **providing learning opportunities** to purposefully practise language, communication and listening skills in a range of contexts • **reflecting** on and valuing culturally meaningful practices for communicating and listening.

Communicating	Key focus	Significant learnings	**Emerging phase** in familiar situations with explicit support	**Exploring phase** in familiar situations with occasional support	**Extending phase** in new situations with occasional prompting

	Building literacy in personally meaningful ways	interacts by communicating and responding purposefully with others	• responds to a direct query
			  - e.g. attends to the person communicating and provides a response to show they have understood what has been communicated
				• responds to others during interactions
				  - e.g. listens to ideas shared by others and with assistance waits for their turn then shares an idea related to something they heard
					• engages in sustained interactions
					  - e.g. interacts with peers to collaboratively organise a game by sharing and listening to ideas with infrequent prompting

		engages with a range of texts for purpose and meaning	• responds to familiar texts
			  - e.g. frequently revisits a familiar, tactile lift-the-flap text and responds to explicit modelling to connect text images, language or ideas to the features
				• explores and responds to a range of texts
				  - e.g. views texts and responds through dramatic play experiences to understand language, ideas or events in texts by sequencing and retelling, with encouragement
					• engages with a range of texts
					  - e.g. listens to texts and responds to opportunities to question and share thoughts on language, ideas and purpose of text, with prompting

		makes connections between texts and personal experiences	• shares a personal connection to a familiar text
			  - e.g. responds to a request to share a personal experience after reading a story about pets, sharing they have a pet
				• considers connections between texts and personal experiences
				  - e.g. shares their experience caring for a pet after reading a pet story, with encouragement
					• identifies connections between texts and personal experiences
					  - e.g. describes a personal connection between a story and their own experiences, after an initial prompt

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Communicating	Key focus	Significant learnings	Emerging phase in familiar situations with explicit support	Exploring phase in familiar situations with occasional support	Extending phase in new situations with occasional prompting
	Building literacy in personally meaningful ways	builds awareness of ways images add meaning to print	• begins to notice images in texts - e.g. points to and names a familiar image and, through explicit adult modelling, is made aware of a connection between the image and print in the text	• recognises images in texts - e.g. points to images that help to understand characters, feelings, places or events in a familiar story, with adult guidance to notice these	• identifies images that add meaning to a text - e.g. uses images to support their interpretation of a text and describes how the image helped them, with prompting
		develops writing behaviours	• experiments with writing implements and begins to make marks - e.g. begins to show interest in making marks with an adult to create props for play experiences	• explores using writing implements to make marks and convey meaning - e.g. experiments with mark-making and ways to 'write' using lines, shapes and symbols. May attempt to copy some familiar letters from environmental print to create signs for dramatic play, with encouragement	• uses mark-making and writing to convey meaning - e.g. to support dramatic play, uses a combination of marks and familiar letters or words copied from environmental print, with prompting

Intentional teaching strategies to promote learning include:	• **imagining** with children to promote creative storytelling through puppetry or dramatic play • **identifying** and playing with language features in texts such as rhyme • **providing learning opportunities** to engage with a range of cultural texts, including Aboriginal and Torres Strait Islander oral storytelling traditions • **making connections** between sounds and letters, starting with initial sounds in children's names • **explaining** how children can use sounds, letters, words and sentences to communicate • **identifying** the sounds, symbols and visual images that children attend to when 'reading' • **encouraging** and reinforcing children's attempts at writing.

Communicating	Key focus	Significant learnings	**Emerging phase** in familiar situations with explicit support	**Exploring phase** in familiar situations with occasional support	**Extending phase** in new situations with occasional prompting
	Building numeracy in personally meaningful ways	uses everyday language to describe measurement	• begins to notice length, mass, capacity and/or time in daily play or routines - e.g. copies and repeats adult modelling of the language empty and full during water play with buckets. With direct adult support, connects the capacity concept to the language to describe it	• attempts to describe attributes of length, mass, capacity and/or time in relation to familiar objects or events - e.g. responds to adult questioning using modelled descriptive words such as empty and full as they explore the capacity of buckets during play	• describes length, mass, capacity and/or time in relation to objects or events - e.g. uses everyday language to describe the capacity of different containers and begins to compare which hold more or less during water play, with occasional prompting
		uses everyday language to describe shapes and spatial relationships	• understands the language of shapes, positions and directions - e.g. locates objects when features of shapes such as round or pointy are described by an adult	• describes shapes, positions and directions - e.g. uses everyday language such as round or pointy to describe features of shapes in the environment, with scaffolding	• describes and identifies shapes, positions and directions in a range of contexts - e.g. recognises shapes in the environment and uses everyday language such as round, circle or pointy to describe the features with infrequent prompting
		develops awareness of number and counting	• uses number names that are personally familiar and attempts counting - e.g. recalls numbers from familiar stories or rhymes in play	• uses counting in play and is beginning to count in sequence - e.g. uses numbers and counting in dramatic play with support to count in sequence	• assesses sizes of sets, using one-to-one correspondence to count in sequence - e.g. estimates how many items are in a collection then counts each item in sequence to check the total, with prompting

Communicating	Key focus	Significant learnings	Emerging phase in familiar situations with explicit support	Exploring phase in familiar situations with occasional support	Extending phase in new situations with occasional prompting
	Building numeracy in personally meaningful ways	develops awareness of patterns	• notices simple patterns - e.g. pays attention to the patterns of bricks in the environment when directed by the teacher	• notices and copies simple patterns - e.g. collects and arranges natural items to copy a pattern modelled by the teacher with support to notice the sequence of repeating elements	• describes created patterns - e.g. recognises patterns they see, feel or hear in the environment and describes the sequence of repeating elements, with prompting
		develops mathematical problem-solving skills	• follows directions to recognise everyday problems and seeks help to resolve them - e.g. attends to an adult identifying how block size, weight and order are causing problems in their construction then follows directions to use and stack blocks in a different way to solve the problem	• describes problems and attempts to solve them using mathematical thinking - e.g. notices a stability problem in construction play and responds to open-ended questions to consider the size, weight and order of blocks in the tower to solve the problem	• describes and solves problems using mathematical thinking - e.g. describes and experiments with size, weight, order and position of blocks to solve stability problems in construction play, with prompting

Intentional teaching strategies to promote learning include:	• **making connections** to mathematical concepts in everyday situations • **explaining** connections between numbers and counting • **pausing** to allow time for children to consider and make connections between mathematical experiences to solve problems • **modelling** and **encouraging** children to use mathematical language • **identifying** similar features of objects to form small collections and practising counting to identify the number of objects in the collection • **making connections** to patterns in everyday environments, texts, constructions, dances and/or architecture.

Supporting transitions and continuity of learning

Supporting children's transition to school

Transition statements

Parent/carer consent to create transition statement (form 1)

Parent/carer consent to share transition information (form 2)

Supporting transitions and continuity of learning

Transitions are times of opportunity and challenge as children navigate changes such as starting kindergarten, differing daily routines, moving between play spaces or settings and starting school.

Teachers and educators adopt a strengths-based and intentional approach to supporting children's transitions. This includes understanding children's perspectives, considering cultural perspectives, cultivating trusting and supportive relationships, and engaging in respectful communication. Through this approach, children are supported to take an active role in transitions as they become familiar with new people, expectations and environments.

Supporting children's transition to school

For children and their families, the transition to school is a significant milestone in a child's education. By working together, kindergarten teachers, educators, parents/carers, family and community members, and school staff, help children experience a positive transition to school.

Kindergarten teachers and educators use a range of strategies to plan for and support children's transition to school, including:

- sharing information about each child's learning and progress with parents/carers and families

- discussing with children, parents/carers and families their expectations of transitioning to school

- encouraging children, parents/carers and families to become familiar with their new school environment

- collaborating with schools to build shared understandings of effective early years pedagogy and practice that can provide continuity of learning across settings

- collaborating with parents/carers, family and/or community members to value diverse perspectives and capabilities and promote familiar ways of knowing, being and doing as children move into school

- recognising individual needs and providing tailored support for children as needed.

Transition statements

Transition statements are written from a strengths-based perspective to provide a point-in-time summary of each child's knowledge, skills and dispositions for learning across the five learning and development areas, and to support transition and continuity of learning into school. Children and parents/carers have the opportunity to contribute to the transition statement.

Transition statements are valued by early education and care services, families and schools as a source of information to support transition to school.
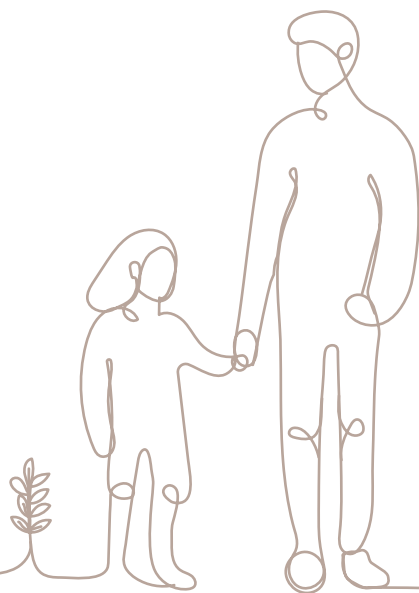
Transition statements help families to:

- understand their child's learning, strengths and interests
- share information with the school to support transition and continuity of learning for their child.

Transition statements help schools to:

- understand each child's learning, strengths and interests
- plan and prepare for each child to experience a positive start to school.

Parent/carer consent to create transition statement (form 1)

Kindergarten teachers create transition statements in the Kindergarten Transition Statement (KTS) application in the QCAA Portal (www.qcaa.qld.edu.au/logins/qcaa-portal/landing-page). Parent/carer permission is required to create a transition statement in the portal. Parents/carers provide their consent by completing Consent form 1. An alternative template is available in situations where parent/carer consent is not provided. This alternative template is found at: https://www.qcaa.qld.edu.au/kindergarten/supporting-transition-school/transition-statements.

Parent/carer consent to share transition information (form 2)

Transition statements belong to each child and their identified parent/carer. Parents/carers receive a copy of the draft transition statement to review and may request that any incorrect personal information be corrected. Once the transition statement has been reviewed, parents/carers may consent for a transition statement to be shared with a child's Prep teacher and/or other relevant staff at their school, using Consent form 2 (available at https://www.qcaa.qld.edu.au/kindergarten/supporting-transition-school/transition-statements).