Queensland kindergarten learning guideline
July 2018

This guideline is for implementation in 2019.
Communicating ................................................................. 26
  Key focus: Exploring and expanding language............................26
  Key focus: Exploring literacy in personally meaningful ways................28
  Key focus: Exploring numeracy in personally meaningful ways ................30

Supporting children’s transition to school .......................... 32
  Transition statements ................................................................32
  Parent/carer consent to share transition information .....................32
Purpose

The QKLG supports kindergarten teachers’ professional practice in a range of contexts across Queensland. It adopts the vision of the Early Years Learning Framework (EYLF) that ‘all children experience learning that is engaging and builds success for life’.

The QKLG provides specificity for children’s learning across the year before starting school, recognising that children bring with them diverse identities and backgrounds. It acknowledges that parents/carers are children’s first teachers and values the vital role families play in children’s lives and their ongoing learning. The term ‘families’ is used throughout the guideline to recognise the range of people who take on parenting roles.

The QKLG provides a framework aligned to the EYLF and is designed to support teachers to plan and implement quality teaching and learning. Resources that support quality teaching and learning in a kindergarten program can be accessed on the QCAA website.

Alignment between EYLF and QKLG

The QKLG describes a set of five learning and development areas that align to the five broad learning outcomes identified in the EYLF, as set out in the table below.

Table 1 Learning and development areas

<table>
<thead>
<tr>
<th>EYLF</th>
<th>QKLG learning and development areas</th>
<th>Key focus</th>
<th>Significant learnings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Children have a strong sense of identity</td>
<td>Identity</td>
<td>Building a sense of security and trust</td>
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<td></td>
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<td>• managing routines</td>
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<td>• developing agency in decision-making</td>
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<td>• being willing to keep trying</td>
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<td></td>
<td>Building a confident self-identity</td>
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<td>Developing awareness of own culture/s</td>
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<td></td>
<td></td>
<td>• recognising individual strengths and achievements</td>
</tr>
<tr>
<td></td>
<td>Children are connected with and contribute to their world</td>
<td>Connectedness</td>
<td>Building positive relationships</td>
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<td></td>
<td></td>
<td>• connecting with and relating to others</td>
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<td>• understanding rights and responsibilities</td>
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<td></td>
<td>Showing respect for diversity</td>
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<td>Showing respect for environments</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• caring for the kindergarten</td>
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<td>• exploring interactions between people and environments</td>
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Queensland Curriculum & Assessment Authority

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</tr>
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</table>
| Children have a strong sense of wellbeing | Wellbeing                          | Building a sense of autonomy                    | • developing self-regulation  
• developing resilience                                     |
|                                        |                                     | Exploring ways to be healthy and safe           | • being healthy  
• staying safe                                                   |
|                                        |                                     | Exploring ways to promote physical wellbeing    | • developing control and strength  
• developing awareness of the senses                              |
| Children are confident and involved learners | Active learning                    | Building positive dispositions towards learning | • showing curiosity and enthusiasm for learning  
• problem-solving, investigating and reflecting on learning  
• being imaginative and creative                                 |
|                                        |                                     | Showing confidence and involvement in learning  | • applying knowledge in different contexts  
• sharing ideas and discoveries                                   |
|                                        |                                     | Using technologies for learning and communication | • showing interest in technologies  
• using technologies                                              |
| Children are effective communicators   | Communicating                       | Exploring and expanding language               | • using language/s, including signing  
• listening and responding                                         |
|                                        |                                     | Exploring literacy in personally meaningful ways | • engaging with different texts  
• exploring sounds and letters  
• exploring reading and writing                                     |
|                                        |                                     | Exploring numeracy in personally meaningful ways | • exploring mathematical concepts in everyday life  
• exploring counting and patterns                                   |

**Perspectives**

The *QKLG* reflects the view that learning occurs as part of, and is shaped by, the social and cultural interactions between children, teachers, colleagues, families, community members and professional partners. It adopts a holistic perspective on teaching and learning that:

- promotes social, emotional, physical and cognitive development and wellbeing  
- views children as diverse learners, who are competent and creative meaning-makers  
- encourages children to investigate and explore materials and ideas through play and purposeful interactions.
Principles

The following principles promote continuity in children’s learning and provide the foundation for successful transition to school.

High expectations, equity and respect for diversity

Children learn and progress when all partners hold high expectations and promote equity and success for all. Teachers make curriculum decisions that respect and include children’s diverse ways of being and knowing, social and cultural experiences, geographic locations, abilities and needs.

Respectful relationships

Respectful and reciprocal relationships provide strong foundations for children’s learning and development. Teachers interact positively with children to build relationships that support children to develop confidence and feel respected and valued.

Collaborative partnerships

Collaborative partnerships involve teachers, colleagues, families and professional partners working together to support the learning potential of each child in kindergarten. They are based on understanding each other’s expectations and priorities, communicating respectfully and engaging in shared decision-making.

Effective pedagogies

Children learn and develop in interconnected ways. Teachers use a range and balance of evidence-based pedagogies — including play-based, inquiry-based and project-based — to support children’s learning. These pedagogies provide opportunities for children’s agency in their own learning and extend their knowledge, skills and dispositions for learning.

Reflective practice and professional decision-making

As a professional practice, reflection encourages teachers to explore ways of improving learning and relationships, builds insight, and provides starting points for making decisions. It also helps teachers connect theory to practice, maintain accountability and integrity in their practice and justify their decisions.

Reflection involves children, families and colleagues in an ongoing process to guide decisions about children’s learning. Teachers draw on their interactions, observations and assessments of individual children and the whole group’s progress to plan future teaching and learning.
Practice

Teachers create a quality kindergarten program when they combine the advice in the QKLG with:

- their professional knowledge and understanding about children’s strengths, interests, ideas and needs
- family and community priorities and contexts.

The QKLG provides specific advice to support kindergarten teachers to:

- make informed decisions to promote and enrich children’s holistic learning and development
- build respectful relationships with family, community and professional partners
- promote children’s agency, wellbeing and ongoing learning
- interact with children to guide the learning focus
- assess children’s learning and development
- communicate with children, families and professional partners about progress
- build connections between children’s prior, current and future learning experiences to promote continuity of learning.

Decision-making

Decision-making is an ongoing and interconnected process based on teachers’ understandings about, and conversations with, children, colleagues, families, community members and professional partners.

Teachers plan with a focus on learning priorities, environments and contexts for individuals, small groups and the whole group. Planning involves long-term, medium-term and short-term decisions that respond to children’s strengths, interests, ideas and needs. It is important for children to 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
- engaging in conversations to reflect on what they have learnt.

Developing learning contexts

In kindergarten programs, play, real-life engagements, routines and transitions are the contexts for the interactions and conversations important for learning. When children actively engage with others in these contexts, they build relationships, co-construct learning, reconstruct ideas and reflect on new ways to make sense of the world.

These contexts provide opportunities to help strengthen children’s wellbeing, sense of identity and pride in their cultural heritage by building connections to people, places and languages.

They provide opportunities for children to share decision-making and be supported to make choices. Children’s prior and current social and cultural experiences will influence their engagement with the learning contexts.
Interacting with and responding to children

Children are active, competent learners who learn through interactions with people, objects, symbols and ideas. High-quality verbal interactions between teachers and children have a significant influence on children’s understanding of the language of learning and a positive impact on learning outcomes. It is important for teachers to acknowledge the diverse communication skills of kindergarten children.

Teachers extend children’s oral language, alternative communication skills and thinking by:

- building positive dispositions towards learning
- inviting children to imagine and inquire
- acknowledging children’s strengths, interests, ideas and needs
- engaging in back-and-forth interactions
- reflecting on learning with children.

Intentional teaching practices

Intentional teaching is an active process and a way of relating to children that embraces and builds on their strengths, interests, ideas and needs. It requires teachers to be purposeful in their decisions and actions.

Intentional teaching extends children’s thinking, builds deep understanding and occurs in emergent and planned experiences. Teachers use a range and balance of strategies to cater for and promote all children’s learning.

**Challenging** — offering children opportunities to extend their knowledge and skills in the context of secure relationships. Teachers gauge when to offer challenges and opportunities through provocation and reflection that will extend children’s thinking and learning.

**Collaborating** — enabling children 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.

**Encouraging** — making comments that support, motivate and encourage children to persist.

**Explaining** — making ideas and requests clear for children. This is useful when children want or need to understand a concept or idea.

**Identifying** — drawing children’s attention to new ideas and topics. Pointing out things of interest may generate areas for exploration and investigation.

**Imagining** — creating an environment in which children are encouraged to use imagination and creativity to investigate, hypothesise and express themselves. Teachers plan opportunities for children to have freedom to engage in experiences with no set expectations for outcomes, and where children can explore their own possibilities.

**Instructing** — using explicit teaching strategies when other strategies might not be safe or appropriate.

**Listening** — encouraging children to lead conversations. Teachers create opportunities for shared, sustained conversations by listening deeply and thoughtfully to what children are saying and actively responding to their contributions.

**Making connections** — helping children to see relationships and inconsistencies. Teachers contribute to and extend children’s thinking by comparing their experiences and ideas.
Modelling — demonstrating a skill or routine. Teachers gradually release responsibility so children can practise and master the skill or routine.

Negotiating — working with children to consider their own and others’ perspectives, and develop problem-solving strategies and solutions that cater to the different perspectives.

Providing choices and learning opportunities — recognising children’s agency by offering opportunities for children to make safe choices and experience the consequences of their actions. Provisions for choice need to be considered in the context of relationships and should not place children at risk or in danger. Supporting children to make choices encourages autonomy and independence.

Questioning — open-ended questioning can be used to extend children’s thinking and problem-solving. Teachers emphasise reasoning and willingness to change thinking when gaining information from questioning.

Researching — helping children to gather information to find solutions to problems. Researching involves asking questions and using a range of sources.

Reflecting — guiding children to reflect on their day and their learning experiences, and to engage in thinking that helps them to build on prior learning. The process of reflection is strengthened by engaging in high-quality verbal interactions about current learning and what comes next for each child.

Scaffolding — providing children with a supportive framework for taking the next steps or moving to a higher level of thinking. Teachers use their knowledge of children’s strengths, interests, ideas and needs to break down skills and routines to guide each child.

Assessment

Assessment is used to establish where learners are in an aspect of their learning at the time of assessment. Kindergarten teachers assess children’s learning and development as part of everyday play, inquiry, projects, routines and transitions in planned and emergent experiences. Assessment is an ongoing, strengths-based process of gathering, analysing and reflecting on evidence of learning. Children should be given multiple opportunities to show what they know, understand and can do in each learning and development area.

The process of assessing children’s learning and development includes:

• gathering evidence and documenting children’s learning in a variety of ways
• analysing the evidence
• identifying the next steps for learning
• scaffolding children’s thinking and learning by providing constructive feedback
• reflecting on feedback provided by colleagues, families and professional partners.
Continua of learning and development

The continua of learning and development assist teachers as they assess children’s learning and development and reflect on evidence of learning to inform their ongoing decisions. They can be used at key points across a kindergarten year to reflect on children’s learning progress.

The continua of learning and development

The continua are described using three phases — emerging, exploring and extending — which are differentiated by the child’s level of familiarity with the learning situation and level of support needed to demonstrate learning (see Figure 1). The continua support teachers to:

- identify and reflect on where the child has come from, where they are now, and where they are going
- monitor and interpret aspects of learning and development, and describe the child’s learning progress
- identify and plan ways to promote significant learnings described in the learning and development areas
- identify the learning needs of all children
- record learning progress across the phases of the continua
- reflect individually and with colleagues.

Using the continua

Teachers use the continua throughout the year to review evidence of learning to make an informed judgment about a child’s learning and development. During this process, they:

- match evidence of learning to the descriptions in the continua
- identify the level of support the child required to demonstrate learning
- identify whether the child’s learning occurred in familiar or new situations
- record their professional judgment to track learning progress over time
- reflect on how this evidence can be used to inform the next steps in the child’s learning.

The continua descriptions identify the observable behaviours expected for each of the significant learnings in kindergarten. The terms ‘emerging’, ‘exploring’ and ‘extending’ describe phases of learning for teachers to make judgments at key points. The phases of the continua are useful for teachers to monitor children’s learning progress and interpret the pattern of evidence to identify which phase is ‘more like’ a child’s learning (see Figure 2).
Teachers’ judgments inform their planning and intentional teaching responses, including:

- identifying focuses for each child’s learning
- identifying ways to build on each child’s strengths
- engaging in conversations with families and professional partners.

Children’s learning is fluid and may not fit into one phase across all learning and development areas. For this reason, it may not be helpful to use the terms ‘emerging’, ‘exploring’ and ‘extending’ when sharing information about children’s learning with families.
Learning and development areas

The learning and development areas describe the knowledge, skills and dispositions that children explore during the kindergarten year. Teachers plan opportunities for children’s holistic learning across the five learning and development areas: identity, connectedness, wellbeing, active learning and communication. They work with colleagues, families and professional partners to negotiate learning and development priorities.

To support teachers, each learning and development area follows the format in Figure 3.

**Figure 3: Structure of learning and development areas**

**Learning and development area name**

Description of learning and development area, building on the descriptions in the *EYLF*.

**Key focus: Name**

Teachers use intentional learning practices such as:

- suggested intentional teaching practice in context.

<table>
<thead>
<tr>
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<th>Emerging phase</th>
<th>Exploring phase</th>
<th>Extending phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>knowledge, skills and dispositions</td>
<td>• in familiar situations • with explicit support</td>
<td>• in familiar situations • with occasional support</td>
<td>• in new situations • with occasional prompting</td>
</tr>
</tbody>
</table>

**Significant learnings:**

- knowledge, skills and dispositions

- description of expected behaviour by the end of the kindergarten year
  - an example of what that looks like in a kindergarten program

- description of expected behaviour by the end of the kindergarten year
  - an example of what that looks like in a kindergarten program

- description of expected behaviour by the end of the kindergarten year
  - an example of what that looks like in a kindergarten program

**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.
Identity

Children build a strong sense of identity through connections with their families, peers, teachers and communities. Identity is not static — it changes over time and is influenced by an individual’s cultural identity and relationships.

Through these relationships, children develop a sense of belonging, confidence in others and in themselves, and an awareness of their own culture. They gain confidence in their abilities, a sense of agency in their decision-making and develop their independence.

Key focus: Building a sense of security and trust

Teachers use intentional teaching practices such as:

- **collaborating** with children and their families to make them feel welcome and valued
- **modelling** how children can seek help and comfort
- **providing learning opportunities** for children to explore and engage with new experiences
- **providing choices** about environments, and spaces for children to feel calm and comforted.

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<td>• knowledge, skills and dispositions</td>
<td>• in familiar situations</td>
<td>• with occasional support</td>
<td>• in new situations</td>
</tr>
<tr>
<td>Feeling safe, accepted and supported</td>
<td>• accepts support from familiar people when required</td>
<td>• is comfortable with familiar people and seeks support when required</td>
<td>• is comfortable and confident with familiar and unfamiliar people</td>
</tr>
<tr>
<td>• confidence that others can provide support</td>
<td>» goes to a familiar adult when separating on arrival</td>
<td>» greets others on arrival and settles into play</td>
<td>» initiates conversation with visitors</td>
</tr>
<tr>
<td>Developing a sense of belonging and confidence in others</td>
<td>• approaches new experiences with encouragement</td>
<td>• engages in new experiences</td>
<td>• independently explores new experiences</td>
</tr>
<tr>
<td>• willingness to engage in new learning experiences</td>
<td>» engages cautiously with new experiences with support</td>
<td>» seeks assistance from others when trying new experiences</td>
<td>» engages confidently in kindergarten learning experiences</td>
</tr>
</tbody>
</table>
Key focus: Acting with independence and perseverance

Teachers use intentional teaching practices such as:

- **encouraging** children to manage personal belongings and daily routines
- **using open-ended questioning** to support children’s agency and decision-making
- **encouraging** children verbally and non-verbally to continue with what they are doing
- **reflecting** with children on their learning progress
- **scaffolding** or making adjustments to learning experiences to enable children to make attempts and practise skills.

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**Managing routines**
- **able to organise self and belongings**
  - follows directions to organise self and belongings
    - needs support for each part of routine, e.g. washing hands, getting lunchbox

**Developing agency in decision-making**
- **makes decisions about learning**
  - chooses preferred learning experiences
    - revisits familiar learning, e.g. starting each day with a puzzle

**Being willing to keep trying**
- **perseveres when trying challenges**
  - attempts familiar challenges
    - needs support to start an experience, e.g. adult demonstrates using a paintbrush

**Being willing to keep trying**
- **perseveres when trying challenges**
  - works towards goals, recognises effort and success
    - attempts a puzzle and accepts encouragement to complete

**Being willing to keep trying**
- **perseveres when trying challenges**
  - works towards goals with encouragement and praise
    - tries new challenges before asking for help, e.g. a new type of puzzle

**Managing routines**
- **knows, understands and applies routines**
  - follows complete routines, e.g. washing hands, collecting lunchbox, eating, packing up and putting away lunchbox

**Developing agency in decision-making**
- **organises new experiences and builds on learning**
  - selects, plans and engages in new learning, e.g. organises a soccer game with cones and ball

**Being willing to keep trying**
- **persists when faced with challenges**
  - problem-solves to reach a solution, e.g. continues to place tape on paper until the two pieces stick together

**Being willing to keep trying**
- **persists with new challenges**
  - independently works towards goals and talks about effort and success
    - perseveres to complete a challenging puzzle, and shares their success with others
Key focus: Building a confident self-identity

Teachers use intentional teaching practices such as:

- **providing learning opportunities** to raise awareness of children’s own culture/s
- **encouraging** children and families to share images, objects and resources that reflect their culture/s
- **identifying** words and phrases that connect the children’s home languages and Standard Australian English (SAE)
- **reflecting** with children on their learning progress
- **making connections** to learning by displaying images or artefacts that represent children’s identities.

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</tr>
<tr>
<td><strong>Developing awareness of own culture/s</strong></td>
<td>• shares personal artefacts</td>
<td>• shares personal cultural experiences, significant events or artefacts</td>
<td>• confidently shares personal and family cultural experiences, significant events and artefacts</td>
</tr>
<tr>
<td>• shares aspects of own culture/s</td>
<td>» when invited, shares information about aspects of their own culture</td>
<td>» shows interest in and shares own culture, e.g. talking about food their family eats</td>
<td>» confidently shares own culture, e.g. uses home language to greet others and explains meaning</td>
</tr>
<tr>
<td><strong>Recognising individual strengths and achievements</strong></td>
<td>• recognises learning achievements when identified by others</td>
<td>• shares own learning achievements</td>
<td>• shares own learning achievements with others</td>
</tr>
<tr>
<td>• recognising strengths and working to extend them</td>
<td>» recognise their successes, with prompting and positive reinforcement</td>
<td>» uses skills to help others, e.g. offers to help a friend use the sticky tape dispenser</td>
<td>» confidently shares and explains their learning experience or play project</td>
</tr>
</tbody>
</table>
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, communities and the wider world. It supports them to learn about the interconnectedness of people and environments. Over time, this learning transforms the ways they interact with others and how they think about the world as ‘global citizens’.

Connectedness involves children’s understanding of and consideration for the rights of others and their respect for diversity. Children are developing an understanding of Aboriginal peoples’ and Torres Strait Islander peoples’ ways of knowing and being and their connection to Country and the importance of the connection between Country and the environment.

Key focus: Building positive relationships

Teachers use intentional teaching practices such as:

- 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 children’s rights and responsibilities in everyday situations
- negotiating with children in situations that arise around the rights of others
- making connections to different points of view, ideas or opinions
- explaining empathy through stories and picture books to build children’s understanding of different ways of learning, different abilities and different perspectives.

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Connecting with and relating to others

- engaging with others

- developing skills in cooperating, sharing and turn-taking

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<tr>
<td>plays alongside others</td>
<td>plays and collaborates with peers</td>
<td>initiates play and collaborates with peers</td>
<td></td>
</tr>
<tr>
<td>» needs adult support for peer interactions, e.g. adult co-constructs dramatic play with children</td>
<td>» collaborates with peers during play for sustained periods of time, e.g. children collaborate to build bridges in block area</td>
<td>» collaborates positively with others in play and group learning situations, e.g. invites others to work together to dig a tunnel</td>
<td></td>
</tr>
<tr>
<td>shares and takes turns with reminders</td>
<td>shares, takes turns and works with others</td>
<td>initiates cooperation, sharing and turn-taking</td>
<td></td>
</tr>
<tr>
<td>» is learning to wait, share and take turns with a peer, e.g. in a small group game</td>
<td>» offers own ideas for play using shared resources, e.g. ‘We can play my game, but you can go first.’</td>
<td>» uses modelled strategies, e.g. ‘What if we take turns?’</td>
<td></td>
</tr>
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**Understanding rights and responsibilities**

**Identifying fair and unfair behaviours**
- begins to show concern for others
  » with modelling, attempts to help others
- demonstrates concern for others
  » assists peers, e.g. offers to help another child finish a puzzle
- independently shows concern for the needs of others
  » offers help to others in need, e.g. tells a teacher when someone is hurt

**Identifying unfair behaviour**
- listens to others discussing fair and unfair behaviours
  » identifies unfair behaviour, e.g. ‘Should Goldilocks have eaten Baby Bear’s porridge?’
- identifies fair and unfair behaviours in everyday situations
  » child explains to peer that one child has all the dinosaurs, which is not fair
- identifies and attempts to resolve unfair behaviours
  » attempts to resolve unfair behaviour using modelled behaviours, e.g. ‘How about we let them play too? That’s fair.’

**Understanding responsibilities**
- shows awareness of responsibilities when identified by others
  » with modelling, helps others, e.g. adult asks a child to pass art materials to another child
- understands responsibilities
  » follows kindergarten expectations, e.g. packs away toys so no-one will trip
- explains responsibilities
  » independently uses modelled ways to help others, e.g. helps a child put their bag away in the right locker
Key focus: Showing respect for diversity

Teachers use intentional teaching practices such as:

- **encouraging** children’s attempts to listen to and respect different ideas or opinions
- **challenging** stereotypical representations of people in texts and everyday situations
- **making connections** by identifying stereotyping or bias, using drama, books, pictures or age-appropriate multimedia
- **collaborating** with family and community members to talk about the importance of their culture/s
- **making connections** with Elders and community members for advice about culturally appropriate resources and how to respectfully include these in kindergarten learning
- **researching** and proactively building cultural understanding about Aboriginal peoples and Torres Strait Islander peoples.

<table>
<thead>
<tr>
<th>Significant learning</th>
<th>Emerging phase</th>
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</thead>
<tbody>
<tr>
<td><strong>Responding to others with respect</strong>&lt;br&gt;• showing respect for others</td>
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<td></td>
<td>• listens to others who may look, learn or behave differently&lt;br&gt;  » recognises differences between familiar people, e.g. methods of communication, physical appearance, language, foods</td>
<td>• listens to and responds to others who may look, learn or behave differently&lt;br&gt;  » demonstrates inclusiveness, e.g. greets a hearing-impaired child using modelled signing</td>
<td>• interacts with others who may look, learn or behave differently&lt;br&gt;  » connects respectfully with people, e.g. if a visitor does not respond to words, uses different words and gestures to communicate</td>
</tr>
<tr>
<td><strong>Developing awareness of bias</strong>&lt;br&gt;• exploring bias</td>
<td>• listens to discussions to explore bias&lt;br&gt;  » listens to discussions about bias and non-stereotypical representations in stories, e.g. ‘This grandma is very busy. She climbs mountains and dances.’</td>
<td>• responds to discussions to explore bias&lt;br&gt;  » responds in discussions about bias and non-stereotypical representations in stories, e.g. ‘My mum and dad both cook at home.’</td>
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</tr>
<tr>
<td><strong>Learning about others’ cultures</strong>&lt;br&gt;• understanding other cultures</td>
<td>• listens and watches as others share aspects of cultures&lt;br&gt;  » shows interest in differences and similarities between people and places, e.g. points and asks, ‘What’s that food?’</td>
<td>• shows interest in the cultures of others&lt;br&gt;  » responds positively and respectfully to differences and similarities among people in facilitated discussions, e.g. watches a parent prepare different food and then tries it</td>
<td>• participates in aspects of others’ cultures&lt;br&gt;  » talks positively about differences and shows interest in the many ways people may be different, e.g. notices and says, ‘Is that how you say hello in your language?’</td>
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<tr>
<td>• developing understanding of Aboriginal peoples’ and Torres Strait Islander peoples’ ways of knowing and being and their connection to Country</td>
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<tr>
<td>• listens to/views texts about Aboriginal and Torres Strait Islander ways of knowing and being</td>
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<tr>
<td>» watches a video on Dreaming stories and answers questions</td>
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<tr>
<td>• shows interest in Aboriginal and Torres Strait Islander ways of knowing and being</td>
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<tr>
<td>» participates in conversations following a visit from a local Elder</td>
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<tr>
<td>• responds to Aboriginal and Torres Strait Islander ways of knowing and being</td>
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<tr>
<td>» identifies aspects of Aboriginal and Torres Strait Islander ways of knowing and being, e.g. explains a Dreaming story, such as how the kangaroo got its tail</td>
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</table>
Key focus: Showing respect for environments

Teachers use intentional teaching practices such as:

- **explaining** how and why everyone is responsible for caring for the kindergarten environment
- **collaborating** to investigate the relationship between people, land, plants and animals
- **encouraging** curiosity about the world and the impact of people on environments
- **researching** to discuss positive actions about current environmental issues in response to children’s concerns
- **reflecting** on learning experiences.

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**Caring for the kindergarten**
- contributing to the kindergarten environment
  - follows instructions to care for kindergarten
    » copies others in caring for the kindergarten environment, e.g. washing the brushes at tidy-up time

**Exploring interactions between people and environments**
- showing interest in the natural environment
  - notices change in the natural environment
    » looks at the sky and says, e.g. ‘Those clouds are black so it might be going to rain.’

**Developing sustainable practices**
- follows directions for sustainable practices
  » points to the yellow bin and checks ‘Do I put my container in here?’

**Developing awareness of problems and actions to protect environments**
- answers questions about actions to protect the environment
  » responds to questions, e.g. ‘We have a yellow bin at home, I put the recycling in it.’

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<tr>
<td>• carrying out responsibilities to care for kindergarten</td>
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<tr>
<td>» participates in packing up, e.g. ‘If we put the mats away no-one will trip over them.’</td>
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<td>• contributes to discussions about changes in the natural environment</td>
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<td>» shares ideas about changes in the environment, e.g. ‘We water the beans so they can grow bigger.’</td>
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<tr>
<td>• engages in sustainable practices</td>
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<tr>
<td>» uses recycled materials in play, e.g. child suggests using their empty sultana packet in collage</td>
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<td>» asks questions in discussions, e.g. ‘Why don’t shops give us plastic bags?’</td>
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<td>• explains actions to protect the environment</td>
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<tr>
<td>» contributes to discussions by identifying actions, e.g. ‘Plastic bags should not be dropped because they get in the sea and hurt turtles.’</td>
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<tr>
<td>• applies strategies to care for kindergarten</td>
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<tr>
<td>» explains responsibilities, e.g. ‘My family will help at the clean-up day.’</td>
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<td>• engages in and takes responsibility for sustainable practices</td>
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<tr>
<td>» demonstrates sustainable practices, e.g. explains that their lunch makes no litter</td>
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Wellbeing

Important aspects of wellbeing include children’s physical and mental health, personal safety and successful social functioning. Wellbeing is linked with resilience, providing children with the ability to manage change and respond to challenges. A strong sense of wellbeing requires positive, supportive and trusting relationships, which build children’s confidence and optimism.

Learning about healthy lifestyles, the importance of nutritional food, rest, physical activity (including fine and gross motor skills) and personal hygiene, and developing an awareness of safety are essential for enhancing children’s sense of wellbeing.

Key focus: Building a sense of autonomy

Teachers use intentional teaching practices such as:

- identifying and acknowledging children’s emotions
- making connections between children’s actions and their emotions
- modelling ways to recognise and express feelings
- encouraging children to use modelled strategies to regulate their emotions
- explaining and scaffolding problem-solving strategies to encourage children to manage challenging interactions
- encouraging children to keep trying when faced with challenging experiences
- reflecting on the use of relaxation strategies to manage emotions.

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<tbody>
<tr>
<td>knowledge, skills and dispositions</td>
<td>• in familiar situations</td>
<td>• in familiar situations</td>
<td>• in new situations</td>
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<tr>
<td>• with explicit support</td>
<td>• with occasional support</td>
<td>• with occasional prompting</td>
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<tr>
<th>Developing self-regulation</th>
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<tbody>
<tr>
<td>expressing feelings</td>
<td>copies words to express feelings</td>
<td>expresses feelings</td>
<td>independently expresses feelings appropriately</td>
</tr>
<tr>
<td>» uses modelled strategies to convey feelings, e.g. points to a picture of a happy face</td>
<td>» describes their emotional response to a situation using learned phrases, e.g. growls and says ‘I am cross because it’s not my turn.’</td>
<td>» clearly articulates feelings in response to a situation, e.g. ‘I’m angry because it’s raining so we can’t play outside.’</td>
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<tr>
<td>regulating emotions</td>
<td>copies suggestions to regulate emotions</td>
<td>uses modelled strategies to regulate emotions</td>
<td>uses strategies to regulate emotions</td>
</tr>
<tr>
<td>» follows a suggestion to breathe deeply to be calm</td>
<td>» with a reminder, uses a strategy such as stopping and having a drink of water to be calm</td>
<td>» independently uses strategies to be calm, e.g. deep breathing or moving to a quiet space</td>
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<td>Significant learning</td>
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<tr>
<td>• knowledge, skills and dispositions</td>
<td>• in familiar situations with explicit support</td>
<td>• in familiar situations with occasional support</td>
<td>• in new situations with occasional prompting</td>
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</table>
| **Developing resilience** | • handles changes in everyday situations, with reminders  
> adjusts to visitors entering the room by moving close to a trusted adult | • uses simple strategies to manage unexpected situations and changes  
> seeks reassurance when new people come to kindergarten | • uses strategies to manage unexpected situations and respond positively to changes  
> talks to replacement teacher about kindergarten routines |
| • managing change | • uses guided strategies to respond to challenges  
> requires help from an adult when their block construction is knocked over | • uses modelled strategies to respond to challenges  
> makes a ‘stop’ gesture to remind others not to come close to their block construction | • applies strategies to manage challenges  
> copes with challenges independently, e.g. when someone knocks over their block construction, responds, ‘It’s okay.’ |
| • responding to challenges | $^{}$ | $^{}$ | $^{}$ |
Key focus: Exploring ways to be healthy and safe

Teachers use intentional teaching practices such as:

- explaining healthy choices and the purpose of health-related routines
- providing learning opportunities for children to remember and practise health-related routines
- collaborating with families and other professional partners to reinforce health-related routines
- explaining the purpose of safety rules 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 practise and show they can follow safety rules
- identifying unsafe behaviour and supporting children to make responsible choices.

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<tbody>
<tr>
<td>• knowledge, skills and dispositions</td>
<td>• in familiar situations</td>
<td>• with occasional support</td>
<td>• in new situations</td>
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</table>

**Being healthy**
- understanding ways to be healthy
  - follows directions for healthy choices
    - eats fruit at lunch when reminded it is healthy
- managing self-care
  - attempts to manage personal needs
    - follows routines, with guidance, for managing eating, drinking or resting

**Staying safe**
- developing awareness of safety rules and routines
  - follows routines to be safe
    - follows kindergarten safety routines, e.g. holding onto the swing with both hands
  - building awareness of safe and unsafe risks
    - listens as others identify safe and unsafe risks
      - pays attention when unsafe situations are identified, e.g. walking in front of the slide or the swings

**Significant learning**
- knowledge, skills and dispositions

**Emerging phase**
- in familiar situations
- with explicit support

**Exploring phase**
- in familiar situations
- with occasional support

**Extending phase**
- in new situations
- with occasional prompting

**Being healthy**
- understanding ways to be healthy
  - follows directions for healthy choices
    - eats fruit at lunch when reminded it is healthy

**Staying safe**
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**Significant learning**
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**Emerging phase**
- in familiar situations
- with explicit support

**Exploring phase**
- in familiar situations
- with occasional support

**Extending phase**
- in new situations
- with occasional prompting

**Being healthy**
- understanding ways to be healthy
  - follows directions for healthy choices
    - eats fruit at lunch when reminded it is healthy

**Staying safe**
- developing awareness of safety rules and routines
  - follows routines to be safe
    - follows kindergarten safety routines, e.g. holding onto the swing with both hands
  - building awareness of safe and unsafe risks
    - listens as others identify safe and unsafe risks
      - pays attention when unsafe situations are identified, e.g. walking in front of the slide or the swings
Key focus: Exploring ways to promote physical wellbeing

Teachers use intentional teaching practices such as:

- encouraging children’s engagement in gross motor learning experiences to build strength to manipulate objects and equipment with confidence and control
- providing choices and materials for children to practise fine motor control
- explaining why physical activity is important for children’s bodies and brains
- challenging children to explore materials with various sensory properties.

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### Developing control and strength

- **developing gross motor skills**
  - **Developing awareness of the senses**
    - **beginning to develop sensory awareness**
      - attempts sensory experiences, e.g. touches goo
    - **using senses for discovery**
      - **beginning to develop sensory awareness**
        - attempts sensory experiences, e.g. touches goo
      - **uses their senses to explore and engage in experiences**
        - engages with sensory experiences, e.g. playing with wet sand
    - **confidently demonstrates gross motor skills**
      - perseveres with challenging activities, e.g. difficult obstacle courses and complex dance or drama routines
    - **developing control and strength**
      - attempts activities, with support, e.g. walks across the balance beam with adult holding hand
      - **uses gross motor skills**
        - attempts familiar activities, e.g. climbs and manipulates own body to move along an obstacle course
    - **manipulates objects and equipment with increasing control and strength**
      - uses scissors to cut items for personal projects, e.g. cuts paper to approximate tickets for a game
    - **demonstrates spatial awareness**
      - shows awareness of space, e.g. dances without bumping into people or objects
    - **confidently engages in learning experiences that develop spatial awareness**
      - adds challenges to movement patterns, e.g. walking backwards
  - **uses senses to independently explore and engage in experiences**
    - actively participates in new sensory experiences, e.g. sculpting clay

### Developing fine motor skills

- attempts to manipulate objects and equipment
  - attempts to use dough scissors, e.g. makes rough cuts using whole arm movements
  - **uses their senses to explore and engage in experiences**
    - engages with sensory experiences, e.g. playing with wet sand

### Developing spatial awareness

- begins to develop spatial awareness
  - tries movement patterns, e.g. stamping, swaying and bending
  - **demonstrates spatial awareness**
    - shows awareness of space, e.g. dances without bumping into people or objects
  - **confidently engages in learning experiences that develop spatial awareness**
    - adds challenges to movement patterns, e.g. walking backwards

### Developing awareness of the senses

- **confidently demonstrates gross motor skills**
  - perseveres with challenging activities, e.g. difficult obstacle courses and complex dance or drama routines
  - **confidently engages in learning experiences that develop spatial awareness**
    - adds challenges to movement patterns, e.g. walking backwards
Active learning

Active learning helps children to build positive dispositions and approaches towards learning. It encourages increasing confidence, engagement and involvement in learning and the development of curiosity, problem-solving, creative thinking and investigation processes.

As active learners, children are developing understandings of themselves and their world, and creating their ideas through imaginative and dramatic play. They are showing an interest in technologies and the uses of different technologies.

Key focus: Building positive dispositions towards learning

Teachers use intentional teaching practices such as:

- encouraging curiosity, investigating and problem-solving in everyday situations
- challenging children to make links between ideas and experiences
- identifying and imagining ways to use voice, language, gestures, costumes and/or props related to roles in dramatic play
- explaining new vocabulary in different contexts.

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<td>knowledge, skills and dispositions</td>
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<td>in new situations</td>
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<tr>
<td>showing curiosity and enthusiasm for learning</td>
<td>shows curiosity about familiar learning</td>
<td>shows curiosity and enthusiasm for building on familiar learning</td>
<td>shows curiosity and eagerly explores new learning</td>
</tr>
<tr>
<td>showing curiosity</td>
<td>explores through imitation, e.g. copies then repeats learning</td>
<td>extends on previous learning activities, e.g. ‘What happens if I add another level of blocks to the building?’</td>
<td>explores and questions new learning, e.g. ‘Yesterday I only used blocks. Today I will make towers using yoghurt containers.’</td>
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<tr>
<td>making choices, planning and carrying out plans for learning</td>
<td>makes choices about familiar projects</td>
<td>organises resources and carries out projects</td>
<td>independently plans, selects resources and carries out projects</td>
</tr>
<tr>
<td>showing curiosity</td>
<td>chooses materials to use in a project, e.g. two cars to race</td>
<td>plans and attempts a project, e.g. ‘I need those blocks to build my tower.’</td>
<td>plans, organises materials and completes projects, e.g. draws a building, finds the blocks and builds it</td>
</tr>
<tr>
<td>Problem-solving, investigating and reflecting on learning</td>
<td>watches how others solve a problem</td>
<td>uses modelled strategies for problem-solving</td>
<td>generates strategies for problem-solving</td>
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<tr>
<td>building problem-solving strategies</td>
<td>follows suggestions to solve problems, e.g. ‘Maybe if you get some water and mix it in the sand it will stay together.’</td>
<td>solves a problem by asking, e.g. ‘I need water to mix with the sand to make castles.’</td>
<td>finds ways to solve a problem, e.g. notices the glue is not sticking items together, so finds some sticky tape</td>
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<tr>
<td>• developing strategies for investigations</td>
<td>• answers questions using information provided</td>
<td>• uses modelled strategies to investigate</td>
<td>• applies strategies to investigate and find information</td>
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<td></td>
<td>» e.g. uses dinosaur cards to find out which dinosaur is the biggest</td>
<td>» follows modelled strategies to find information, e.g. ‘A dinosaur book may tell us what they eat.’</td>
<td>» researches dinosaur fossils, e.g. uses books, asks questions and uses digital technologies to investigate</td>
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<td>• reflecting on learning</td>
<td>• makes links to prior learning</td>
<td>• makes links between prior and new learning</td>
<td>• makes links to new learning</td>
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<td></td>
<td>» uses visual cues to reflect on learning, e.g. refers to photos as a reminder of what they did</td>
<td>» connects experiences, e.g. ‘Last time I saw a possum, it was nighttime. This possum is out in the daytime.’</td>
<td>» asks, ‘Is the owl like a possum because they are both awake at night?’</td>
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<tr>
<td>Being imaginative and creative</td>
<td>• begins to use imagination to pretend</td>
<td>• uses imagination to pretend, roleplay and create stories</td>
<td>• uses imagination to pretend, roleplay and create complex narratives</td>
</tr>
<tr>
<td>• creating through imaginative and dramatic play</td>
<td>» watches and copies others in imaginative play, e.g. pretends to be an animal when playing</td>
<td>» understands imagining and what is ‘real’ in roleplay or stories, e.g. ‘This ship is sinking in the sandpit, so we have to save the animals.’</td>
<td>• actively uses imaginative ideas and processes, e.g. creates a story and suggests places to find treasure</td>
</tr>
<tr>
<td>• exploring the arts and different ways to represent ideas</td>
<td>• begins to use materials</td>
<td>• explores and creates with different materials</td>
<td>• explores, creates and innovates with new materials</td>
</tr>
<tr>
<td></td>
<td>» copies ways to use materials, e.g. paints a rainbow like their friend has done</td>
<td>» uses materials to represent ideas, e.g. uses a block to represent a phone</td>
<td>» uses materials to create and represent ideas, e.g. uses a cardboard cylinder as a pirate’s telescope</td>
</tr>
<tr>
<td>• responding and communicating through the arts</td>
<td>• responds to aspects of the arts</td>
<td>• responds and makes meaning through the arts</td>
<td>• readily responds and makes meaning through the arts</td>
</tr>
<tr>
<td></td>
<td>» responds to rhythm by beating time to a song, e.g. clapping along with others</td>
<td>» shares personal ideas, e.g. ‘I can be a tree using these scarves as my leaves.’</td>
<td>» retells a story using different voices for characters</td>
</tr>
</tbody>
</table>
Key focus: Showing confidence and involvement in learning

Teachers use intentional teaching practices such as:

- **collaborating** to share children’s ideas, knowledge and discoveries
- **encouraging** children to notice, hypothesise, experiment, record and share findings
- **identifying** new vocabulary in different contexts
- **explaining** the reasons why experiments did or did not work
- **making connections** to other aspects of problem-solving that children may need to consider.

<table>
<thead>
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<td>knowledge, skills and dispositions</td>
<td>in familiar situations</td>
<td>in familiar situations</td>
<td>in new situations</td>
</tr>
<tr>
<td>developing awareness of science inquiry</td>
<td>with explicit support</td>
<td>with occasional support</td>
<td>with occasional prompting</td>
</tr>
</tbody>
</table>

### Applying knowledge in different contexts

- **shows curiosity**
  - watches as bubbles blow away in the wind, blows more and chases them
- **hypothesises and tests assumptions**
  - hypothesises, e.g. ‘I think the ice will melt when you pour water on it,’ then checks the result

### Sharing ideas and discoveries

- **responds to questions about learning**
  - recalls learning, e.g. ‘Yesterday, we melted ice.’
- **asks questions and shares ideas about learning**
  - builds on learning, e.g. ‘Our fort fell over. Will using big blocks be better?’
- **shares ideas and explains discoveries about learning**
  - explains discoveries, e.g. ‘I saved water because I folded the hose over so the water stopped until I got to the plants.’
Key focus: Using technologies for learning and communication

Teachers use intentional teaching practices such as:

- **modelling** the use of technologies
- **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.

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<td>• in familiar situations</td>
<td>• in new situations</td>
</tr>
<tr>
<td>• showing interest in technologies</td>
<td>• with explicit support</td>
<td>• with occasional support</td>
<td>• with occasional prompting</td>
</tr>
<tr>
<td>• representing technology in play situations</td>
<td>• begins to use real or pretend technologies in play</td>
<td>• uses real or pretend technologies in play and inquiry</td>
<td>• uses technologies in play and enquiry experiences</td>
</tr>
<tr>
<td></td>
<td>» uses a block to be a mobile phone and pretends to talk to mum</td>
<td>» looks through a cylinder at the sky and says, ‘Look, I’ve made a telescope. I can see the stars.’</td>
<td>» uses materials to represent a camera and pretends to take photos</td>
</tr>
<tr>
<td><strong>Using technologies</strong></td>
<td><strong>Using technologies</strong></td>
<td><strong>Using technologies</strong></td>
<td><strong>Using technologies</strong></td>
</tr>
<tr>
<td>• using different technologies</td>
<td>• uses familiar technologies</td>
<td>• uses technologies to find information</td>
<td>• uses technologies to research new learning</td>
</tr>
<tr>
<td></td>
<td>» uses a magnifying glass to find bugs in the garden</td>
<td>» says, ‘We can Google it.’</td>
<td>» researches on internet device, finds photos of dinosaurs and explains new information</td>
</tr>
</tbody>
</table>
Communicating

The foundation for children becoming effective citizens is their development of language, literacy and numeracy. Being able to communicate is fundamental to children’s everyday lives, including their ability to express their ideas and feelings, to question, to learn, to connect and interact with others. Children feel a strong sense of identity and connectedness when their ways of communicating are valued in the kindergarten environment.

Exploring and engaging with literacy through reading, viewing, listening, writing, speaking and creating in personally meaningful ways supports a kindergarten child to become an effective communicator. Numeracy is the capacity, confidence and disposition to use mathematics in everyday situations.

Key focus: Exploring and expanding language

Teachers use intentional teaching practices such as:

- **modelling** the use of language (SAE, first language, signed or AAC) to communicate
- **identifying** new vocabulary and language patterns in songs, stories and rhymes
- **making connections** to how language is used for various purposes, such as explaining, describing and imagining
- **identifying** ways to listen, respond to others and take turns in conversations.

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<tbody>
<tr>
<td>knowledge, skills and dispositions</td>
<td>in familiar situations</td>
<td>in familiar situations</td>
<td>in new situations</td>
</tr>
<tr>
<td><strong>Using language/s, including signing</strong></td>
<td>with explicit support</td>
<td>with occasional support</td>
<td>with occasional prompting</td>
</tr>
<tr>
<td>interacting and communicating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>developing speech patterns and pronunciation</td>
<td>attempts to communicate using spoken/signed or alternative communication</td>
<td>communicates using spoken/signed, alternative communication or nonverbal strategies to make meaning</td>
<td>confidently communicates using spoken/signed, alternative communication or nonverbal strategies to make meaning</td>
</tr>
<tr>
<td></td>
<td>» uses nonverbal strategies, e.g. answers a question by pointing</td>
<td>» uses nonverbal strategies and spoken/signed language to communicate interests</td>
<td>» uses words/signs to communicate, e.g. greets others, explains a game to a friend</td>
</tr>
<tr>
<td></td>
<td>copies age-appropriate speech patterns</td>
<td>uses age-appropriate speech patterns</td>
<td>uses speech sounds, with errors on more difficult sounds</td>
</tr>
<tr>
<td></td>
<td>» repeats/signs familiar sounds and words, although some words are unintelligible to an unfamiliar listener</td>
<td>» speech is intelligible to an unfamiliar listener, but age-appropriate speech/pronunciation errors are evident</td>
<td>» uses age-appropriate speech sounds, e.g. ‘fink’ instead of ‘think’</td>
</tr>
<tr>
<td>Significant learning</td>
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<tr>
<td>• knowledge, skills and dispositions</td>
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</tr>
<tr>
<td></td>
<td>• with explicit support</td>
<td>• with occasional support</td>
<td>• with occasional prompting</td>
</tr>
<tr>
<td>• expanding vocabulary</td>
<td>• attempts new vocabulary and sentence construction » uses 3–5 words in a sentence but overuses ‘-ed’ for past tense, e.g. ‘My dad goed there.’</td>
<td>• uses wider vocabulary and more complex sentences » uses words like ‘and’, ‘but’, ‘because’ to make longer sentences and uses personal pronouns more accurately</td>
<td>• uses more well-formed sentences » constructs sentences that show the beginning, middle and end of a story</td>
</tr>
<tr>
<td>Listening and responding</td>
<td>• attempts to use listening strategies » demonstrates listening by looking at the person who is talking</td>
<td>• uses listening strategies » demonstrates listening by responding to questions in short conversations</td>
<td>• confidently demonstrates listening strategies » responds to questions and contributes to ongoing conversations</td>
</tr>
<tr>
<td>• developing listening behaviours</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• responding to show listening</td>
<td>• responds in short exchanges » answers a question about a topic of personal interest</td>
<td>• takes turns to respond in conversations » negotiates whose turn is next with their peers</td>
<td>• responds and takes turns in extended conversations » has an extended conversation with peers to organise a game</td>
</tr>
</tbody>
</table>
Key focus: Exploring literacy in personally meaningful ways

Teachers use intentional teaching practices such as:

- **explaining** the purposes of different texts and how they can be used
- **making connections** between sounds and letters, starting with initial sounds in children’s names
- **listening** to children’s oral language, including sounds and letters
- **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.

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<td>• in familiar situations</td>
<td>• in new situations</td>
</tr>
<tr>
<td><strong>Engaging with different texts</strong></td>
<td></td>
<td>• with occasional support</td>
<td><strong>with occasional prompting</strong></td>
</tr>
<tr>
<td>• understanding the purposes of text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• explores and identifies familiar texts</td>
<td>• identifies the purpose of texts</td>
<td>• independently identifies and explains the purpose of texts</td>
</tr>
<tr>
<td></td>
<td>• answers questions about the purpose of a text, e.g. says, ‘This book is about a teddy.’</td>
<td>• identifies the purpose of texts, e.g. ‘This is a fairytale.’</td>
<td>• identifies and explains the purpose of texts, e.g. ‘That’s Goldilocks and she ate the porridge.’</td>
</tr>
<tr>
<td><strong>Making connections between texts and personal experiences</strong></td>
<td>• makes connections between familiar texts and personal experiences</td>
<td>• identifies connections between texts and personal experiences</td>
<td>• identifies and explains connections between texts and personal experiences</td>
</tr>
<tr>
<td></td>
<td>• talks about animals in stories and connects these to pets</td>
<td>• shows others a beetle they have found and a picture of one in a book</td>
<td>• makes a connection between a news story about a volcanic eruption and an informative text</td>
</tr>
<tr>
<td><strong>Exploring sounds and letters</strong></td>
<td>• is aware that letters have sounds</td>
<td>• identifies sound–letter relationships</td>
<td>• identifies and describes the relationships between sounds and letters</td>
</tr>
<tr>
<td>• talking about sounds and letters</td>
<td>• recognises the beginning sound or letter of their name</td>
<td>• identifies familiar letters, e.g. from own name and names of others</td>
<td>• points to letters in their name and sounds out, e.g. ‘L–i–a–m,’ for Liam</td>
</tr>
<tr>
<td>• exploring sound–letter relationships</td>
<td>• joins in simple rhymes</td>
<td>• remembers simple rhymes</td>
<td>• invents simple rhymes and finger plays</td>
</tr>
<tr>
<td></td>
<td>• repeats familiar rhymes</td>
<td>• identifies simple rhyming sounds, e.g. ‘Cat and mat sound the same’</td>
<td>• experiments and plays with sounds, e.g. makes rhymes like ‘orange’ and ‘porange’</td>
</tr>
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<td>Significant learning</td>
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**Exploring reading and writing**
- understanding the relationship between words and images
- exploring reading behaviours
- developing writing behaviours
- making connections between mark-making/writing and personal experiences

**Exploring phase**
- explores the relationship between words and images
  - points to and names an image
- identifies familiar symbols or logos
  - interprets visuals to find their name card or locker, e.g. pictures or photos
- attempts mark-making/writing
  - makes marks, e.g. drawing with the large crayons
- gives meaning to their mark-making/writing
  - points to their mark-making and says, ‘That’s my dad.’

**Extending phase**
- understands the relationship between words and images and how images add meaning
  - links words and pictures in a story
- approximates reading with familiar and new texts
  - asks an adult to read a text with them, e.g. asks, ‘What does this writing say?’
- copies and attempts to write words
- copies and writes their name
- shares their writing to convey a message
  - copies some letters/words from the environment to make a sign
Key focus: Exploring numeracy in personally meaningful ways

Teachers use intentional teaching practices such as:

- **making connections** to mathematical concepts in everyday contexts
- **explaining** numbers, counting, ordering and comparing
- **encouraging** children to use mathematical language
- **identifying** similar attributes to form sets of objects and comparing the number of objects in small collections
- **making connections** to patterns in everyday environments, paintings, constructions, dances and/or architecture.

<table>
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<td>• knowledge, skills and dispositions</td>
<td>• in familiar situations</td>
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<td>• in new situations</td>
</tr>
<tr>
<td>• exploring mathematical concepts in everyday life</td>
<td>• with explicit support</td>
<td>• with occasional support</td>
<td>• with occasional prompting</td>
</tr>
<tr>
<td>• exploring measurement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• using everyday language to describe shapes, positions and directions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• problem-solving in everyday situations</td>
<td></td>
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</tr>
<tr>
<td>Exploring counting and patterns</td>
<td></td>
<td></td>
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<tr>
<td>• exploring counting</td>
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</table>

### Exploring mathematical concepts in everyday life

- **exploring measurement**
  - talks about size, quantities and time
  - explores ideas and uses everyday language to talk about time, e.g. 'It’s time for mummy to come.'

- **using everyday language to describe shapes, positions and directions**
  - understands the language of shapes, positions and directions
  - identifies shapes, e.g. points to the circle when asked

- **problem-solving in everyday situations**
  - identifies everyday problems
  - copies others using mathematical ideas to solve problems, e.g. copies a play partner to add a long block to their bridge

- **Exploring counting and patterns**
  - identifies attributes of objects and attempts counting
  - attempts to count, e.g. holds up four fingers when asked their age

### Significant learning

- **knowledge, skills and dispositions**

### Emerging phase

- in familiar situations
- with explicit support

### Exploring phase

- in familiar situations
- with occasional support

### Extending phase

- in new situations
- with occasional prompting
<table>
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- **record quantity**
  - notices others recording quantity
  - notices matching objects and, with scaffolding, describes using numbers, e.g. 'I have two shoes.'

- **developing awareness of patterns**
  - notices simple patterns
  - points out patterns of bricks in the environment

- **Extending phase**
  - uses numerals, tallies or visual representations to describe quantity
  - uses a tally to indicate how many targets were knocked over for their turn in a game

- **Extending phase**
  - notices and creates simple patterns
  - collects natural items and places them in a pattern

- **Extending phase**
  - experiments with numerals, tallies or visual representations to describe quantity
  - indicates how many targets were knocked over for their turn in a game

- **Extending phase**
  - describes and creates patterns
  - makes a pattern of recurring shapes and colours
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, families, kindergarten teachers and school staff help children experience a positive transition to school.

Kindergarten teachers use a range of strategies to plan for children’s successful transition to school, including:

- discussing with children their expectations of transitioning to school
- sharing information about children’s strengths, interests, ideas and needs with families
- encouraging children to become familiar with their new school environment
- collaborating to provide continuity of learning across different settings
- sharing information about each child’s learning and development with their parents/carers and (with their written consent) with their school, via a transition statement.

Transition statements

Transition statements are written from a strengths-based perspective towards the end of the kindergarten year. They provide a snapshot of each child’s knowledge, skills and dispositions for learning across the five learning and development areas.

Transition statements are written for parents/carers, and they are valued by schools as a source of information.

Transition statements help families to:

- understand their child’s learning progress
- share information with the school to support continuity of learning for their child.

Transition statements help schools to:

- understand each child’s learning progress
- support each child’s successful transition to school.

To support teachers, the QCAA website provides templates for transition statements and annotated examples of completed transition statements at:

www.qcaa.qld.edu.au/kindergarten/samples-templates

Parent/carer consent to share transition information

Transition statements belong to each child and their identified parent/carer. Parents/carers receive a copy of the completed transition statement to review, and may request that any incorrect personal information be corrected. Once the transition statement has been seen and approved, 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 the Transition statement consent form at: