

# Continua of learning and development

Queensland kindergarten learning guideline companion



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**Note:** This publication contains images that may cause distress to Indigenous Australians.

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Continua of learning and development: Queensland kindergarten learning guideline companion

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# Purpose

The *Continua of learning and development* is a companion document to the *Queensland kindergarten learning guideline*. It assists teachers as they assess and reflect on evidence of learning to inform their ongoing decisions.

## The continua: Phases of learning and development

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

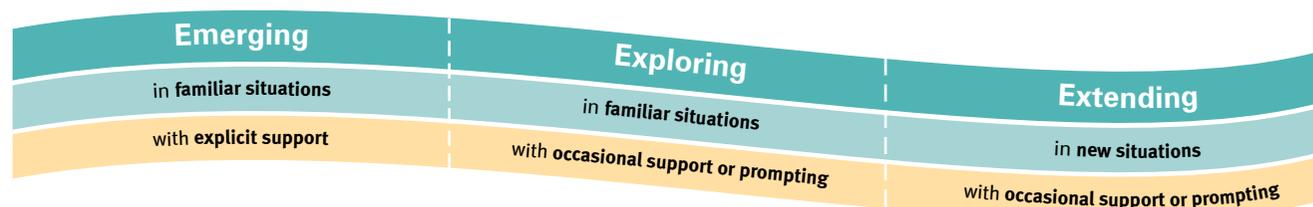
- identify and reflect on where the child has come from, where they are now, and where they are going
- monitor and interpret particular aspects of learning, and describe the child’s learning progress
- identify and plan ways to promote significant learning described in the learning and development areas
- see, talk, think about and record learning as a whole; and focus on particular aspects of a child’s learning
- reflect individually and with colleagues on practices to focus conversations about learning, and reflect on “how we got here and where we are going”.

## Diverse learning pathways

Each child’s journey along the continua may start at different points in each learning area and continue along different pathways. This means that at the end of the Kindergarten Year, each individual child may demonstrate learning described in any of the phases on the continua.

Children’s learning may also be context-specific. For example, a teacher may judge a child’s sense of wellbeing as “more like” a child in the exploring phase at the end of kindergarten. However, the child may show behaviours

Figure 1: Continua phases



**Note:** “New situations” refers to new learning environments (e.g. an unfamiliar space or area), new types of interactions or groupings, or engaging with new people or materials.

more like those in the emerging phase of wellbeing as they transition into a new setting, such as into a Preparatory Year.

Children may also have particular strengths in some aspects of learning. For example, their ability to speak a first language may be more like a child in the exploring phase, while their use of Standard Australian English (SAE) may be more like that of a learner in the emerging phase.

## Using the continua

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

- place the collection of evidence alongside the continua of learning and development for the relevant learning area or areas
- consider whether the child’s learning occurred in familiar or new situations

- identify the level of support the child required to demonstrate learning — explicit support or occasional support or prompting
- judge whether the child’s learning is more like the learning in one phase or another
- record their judgment to help track learning progress over time and inform future judgments, e.g. a dated note can be made in the child’s folio or on a summary sheet within the folio
- reflect on what the judgment means in terms of future decisions to promote the child’s learning.

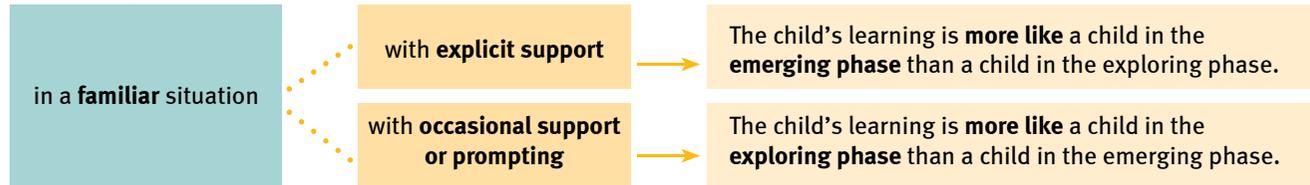
Using the continua often requires teachers to make judgments about which phase best describes a child’s learning. Generally, it will be clear that one phase is not applicable to the demonstrated learning, so it will be a matter of considering which of the two remaining phases the child’s learning is more like (see Figure 2).

Such judgments provide a basis to inform the specific decisions teachers make about each child’s future learning.

**Figure 2: Examples of the process for making more-like judgments**

**Example 1**

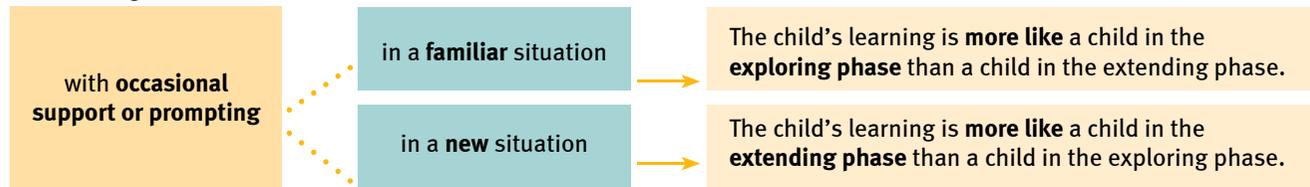
The learning occurred:



Because the situation is familiar, rather than new, the child is not demonstrating learning in the extending phase.

**Example 2**

The learning occurred:



If the child needs explicit support, this indicates that the demonstrated learning is in the emerging phase.

Teachers' judgments inform their intentional teaching responses, including:

- identifying focuses for individual learning
- identifying ways to build on the child's strengths
- engaging in conversations with parents, families and other partners.

***Making consistent judgments***

In addition to the continua, collections of descriptions are provided to support teachers to make judgments about learning that are consistent with those of other teachers. The descriptions were contributed by teachers as examples, and teachers are encouraged to add their own examples.

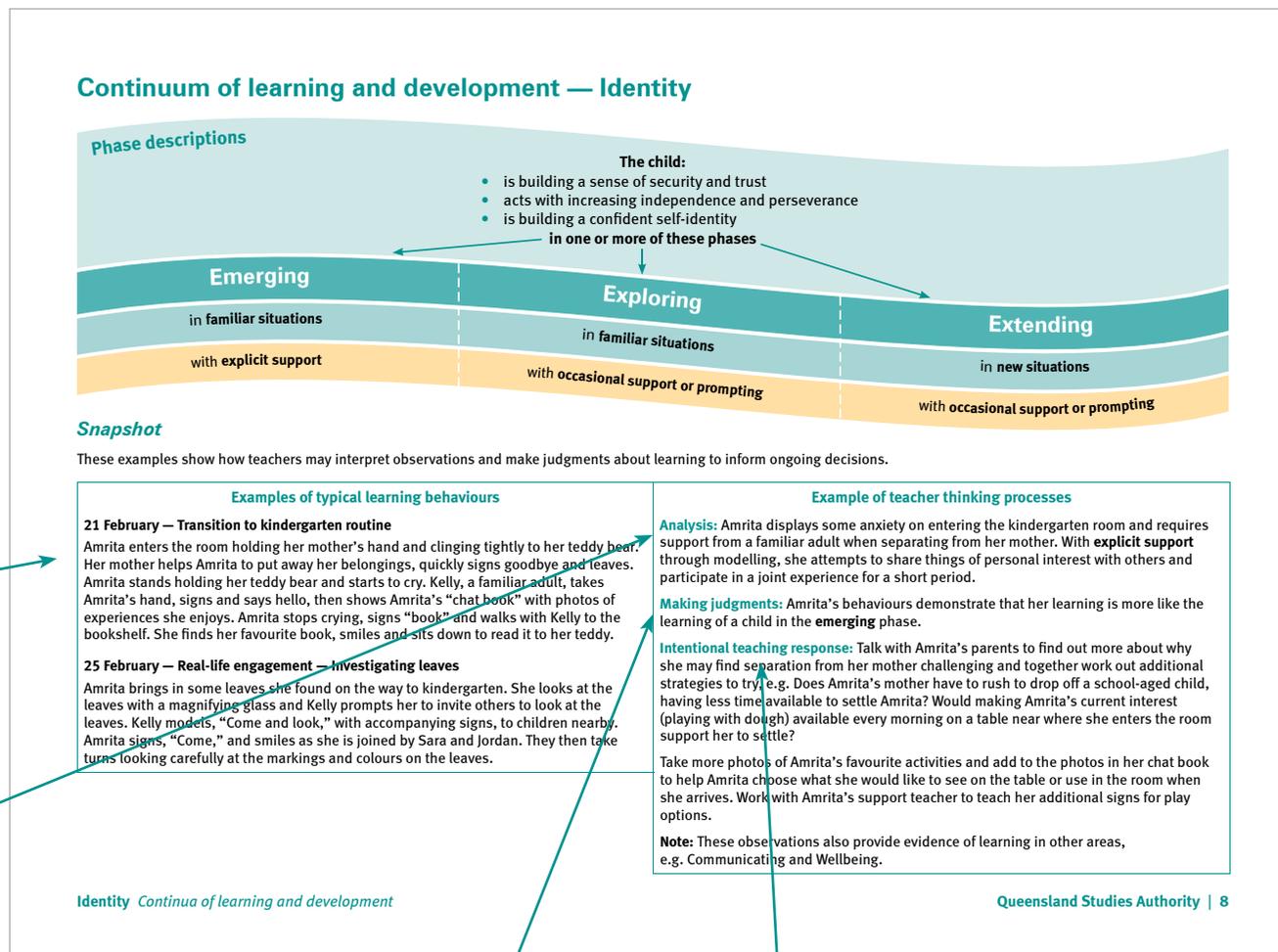
To confirm judgments, teachers refer to the collection of descriptions as a whole. **The collections of descriptions are not to be used as checklists**, as this would potentially narrow teachers' focus. The collections are not exhaustive and do not represent the full richness of children's learning and the range of diverse ways children demonstrate learning.

**Figure 3: Guide to the continua of learning and development**

**Continua**

The learning and development areas of Identity, Connectedness, Wellbeing and Active learning each have a single continuum that includes all the key focuses for the learning area. For the Communicating area, there are three separate continua — one for each key focus (exploring language, literacy and numeracy).

The continua provide descriptions of learning in three phases. Each phase is differentiated by the level of familiarity of the learning situation and level of support the child required to demonstrate learning.



**Snapshot**

**Example of typical learning behaviours**  
The teacher records observations of a child's typical behaviours related to the learning area at a point in time.

**Example of teacher thinking processes**  
**Analysis:** The teacher analyses the observation to identify the child's strengths, interests and ways of engaging in learning.

**Making judgments (based on evidence of children's learning):** The teacher makes a more-like judgment about the phase that best represents the child's learning, with reference to the phase descriptions. To check that their judgment is similar to other teachers' opinions, the teacher reads through the relevant collections of observable behaviours on the facing page.

**Intentional teaching response:** The teacher makes choices and decisions and plans intentional teaching interactions to support the child's learning.

## Making consistent judgments

Collections of teacher-contributed descriptions of observable behaviours are provided as a resource to help teachers confirm that their judgments are consistent with judgments made by other teachers. Teachers use the collections of descriptions for each phase rather than individual descriptions to make broad judgments about children's learning.

**Note:** Teachers are encouraged to add their own descriptions of observable behaviours based on their observations and conversations with colleagues.

### Making consistent judgments

Use the following teacher-contributed examples of observable behaviours to help make consistent judgments. The examples of observable behaviours most relevant to Amrita's learning are marked with the symbol (➔).

Emerging	Exploring	Extending
<b>Building a sense of security and trust — examples</b>		
<p><b>The child:</b></p> <ul style="list-style-type: none"> <li>• accepts or tolerates familiar adults, e.g. is calm as adults in the room move around or come near them</li> <li>➔ may display some anxiety initially on entering kindergarten, e.g. seeks reassurance and support from a familiar adult when separating from parents</li> <li>• tolerates, connects and engages with a preferred play area or activity of choice</li> <li>• with explicit support, tries familiar experiences</li> <li>• requires support to explore a new environment, e.g. seeks to be near an adult when approaching new resources, is cautious when the room is rearranged or they visit another area of the centre</li> <li>• with support, seeks and accepts help, e.g. adults model request behaviours, "Can you help me please?"</li> <li>• with prompts, cues and modelling will follow familiar routines, e.g. observes and imitates others as they wash their hands, open a lunch box, find their sheets for rest time</li> <li>• accepts prompts, cues and redirection to follow routines</li> <li>•</li> <li>•</li> <li>•</li> </ul> <p><i>Add points relevant to your context.</i></p>	<p><b>The child:</b></p> <ul style="list-style-type: none"> <li>• appears comfortable in the presence of familiar people, e.g. greets staff and/or other children on arrival and settles quickly into play</li> <li>• appears "at home" and comfortable within familiar environments and eagerly anticipates familiar experiences</li> <li>• includes familiar people into their play</li> <li>• plays in a variety of familiar contexts, e.g. block play, adopts changing roles in dramatic play, takes turns in a board game</li> <li>• seeks and accepts help or comfort, when needed, from familiar adults and peers</li> <li>• with minimal support, manages and predicts the daily routine</li> <li>• usually adapts to changes in the routine when explained verbally and/or using visual cues or photos</li> <li>•</li> <li>•</li> <li>•</li> </ul> <p><i>Add points relevant to your context.</i></p>	<p><b>The child:</b></p> <ul style="list-style-type: none"> <li>• demonstrates confidence in a range of learning contexts (play, investigations, routines) with familiar and unfamiliar people</li> <li>• seeks and accepts help when needed from familiar and unfamiliar adults (student, parent helper) and peers after trying an experience independently</li> <li>• follows familiar routines and seeks to participate in new experiences</li> <li>• is comfortable with the daily routine and able to predict what is happening next, e.g. begins to make the bed at rest time, tidies up a play area</li> <li>• understands and adjusts to changes in the daily routine, e.g. rainy day routines, fire drills</li> <li>• explains the routines to peers, e.g. "It's pack-up time", or rings the bell to signal tidy up time, and is beginning to support peers to follow the routines</li> <li>•</li> <li>•</li> <li>•</li> </ul> <p><i>Add points relevant to your context.</i></p>



# Identity

A kindergarten child who has a strong sense of identity:

- is building a sense of security and trust
- acts with increasing independence and perseverance
- is building a confident self-identity.

Related *EYLF* learning outcome: Children have a strong sense of identity.



*Feeling confident and secure*

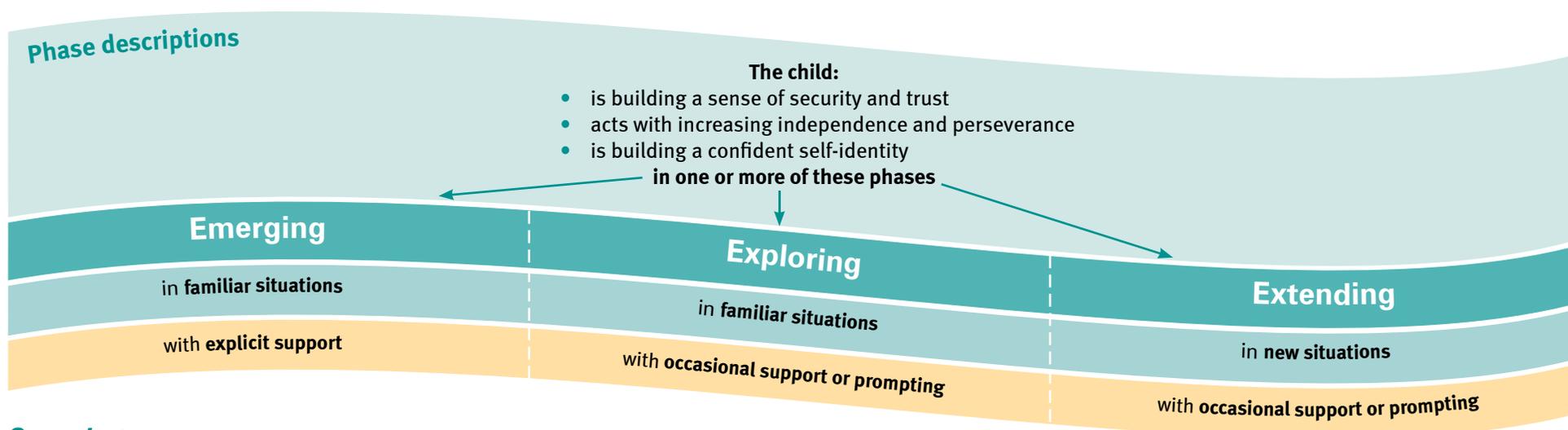


*Persisting with a challenge*



*Building confidence by managing daily routines*

# Continuum of learning and development — Identity



## Snapshot

These examples show how teachers may interpret observations and make judgments about learning to inform ongoing decisions.

### Examples of typical learning behaviours

#### 21 February — Transition to kindergarten routine

Amrita enters the room holding her mother’s hand and clinging tightly to her teddy bear. Her mother helps Amrita to put away her belongings, quickly signs goodbye and leaves. Amrita stands holding her teddy bear and starts to cry. Kelly, a familiar adult, takes Amrita’s hand, signs and says hello, then shows Amrita’s “chat book” with photos of experiences she enjoys. Amrita stops crying, signs “book” and walks with Kelly to the bookshelf. She finds her favourite book, smiles and sits down to read it to her teddy.

#### 25 February — Real-life engagement — Investigating leaves

Amrita brings in some leaves she found on the way to kindergarten. She looks at the leaves with a magnifying glass and Kelly prompts her to invite others to look at the leaves. Kelly models, “Come and look,” with accompanying signs, to children nearby. Amrita signs, “Come,” and smiles as she is joined by Sara and Jordan. They then take turns looking carefully at the markings and colours on the leaves.

### Example of teacher thinking processes

**Analysis:** Amrita displays some anxiety on entering the kindergarten room and requires support from a familiar adult when separating from her mother. With **explicit support** through modelling, she attempts to share things of personal interest with others and participate in a joint experience for a short period.

**Making judgments:** Amrita’s behaviours demonstrate that her learning is more like the learning of a child in the **emerging** phase.

**Intentional teaching response:** Talk with Amrita’s parents to find out more about why she may find separation from her mother challenging and together work out additional strategies to try, e.g. Does Amrita’s mother have to rush to drop off a school-aged child, having less time available to settle Amrita? Would making Amrita’s current interest (playing with dough) available every morning on a table near where she enters the room support her to settle?

Take more photos of Amrita’s favourite activities and add to the photos in her chat book to help Amrita choose what she would like to see on the table or use in the room when she arrives. Work with Amrita’s support teacher to teach her additional signs for play options.

**Note:** These observations also provide evidence of learning in other areas, e.g. Communicating and Wellbeing.

## Making consistent judgments

Use the following teacher-contributed examples of observable behaviours to help make consistent judgments. The examples of observable behaviours most relevant to Amrita's learning are marked with the symbol (➔).

### Emerging

### Exploring

### Extending

## Building a sense of security and trust – examples

#### The child:

- accepts or tolerates familiar adults, e.g. is calm as adults in the room move around or come near them
  - ➔ may display some anxiety initially on entering kindergarten, e.g. seeks reassurance and support from a familiar adult when separating from parents
  - tolerates, connects and engages with a preferred play area or activity of choice
  - with explicit support, tries familiar experiences
  - requires support to explore a new environment, e.g. seeks to be near an adult when approaching new resources, is cautious when the room is rearranged or they visit another area of the centre
  - with support, seeks and accepts help, e.g. adults model request behaviours, “Can you help me please?”
  - with prompts, cues and modelling will follow familiar routines, e.g. observes and imitates others as they wash their hands, open a lunch box, find their sheets for rest time
  - accepts prompts, cues and redirection to follow routines
  - 
  - 
  -
- Add points relevant to your context.*

#### The child:

- appears comfortable in the presence of familiar people, e.g. greets staff and/or other children on arrival and settles quickly into play
  - appears “at home” and comfortable within familiar environments and eagerly anticipates familiar experiences
  - includes familiar people into their play
  - plays in a variety of familiar contexts, e.g. block play, adopts changing roles in dramatic play, takes turns in a board game
  - seeks and accepts help or comfort, when needed, from familiar adults and peers
  - with minimal support, manages and predicts the daily routine
  - usually adapts to changes in the routine when explained verbally and or using visual cues or photos
  - 
  - 
  -
- Add points relevant to your context.*

#### The child:

- demonstrates confidence in a range of learning contexts (play, investigations, routines) with familiar and unfamiliar people
  - seeks and accepts help when needed from familiar and unfamiliar adults (student, parent helper) and peers after trying an experience independently
  - follows familiar routines and seeks to participate in new experiences
  - is comfortable with the daily routine and able to predict what is happening next, e.g. begins to make the bed at rest time, tidies up a play area
  - understands and adjusts to changes in the daily routine, e.g. rainy day routines, fire drills
  - explains the routines to peers, e.g. “It’s pack-up time”, or rings the bell to signal tidy up time, and is beginning to support peers to follow the routines
  - 
  - 
  -
- Add points relevant to your context.*

## Emerging

## Exploring

## Extending

### Acting with increasing independence and perseverance – examples

#### The child:

- with adult direction and support, explores the learning environment and tries familiar kindergarten experiences, e.g. painting, using toys, sitting with the group
- explores play situations for short periods of time and tries a few favourite experiences
- revisits preferred play areas (often at the beginning of the day), e.g. usually starts the day with a puzzle
- ➔ requires adult modelling or prompting to make choices
- with explicit support and regular prompting, will try to manage belongings, e.g. puts bag in named personal locker
- with direct adult support, will approximate some parts of familiar routines, e.g. remembers it's lunch time and gets lunch but forgets to wash hands
- 
- 
- 

*Add points relevant to your context.*

#### The child:

- with occasional assistance, manages familiar experiences, e.g. locates, selects and manages materials and resources for play
- tries to complete a new or challenging experience before seeking help from adults or friends
- with some prompts, puts belongings in personal locker, locates drink bottle, bedding and shoes
- with support, attempts to solve problems in everyday situations, e.g. finding a lost hat, cleaning up a spill
- manages familiar routines and processes, with occasional prompts, e.g. helps to keep room resources organised and tidy
- follows simple directions to manage new routines
- with adult support, makes choices and participates in decision making, e.g. when the teacher asks the group, "What would you like to use outside today?" the child suggests some familiar equipment
- 
- 
- 

*Add points relevant to your context.*

#### The child:

- organises props, materials and friends to join in familiar and new play experiences
- encourages and invites others to join in their play, adapting play roles to accommodate peers
- confidently seeks to make choices/decisions, and follows through with the choice they have made, e.g. selects and completes a game before moving to another experience
- makes several attempts to complete a new or challenging experience before seeking help
- manages familiar and new routines and processes, with minimal prompts
- organises belongings with occasional prompting from adults
- recognises that personal belongings and those of peers need to be organised
- 
- 
- 

*Add points relevant to your context.*

## Emerging

## Exploring

## Extending

### Building a confident self-identity – examples

#### The child:

- is beginning to approach familiar experiences, people and situations, with support and encouragement from familiar adults
- with prompting and cues from familiar adults, is beginning to express feelings and ideas to familiar people (verbal and nonverbal)
- with prompting and positive reinforcement, is beginning to try new kindergarten experiences
- with adult support, makes choices to participate in familiar play experiences
- in a group setting, observes and listens to others talk about the things they can do and like
- ➔ with explicit support, shares things of interest or personal experiences with a very familiar person, e.g. shares a family photo
- when prompted or prepared, shares aspects of their family culture and heritage with familiar people, e.g. talks about home food for lunch.

**Note:** Preparation could be an adult making a photo book for a non-verbal child to share

- 
- *Add points relevant to your context.*
- 

#### The child:

- confidently explores the kindergarten environment and engages in a variety of types of play, especially in play areas where they have had lots of experience and know the rules and ways of working
- with prompts, tries to negotiate a space where they can set up an experience or play situation
- with support, expresses feelings and ideas to familiar people, e.g. uses spoken, nonverbal communication or alternative augmentative communication (AAC)
- approaches new experiences confidently, and seeks adult assistance where needed
- offers input into group discussions when planning play, makes choices to participate in familiar play experiences and confidently tries some new experiences
- has a sense of who they are and shows pride in being part of their family, e.g. talks enthusiastically about family members and introduces siblings or grandparents to kindergarten friends
- talks with familiar adults and peers about the things they can do, like and have achieved
- occasionally shares aspects of their culture and heritage with familiar people

- 
- *Add points relevant to your context.*
- 

#### The child:

- has a sense of who they are and shows pride in being part of their family, community, place and cultural group, e.g. confidently shares information about family life and community celebrations
- confidently expresses feelings and ideas to familiar and unfamiliar people
- talks confidently with others, including unfamiliar adults (new staff members, visitors) about the things they can do, like and have achieved
- confidently explores the environment and engages in a variety of types of play, negotiating use of space and materials
- confidently engages in new ways to use resources and asks to re-use resources in ways previously experienced
- confidently contributes to group discussions when planning the day

- 
- *Add points relevant to your context.*
-



# Connectedness

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A kindergarten child who is connected with and contributes to their world:

- is building positive relationships with others
- shows increasing respect for diversity
- shows increasing respect for environments.

Related *EYLF* learning outcome: Children are connected with and contribute to their world.

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*Connecting with others and sharing ideas*

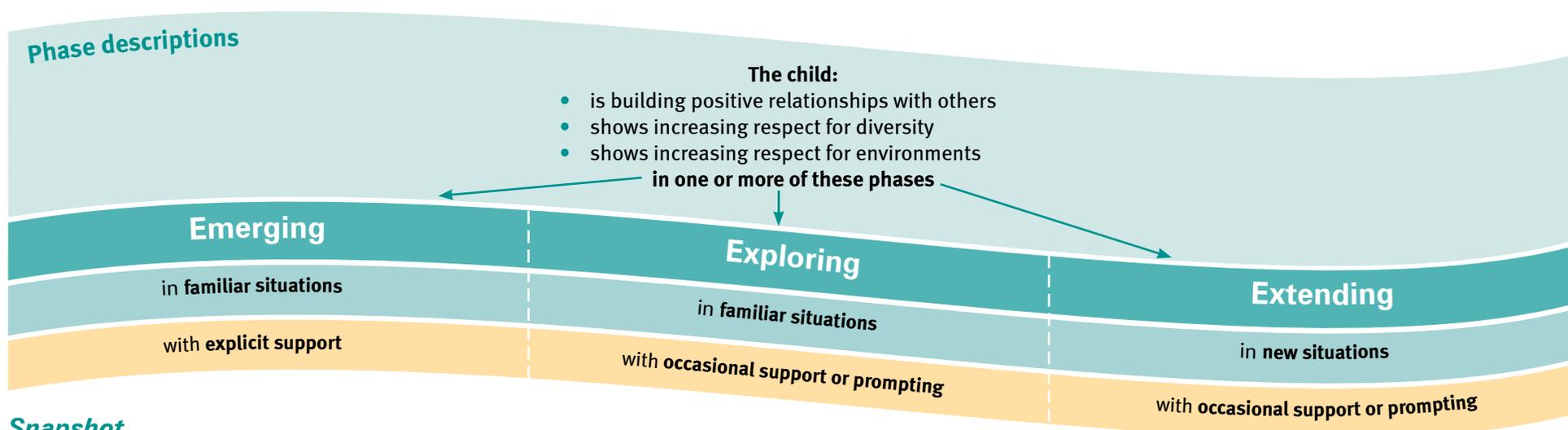


*Caring for the environment*



*Exploring cultural diversity*

# Continuum of learning and development — Connectedness



## Snapshot

These examples show how teachers may interpret observations and make judgments about learning to inform ongoing decisions.

Examples of typical learning behaviours	Example of teacher thinking processes
<p><b>13 March — Real-life engagement — Animal care</b></p> <p>During indoor play, Tran was standing next to the group’s pet budgerigar and he began to bang on the side of the cage. As he continued to bang on the cage, the bird flapped about. Kate, the assistant, explained that the loud noise and shaking of the cage was scaring the budgie and could harm it. She talked to Tran about the need to be gentle with the bird, and with <b>explicit support</b> through modelling helped him to find some fresh grass seed for the bird and change its water. They then spent some time watching the bird before taking some photos to share with the group.</p> <p><b>7 May — Play — Small group construction</b></p> <p>Tran and a small group of children were creating a car park with wooden blocks. He emptied the container of small plastic transport vehicles and selected all the cars for himself. Seth said, “But I want some of the cars too.” Aleana (teacher) <b>explicitly modelled</b> the concept of fairness and sharing by asking Tran, “If you keep all the cars, will that be fair for Seth? How do you think he will feel?”</p>	<p><b>Analysis:</b> With support, Tran is able to consider ways in which animals need to be treated with care and respect. Through Kate’s explicit modelling, Tran was helped to care for the bird.</p> <p>Tran requires <b>explicit support</b> to share materials and resources and consider others’ feelings.</p> <p><b>Making judgments:</b> Tran’s actions demonstrate learning more like that of a child in the <b>emerging</b> phase of learning.</p> <p><b>Intentional teaching response:</b> Use the photos of the bird as a stimulus for discussion about care of animals, share stories about caring for pets and incorporate the photos into a simple poster for the room. Encourage children to bring in photos of their pets and share their knowledge of animal care. With support, encourage Tran to share his knowledge of the budgerigar’s habits and care requirements. Help him to take responsibility for caring for the budgie regularly. Also model language associated with fairness in everyday situations, e.g. “Who has had a turn?”, “Is it your turn next?”, “Remember, start with only two pieces of fruit so that everyone can have some.”</p> <p><b>Note:</b> These observations also provide evidence of learning in other areas, e.g. Wellbeing and Identity.</p>

## Making consistent judgments

Use the following teacher-contributed examples of observable behaviours to help make consistent judgments. The examples of observable behaviours most relevant to Tran's learning are marked with the symbol (➔).

### Emerging

### Exploring

### Extending

## Building positive relationships with others – examples

#### The child:

- needs explicit support and modelling to manage classroom responsibilities, e.g. modelling how to tidy up the play areas, where to return play equipment, how to sit in their own space during group time
- with support, connects with others in familiar settings, e.g. smiles, holds another child's hand, passes some materials to a peer
- with explicit adult support, attempts to resolve conflicts, e.g. observes modelled strategies and attempts to use these with adult support
- with explicit support, plays and works alongside others in familiar experiences and situations, e.g. when modelled, will turn take in a board game, share construction materials
- with support, joins in play with others, particularly if small group play has been established, e.g. needs an adult to model "My turn", "Can I join you please?"
- with explicit adult support, participates in small group learning activities
- ➔ shows an awareness of own rights in familiar situations, e.g. makes others wait while they have a turn, and, with adult-modelled support, is learning about fairness and the rights of others
- with explicit modelled support, tolerates waiting, sharing and turn-taking with a peer, adult or in a small group experience
- *Add points relevant to your context.*

#### The child:

- with occasional prompts, manages some classroom responsibilities
- with occasional prompts, participates in packing up, keeping the environment clean and tidy, and caring for materials and spaces
- with occasional prompts, helps others
- with support, uses a small range of modelled strategies to resolve conflict
- plays and collaborates with others during familiar experiences for sustained periods of time
- shares own ideas for play, connects with others and listens to their ideas
- usually shares play resources and takes turns
- actively participates in group learning experiences or situations
- in familiar situations, is aware that they and others have rights, e.g. usually waits while others have a turn, listens when another child speaks
- follows an adult's lead to make a situation fair, including dealing with unfair behaviour
- identifies fair or unfair behaviours in adult-led, supported discussions, e.g. when an adult says, "If you have two turns, will that be fair for Julia?"
- *Add points relevant to your context.*

#### The child:

- offers to help with familiar classroom responsibilities and often carries them out independently
- independently uses familiar or modelled ways to help others, e.g. helps a friend put their bag away in the locker
- attempts to resolve conflict by suggesting modelled strategies, e.g. "What if we take turns?"
- suggests new ideas and ways of using resources in play with others
- actively participates in a few familiar and new group learning experiences
- encourages others to join in one-to-one, private or small group conversations
- applies awareness of their own and others' rights in familiar situations, e.g. organises how to take turns to play a game, points out when someone needs a turn to talk
- attempts to resolve unfair behaviour using teacher-modelled behaviours, e.g. "How about we let the boys play too, that's fair."
- follows directions to choose appropriate ways to behave and interact in social situations
- *Add points relevant to your context.*

## Emerging

## Exploring

## Extending

### Showing increasing respect for diversity – examples

#### The child:

- with explicit support, recognises differences between familiar people, e.g. methods of communication, physical appearance, language, foods eaten
- listens and watches as others share examples of cultural practices, e.g. artefacts, dances, stories and accounts from their own culture, Aboriginal and Torres Strait Islander peoples' cultures and other cultures and heritages
- with explicit support, listens to adult-led discussions to explore bias and non-stereotypical representations in stories, e.g. "This grandma's very busy, she climbs mountains and dances and ..."
- with explicit support, shows interest in ways that the local Aboriginal or Torres Strait Islander community connects with the environment in everyday life, e.g. when a particular fruit is ripe, it's also a good time to collect shellfish.
- with support, moves in response to music from different cultural groups, or touches and looks carefully at borrowed artefacts

*Add points relevant to your context.*

#### The child:

- responds positively and respectfully to differences and similarities among people in adult-facilitated discussions
- is beginning to demonstrate inclusiveness, e.g. attempts to include a range of people in play and interactions
- with some prompts, adjusts behaviour and interactions in modelled ways, e.g. greets a hearing-impaired child using modelled signing, uses community language when speaking to a community member
- shows interest in their own culture and heritage, e.g. sharing words, stories, a dance, looking at maps, talking about food from own culture
- shows interest in and talks about artefacts, dances, stories and accounts from their own culture, Aboriginal and Torres Strait Islander peoples' cultures and other cultures and heritages
- shows interest in adult-led discussions about bias and non-stereotypical representations in stories and materials, and contributes ideas to discussions, e.g. "My mum and dad both help to cook at home."

*Add points relevant to your context.*

#### The child:

- seeks to include people in a range of play situations
- independently tries to connect respectfully with people, e.g. if a visitor does not respond to first language, a child uses some SAE words and gestures to communicate
- with prompts, talks positively about differences and shows interest in the many ways people may be different, e.g. makes connections between own and others' experiences, e.g. "His family is bigger than mine."
- applies familiar strategies to respond respectfully to others, e.g. listens to a visitor sharing a cultural story
- shares some aspects of own culture, e.g. a piece of music or a story
- in conversations about artefacts, dances, stories and accounts from their own culture, Aboriginal and Torres Strait Islander peoples' cultures, and other cultures and heritages, the child contributes personal knowledge and may ask questions
- uses modelled strategies to challenge biases that arise in their play, e.g. "It's not a girls' lunch table, we can all sit there", "Boys like pink too. See, it's on my shirt."

*Add points relevant to your context.*

## Emerging

## Exploring

## Extending

### Showing increasing respect for environments – examples

#### The child:

- with support, interacts with natural and built materials and environments
- with adult prompts and modelling, is aware of the importance of caring for the environment, e.g. putting rubbish in the bin, watering plants to help them grow
- with explicit support, notices things of interest within the environment, such as weather change and insects in the garden, the glass feeling “cold” in winter
- with explicit support, is beginning to observe plants and animals in the kindergarten environment
- with explicit modelling, demonstrates care when interacting with animals and plants
- with support, is able to consider ways in which animals and plants are a part of daily life
- with support, begins to observe features in the environment that signal seasonal changes, e.g. a tree flowering or a vegetable ripening
- with support, begins to observe changes caused by interactions between people and environments, e.g. “When we water the garden, we keep the plants alive.”

*Add points relevant to your context.*

#### The child:

- interacts with familiar natural and built materials and environments with respect
- actively engages in the care of the environment, e.g. adding mulch to a dry garden
- is interested in observing short-term changes in their environment, e.g. watches a seed grow, ice melt, water disappear in sand play
- during group discussions about environments, makes links to personal experiences, e.g. “I like trees because they give us apples.”
- questions why natural changes occur, e.g. “Why do rainbows come out after it rains?”
- shares interest in animals and plants with others and, when questioned, discusses how to care for kindergarten plants and pets
- shares simple observations and discussions about changes caused by interactions between people and environment, e.g. “We need to turn the taps off so we don’t waste water”, “Plastic bags in the sea hurt turtles.”
- observes and responds to teacher-led discussions about changes caused by interactions between people and environment, e.g. when children in the sandpit notice their castle changing shape with the addition of water, the teacher explains the concept of erosion

*Add points relevant to your context.*

#### The child:

- confidently and respectfully interacts with familiar natural and built materials and environments
- independently, or with occasional prompts, demonstrates an awareness of the importance of caring for familiar environments through actions and discussions, e.g. offers to water the plants, recycles food containers
- willingly shares observations of natural changes in their environment, e.g. shares experiences of changing tides while fishing with the family
- observes, asks questions and explains simple changes in their environment over time, e.g. construction of a new playground
- shares their knowledge of plants and animals with others, e.g. after looking at a poster or book
- interacts with animals and plants with care and respect, and shares personal knowledge of care for animals, e.g. “We need to let the grasshopper go. It can’t breathe in the jar.”
- shares ideas about positive and negative changes caused by the interactions between people and environments, e.g. the effects of land clearing: “The digger is knocking over all the trees for the new houses down the road. Now the birds will have to find new homes.”

*Add points relevant to your context.*



# Wellbeing

A kindergarten child who has a strong sense of wellbeing:

- is building a sense of autonomy and wellbeing
- explores ways to show care and concern and interact positively with others
- explores ways to promote own and others' health and safety
- explores ways to promote physical wellbeing.

Related *EYLF* learning outcome: Children have a strong sense of wellbeing.



*Developing physical skills*



*Enjoying a healthy snack*

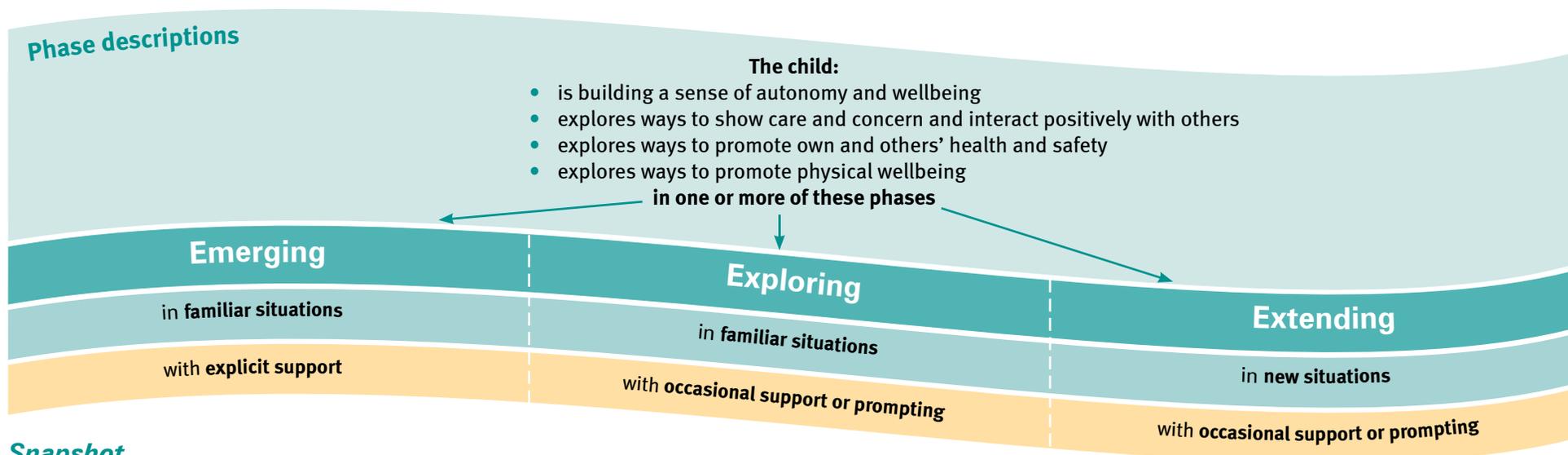


*Interacting positively with others*



*Building autonomy and wellbeing*

# Continuum of learning and development — Wellbeing



## Snapshot

These examples show how teachers may interpret observations and make judgments about learning to inform ongoing decisions.

### Examples of typical learning behaviours

#### 19 April — Play — Construction sets and blocks

Max and India had been working together to construct an airport with assorted blocks and construction sets. As Jasper joined them, he offered to share some cars and planes he had taken from a nearby shelf. As he leaned forward to pass a plane to Max, he knocked a corner block, sending the airport crashing down. Max then shouted in frustration at Jasper to go away. Jasper began to cry. The teacher talked to Max and Jasper, providing physical comfort to both upset boys, then asked them about what had happened. India said, "It was an accident." Max shook his head vehemently, shouting, "No it wasn't!"

#### 30 May — Routines — Lunch time

While eating lunch, William knocked his yoghurt over, spilling the contents into his lap. As he stood up the yoghurt spread down into his sock and he began to cry. Max leaned over and put his hand on William's arm (comfortingly) and called to the assistant, "William needs tissues, he's had a big spill!"

### Example of teacher thinking processes

**Analysis:** Max requires **explicit support** to manage his feelings in unexpected situations that are frustrating to him.

Max is also beginning to recognise when others are upset, offer support and seek help.

**Making judgments:** Max's reactions are more like that of a child in the **emerging** phase of learning.

**Intentional teaching response:** Discuss strategies with Max to try to help him manage his reactions, e.g. simple breathing techniques. Use the experiences in this play situation as an opportunity for group-time problem solving, e.g. "Today we had a problem in playtime because ...", "Have you ever felt really angry?", "What can you do when you feel this way?"

Encourage children to share their feelings, experiences and suggestions for coping with frustration and accepting that accidents can happen. Also encourage the group to consider ways to help out in a frustrating situation, e.g. everyone in Max's group could have helped to rebuild the airport construction.

**Note:** These observations also provide evidence of learning in other areas, e.g. Identity and Communication.

## Making consistent judgments

Use the following teacher-contributed examples of observable behaviours to help make consistent judgments. The examples of observable behaviours most relevant to Max's learning are marked with the symbol (→).

Emerging	Exploring	Extending
<p><b>Building a sense of autonomy and wellbeing – examples</b></p> <p><b>The child:</b></p> <ul style="list-style-type: none"><li>• needs adult support and modelling to express feelings and manage unexpected situations</li><li>→ requires explicit support to try to manage a challenge in everyday situations, e.g. needs adult support when someone takes their toy, knocks over their construction or to gain entry into a game</li><li>→ requires support to control emotions or reactions when frustrated, disappointed or upset, e.g. can be distracted by a supportive adult and calm down after a period of time</li><li>• with explicit support and reassurance, understands that they have the right to make choices and attempts to make choices</li><li>• with adult support, participates in quiet experiences such as a small group story, a puzzle, drawing or reading a familiar book</li><li>•</li><li>• <i>Add points relevant to your context.</i></li><li>•</li></ul>	<p><b>The child:</b></p> <ul style="list-style-type: none"><li>• tries out simple strategies to manage unexpected situations and changes, e.g. moves to a familiar experience or space</li><li>• shows courage in everyday situations that may be challenging, e.g. attempts to use the monkey bars or a fireman's pole with support</li><li>• uses some modelled strategies to try to control emotions or reactions when frustrated, e.g. will use words to negotiate turns in a game</li><li>• seeks to make choices to use familiar resources, play and other learning experiences</li><li>• chooses options for a quiet experience, e.g. accepts peer invitation for quiet play such as sharing a story</li><li>•</li><li>• <i>Add points relevant to your context.</i></li><li>•</li></ul>	<p><b>The child:</b></p> <ul style="list-style-type: none"><li>• enjoys familiar and new experiences, and manages unexpected situations and changes, e.g. when the teacher is ill, talks to the replacement teacher about what happens at kindergarten</li><li>• eagerly contributes to new and challenging experiences, e.g. explores a new construction set or brings in an object from home to incorporate into play</li><li>• delights in making choices and accepts that there are times or situations where they have more or less choice, e.g. due to safety or limited time</li><li>• uses modelled strategies to control reactions and manage disappointments, e.g. uses a simple breathing technique, joins another group if there is no room to play</li><li>• self-selects and organises a quiet experience when they want some “quiet time.”</li><li>•</li><li>• <i>Add points relevant to your context.</i></li><li>•</li></ul>

## Emerging

## Exploring

## Extending

### Exploring ways to show care and concern and interact positively with others – examples

#### The child:

- tolerates proximity to familiar adults and children
- with explicit modelling, attempts to be social in positive ways, e.g. smiles, greets a friend, passes the fruit plate
- starts to form relationships with specific children and adults, e.g. looking for a familiar friend on arrival and interacting with familiar children for short periods
- may watch others, and needs adult assistance to join in play and share with others
- with explicit support and modelling, helps a friend who is hurt, or at pack-up time
- with explicit support, shares and celebrates their personal contributions with familiar people
- with explicit direction, provides simple forms of help or caring, e.g. when prompted, gets a tissue to give to an upset child
- with adult support, is developing an awareness that others have feelings that may be different to their own, e.g. “Taldra doesn’t want to touch the clay, that’s okay.”

*Add points relevant to your context.*

#### The child:

- actively participates in facilitated social interactions
- seeks out specific children and adults to interact socially, e.g. to continue or restart a preferred game or share a home experience
- enjoys everyday social interactions and experiences, e.g. when sharing meal times with friends
- with support, attempts to collaborate positively with others in play and group learning situations
- with support, joins in opportunities to share and celebrate their own and others’ contributions to the learning community
- ➔ shows concern if other children are upset and seeks an adult to help them, or attempts to use adult-modelled behaviours when helping or caring for others
- responds to others’ interactions, contributes to discussions and shows awareness that others’ feelings and ideas may be similar to or different from their own, e.g. suggests “I don’t think everybody likes cats ’cause my dad says ‘scat cat’.”

*Add points relevant to your context.*

#### The child:

- interacts socially with familiar and new children and adults in a variety of situations, e.g. laughs and smiles as they talk to peers, chats with a visitor, offers to be a new child’s friend or takes them by the hand, shows another child’s parent what they made
- collaborates positively and confidently with others in play and group learning situations
- confidently contributes ideas and shares them with others, e.g. suggests ideas for play or songs to sing, recognises a simple problem and ways to solve it
- uses a small range of modelled strategies to show concern for others, e.g. holds a younger peer by the hand and helps them join in a play experience, or tries to comfort an upset child
- confidently responds to others’ interactions and shows respect for their ideas and feelings, e.g. tries to sustain play by sharing resources and turns
- recognises personal achievements of others and celebrates their achievements, e.g. says, “Look what Janali did!”, “That’s beautiful, how did you do it?”

*Add points relevant to your context.*

## Emerging

## Exploring

## Extending

### Exploring ways to promote own and others' health and safety – examples

#### The child:

- with support and visual prompts, engages in familiar self-care routines, e.g. washing hands, applying sunscreen and wearing a hat
- after explicit explanation/preparation and modelling, follows rules to keep themselves and others safe
- with prompting, repeats information about eating healthy foods or engaging in healthy/safe experiences, e.g. answers the question, “What’s the rule?” by repeating learnt rules and explanations such as “Walk inside”, “Hats on for outside time.”
- with explicit adult prompts and modelling, follows basic routines to manage hygiene and bodily needs, e.g. eating, drinking, resting, using the toilet

*Add points relevant to your context.*

#### The child:

- engages in familiar self-care routines, with minimal prompting, e.g. washes hands before cooking and eating, uses tongs to serve food, puts on sunscreen on arrival before joining the group
- identifies familiar routines and rules to keep themselves and others safe and healthy, e.g. knows not to share foods, as some people have allergies, remembers to “walk” while playing a “chasing” circle game indoors
- shares ideas about healthy foods and experiences, e.g. “Fruit will make me strong”, “If I practise swinging, my muscles will get bigger.”
- with prompts, follows familiar routines to manage hygiene and bodily needs, e.g. eating, drinking, resting, using the toilet

*Add points relevant to your context.*

#### The child:

- engages in familiar self-care routines in a variety of situations, e.g. seeks help to wipe up food spills, washes hands on arrival, after painting, before cooking and eating
- confidently remembers and follows rules and routines to keep themselves and others safe and healthy, e.g. explains a safety rule to others, reminds peers, “Only one person on the mini-trampoline.”
- applies knowledge of safety rules to new and unfamiliar situations, e.g. when going on a nature walk, suggests everyone wears a hat
- talks about what being healthy means and suggests ways to make healthy choices, e.g. “Grandpa is sick, so he has to stay home and rest”, “I love chips but mummy says they’re not good every day.”
- with minimal prompts, follows familiar routines to manage hygiene and bodily needs

*Add points relevant to your context.*

## Emerging

## Exploring

## Extending

### Exploring ways to promote physical wellbeing – examples

#### The child:

- with support and encouragement, engages in active movement experiences, e.g. familiar movement songs and games and obstacle courses
- with support, tolerates a range of sensory experiences, e.g. water play, sand play, goop
- requires encouragement, modelling and support to attempt to manipulate familiar objects, tools and equipment, e.g. to use utensils with dough
- experiments with ways to manipulate cutting and drawing tools, e.g. explores scissor hold while cutting dough, uses paint brushes and pencils
- with support and modelling, tries out a variety of large movement skills, both locomotor and non-locomotor, e.g. walk, crawl, run, stamp, sway, turn, bend
- requires support to try to manage new climbing and balancing challenges, e.g. balances on a wide board, tries to go down a fireman's pole
- with explicit support, participates in adult-led relaxation exercises, e.g. listens quietly to soft music during rest time
- with explicit support, attempts to throw, catch and kick a large ball

*Add points relevant to your context.*

#### The child:

- sustains active involvement in a variety of movement experiences, e.g. free dance, drama, running games, different obstacle courses
- willingly tries out ways to manipulate familiar and new objects, tools and equipment, e.g. using child-sized carpentry tools, stirring when cooking, rolling small dough balls or snakes, using musical instruments
- explores ways to use familiar and new construction and manipulative materials, e.g. threading beads, using different construction sets and peg boards
- shows control when cutting and using drawing or writing tools, e.g. cuts up collage materials for a personal purpose, draws simple representations, forms some letter-like symbols
- tries a variety of whole-body movement experiences
- moves with control, using a variety of large-movement skills, both locomotor and non-locomotor, e.g. walks backwards, jumps up and forward, hops a few times, spins, twists, balances on one leg
- willingly tries out, and manages, new climbing and balancing challenges, e.g. walking across a ladder on the ground, walking with low cup-stilts
- with prompts, attempts to throw, catch and kick and strike large- and medium-sized balls

*Add points relevant to your context.*

#### The child:

- sustains active involvement in challenging movement experiences, e.g. joining in a simple dance, dramatic storytelling, different fun races or climbing on a more complex obstacle course
- independently manipulates familiar and new objects, tools and equipment, e.g. using child-sized carpentry tools, an egg whisk, specific tools for clay
- confidently uses cutting and drawing/writing tools, e.g. cuts shapes to put on a card for a friend, turning the paper with the support hand, cuts small pieces, draws a variety of representations, copies or forms some letters and numbers in a pretend play game
- experiments with whole-body movements and offers suggestions for peers to try
- confidently uses a wide range of large-movement skills
- initiates new challenges for climbing and balancing experiences
- with occasional support, throws, catches, kicks and strikes a variety of balls

*Add points relevant to your context.*

# Active learning

A kindergarten child who is a confident and involved learner:

- is building positive dispositions and approaches toward learning
- shows increasing confidence and involvement in learning
- engages in ways to be imaginative and creative
- explores tools, technologies and information and communication technologies (ICTs).

Related *EYLF* learning outcome: Children are confident and involved learners.



*Showing confidence and involvement in learning*



*Building positive dispositions toward learning*

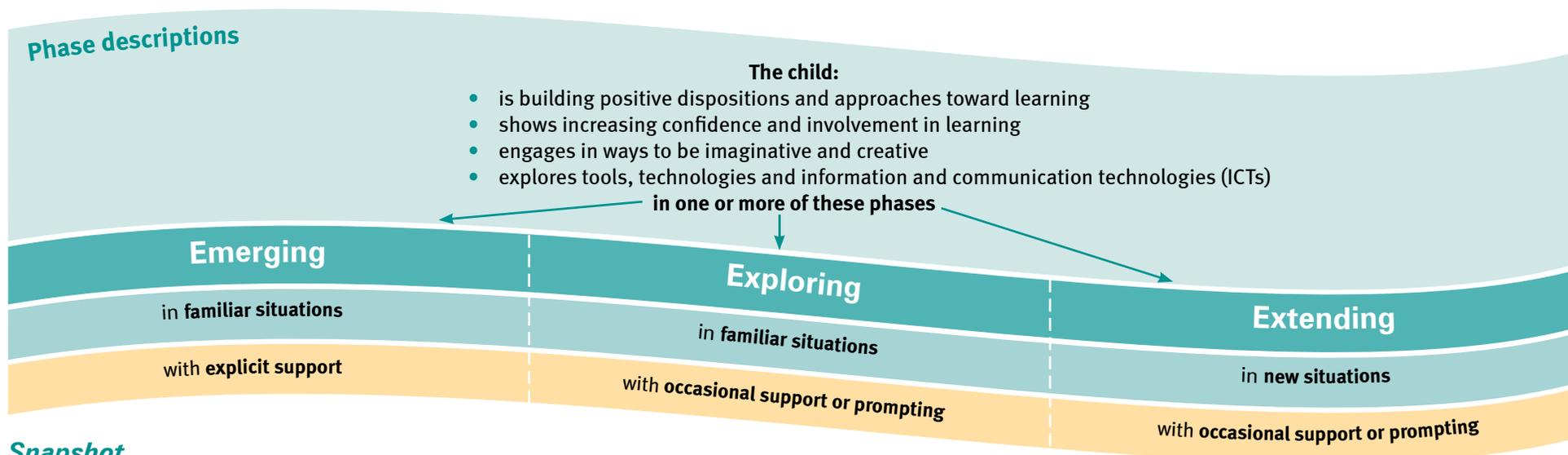


*Engaging in imaginative play*



*Exploring using tools in everyday routines*

# Continuum of learning and development — Active learning



## Snapshot

These examples show how teachers may interpret observations and make judgments about learning to inform ongoing decisions.

### Examples of typical learning behaviours

#### 21 June — Real-life engagement — Music and movement

Dana brought in a CD of music from home and suggested that she could use the dancing scarves while she moved to the music. Several children joined her and experimented with ways to move. The next day she asked to create a band and have a concert. Dana asked some friends to help and, with adult support, they developed a list of all the items they would need. The teacher helped the children draw the instruments they needed for the band and the dance clothes they wanted to wear.

#### 22 June — Play — Music and movement play

Dana brought in some empty yoghurt containers with lids to make shakers. She selected different objects to place inside and experimented with the sounds they made.

Other children were watching, so she invited them to make instruments and suggested they look in the “boxes” (junk materials).

Once the instruments were made, Dana and her friends (“the band”) sat out in the covered verandah area and explored rhythms and music. Dana also danced to the music as others played their instruments.

### Example of teacher thinking processes

**Analysis:** Dana **confidently expresses ideas** through dance and music (using the scarves and instruments), seeks ways to represent ideas through play (suggests ideas to create a band) and experiments with the production of music.

**Making judgments:** This observation demonstrates that Dana’s learning is more like the learning of a child in the **extending** phase.

**Intentional teaching response:** To support Dana to extend her interest and continue to engage collaboratively in creative movement and music experiences, gather books about musical instruments, borrow international instruments from the local museum, discuss the costumes worn for dance and record children’s performances to use as a springboard for further music and movement experiences. View dance segments online and discuss children’s responses to the dancers’ movements and the music, e.g. how they feel and what the music prompts them to think about.

**Note:** These observations also provide evidence of learning in other areas, e.g. Communicating, Wellbeing and Identity.

## Making consistent judgments

Use the following teacher-contributed examples of observable behaviours to help make consistent judgments. The examples of observable behaviours most relevant to Dana's learning are marked with the symbol (➔).

### Emerging

### Exploring

### Extending

## Building positive dispositions and approaches toward learning – examples

#### The child:

- with explicit support, uses modelled ways to explore materials, e.g. imitates and repeats ways of using objects, investigates through imitation
- demonstrates enthusiasm and curiosity about a small range of topics or materials of personal interest
- with explicit support, follows simple instructions to investigate, e.g. attends to visual cues and instructions to investigate sand passing through a sieve
- with explicit support, observes and listens as an adult points out links between home and kindergarten experiences and routines, e.g. During a cooking experience, child comments, "That's sharp!" The teacher responds, "Yes, that's a knife. Knives are sharp. I keep my knife in the kitchen. Are there knives in your kitchen at home?"
- with explicit support, is able to listen, observe and respond in learning situations
- watches and listens to find out how others solve a problem
- with prompts, uses visual cues to help reflect on a recent experience, e.g. refers to photos or a painting to share what they did or how they made it

*Add points relevant to your context.*

#### The child:

- shows curiosity and interest in exploring and investigating a range of topics and materials of personal interest
- with occasional support, investigates ideas and relationships in a variety of learning situations, e.g. During play the teacher asks, "What could you do to make the car move faster along the ramp?" Child replies, "Hey look! The car goes faster when I tip the ramp up higher!"
- listens, observes and talks with others in familiar situations in order to learn and make links between prior and new learning, e.g. "Remember what happened last time?"
- explores ways to apply learning to another familiar situation, e.g. applies familiar strategies for completing simple puzzles to finish a more challenging puzzle
- with prompts, uses modelled thinking routines to attempt to solve problems, investigate and enquire
- responds to adult questions to reflect on experiences or learning, e.g. adult asks, "Tell me 'the story' about how you ...", "What was interesting about the visit?"

*Add points relevant to your context.*

#### The child:

- is curious and eagerly explores, investigates and finds out in familiar and new situations, e.g. asks questions
- follows instructions to investigate ideas and relationships
- seeks to explore links between prior learning and new learning through discussion and by asking questions
- listens, observes and communicates with others in a range of learning contexts to build on current learning
- applies knowledge from past learning to a new learning situation, e.g. looks at a picture or diagram to find new ways to use or create with familiar materials
- applies some modelled or familiar thinking routines to help solve problems, investigate and enquire, e.g. "I'll do this puzzle again and try the corner pieces first."
- actively joins in discussions to reflect on prior learning or experiences, e.g. comments on a book about kites, "I didn't know kites were made of so many things."

*Add points relevant to your context.*

## Emerging

## Exploring

## Extending

### Increasing confidence and involvement in learning – examples

#### The child:

- with sustained support, selects familiar resources and attempts familiar learning experiences and interactions
- shows interest by listening to or observing others engaged in a learning experience or using materials
- attempts to contribute to learning conversations using verbal, signed or AAC
- with explicit support, makes choices about learning experiences in familiar contexts
- with prompting throughout, sustains engagement to complete short, familiar experiences

• *Add points relevant to your context.*

#### The child:

- makes attempts to use some strategies that help them to focus when engaging in a familiar learning context and interactions, e.g. keeps body still, faces the speaker, stops talking to concentrate
- with minimal support, confidently chooses familiar learning experiences and explorations
- sometimes attempts to explore unfamiliar learning situations with encouragement
- contributes to learning conversations with familiar people using verbal, signed or alternative augmentative communication (AAC)
- with minimal support, organises resources (materials, space or people) needed for a self-chosen game or activity
- maintains sustained involvement in play of personal relevance, e.g. makes tickets for a plane trip (dramatic play)
- uses modelled investigation questions (e.g. “I wonder about ...?”) for topics of personal interest

• *Add points relevant to your context.*

#### The child:

- independently maintains focus when engaging in a range of familiar experiences, with minimal support
- ➔ confidently seeks out opportunities to explore and try out new learning experiences
- listens, observes and talks with their peers in order to learn, and willingly contributes to learning conversations with familiar and unfamiliar people
- ➔ arranges, collects or makes additional resources needed for extended play, seeking adult assistance when necessary
- seeks to be involved in choosing and negotiating learning projects and experiences
- ➔ organises learning experiences that continue for extended periods of time, e.g. begins a construction that takes more than one day to complete
- asks questions when investigating topics of personal interest, e.g. “Why are the leaves crunchy in winter?”, “How can I get the water to the top of the waterfall?”

• *Add points relevant to your context.*

## Emerging

## Exploring

## Extending

### Engaging in ways to be imaginative and creative – examples

#### The child:

- with explicit support, repeats, copies and adapts familiar ways to use materials, processes, actions and ideas in play, e.g. copies modelled actions to answer the phone, carries the baby as “mum”
- varies play when prompted, encouraged or questioned by adults and peers
- with explicit support and modelling, explores ways to use materials, processes and ideas creatively, e.g. creates music with a keyboard or body percussion
- watches and listens as others represent ideas, feelings and experiences creatively
- with adult support, explores ways to represent ideas, feelings and experiences creatively
- follows an adult’s lead to explore the sensory qualities of materials in new ways
- requires prompting and modelling to communicate responses to music, artworks, dance, drama and media, e.g. uses AAC to attempt to share personal responses or copies an adult as they use ribbons or scarves to dance

*Add points relevant to your context.*

#### The child:

- with some prompts or questions, uses imaginative ideas when interacting with others, e.g. uses natural materials in new ways in sand play, creates a story as they climb, suggests possible places to find treasure
- is beginning to understand what “pretending” or “imagining” is and what is “real” when they describe their play or creations to adults
- with some prompts, explores ways to represent ideas, feelings and experiences creatively and imaginatively, such as using colours to represent a storm coming, creating windy day dance movements, and sharing responses to music, artworks, dance, drama and media, e.g. “That music is scary!”
- responds in personally meaningful ways, e.g. moves confidently to a rhythm, uses a different voice for a puppet character, dances with a friend
- responds to adult and peer questions that stimulate their imagination, e.g. “I wonder ...?”

*Add points relevant to your context.*

#### The child:

- actively seeks ways to use imaginative ideas and processes in a range of play contexts when interacting with others, e.g. suggests new ideas and ways to use resources in play such as, “Let’s make a swimming pool in the sandpit,” or, when retelling a familiar story, creates a new story ending
- ➔ represents ideas, feelings and experiences in new ways, or innovates on a prior experience
- ➔ responds to music, artworks, dance, drama and media, and incorporates creative ideas in play, e.g. dances with scarves and varies actions in response to changing music, creates and sings a “song” while swinging, paints a “happy” picture because they are feeling happy
- confidently shares personal ideas and knowledge in the areas of music, art, dance, drama and media, in adult-led discussions
- initiates wondering moments based on prior experience, e.g. “What if we ...?”

*Add points relevant to your context.*

## Emerging

## Exploring

## Extending

### Exploring tools, technologies and information and communication technologies (ICTs) – examples

#### The child:

- with explicit support, is able to interact with touch technology and interactive whiteboards
- with explicit prompts and modelling, uses ideas about everyday technologies in play, e.g. begins to roleplay using ICT props such as phones or keyboards
- in adult-led discussion, shows awareness of the internet and that you can use a familiar search engine to find out information
- with explicit support, creates or uses real or pretend texts\* using ICT
- with explicit support, shows interest in taking photos using digital cameras, and in showing these to peers and adults
- with support, is beginning to show some interest in navigating through familiar games on the computer, e.g. manipulating the mouse, switch, adaptive keyboard, touch screen
- after modelling, turns a CD player on and off
- with explicit support and modelling, expresses ideas with paints, pens and other tools

*Add points relevant to your context.*

\* **Note:** Texts may include words (spoken and/or written), visuals and/or sounds.

#### The child:

- with some prompts, uses technologies for personal purposes in familiar situations, e.g. draws a picture on a laminated board to express how they feel, uses touch technology applications and interactive whiteboards
- with targeted questioning and scaffolding, uses ICTs to find out information and communicate with others
- contributes ideas to collaboratively create and use real or pretend texts\* using technologies and ICT, e.g. use a pen and paper to create a list, use a traffic sign in a game, take a photograph to share a play experience, photocopy or scan a painting to email to a friend
- makes familiar technologies using manipulative equipment, e.g. makes a mobile phone from collage materials and pretends to use it
- with support, uses technologies and ICT to play games and create, e.g. takes digital photos to create a story, uses drawing software
- with support, tries out tools that Aboriginal community members have brought in to share

*Add points relevant to your context.*

#### The child:

- uses a digital camera to record own or others' achievements/learning, e.g. to line up or frame objects/people, to take photographs and record voices
  - uses electronic keyboard to create music, or an MP3 player to record and share music or ideas
  - enjoys sharing familiar games and educational websites with peers
  - with guidance, uses “favourites” or icons on a computer to visit familiar sites, can open and exit a variety of computer programs and use keys or the mouse to engage with programs
  - with some prompts, uses computer games, including putting headphones on, following verbal computer instructions and using the mouse to navigate around the computer screen and games
  - with prompts, uses touch technology applications and interactive whiteboards for personal explorations
  - uses knowledge about everyday tools and technology in play and shares ideas with others, e.g. constructs a video camera with junk materials and pretends to film the “show” some friends are creating
- ➔ independently uses a range of tools to express ideas and feelings

*Add points relevant to your context.*

# Communicating

A kindergarten child who is an effective communicator:

- explores and expands ways to use language\*
- explores and engages with literacy in personally meaningful ways
- explores and engages with numeracy in personally meaningful ways.

Related *EYLF* learning outcome: Children are effective communicators.



*Talking and sharing ideas*



*Sharing familiar stories*

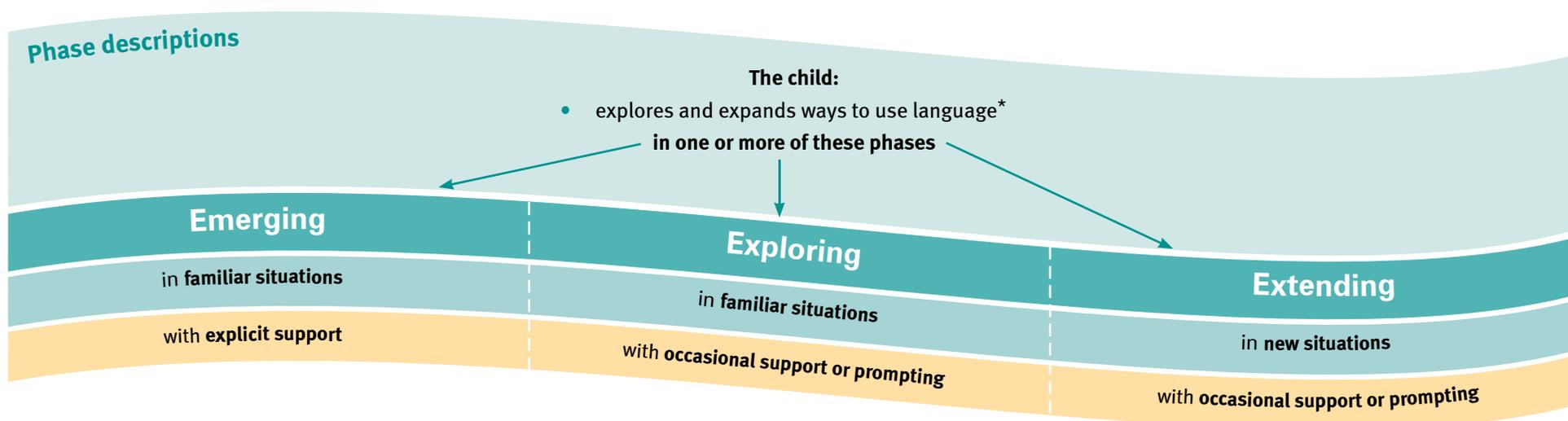


*Engaging with numeracy through play*



\* **Note:** Children communicate using first language, signed (alternative) or alternative augmentative communication (AAC) and Standard Australian English (SAE) as or when appropriate. Nonverbal children may substitute alternative or AAC for words. See also the professional development materials.

# Continuum of learning and development — Communicating: Language



## Snapshot

These examples show how teachers may interpret observations and make judgments about learning to inform ongoing decisions.

Examples of typical learning behaviours	Example of teacher thinking processes
<p><b>July 12 — Play — Investigating tadpoles</b></p> <p>Tyson greets his friend on arrival with spoken words, “Hi, come,” and a hand gesture to signal come. He takes Nadar by the hand and shows him the new tadpoles. They both spend time watching them closely with the magnifying glasses before moving off to play with blocks.</p> <p><b>13 August — Routine — Whole group language experience</b></p> <p>During a group discussion, children took turns to describe a self-selected “surprise” from a box of natural and human-made objects. Tyson picked up a leaf. He used his board-maker symbols to make a sentence, “I see green leaf.” Tyson used four symbols, including a picture of himself, a picture of eyes, the colour green and a leaf.</p>	<p><b>Analysis:</b> Tyson uses a combination of spoken words, gestures and AAC to communicate with others. He uses communication strategies to greet others, to invite others to play and to communicate ideas in <b>familiar situations</b>. Tyson is also using the board-maker symbols to describe what he sees in a simple sentence form.</p> <p><b>Making judgments:</b> This sample of evidence suggests that Tyson’s learning is more like the learning of a child in the <b>exploring</b> phase.</p> <p><b>Intentional teaching response:</b> Respond positively to Tyson’s contribution, and translate his communication into oral language so the other children can understand him. Encourage children to attend to all the features of the objects they select to form more descriptive sentences. Use Tyson’s response as an example of the ways descriptors such as colour words, shape, texture and smell can make a conversation more interesting. Invite Tyson and a small group to find further “treasures” to add to the surprise box. Encourage the small group to experiment with descriptive language, e.g. “It’s a shiny, wet leaf”, “It’s a smooth and bumpy shell.” Scribe the descriptive sentences that the children create for the new items of treasure and discuss making a display to share. Make links to Tyson’s system for communication using the board-maker symbols as well as the written words.</p> <p><b>Note:</b> These observations also provide evidence of learning in other areas, e.g. Active learning and Identity.</p>

## Making consistent judgments

Use the following teacher-contributed examples of observable behaviours to help make consistent judgments. The examples of observable behaviours most relevant to Tyson's learning are marked with the symbol (➔).

### Emerging

### Exploring

### Extending

## Exploring and expanding ways to use language – examples

#### The child:

- attends to the object or action that an adult is communicating about (verbally and/or nonverbally) in a one-to-one situation
- attempts to communicate with others using familiar words, signed or AAC devices, e.g. uses a consistent gesture and sound to mean “more”, says, “Mummy?” to mean “Where’s Mum?”
- uses a small range of spoken words to describe or name what they see, hear, taste, smell, touch and feel, e.g. labels all colours as “green”, a loud noise as “big”, says “ticket” to mean a “receipt” or “money”
- uses first language\* (verbal and nonverbal elements) to communicate with familiar first language speakers, e.g. “I bin do mine”, raises eyebrows for “yes”
- mostly uses nonverbal language to communicate with SAE speakers, e.g. answers a question by pointing

*(continues next page)*

#### The child:

- ➔ combines spoken and nonverbal elements of language to help make their meaning clear to familiar people, e.g. “See, all finished,” and shows empty meal plate, touches an adult and points to a friend and says, “Come, get him down.”
- clearly articulates developmentally appropriate sounds from words in SAE and/or their first language, e.g. short and long vowel sounds and the consonants p, b, m, w, n, d, t, n, g, k, f, y (in SAE)
- communicates<sup>†</sup> ideas, needs and feelings to familiar people using signed language or appropriate speech patterns, vocabulary and sentence structures, e.g. in SAE, “My Daddy went to work. He drove in my car”; in first language, “I painted all dem colour. Blue an’ green an’ red.”
- ➔ uses more accurate vocabulary to describe what they see, hear, taste, smell, touch and feel, e.g. describes an object as blue, hard, cold and smelly, a person as “like a cousin brother”

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#### The child:

- uses first language and some familiar SAE appropriately in everyday situations (code switching<sup>‡</sup>), e.g. uses SAE to greet a teacher, modelled SAE to pretend to be a doctor, first language to explain a game to a friend
- attends to a variety of language elements to help comprehend meaning, e.g. body language/voice and words when listening to a story
- clearly articulates all vowels and most consonants
- confidently communicates\* ideas, needs and feelings to first language and supportive SAE speakers, using a variety of simple sentences, some compound and complex sentences, e.g. links ideas using “and”, “then”, “when” or “after”

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#### Notes

- \* Note: Children may have delays in first language and listening skills due to conductive hearing loss, e.g. as a result of otitis media. They may also use personal listening devices or sound amplification systems.
- † Children are encouraged to communicate in first language, signed (alternative) or alternative augmentative communication (AAC) and Standard Australian English (SAE) as/when appropriate. Nonverbal children may substitute alternative or AAC for words.
- ‡ Note: Code switching involves choosing the language appropriate to the situation.

## Emerging

## Exploring

## Extending

### Exploring and expanding ways to use language – examples (continued)

#### The child:

- with explicit support, learns (echoes) some SAE words in meaningful contexts, e.g. learning a song or echoing an adult-modelled phrase, e.g. “My turn”
- with explicit support, tries to articulate words clearly, e.g. copies an adult’s model to try to say a sound/word more clearly
- uses familiar words/phrases and/or nonverbal communication for a small range of purposes, e.g. to seek a turn or get help
- with explicit support, attempts to take turns to talk and listen in familiar interactions
- with support, interacts in short communication exchanges, e.g. answers a question about a topic of personal interest
- follows simple instructions broken into steps and/or when picture or nonverbal cues are provided

*Add points relevant to your context.*

#### The child:

- uses first language and SAE approximations for a variety of purposes, e.g. greetings, sharing ideas, playing games and pretending
- ➔ with occasional prompts, answers a question and attempts to take turns to talk and listen in interactions with others
- looks at the speaker and listens to and follows simple directions
- sometimes needs prompts to attend to all important elements of language when trying to comprehend a message, e.g. to watch where the person giving a direction is pointing

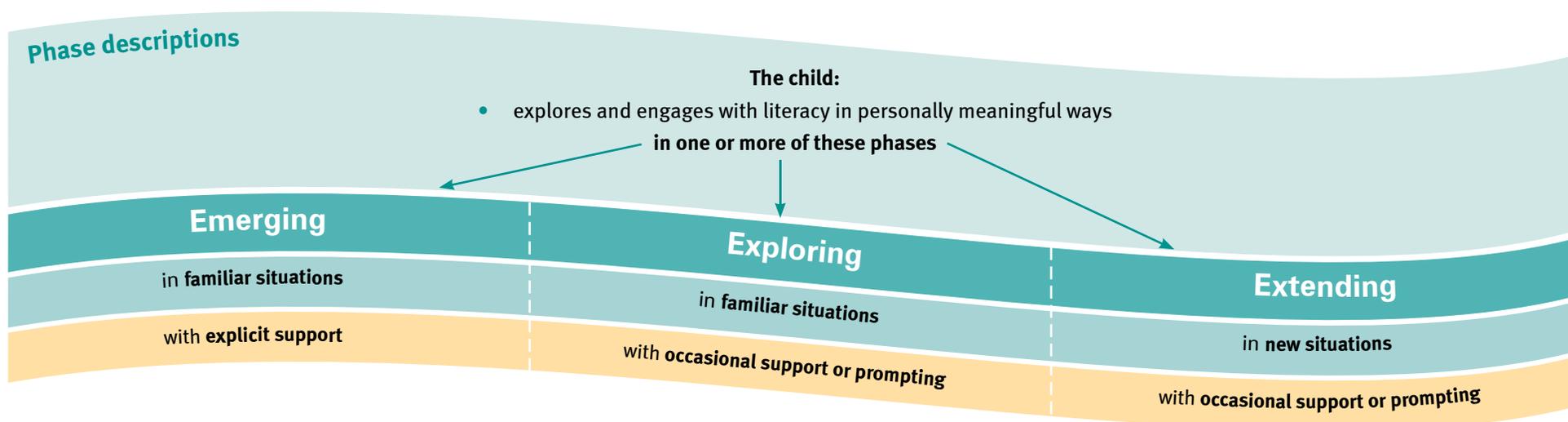
*Add points relevant to your context.*

#### The child:

- seeks help to learn and use new words/phrases, e.g. describes an image as glittery and like a rainbow, compares heights using “giant” and “tiny”
- uses language for a wide range of purposes, e.g. to enter a game, negotiate a turn, explain, tell a story, imagine, investigate, predict, hypothesise
- listens and takes turns to talk in conversations and in play and group situations
- attempts to adjust communication to meet the needs of the listener, e.g. adds or simplifies language or uses gestures
- gives instructions using first language, SAE and/or SAE approximations that others can follow

*Add points relevant to your context.*

# Continuum of learning and development — Communicating: Early literacy



## Snapshot

These examples show how teachers may interpret observations and make judgments about learning to inform ongoing decisions.

### Example of typical learning behaviours

#### 18 June — Pretend play — Tea party

Lucy and Emma were setting up a tea party for a small group of friends. As they set the table Emma showed the teacher the invitation that she had created, telling her, “It’s an invitation to my tea party.” When asked to talk about what she had written, Emma commented, “It says we’ve got some cherries and some fruit.” Emma pointed to Lucy’s invitation and added, “They all need to say the same.” Emma’s invitation included a series of spaced, wavy lines across the page.

### Example of teacher thinking processes

**Analysis:** Emma is **experimenting with writing** for a personal purpose, and demonstrates an understanding that print conveys a message. In addition, Emma’s response indicates some understanding that the “text” on all invitations to the tea party remains the same.

**Making judgments:** Emma’s comments demonstrate learning more like that of a child in the extending phase. Her attempts to write the invitation using wavy lines demonstrate learning more like the exploring phase. Overall, her current phase of learning is **exploring**.

**Intentional teaching response:** Celebrate, with the group, Lucy and Emma’s attempts to write an invitation. Through discussion, find out more about the children’s knowledge about the features of invitational text. Encourage Lucy and Emma to explain what they were doing and why, then discuss as a group what an invitation is, the different kinds of invitations there are, and investigate what one looks like. Share some stories that feature invitational text type. Encourage children to create personal invitations for each other for a range of situations in the centre. Maybe model a message to a specific child each day?

**Note:** These observations also provide evidence of learning in other areas, e.g. Active learning and Wellbeing.

## Making consistent judgments

Use the following teacher-contributed examples of observable behaviours to help make consistent judgments. The examples of observable behaviours most relevant to Emma's learning are marked with the symbol (➔).

### Emerging

### Exploring

### Extending

## Exploring and engaging with literacy in personally meaningful ways – examples

#### The child:

- enjoys listening to/learning songs, simple rhymes and listens as others play with sounds or words
- explores ways to create visual texts, e.g. with ICTs or paint
- asks for familiar texts to be shared repeatedly
- returns to the listening station to listen to familiar music or a story
- “reads” visuals (pictures or photos), e.g. on a helpers’ chart or to help find their name card or locker
- watches and listens as an adult reads books or shares visual or multimedia texts, individually or in a small group
- with explicit modelling, attempts to hold a book the right way, turn pages, and start at the front of the book
- responds to adult’s questions about a text, e.g. says, “Goodnight, Teddy”, points to the cat “hiding” in a picture

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#### The child:

- talks about images and uses links on a familiar webpage
- dramatises the “story” of a familiar song or creates a dance in response to music
- during shared reading asks questions, points out a repeated idea or image
- with support, discusses ideas presented in the words, images or sounds in an information text or brochure
- with support, “reads” and shares texts for personal purposes, e.g. turns pages and points to pictures as they “read” to a friend, “reads” a sign or food package or logo, a helpers’ list, provides a “menu” or points out hairstyles in magazines in pretend play
- revisits and talks about ideas in familiar texts, e.g. links an idea in a text to a personal experience/preference

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#### The child:

- willingly engages in creating and using different types of texts, e.g. dramatises a story, explores maps on a website, talks about symbols in an artwork
- actively engages in group shared reading experiences, e.g. responds to questions, predicts events, talks about visuals, characters and familiar authors
- attempts to connect ideas in a text to personal experiences and understandings, e.g. “Oh! That would make me sad!”, “My dad fishes in a boat.”
- enjoys and approximates “reading” familiar, repetitive text from memory, e.g. tracks print as they “read”
- attempts to “read” for a range of purposes
- understands that print has a stable meaning, e.g. reads labels on their drawing as “This is dad,” and then “This is my dad” (retaining intended meaning of print)
- asks an adult to read a text with them for a real purpose, e.g. asks, “What does this writing say?”

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## Emerging

## Exploring

## Extending

### Exploring and engaging with literacy in personally meaningful ways – examples (continued)

#### The child:

- looks through a book at rest time, looks at photographs of kindergarten activities to locate themselves
- attempts to use familiar texts for appropriate purposes, e.g. points to a recipe during a cooking experience, looks at photos to recall a daily routine
- shows interest when adults talk about symbols, letters or numbers, e.g. familiar logos in junk mail
- makes marks on a page and, when prompted, says, “It’s a name” or “It’s lots of letters”
- shows interest when others experiment with writing
- shows interest when an adult writes and talks about letters and sounds in their name
- makes some attempts to use terms such as “letter”, “word” and “number”, e.g. may identify “m” as a “number”

*Add points relevant to your context.*

#### The child:

- ➔ shows interest in symbols and words and what they mean, and recognises that text conveys meaning, e.g. asks, “Why do they have a koala sign on a road?”, “What does that say?” when looking at a book
- ➔ enjoys and experiments with ways to “write” using lines, shapes, symbols and some familiar letters for personal purposes, e.g. writes a message to a friend, their name, attempts to write a family member’s name or copy words of interest with some support
- recognises some familiar letters, e.g. points to a letter and says, “That one’s in my name.”
- enjoys chanting the alphabet and attempts to point to the letters on an alphabet card
- pretends to write while in role, e.g. “writes” a script or records an “appointment” in doctor’s play
- dictates stories or recounts personal experiences to adults, when prompted

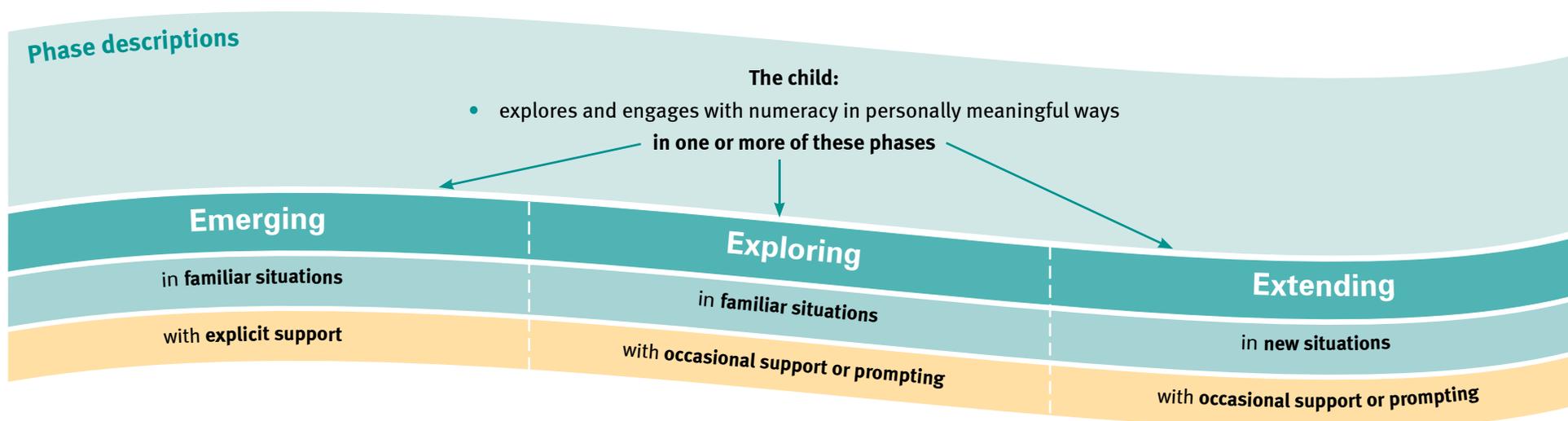
*Add points relevant to your context.*

#### The child:

- recognises and writes their name
- experiments with copying and forming letters and may assign a meaning to their “writing”, e.g. records letters or symbols and says, “That says, come at 2 o’clock.” Copies some letters/words from the environment to make a “sign”.
- asks for help to write words, use symbols and create texts for personal purposes, e.g. “draws” a shopping list, makes an invitation using marks and drawings or asks, “Can you write the letters for the shop sign?”
- uses letter names, if in a familiar context, e.g. Points to letters in their name and says: “L, ‘i’, ‘a’, ‘m’”. Points to and “says” the alphabet, if the letters are in correct alphabetical order.
- experiments and plays with sounds in words, e.g. makes up nonsense rhymes (orange, porange) and suggests words beginning with the same sound

*Add points relevant to your context.*

# Continuum of learning and development — Communicating: Early numeracy



## Snapshot

These examples show how teachers may interpret observations and make judgments about learning to inform ongoing decisions.

Examples of typical learning behaviours	Example of teacher thinking processes
<p><b>20 May — Routines — Story group time</b></p> <p>Viktor sits with the group, ready to listen to a story. He moves from side to side in his seated position and says, “I can’t see the story, Logan’s right in front of me and he won’t keep still.” Mark, the teacher, asks Viktor to explain to Logan what he needs him to do and he responds by asking, “Can you please sit next to me so I can see?”</p> <p><b>27 May — Outdoor learning — Obstacle course</b></p> <p>Viktor completes the obstacle course with his friend Jackson. As he finishes, he turns to Jackson and says, “Look, it goes up and down, up and down, up and down all the way around. That was way easy.”</p>	<p><b>Analysis:</b> Viktor’s comments suggest that he understands and uses positional language to describe a problem, uses this language in play and identifies positional elements in the arrangement of play equipment.</p> <p><b>Making judgments:</b> Viktor’s learning appears more like the learning of a child in the <b>exploring</b> phase.</p> <p><b>Intentional teaching response:</b> Invite Viktor and a small group to create an obstacle course using photographs of the equipment and a large piece of paper to draw the design. Encourage Viktor to share what he had observed about the obstacle course completed earlier. Model the language to use for planning, e.g. “I’m wondering how the children will use the boards. Do they go up, or down, or will we keep it straight so they can go ...?”, “Viktor, where will we start and what will we do?”</p> <p>Engaging Viktor in the planning process will help to identify whether he can use a range of spatial language, helping to inform future responses from adults.</p> <p><b>Note:</b> These observations also provide evidence of learning in other areas, e.g. Wellbeing and Communicating: Language.</p>

## Making consistent judgments

Use the following teacher-contributed examples of observable behaviours to help make consistent judgments. The examples of observable behaviours most relevant to Viktor's learning are marked with the symbol (→).

### Emerging

### Exploring

### Extending

## Exploring and engaging with numeracy in personally meaningful ways – examples

#### The child:

- with support, listens as others talk about patterns in the environment, e.g. “The bricks make a pattern”, “Stripe, stripe, stripe – lots of colours”
- with explicit support, matches objects to make a simple pattern
- holds up three fingers and says, “I’m this many”
- attempts to use some familiar number names to count, e.g. when “counting” for hide and seek says, “One, five, three, ten, two”
- attempts to use words to name shapes, e.g. says, “round one” for circle or calls a square a “circle” (as they know the word “circle” refers to a shape)
- with support, modelling and demonstration shows an understanding of a small range of spatial positions and directions, e.g. responds correctly to the explicit direction, “Sit on the chair like this”, follows the verbal direction, “Put the pillow down on your sheets” when the teacher also points down (nonverbal cue)

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#### The child:

- sorts everyday objects by more than one attribute
- with support, uses some mathematical ideas to solve an everyday problem, e.g. gets a long broom to try to reach a hat stuck in a tree
- recognises basic shapes in the environment, e.g. “The clock is a circle”, “I’ve got triangle sandwiches.”
- uses everyday language to talk about the properties of shapes, e.g. “The triangle has points like a star”, “The circle is curvy/round”
- identifies and talks about patterns in the environment, e.g. “The bricks make a pattern”, “You’ve got stripy socks”
- with support, “reads” simple patterns, e.g. says, “Boy, girl, boy, girl!” as the teacher points to a pattern made during a circle game
- needs prompts to re-check counting, e.g. counts five pieces of fruit and says, “I’ve got four”. When prompted to recount slowly, counts accurately

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#### The child:

- finds numbers in the environment and talks about their purpose, e.g. on a clock, keyboard, recipe
- uses a variety of vocabulary when classifying, sorting, sequencing and comparing everyday materials and objects, e.g. more, less, same; nearly full/empty; a bit bigger, heavier, lighter
- identifies different attributes of objects, e.g. sorts trucks from cars (type), notices the cars/trucks are big and small (size) or green and blue (colour)
- recognises a variety of shapes in a range of contexts, e.g. oval, half-circle, heart, star, triangle, circle, square, rectangle in pictures, puzzles, and on clothing
- uses a range of language to talk about the properties of shapes, e.g. when using manipulative equipment names shapes, describes a cylinder or ball as “curvy/round”, says, “The triangle has three points.”

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## Emerging

## Exploring

## Extending

### Exploring and engaging with numeracy in personally meaningful ways – examples (continued)

#### The child:

- with support, explores ideas and refers to time in personally meaningful situations, e.g. accesses a visual daily timetable/schedule for cues about what to do now and what's coming next, asks, "Is it time to go home?", "Time to play?"
- with support, explores ideas about money and money exchange in play situations
- listens when others show them how a "whole" can be broken into "parts" or how "parts" can be put together to make a "whole" in personally meaningful situations, e.g. when cutting up sandwiches for lunch or working out how to do a simple puzzle

• *Add points relevant to your context.*

#### The child:

- ➔ shows understanding of and uses basic terms to describe familiar spatial positions, e.g. on, under, between, around, in, out, over, through
- ➔ shows understanding of and uses basic terms to describe familiar spatial directions, e.g. forwards, backwards, sideways, up, down, across
- explores ideas and approximates using everyday language to talk about time, e.g. "Last day" (for yesterday), "Next is my turn."
- explores ideas and approximates using everyday language to talk about money and money exchange in play, e.g. uses "dollars" or "cents" to refer generally to money: says, "You have to pay."
- explores relationships between a "whole" and its "parts" in personally meaningful situations, e.g. cuts a play-dough "pizza" into parts to share with friends

• *Add points relevant to your context.*

#### The child:

- explores, copies and talks about patterns in a variety of contexts, e.g. "stamp, clap, stamp, clap" (movement), "stripe, spot, stripe, spot" (painting)
- uses language associated with spatial positions and directions in everyday contexts, e.g. "The scissors are on the trolley", "Move your chair back."
- shows understanding of spatial positions and directions in a range of familiar situations, e.g. when climbing, making a treasure map, following directions
- explores ideas and uses everyday language to talk about time and sequence of familiar events, e.g. day, night, before, after, first, then, next; asks, "What's the time?" and looks at the clock
- explores ideas and uses everyday language to talk about money exchange, e.g. "That's one dollar, please", "It costs too much", "I need more coins."
- explores relationships between a "whole" and its "parts" in a range of ways, e.g. cutting an image into parts, then recreating the whole image

• *Add points relevant to your context.*



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