Queensland kindergarten learning guideline

Draft revisions (March 2024) for consultation

This guideline is for implementation in 2025.

Queensland Government

QCAA
Queensland Curriculum
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For all Queensland schools

Contents

Purpose

The *Queensland kindergarten learning guideline* (QKLG; the guideline) supports kindergarten teachers' and educators' professional practice in a range of contexts across Queensland. The QKLG adopts the *Early Years Learning Framework V2.0* (EYLF V2.0) vision:

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

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

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

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

- make evidence-informed decisions to promote and enrich children's holistic learning, development and wellbeing

- build respectful relationships with families, communities and professional partners

- promote children's agency through play and other purposeful interactions

- assess children's learning and development to inform effective teaching, learning and assessment

- communicate with children, families and professional partners

- support positive transitions and continuity of learning.

Alignment between QKLG and EYLF V2.0

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

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

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

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

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

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

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

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

Principles

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

Respectful relationships

Respectful and reciprocal relationships provide strong foundations for children's learning, development and wellbeing. Children build relationships through positive interactions that support them to develop confidence, feel respected and valued, and appreciate learning with and from others. Teachers and educators foster respectful relationships by being responsive to children and providing opportunities to interact with people and environments. They develop everyday rituals and routines that contribute to children's feelings of security and connectedness.

Collaborative partnerships

Collaborative partnerships promote shared, child-centred decision-making that is respectful of partners' perspectives, expectations and priorities. Partnerships involve teachers, educators, family members and professional partners working together to create safe and secure environments that support each child's learning potential. Teachers and educators communicate respectfully and value the diverse knowledge, skills and experiences that partners contribute to kindergarten programs and children's learning outcomes.

High expectations, equity and respect for diversity

Children are diverse learners with unique knowledge, perspectives and capabilities. They thrive when all partners hold high expectations and create environments that promote success for all. Children's learning, development and wellbeing progress when curriculum decisions are inclusive of children's diversity and responsive to the local context. This may include consideration of culturally safe spaces and ways to build on children's social and cultural knowledge, perspectives, capabilities and interests.

Teachers and educators promote equitable access, participation and engagement in the kindergarten program by considering barriers to learning and differentiated teaching practices, environments and learning experiences to support all students.

Effective pedagogies

Children learn and develop in holistic, interconnected ways. Evidence-based early childhood pedagogies — including play-based, inquiry-based, project-based, place-based and relational pedagogies — effectively support children's learning, development and wellbeing. Teachers and educators use a range and balance of pedagogies to support intentional practices and decision-making that are collaborative, child-centred, relevant to the local context and provide children with agency in their own learning.

Aboriginal and Torres Strait Islander perspectives

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

place. Embedding Aboriginal and Torres Strait Islander perspectives across teaching and learning contexts enables all children to learn about diverse cultures and ways of being, knowing and doing, and supports Aboriginal children and Torres Strait Islander children to see themselves, their identities and their cultures in their learning environments. Teachers and educators engage in critical reflection, ongoing professional learning and, where possible, build relationships within their communities to strengthen their understandings of Aboriginal and Torres Strait Islander perspectives in their contexts and inform culturally safe and responsive practices.

Sustainability

Learning about sustainability promotes a sense of connectedness to the world and active participation in caring for environments and communities. Children develop understandings of the ways people and communities can live sustainably through three interconnected environmental, social and economic sustainability dimensions. Sustainability involves children learning about their world and considering how human action and interaction can support the people, animals, plants, lands and waters in their community. Based on the local context, building cultural understandings of sustainable practices through Aboriginal and Torres Strait Islander perspectives enhances learning about sustainability.

Collaborative leadership and teamwork

Children's learning, development and wellbeing is optimised when teachers and educators use collaborative leadership and teamwork to share professional decision-making and actions that support children, parents/carers and family members. Creating an environment that encourages professional learning and quality improvement includes:

- drawing on the team's strengths, knowledge and skills

- engaging in respectful, evidence-informed professional conversations

- critically reflecting on pedagogies and practices

- supporting and enhancing each other's professional learning and growth

- sharing information to support children's ongoing learning and progress.

Critical reflection

Critical reflection informs ongoing professional learning and development and encourages teachers to:

- evaluate program and practice implementation to identify ways of improving learning and relationships

- engage with multiple perspectives and theories to build insight

- consider personal and world views and their potential influence on teaching and learning

- use evidence-informed approaches to connect theory to practice, and maintain accountability and integrity in professional decision-making.

Critical reflection is collaborative and involves teachers, educators, children, parents/carers and family members in an ongoing process to inform decisions about children's learning and teacher professional practice. Teachers and educators critically reflect and evaluate teaching, learning and assessment to generate and test new ideas and approaches to enhance children's learning, development and wellbeing. They draw on a range of evidence and their interactions as part of their critical reflections to plan future teaching, learning and assessment.

Practices

Teachers and educators implement the following seven pedagogical practices to inform approaches to, and planning for, children's learning, development and wellbeing.

Adopting holistic approaches

Learning occurs as part of, and is shaped by, the social and cultural interactions between children, teachers, educators, parents/carers, family and community members, and professional partners. Adopting a holistic perspective on teaching and learning involves:

- integrating the QKLG principles, practices and learning and development areas when planning, teaching and assessing learning

- promoting children's social, emotional, physical, language and cognitive learning, development and wellbeing

- considering children's voices and actions in planning and assessment

- viewing children as competent and creative meaning-makers

- supporting children to build on their diverse perspectives, capabilities and interests to learn and develop in meaningful ways.

Interacting with and responding to children

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

Positive interactions can include teachers and educators:

- engaging in back-and-forth interactions with children

- inviting children to wonder, imagine and inquire

- actively listening, acknowledging and responding to children's knowledge, perspectives, capabilities and interests

- extending children's thinking and learning through planned and spontaneous moments using intentional strategies such as questioning or scaffolding

- stimulating communication through rich play-based learning opportunities

- planning and reflecting on learning with children.

Engaging in responsive planning and decision-making

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

Teachers and educators focus on learning priorities, learning environments and contexts for individuals, small groups and the whole group. This planning involves short, medium and long-term decisions that build on children's knowledge, perspectives, capabilities and interests. The planning is flexible and responds to spontaneous learning opportunities to build on identified

learning priorities and explore new learning with children. It provides children with opportunities to exercise agency and play an active role in their own learning by:

- contributing to shared thinking, planning and organising for learning

- negotiating ways to follow their interests and ideas

- participating in collaborative decision-making and reflection about routines or changes that may affect them

- engaging in conversations to reflect on what they have learnt and consider their next steps for learning.

Teachers and educators document children's participation in the kindergarten program and their ongoing learning progress. This documentation is accessible to children, parents/carers and family members to support collaborative reflection and decision-making about learning.

Creating inclusive learning environments

Indoor and outdoor learning environments provide welcoming, safe and inclusive spaces that cater for diverse learners. These environments optimise learning opportunities and support children to develop a sense of identity, belonging, connectedness, confidence and engagement with people and spaces.

Teachers and educators make purposeful decisions about cultural, social, physical and cognitive elements of learning environments to foster responsive and culturally safe spaces for learning. Careful consideration is given to the accessibility and inclusivity of materials, physical layout and organisation of experiences to enable all children to access, participate and engage meaningfully in learning. In doing so, teachers and educators encourage respectful collaboration, promote respect for diversity and authentically embed cultural perspectives.

Facilitating play-based learning

Play-based learning is central to educational programs and practice and is complemented by providing meaningful opportunities to learn through real-life engagements, routines and transitions. Play contexts (places and spaces for learning) provide opportunities for children to be active learners and build relationships, co-construct learning, enhance critical and creative thinking skills, share decision-making and reflect on new ways to make sense of the world. Play processes (ways of learning and teaching) help strengthen children's physical and mental wellbeing and communication skills and develop their sense of identity and pride in their cultural heritage by building connections to people, places and languages.

When teachers and educators facilitate play-based learning, they also consider other pedagogical approaches, learning environments, resourcing, the role of adults in learning and the agency of children. They recognise and respond to children's prior and current social and cultural experiences to support children's interactions and engagement with the learning opportunities.

Using intentional teaching strategies

Intentional teaching is an active process and a way of relating to children that embraces and builds on their knowledge, perspectives, capabilities and interests. Teachers and educators act intentionally when they make purposeful decisions about learning contexts and teaching strategies that extend children's thinking and communication and build deep understanding. Through this approach, children also act intentionally, and with agency, when they actively engage with others and make choices through play.

When engaging with children in planned and spontaneous learning, teachers and educators purposefully use a range and balance of intentional teaching strategies to promote all children's learning, development and wellbeing. These include:

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

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

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

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

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

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

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

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

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

- **making connections** — helping children to see relationships and inconsistencies. Teachers and educators contribute to and extend children's thinking by comparing their experiences and ideas and reflecting on ways these may connect to previous learning

- **modelling** — demonstrating a skill or routine. Teachers and educators gradually release responsibility so children can practise and master the skill or routine

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

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

- **providing choices and learning opportunities** — recognising children's agency by offering opportunities for children to make safe choices and experience the consequences of their actions. Teachers and educators consider provisions for choice in the context of relationships so children can experience safe risk and not be in danger. Supporting children to make choices encourages autonomy and independence

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

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

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

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

Assessing children's learning

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

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

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

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

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

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

Teachers and educators use a range of assessment strategies that are inclusive and responsive to children's diverse cultures, languages and abilities. Assessment evidence can be gathered in the following ways:

Assessment for learning

Assessment for learning, often referred to as formative assessment, is an ongoing process of identifying what children know and can do, and engaging in responsive planning and decision-making about what children are ready to learn next. Teachers and educators observe, analyse, document and critically reflect on children's learning, as well as their own teaching, to inform planning and practice that encourages, challenges and extends children's learning, development and wellbeing.

Assessment of learning

Assessment of learning, often referred to as summative assessment, provides a snapshot of learning at a point in time, e.g. mid-year or upon transition to school. Evidence of children's

learning over time is reviewed and used to make professional judgments about progress toward identified learning priorities. This enables teachers and educators to describe and share children's learning, development and wellbeing, acknowledging the learning journey to that point in time.

Assessment as learning

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

Continua of learning and development

The continua of learning and development assists teachers as they observe, analyse and assess children's learning, development and wellbeing. The continua can be used to reflect on evidence of learning to inform ongoing decisions and share information about children's learning.

Phases of the continua

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

The learning situation and level of support are described using:

- familiar situations, e.g. environments, experiences or people that are known, what children frequently return to or seek out for comfort and confidence

- new situations, e.g. unfamiliar spaces or areas, new types of interactions or groupings, engaging with new people or materials

- explicit support, e.g. sustained interventions such as modelling, scaffolding from adults or peers, environmental cues or adjustments

- occasional support, e.g. regular adult or peer assistance supporting children to attempt to use modelled strategies with increasing confidence and independence

- occasional prompting, e.g. releasing responsibility to support children to work toward greater independence and encourage persistence through reminders, visual cues, gestural prompts or positive reinforcement.

Figure 1: Continua phases

Emerging	Exploring	Extending
in **familiar situations**	in **familiar situations**	in **new situations**
with **explicit support**	with **occasional support**	with **occasional prompting**

The terms 'emerging', 'exploring' and 'extending' are used to inform teacher planning and learning discussions and therefore it should be considered whether it is useful to use these terms when sharing information about children's learning with families.

Using the continua

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

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

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

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

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

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

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

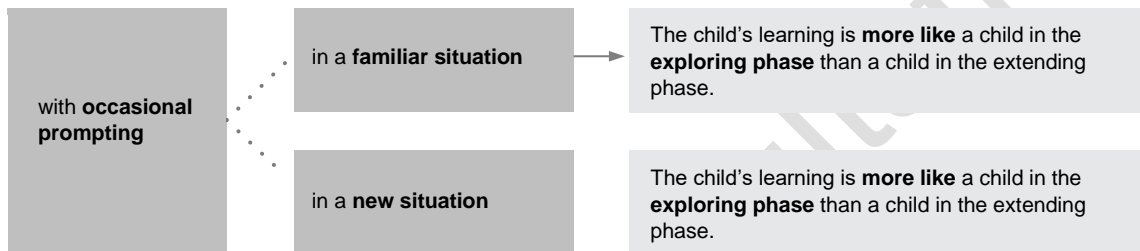**Figure 2: Examples of the process for making 'more like' judgments**

Example 1

The learning occurred:

in a **familiar situation**
- with **explicit support** → The child's learning is **more like** a child in the **emerging phase** than a child in the exploring phase.
- with **occasional support** → The child's learning is **more like** a child in the **exploring phase** than a child in the emerging phase.
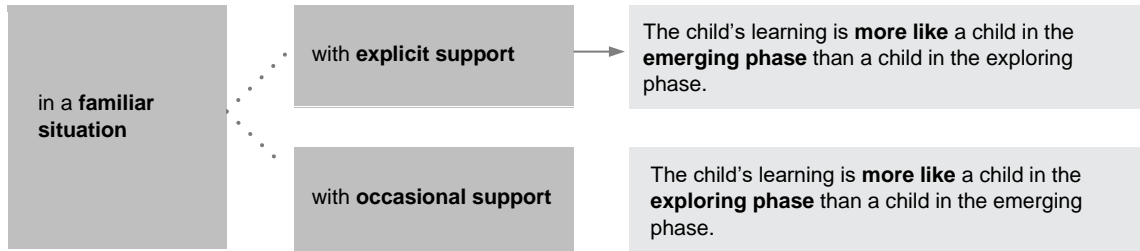
If the child needs explicit support, this indicates that the demonstrated learning is in the emerging phase.

Example 2

The learning occurred:

with **occasional prompting**
- in a **familiar situation** → The child's learning is **more like** a child in the **exploring phase** than a child in the extending phase.
- in a **new situation** → The child's learning is **more like** a child in the **exploring phase** than a child in the extending phase.

If the situation is familiar, this indicates that the demonstrated learning is in the exploring phase.
If the situation is new, this indicates that the demonstrated learning is in the extending phase.

Learning and development areas

The learning and development areas describe the knowledge, skills and dispositions that children explore in kindergarten. Teachers plan opportunities for children's holistic learning across the five learning and development areas: identity, connectedness, wellbeing, active learning and communication. They work with educators, parents/carers, family and community members, and professional partners to negotiate learning and development priorities.

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

Figure 3: Structure of learning and development areas

Learning and development area name

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

Critically reflecting on the learning and development area

- suggestions to reflect on teaching and learning.

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

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

Intentional teaching strategies to promote learning

- suggested intentional teaching strategies in context.

Identity

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

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

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

- building a sense of security and trust

- acting with independence and perseverance

- building a confident self-identity.

When reflecting on teaching and learning for Identity, teachers and educators may consider:

- strategies and environments that support children to take on challenges, try new experiences and persist

- how cultural identities of the kindergarten group and community are valued and included to enhance belonging

- aspects of learning they feel comfortable and confident with and where there may be opportunities for professional growth.

Key focus	Significant learnings	Continua of learning and development		
		Emerging phase • in familiar situations • with explicit support	**Exploring phase** • in familiar situations • with occasional support	**Extending phase** • in new situations • with occasional prompting
Building a sense of security and trust	• confident that others can provide support	• accepts support from familiar people » goes to a familiar adult when separating on arrival as part of established routines and rituals	• is comfortable with familiar people and seeks support when required » greets others on arrival and settles into a familiar play experience with a trusted adult or peer	• is comfortable and confident with familiar and unfamiliar people » communicates thoughts and seeks assistance from a new teacher with occasional encouragement from familiar people
	• shows willingness to engage in new learning experiences	• approaches new experiences with teacher guidance » attempts learning experiences when expectations are explicitly explained, taking time to engage briefly, observe and try again with encouragement	• shows interest in exploring a range of learning experiences » engages in a range of familiar learning experiences with intermittent modelling of strategies to manage challenge and sustain focus	• engages in new experiences » shows willingness to engage in unfamiliar learning with intermittent prompts, acknowledging the strategies being used to sustain effort and focus

Teachers use intentional teaching strategies such as:

- collaborating with children, parents/carers and family members to help them feel welcome and valued

- listening attentively and responding respectfully in culturally safe ways

- modelling how children can seek help and comfort

- providing learning opportunities for children to explore and engage with new experiences

- providing choices about environments and spaces for children to feel calm and comforted.

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

Teachers use intentional teaching strategies such as:

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

Key focus	Significant learnings	Continua of learning and development		
		Emerging phase • in familiar situations • with explicit support	**Exploring phase** • in familiar situations • with occasional support	**Extending phase** • in new situations • with occasional prompting
Building a confident self-identity	• shares aspects of own culture/s and traditions	• is willing to share personal experiences » when invited, accepts adult support to share information about a personally significant family tradition	• shares personal and cultural experiences, significant events or artefacts » shows interest in sharing images of a family cultural event	• confidently shares personal and cultural experiences, significant events and artefacts » confidently shares own culture by using home language to greet others and explain meaning
	• recognises achievements and strengths and works to extend them	• begins to recognise effort and success when identified by others » pays attention as an adult positively reinforces and acknowledges their successes	• shares own learning achievements » reflects with adults on their strengths and follows suggestions to use their strengths to help a friend	• recognises and shares own learning achievements with others » with prompting, shares the strengths that contributed to the success of their learning experience or play project

Teachers use intentional teaching strategies such as:

- providing learning opportunities to raise awareness of children's own culture/s

- encouraging children, parents/carers and family members to share images, artefacts, resources and stories that are culturally significant to them

- identifying words and phrases that connect the children's home languages and Standard Australian English (SAE)

- reflecting with children on their efforts, learning and progress.

Connectedness

Children are developing a sense of connectedness to their world. This connectedness helps them relate to the values, traditions and practices of their families, kindergartens and communities and the wider world. Children learn about the connectedness of the three dimensions of sustainability (environmental, social and economic) and how they can actively care for and participate in the world. Children are active and participatory inquirers and learn to be citizens as they interact with others and think about their world. Children who are connected to their world are building respectful relationships, showing respect for diversity and developing effective communication and collaboration skills. Empathy and fairness are fostered as children learn to navigate social rules and engage in turn-taking and conflict resolution to show care and consideration for the perspectives, rights and feelings of others.

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

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

- building positive relationships

- showing respect for diversity

- showing respect for environments.

When reflecting on teaching and learning for Connectedness, teachers and educators may consider:

- how children experience and practise relationship-building

- how cultural responsiveness is embedded in teacher practice

- how environmental, social and economic dimensions of sustainability are connected and what these look like in context.

Key focus	Significant learnings	Continua of learning and development		
		Emerging phase • in familiar situations • with explicit support	**Exploring phase** • in familiar situations • with occasional support	**Extending phase** • in new situations • with occasional prompting
Building positive relationships	• engages with others	• shows comfort playing alongside others » focuses on digging a tunnel in the sandpit and with consistent adult reassurance shows they are comfortable with other children digging nearby	• interacts with others » invites peers to join in digging a tunnel and gives directions on what to do. With adult assistance, adjusts plans to incorporate peer ideas in creating a tunnel	• engages in interactions for a shared purpose » plans play with peers and negotiates ways of working to create a tunnel with occasional prompting
	• develops skills in cooperating, sharing and turn-taking	• follows directions and cues to share and take turns » follows adult direction and copies modelling to share and take turns	• attempts to share and take turns to work with others » uses an adult-suggested strategy of 'first and then' to negotiate sharing	• cooperates, shares and takes turns in interactions » with a reminder, recalls and uses modelled strategies to alternate turns in a group situation with unfamiliar people
	• responds to others with care and concern	• begins to show concern for others » with adult modelling, notices when a peer is feeling sad and follows a suggestion to help	• attempts to show concern and care for others » notices the feelings of peers and is willing to help, with guidance	• shows concern and care for others » recognises when a peer needs help and with prompting is able to take action to help
	• builds awareness of rights and fairness	• begins to show awareness of their rights and being fair » when playing with all the dinosaur toys, responds to adult scaffolding to consider the right of others to play with the toys as well	• attempts to respond fairly in everyday situations by considering the rights of others » follows adult suggestions to consider ways others can use the dinosaurs and be included in play	• is aware of the rights of others and attempts to resolve unfair behaviours » when prompted to think about fair behaviours, suggests how each person can be included in playing with the dinosaurs
	• understands responsibilities	• carries out everyday responsibilities with guidance » with modelling, tidies the construction area	• considers responsibilities » with reminders, thinks about what they need for construction and tidies what they have finished with	• understands responsibilities » with a prompt to consider safety during play, moves their block construction out of the walkway

Teachers use intentional teaching strategies such as:

- modelling and explaining cooperation skills, providing learning opportunities for children to practise these in play and purposeful interactions

- scaffolding a problem-solving approach to enable children to collaborate and resolve conflicts

- identifying and modelling children's rights and responsibilities in everyday situations

- negotiating with children in situations that arise around fairness and the rights of others

- modelling and explaining empathy through storytelling and picture books to build children's understanding of diverse abilities, perspectives and ways of learning.

Key focus	Significant learnings	Continua of learning and development		
		Emerging phase • in familiar situations • with explicit support	**Exploring phase** • in familiar situations • with occasional support	**Extending phase** • in new situations • with occasional prompting
Showing respect for diversity	• shows respect for similarities and differences between people	• notices how people may be similar to or different from themselves » pays attention to adult direction to notice the gestures, sign language or words peers use to say hello	• explores similarities and differences between people » recognises that peers say hello in different ways using gestures, sign language or words and attempts to use these to greet peers with support from an adult	• recognises and respects similarities and differences between people » recognises and uses modelled gestures, sign language or words that others use to communicate hello and, with prompting, makes connections to how they say hello
	• develops awareness of stereotypes	• pays attention to adult-led interactions about stereotypes » with scaffolding, notices the range of activities (e.g. mountain climbing, dancing, bike riding) a grandmother joins in and enjoys	• shows interest in exploring stereotypical representations » after reading a story about a busy mountain-climbing grandmother, responds to teacher suggestion to share the different kinds of activities older people in their community like to do through a drawing	• recognises stereotypical representations » with prompting, notices how people like a busy mountain-climbing grandmother are presented in a text and considers if this reflects their experiences of older people in their community
	• develops understanding of cultures and traditions around them	• pays attention to aspects of culture and family traditions shared by others » engages with artefacts, images or texts with an adult to notice how people celebrate cultures and traditions	• shows interest in the cultures and traditions of others » when exploring celebrations with an adult, expresses interest in the different cultures or traditions of their peers	• recognises cultures and traditions of others » identifies how peers celebrate culture and traditions in ways which may be different to their own, with prompting

Key focus	Significant learnings	Continua of learning and development		
		Emerging phase • in familiar situations • with explicit support	**Exploring phase** • in familiar situations • with occasional support	**Extending phase** • in new situations • with occasional prompting
Showing respect for diversity	• develops understanding of Aboriginal peoples' and Torres Strait Islander peoples' ways of knowing and being and their connection to Country	• pays attention to Aboriginal and Torres Strait Islander ways of knowing and being » follows adult direction to notice lilly pilly flowers falling to the ground and attends to the teacher explanation of the seasonal significance of this	• explores Aboriginal and Torres Strait Islander ways of knowing and being » participates in teacher-facilitated research to learn about the significance of lilly pilly flowers in their community	• considers Aboriginal and Torres Strait Islander ways of knowing and being » with prompting, considers how the local environment can convey meaning such as when lilly pilly flowers fall it is a signal of cooler weather coming

Teachers use intentional teaching strategies such as:

- making connections to diverse points of view encouraging respect for the different ideas, opinions and communication modes of the group

- identifying and challenging stereotypes or bias in everyday situations and through texts, drama or age-appropriate multimedia

- collaborating with parents/carers, family and community members, including Elders where possible, to understand the people/s and culture/s in their context to make informed decisions about resourcing and respectful practice

- researching and proactively building cultural understanding about Aboriginal peoples and Torres Strait Islander peoples.

Key focus	Significant learnings	Continua of learning and development		
		Emerging phase • in familiar situations • with explicit support	**Exploring phase** • in familiar situations • with occasional support	**Extending phase** • in new situations • with occasional prompting
Showing respect for environments	• shows interest in the natural environment	• when directed, notices things of interest in the natural environment » follows adult direction to notice the garden and watch the blue-tongue lizard	• notices things of interest in the natural environment » after teacher-facilitated reflection, makes plans to check the garden and see where the blue-tongue lizard is	• shows interest in the natural environment » wonders about where the blue-tongue lizard goes when they can't see it in the garden, with prompting

Key focus	Significant learnings	Continua of learning and development		
		Emerging phase • in familiar situations • with explicit support	**Exploring phase** • in familiar situations • with occasional support	**Extending phase** • in new situations • with occasional prompting
Showing respect for environments	• develops sustainable practices to care for the environment	• follows directions to care for the environment » with scaffolding, sorts everyday waste to be recycled, reused or put in the rubbish	• identifies sustainable practices to care for the environment » recalls prior learning to recognise everyday items that can be recycled or reused, when encouraged	• engages in sustainable practices to care for the environment » identifies and collects everyday items that can be reused in play to save waste, with prompting
	• develops awareness of problems and actions to protect environments	• shares a personal experience about ways to care for the environment » shares their family practice of turning taps off to save water in a teacher-led interaction	• explores actions to protect the environment » follows modelling to use collected rainwater to care for the kindergarten garden	• shows awareness of actions that protect the environment » cares for the kindergarten garden, identifying how they save rainwater in the tank and can use it on the plants instead of using water from the tap, with prompting

Teachers use intentional teaching strategies such as:

- explaining everyone's responsibility in caring for the kindergarten environment

- collaborating to investigate the relationships between people, land, plants and animals

- encouraging curiosity about the world and the impact of people on environments

- researching and sharing discoveries about positive actions in relation to children's concerns or queries about environmental issues

- providing opportunities for children to engage with Aboriginal and Torres Strait Islander perspectives and practices to care for Country

- modelling sustainable practices within the kindergarten setting and wider community.

Wellbeing

Important aspects of wellbeing include children's physical and mental health, personal safety, and social and executive functions. Emotional awareness and regulation, persistence and adaptability are essential components of executive function, fostering resilience and overall wellbeing by enabling children to persevere through challenges and adjust to changes in their environment. Children develop a strong foundation of wellbeing and resilience through establishing safe and respectful relationships and strategies that build their confidence, optimism, positive mindset and dispositions for learning. Strategies are tailored for each child and can include the sensitive implementation of trauma-aware practices to support children whose wellbeing may be affected by trauma, adversity or other challenges. These relationships and strategies provide children with opportunities to develop the skills and knowledge to be emotionally aware, adapt to change, work toward goals and persevere through challenges and setbacks.

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

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

- building a sense of autonomy

- engaging with ways to be healthy and safe

- building physical wellbeing.

When reflecting on teaching and learning for Wellbeing, teachers and educators may consider:

- how children's agency and voice in health, hygiene and safety are promoted

- how they sensitively respond to children's emotions and promote strategies and skills for regulation that suit the individual

- ways to support children's enjoyment of physical activity and build foundations for physical coordination and control in a range of contexts.

Key focus	Significant learnings	Continua of learning and development		
		Emerging phase • in familiar situations • with explicit support	**Exploring phase** • in familiar situations • with occasional support	**Extending phase** • in new situations • with occasional prompting
Building a sense of autonomy	• recognises and expresses feelings	• responds to visuals or questions to identify their feelings » points to the image on a provided visual cue that shows what they are feeling	• recognises feelings » uses visual cues provided in the environment to communicate how they're feeling	• recognises feelings and expresses why they feel that way » draws pictures to express how they feel and, with prompting, communicates why they feel that way
	• regulates emotions	• follows modelling to regulate emotions » copies adult-modelled breathing to calm themselves	• uses modelled strategies suggested by an adult to regulate emotions » tries deep breathing to be calm when this is suggested by an adult	• recalls and uses strategies to regulate emotions » uses deep breathing in stressful situations when prompted to think about how they could calm themselves
	• responds to challenges or change with a positive mindset	• copies strategies to manage self through challenge or change » attends to, and may repeat, a positive self-talk phrase with an adult (e.g. I'm okay) and moves to a space of calm and safety	• attempts to use modelled strategies to respond to challenge or change » when working through a problem, will follow suggestions to use positive self-talk and persevere	• uses strategies to respond to challenge or change » uses positive self-talk to work through a problem, with prompting

Teachers use intentional teaching strategies such as:

- identifying, acknowledging and responding to children's emotions with care, respect and sensitivity

- making connections between children's actions and their emotions

- modelling a range of ways to recognise and express feelings safely

- pausing to allow time and space for children to attempt to activate inhibitory control and working memory

- encouraging children to practise modelled strategies to regulate their emotions and behaviours

- reflecting on the use of strategies to show resilience and manage emotions during personal challenges.

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

Teachers use intentional teaching strategies such as:

- explaining ways nutrition, exercise, rest and hygiene choices support healthy minds and bodies

- providing learning opportunities that allow children to have agency in their health, hygiene and personal care routines

- collaborating with families and professional partners to reinforce health-related routines

- explaining the purpose of safe choices and instructing children in the safe use of kindergarten equipment

- negotiating rules with children when new or potential safety issues arise

- providing learning opportunities for children to identify risk and practise making safe choices.

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

Key focus	Significant learnings	Continua of learning and development		
		Emerging phase • in familiar situations • with explicit support	**Exploring phase** • in familiar situations • with occasional support	**Extending phase** • in new situations • with occasional prompting
Building physical wellbeing	• uses senses for discovery	• begins to develop sensory awareness » follows modelling to attempt sensory experiences	• attempts to use their senses to explore » engages with sensory experiences, with encouragement	• uses senses to explore and discover » participates in new sensory experiences, with prompting, to communicate what they are learning through their senses

Teachers use intentional teaching strategies such as:

- encouraging children's engagement in gross and fine motor learning experiences to build strength and manipulate objects and equipment with confidence and control

- providing choices and materials for children to practise gross and fine motor skills across indoor and outdoor environments

- differentiating environments and resources to enable all children to participate in physical experiences and extend their physical development

- explaining why physical activity is important for children's bodies and brains

- challenging children to explore materials with various sensory properties.

Active learning

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

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

Kindergarten children who are becoming confident and involved learners are:

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

When reflecting on teaching and learning for Active learning, teachers and educators may consider:

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

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

Teachers use intentional teaching strategies such as:

- encouraging curiosity and creativity

- identifying and imagining ways to creatively represent ideas and characters in dramatic play

- providing opportunities for children to engage in a range of visual arts, dramatic play, music and dance experiences

- explaining new vocabulary in different contexts.

Key focus	Significant learnings	Continua of learning and development		
		Emerging phase • in familiar situations • with explicit support	**Exploring phase** • in familiar situations • with occasional support	**Extending phase** • in new situations • with occasional prompting
Showing confidence and involvement in learning	• makes choices, plans and carries out learning projects	• returns to familiar spaces, materials and play » chooses two cars each day to race on a track they have built after planning for play with an adult	• attempts to plan and organise resources to carry out projects of interest » identifies they want to create a racetrack and collects what they will need after a group guided planning experience	• plans, organises resources and carries out learning projects » makes a plan to construct a town with roads and shops, organises the materials and sees the project through to completion, with occasional prompting
	• develops awareness of inquiry processes	• shows curiosity about what is happening around them » notices interesting phenomena such as frost melting on the grass	• suggests an idea to explore » after noticing ice melting during an experiment, suggests that ice melts because of water. With an adult, organises to test the idea and observes what happens when water is poured over ice	• hypothesises, tests ideas and shares discoveries » hypothesises that ice will not melt in the fridge and tests this. With question prompts, offers a conclusion based on what they observed
	• develops strategies for investigations	• shares an idea or curiosity they would like to know more about » at morning tea, expresses interest in watermelons and how they grow	• uses modelled strategies to investigate » observes changes in plants in the garden and, with scaffolding, poses questions and works to collaboratively find information on how plants grow	• applies strategies to investigate » engages in gathering information from texts, digital sources and gardeners to plan a vegetable garden with assistance
	• builds problem-solving strategies	• pays attention to modelled thinking to respond to a problem » tests a solution to prevent a sandcastle from collapsing when articulated by an adult	• uses modelled thinking strategies for problem-solving » responds to questioning to consider why the sandcastle is collapsing and what they could do to resolve this	• uses a range of thinking strategies for problem-solving » expresses a number of possible solutions to trial and construct a stable sandcastle and reflects on the results and adjustments needed with adults or peers

Key focus	Significant learnings	Continua of learning and development		
		Emerging phase • in familiar situations • with explicit support	**Exploring phase** • in familiar situations • with occasional support	**Extending phase** • in new situations • with occasional prompting
Showing confidence and involvement in learning	• reflects on learning	• begins to make links to prior learning in teacher-led reflections » uses documentation to reflect on and apply learnings from previous art experiences to use cardboard construction techniques that have been successful, when directed by an adult	• makes links to prior learning in guided reflections » considers previous learning through the arts about techniques to join different materials in adult-guided reflection and with encouragement selects and applies a technique they think is suited to their current creative project	• reflects on prior experiences to make links to new learning » reflects on construction techniques previously trialled in art projects with prompts to consider what worked, what didn't and why. Applies learnings from the reflection to trial different techniques suited to their current project
	• shares ideas and discoveries	• communicates thoughts and ideas from play » shares that they found a caterpillar near the obstacle course and, with scaffolding, describes why this was of interest	• shares ideas about their learning » describes how they found a caterpillar near the obstacle course and, with assistance, shares what they know about caterpillars	• shares ideas and describes learning discoveries » collaboratively researches caterpillars and shares with others what they learnt, with prompting

Teachers use intentional teaching strategies such as:

- collaborating to explore and share children's ideas, knowledge and discoveries

- encouraging children to notice, hypothesise, experiment, record and share findings

- listening and attending to children's working theories and perspectives to motivate and challenge their learning and thinking

- using questioning to promote deeper thinking about, and communication of, ideas and discoveries

- making connections to aspects of problem-solving that children may need to consider

- challenging children to make links between ideas and experiences

- reflecting with children, identifying their efforts and thinking processes, and promoting self-belief and positive approaches to learning

- providing learning opportunities with flexible, uninterrupted time for deep thinking and explorations of ideas.

Key focus	Significant learnings	Continua of learning and development		
		Emerging phase • in familiar situations • with explicit support	**Exploring phase** • in familiar situations • with occasional support	**Extending phase** • in new situations • with occasional prompting
Engaging with technologies for learning and communication	• shows interest in technologies	• begins to use real or pretend technologies in play » uses a block as a mobile phone and pretends to talk to mum	• uses real or pretend technologies in play and inquiry » notices the moon and, with assistance, creates a telescope to try to see the stars	• uses technologies in play and inquiry experiences » uses a camera to document what they notice or create to share with others
	• uses technologies purposefully	• attempts to use familiar technologies » uses a magnifying glass to find bugs in the garden	• explores ways to use technologies purposefully » uses a digital device to create a photo book with teacher-assisted annotations to share their discovery of bugs in the garden	• uses technologies purposefully » uses animation applications with prompting to creatively share information they have collaboratively researched on the bugs in their environment

Teachers use intentional teaching strategies such as:

- explaining safe and appropriate use of technologies
- researching and communicating with digital technologies and media
- collaborating to use technologies to investigate or solve a problem
- identifying ways to use technologies for learning
- providing choices of everyday technologies for children to use.

Communicating

The foundation for children becoming effective citizens is their development of language, literacy and numeracy. Being able to communicate is fundamental to children's everyday lives, including their ability to express their ideas and feelings, to question, learn, connect and interact with others. Children feel a strong sense of identity and connectedness when their diverse modes of communicating are valued in the kindergarten environment. The modes may include communicating through Standard Australian English (SAE), home language/s and/or visual communication such as gestures, signing or augmentative and alternative communication (AAC).

Language, literacy and numeracy are important capabilities and vital for ongoing learning across the curriculum. Engaging with language and literacy supports children to become effective communicators. Exploring reading, viewing, listening, writing, speaking and creating in personally meaningful ways enhances children's self-expression, comprehension, vocabulary, and phonological and phonemic awareness skills.

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

Kindergarten children who are becoming effective communicators are:

- engaging with and expanding language

- engaging with literacy in personally meaningful ways

- engaging with numeracy in personally meaningful ways.

When reflecting on teaching and learning for Communicating, teachers and educators may consider:

- how they promote children's communication skills and vocabulary development

- their understanding of texts and the range of texts provided for children to engage with and respond to

- their mathematical understandings and confidence in order to support mathematical thinking in play-based learning opportunities.

Key focus	Significant learnings	Continua of learning and development		
		Emerging phase • in familiar situations • with explicit support	**Exploring phase** • in familiar situations • with occasional support	**Extending phase** • in new situations • with occasional prompting
Engaging with and expanding language	• interacts and communicates with others for a range of purposes	• attempts to communicate using nonverbal strategies, spoken/signed language/s or AAC » responds to direct questioning about wants and needs with nods or shakes of the head	• communicates using nonverbal strategies, spoken/signed language/s or AAC » gestures to the teacher to come to the outdoor art area and responds to teacher requests for further clarification by pointing to the paints and communicating a questioning expression	• communicates confidently using nonverbal strategies, spoken/signed language/s or AAC to make meaning » gestures to peers to come and look at a new discovery in the outdoor environment and with prompting responds to shared thoughts and ideas with a nod or shake of the head and facial expressions
	• develops spoken language skills	• uses a small number of familiar words to express themselves and is developing accuracy in pronunciation » labels personally familiar objects or people using words modelled by an adult, which may be unintelligible to an unfamiliar listener	• uses a range of familiar words to express themselves with age-appropriate pronunciation » uses four to five words to share their ideas when asked by others, which are intelligible to an unfamiliar listener and may include errors such as 'goed'	• uses phrases to express themselves with age-appropriate pronunciation » beginning to use conjunctions to connect ideas after modelling, and may make age-appropriate errors with some initial sounds, e.g. 'fink' instead of 'think'
	• expands vocabulary	• follows directions to notice and use new vocabulary » uses a small range of familiar words and, with explicit modelling, attempts to use new words in adult-led interactions	• explores using new vocabulary » uses common words to express themselves and repeats modelled new language in play and interactions	• uses wider vocabulary » recalls and uses vocabulary from texts and quality interactions to express themselves, with prompting
	• develops listening behaviours	• follows directions to pay attention in interactions for short periods » focuses attention on the communicator during an interaction, with direction	• attempts to uses listening strategies » pays attention to the communicator and with guidance ignores distractions to redirect attention	• demonstrates listening strategies » ignores distractions to pay attention in interactions, with infrequent prompting

Key focus	Significant learnings	Continua of learning and development		
		Emerging phase • in familiar situations • with explicit support	**Exploring phase** • in familiar situations • with occasional support	**Extending phase** • in new situations • with occasional prompting
Engaging with and expanding language	• responds to show understanding	• provides a response to a direct query » points to their bag in response to a question from a familiar adult about where they need to put their hat	• responds to aspects of a query or interaction » listens to others and with assistance waits for their turn and shares an idea related to something they heard	• responds and takes turns in sustained conversations » has a conversation with peers to collaborate and organise a game with prompting

Teachers use intentional teaching strategies such as:

- modelling and identifying skills to engage in and sustain back-and-forth exchanges, e.g. listening, looking at signs, gestures or cues, seeking more information, relating to personal experiences

- identifying new vocabulary and language patterns in songs, stories and rhymes

- making connections to how language and communication are used for various purposes, e.g. describing and imagining

- providing learning opportunities to purposefully practise language, communication and listening skills in a range of contexts

- reflecting on and valuing culturally meaningful practices for communicating and listening.

Key focus	Significant learnings	Continua of learning and development		
		Emerging phase • in familiar situations • with explicit support	**Exploring phase** • in familiar situations • with occasional support	**Extending phase** • in new situations • with occasional prompting
Engaging with literacy in personally meaningful ways	• engages with a range of texts to gain meaning	• begins to engage with familiar texts » uses signs in the environment to follow routines with explicit modelling	• explores a range of texts » shows interest in and attempts to use a range of visual texts (e.g. signs, symbols, images) in the environment to follow routines, with encouragement	• engages with a range of texts » uses visual texts (e.g. signs, symbols, images) in the environment to navigate routines with infrequent prompting

Key focus	Significant learnings	Continua of learning and development		
		Emerging phase • in familiar situations • with explicit support	**Exploring phase** • in familiar situations • with occasional support	**Extending phase** • in new situations • with occasional prompting
Engaging with literacy in personally meaningful ways	• makes connections between texts and personal experiences	• shares a personal connection to a familiar text » responds to a request to share a personal experience after reading a story about pets and shares they have a pet	• considers connections between texts and personal experiences » shares their experience caring for a pet after reading a pet story, with encouragement	• identifies connections between texts and personal experiences » describes a personal connection between a story and their own experiences, after an initial prompt
	• builds awareness of sounds, letters and their relationships	• begins to show interest in sounds, or fingerspelling letters, in familiar words » notices the beginning sound or signing letter of their name with explicit modelling and shows interest in recalling that sound	• explores sounds in, or fingerspelling of, familiar words » identifies the initial sound or finger signed letter of their name after adult modelling and experiments with that sound or letter in word play and rhyme, with encouragement	• recognises the relationships between sounds, or fingerspelling, and letters » recognises initial sounds or signed letters and uses sounds or letters to invent and play with words, with prompting
	• understands the relationship between words and images	• follows directions to make connections between words and images » points to and names a familiar image	• explores connections between words and images » uses images to recall characters, places or events from a familiar story, with guidance	• understands the connection between words and images and how images add meaning » makes links between words in a story and the images that represent and add meaning to the words with a prompt to look for the connection
	• develops writing behaviours	• experiments with writing implements and begins to make marks » begins to show interest in making marks with an adult to create props for play experiences	• explores using writing implements to make marks and convey meaning » experiments with mark making and ways to 'write' using lines, shapes and symbols, and may attempt to copy some familiar letters from environmental print to create signs for dramatic play, with encouragement	• uses mark-making and writing to convey meaning » uses a combination of marks and familiar letters or words copied from environmental print, with prompting, to support dramatic play

Teachers use intentional teaching strategies such as:

- imagining with children to promote creative storytelling through puppetry or dramatic play

- identifying and playing with language features in texts such as rhyme

- providing learning opportunities to engage with a range of cultural texts relevant to the context, including Aboriginal and Torres Strait Islander oral storytelling traditions

- making connections between sounds and letters, starting with initial sounds in children's names

- explaining how children can use sounds, letters, words and sentences to communicate

- identifying the sounds, symbols and visual images that children attend to when 'reading'

- encouraging and reinforcing children's attempts at writing.

Key focus	Significant learnings	Emerging phase • in familiar situations • with explicit support	Exploring phase • in familiar situations • with occasional support	Extending phase • in new situations • with occasional prompting
Engaging with numeracy in personally meaningful ways	• uses everyday language to describe measurement	• begins to notice length, mass, capacity and/or time in daily play or routines » points to their empty water bucket and pays attention to adult modelling of the word empty. Continues to empty and refill, repeating the word empty with adult encouragement	• attempts to describe attributes of length, mass, capacity and/or time in relation to familiar objects or events » uses modelled descriptive words such as empty and full as they explore the capacity of a bucket during play, in response to questioning from an adult	• describes length, mass, capacity and/or time in relation to objects or events » uses language to describe capacity of a bucket such as empty, full, almost full and nearly empty and notices and describes the capacity of different objects, with prompting
	• uses everyday language to describe shapes and spatial relationships	• understands the language of shapes, positions and directions » identifies shapes, e.g. points to the circle when asked	• describes shapes, positions and directions » uses everyday language to talk about shapes in the environment, with scaffolding	• describes and identifies shapes, positions and directions in a range of contexts » recognises shapes in pictures or puzzles or on clothing
	• develops awareness of number and counting processes	• uses number names that are personally familiar and attempts counting » uses numbers from familiar stories or rhymes in play	• uses familiar number names and counts in sequence » uses dramatic play to explore number through a familiar story such as Goldilocks and the three bears with encouragement	• assesses sizes of sets, using one-to-one correspondence to count in sequence » when sharing, counts each item in sequence to identify how many items each person gets, with prompting

Key focus	Significant learnings	Emerging phase • in familiar situations • with explicit support	Exploring phase • in familiar situations • with occasional support	Extending phase • in new situations • with occasional prompting
Engaging with numeracy in personally meaningful ways	• develops awareness of patterns	• notices simple patterns » pays attention to the patterns of bricks in the environment when directed by the teacher	• notices and copies simple patterns » collects natural items and places them to copy a pattern modelled by the teacher	• describes created patterns » describes patterns they see, feel or hear in the environment, with prompting
	• develops mathematical problem-solving skills	• follows directions to recognise everyday problems and seeks help to resolve them » after attempts to place a heavy block at the top of a tower cause it to fall, responds to adult acknowledgement that the block is too heavy and follows directions to use a lighter block to complete the tower structure	• describes problems and attempts to solve them using mathematical thinking » notices the instability of a tower's construction and responds to open-ended questions to consider the size, weight and order of the blocks to solve the problem of the tower collapsing	• describes and solves problems using mathematical thinking » describes and experiments with size, weight, order and position of blocks to solve problems in construct-ion play, with prompting

Teachers use intentional teaching strategies such as:

- making connections to mathematical concepts in everyday situations

- explaining connections between numbers and counting

- pausing to allow time for children to consider and make connections between mathematical experiences to solve problems

- modelling and encouraging children to use mathematical language

- identifying similar features of objects to form small collections and practising counting to identify the number of objects in the collection

- making connections to patterns in everyday environments, texts, constructions, dances and/or architecture.

Supporting transitions and continuity of learning

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

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

Supporting children's transition to school

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

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

- sharing information with parents/carers and families about their child's learning progress throughout the year

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

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

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

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

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

- sharing information about each child's learning, development and wellbeing with their parents/carers and (with their written consent) their school, via a transition statement.

Transition statements

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

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

Transition statements help families to:

- understand their child's learning, strengths and interests

- share information with the school to support transition and continuity of learning for their child.

Transition statements help schools to:

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

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

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

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

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