

Queensland kindergarten learning guideline

July 2018

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Queensland Curriculum & Assessment Authority
PO Box 307 Spring Hill QLD 4004 Australia
154 Melbourne Street, South Brisbane

Phone: (07) 3864 0299

Email: office@qcaa.qld.edu.au

Website: www.qcaa.qld.edu.au

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Purpose

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

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

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

Alignment between *EYLF* and *QKLG*

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

Table 1 Learning and development areas

EYLF	QKLG learning and development areas	Key focus	Significant learnings
Children have a strong sense of identity	Identity	Building a sense of security and trust	<ul style="list-style-type: none"> feeling safe, accepted and supported developing a sense of belonging and confidence in others
		Acting with independence and perseverance	<ul style="list-style-type: none"> managing routines developing agency in decision-making being willing to keep trying
		Building a confident self-identity	<ul style="list-style-type: none"> developing awareness of own culture/s recognising individual strengths and achievements
Children are connected with and contribute to their world	Connectedness	Building positive relationships	<ul style="list-style-type: none"> connecting with and relating to others understanding rights and responsibilities
		Showing respect for diversity	<ul style="list-style-type: none"> responding to others with respect developing awareness of bias learning about others' cultures
		Showing respect for environments	<ul style="list-style-type: none"> caring for the kindergarten exploring interactions between people and environments

EYLF	QKLG learning and development areas	Key focus	Significant learnings
Children have a strong sense of wellbeing	Wellbeing	Building a sense of autonomy	<ul style="list-style-type: none"> developing self-regulation developing resilience
		Exploring ways to be healthy and safe	<ul style="list-style-type: none"> being healthy staying safe
		Exploring ways to promote physical wellbeing	<ul style="list-style-type: none"> developing control and strength developing awareness of the senses
Children are confident and involved learners	Active learning	Building positive dispositions towards learning	<ul style="list-style-type: none"> showing curiosity and enthusiasm for learning problem-solving, investigating and reflecting on learning being imaginative and creative
		Showing confidence and involvement in learning	<ul style="list-style-type: none"> applying knowledge in different contexts sharing ideas and discoveries
		Using technologies for learning and communication	<ul style="list-style-type: none"> showing interest in technologies using technologies
Children are effective communicators	Communicating	Exploring and expanding language	<ul style="list-style-type: none"> using language/s, including signing listening and responding
		Exploring literacy in personally meaningful ways	<ul style="list-style-type: none"> engaging with different texts exploring sounds and letters exploring reading and writing
		Exploring numeracy in personally meaningful ways	<ul style="list-style-type: none"> exploring mathematical concepts in everyday life exploring counting and patterns

Perspectives

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

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

Principles

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

High expectations, equity and respect for diversity

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

Respectful relationships

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

Collaborative partnerships

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

Effective pedagogies

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

Reflective practice and professional decision-making

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

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

Practice

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

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

The *QKLG* provides specific advice to support kindergarten teachers to:

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

Decision-making

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

Teachers plan with a focus on learning priorities, environments and contexts for individuals, small groups and the whole group. Planning involves long-term, medium-term and short-term decisions that respond to children's strengths, interests, ideas and needs. It is important for children to play an active role in their own learning by:

- contributing to shared thinking, planning and organising for learning
- negotiating ways to follow their interests and ideas
- engaging in conversations to reflect on what they have learnt.

Developing learning contexts

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

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

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

Interacting with and responding to children

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

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

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

Intentional teaching practices

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

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

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

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

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

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

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

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

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

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

Making connections — helping children to see relationships and inconsistencies. Teachers contribute to and extend children's thinking by comparing their experiences and ideas.

Modelling — demonstrating a skill or routine. Teachers gradually release responsibility so children can practise and master the skill or routine.

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

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

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

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

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

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

Assessment

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

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

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

Continua of learning and development

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

The continua of learning and development

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

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

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

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

Using the continua

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

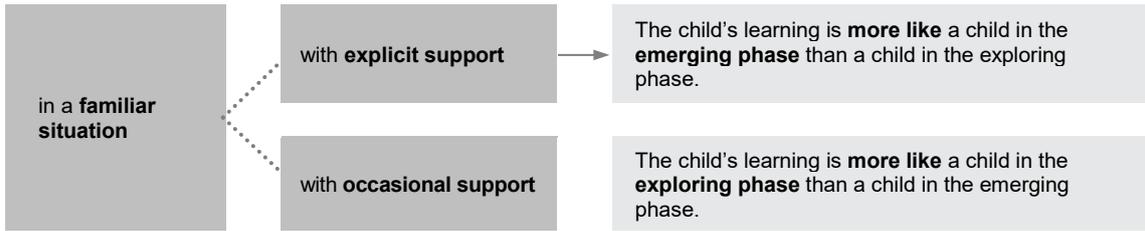
- match evidence of learning to the descriptions in the continua
- identify the level of support the child required to demonstrate learning
- identify whether the child's learning occurred in familiar or new situations
- record their professional judgment to track learning progress over time
- reflect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

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

Figure 2: Examples of the process for making ‘more like’ judgments

Example 1

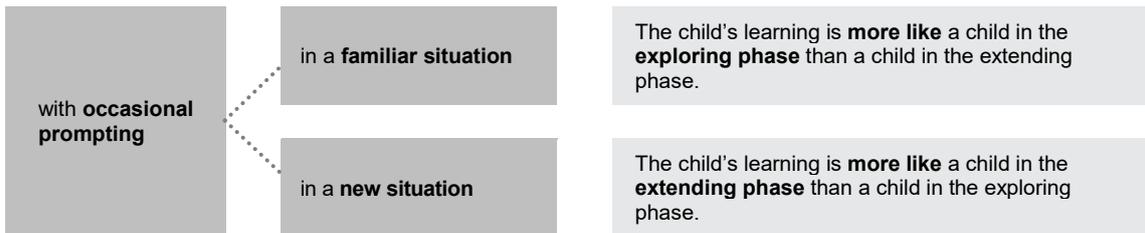
The learning occurred:



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

Example 2

The learning occurred:



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.

Teachers' judgments inform their planning and intentional teaching responses, including:

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

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

Learning and development areas

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

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

Figure 3: Structure of learning and development areas

Learning and development area name

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

Key focus: Name

Teachers use intentional learning practices such as:

- suggested intentional teaching practice in context.

Significant learning	Emerging phase	Exploring phase	Extending phase
<ul style="list-style-type: none"> • knowledge, skills and dispositions 	<ul style="list-style-type: none"> • in familiar situations • with explicit support 	<ul style="list-style-type: none"> • in familiar situations • with occasional support 	<ul style="list-style-type: none"> • in new situations • with occasional prompting
<p>Significant learnings:</p> <ul style="list-style-type: none"> • knowledge, skills and dispositions 	<ul style="list-style-type: none"> • description of expected behaviour by the end of the kindergarten year » an example of what that looks like in a kindergarten program 	<ul style="list-style-type: none"> • description of expected behaviour by the end of the kindergarten year » an example of what that looks like in a kindergarten program 	<ul style="list-style-type: none"> • description of expected behaviour by the end of the kindergarten year » an example of what that looks like in a kindergarten program

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

Identity

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

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

Key focus: Building a sense of security and trust

Teachers use intentional teaching practices such as:

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

Significant learning	Emerging phase	Exploring phase	Extending phase
<ul style="list-style-type: none"> • knowledge, skills and dispositions 	<ul style="list-style-type: none"> • in familiar situations • with explicit support 	<ul style="list-style-type: none"> • in familiar situations • with occasional support 	<ul style="list-style-type: none"> • in new situations • with occasional prompting
<p>Feeling safe, accepted and supported</p> <ul style="list-style-type: none"> • confidence that others can provide support 	<ul style="list-style-type: none"> • accepts support from familiar people when required » goes to a familiar adult when separating on arrival 	<ul style="list-style-type: none"> • is comfortable with familiar people and seeks support when required » greets others on arrival and settles into play 	<ul style="list-style-type: none"> • is comfortable and confident with familiar and unfamiliar people » initiates conversation with visitors
<p>Developing a sense of belonging and confidence in others</p> <ul style="list-style-type: none"> • willingness to engage in new learning experiences 	<ul style="list-style-type: none"> • approaches new experiences with encouragement » engages cautiously with new experiences with support 	<ul style="list-style-type: none"> • engages in new experiences » seeks assistance from others when trying new experiences 	<ul style="list-style-type: none"> • independently explores new experiences » engages confidently in kindergarten learning experiences

Key focus: Acting with independence and perseverance

Teachers use intentional teaching practices such as:

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

Significant learning	Emerging phase	Exploring phase	Extending phase
<ul style="list-style-type: none"> • knowledge, skills and dispositions 	<ul style="list-style-type: none"> • in familiar situations • with explicit support 	<ul style="list-style-type: none"> • in familiar situations • with occasional support 	<ul style="list-style-type: none"> • in new situations • with occasional prompting
<p>Managing routines</p> <ul style="list-style-type: none"> • able to organise self and belongings 	<ul style="list-style-type: none"> • follows directions to organise self and belongings » needs support for each part of routine, e.g. washing hands, getting lunchbox 	<ul style="list-style-type: none"> • is able to follow and engage with routines » follows simple sequences, e.g. washing hands, collecting lunchbox, packing up 	<ul style="list-style-type: none"> • knows, understands and applies routines » follows complete routines, e.g. washing hands, collecting lunchbox, eating, packing up and putting away lunchbox
<p>Developing agency in decision-making</p> <ul style="list-style-type: none"> • makes decisions about learning 	<ul style="list-style-type: none"> • chooses preferred learning experiences » revisits familiar learning, e.g. starting each day with a puzzle 	<ul style="list-style-type: none"> • joins in familiar learning experiences » chooses familiar learning experiences, e.g. when playing with blocks includes other resources 	<ul style="list-style-type: none"> • organises new experiences and builds on learning » selects, plans and engages in new learning, e.g. organises a soccer game with cones and ball
<p>Being willing to keep trying</p> <ul style="list-style-type: none"> • perseveres when trying challenges • works towards goals, recognises effort and success 	<ul style="list-style-type: none"> • attempts familiar challenges » needs support to start an experience, e.g. adult demonstrates using a paintbrush • works toward goals with encouragement and praise » attempts a puzzle and accepts encouragement to complete 	<ul style="list-style-type: none"> • persists when faced with challenges » tries new challenges before asking for help, e.g. a new type of puzzle • works towards goals and talks about effort and success » completes a puzzle, shows others, and subsequently attempts more complex puzzles 	<ul style="list-style-type: none"> • persists with new challenges » problem-solves to reach a solution, e.g. continues to place tape on paper until the two pieces stick together • independently works towards goals and talks about effort, success and next steps » perseveres to complete a challenging puzzle, and shares their success with others

Key focus: Building a confident self-identity

Teachers use intentional teaching practices such as:

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

Significant learning • knowledge, skills and dispositions	Emerging phase • in familiar situations • with explicit support	Exploring phase • in familiar situations • with occasional support	Extending phase • in new situations • with occasional prompting
Developing awareness of own culture/s • shares aspects of own culture/s	• shares personal artefacts » when invited, shares information about aspects of their own culture	• shares personal cultural experiences, significant events or artefacts » shows interest in and shares own culture, e.g. talking about food their family eats	• confidently shares personal and family cultural experiences, significant events and artefacts » confidently shares own culture, e.g. uses home language to greet others and explains meaning
Recognising individual strengths and achievements • recognising strengths and working to extend them	• recognises learning achievements when identified by others » recognise their successes, with prompting and positive reinforcement	• shares own learning achievements » uses skills to help others, e.g. offers to help a friend use the sticky tape dispenser	• shares own learning achievements with others » confidently shares and explains their learning experience or play project

Connectedness

Children are developing a sense of connectedness to their world. This connectedness helps them relate to the values, traditions and practices of their families, kindergartens, communities and the wider world. It supports them to learn about the interconnectedness of people and environments. Over time, this learning transforms the ways they interact with others and how they think about the world as 'global citizens'.

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

Key focus: Building positive relationships

Teachers use intentional teaching practices such as:

- modelling and explaining cooperation skills, providing learning opportunities for children to practise these in play and purposeful interactions
- scaffolding a problem-solving approach to enable children to collaborate and resolve conflicts
- identifying children's rights and responsibilities in everyday situations
- negotiating with children in situations that arise around the rights of others
- making connections to different points of view, ideas or opinions
- explaining empathy through stories and picture books to build children's understanding of different ways of learning, different abilities and different perspectives.

Significant learning	Emerging phase	Exploring phase	Extending phase
<ul style="list-style-type: none"> • knowledge, skills and dispositions 	<ul style="list-style-type: none"> • in familiar situations • with explicit support 	<ul style="list-style-type: none"> • in familiar situations • with occasional support 	<ul style="list-style-type: none"> • in new situations • with occasional prompting
<p>Connecting with and relating to others</p> <ul style="list-style-type: none"> • engaging with others <ul style="list-style-type: none"> • developing skills in cooperating, sharing and turn-taking 	<ul style="list-style-type: none"> • plays alongside others <ul style="list-style-type: none"> » needs adult support for peer interactions, e.g. adult co-constructs dramatic play with children • shares and takes turns with reminders <ul style="list-style-type: none"> » is learning to wait, share and take turns with a peer, e.g. in a small group game 	<ul style="list-style-type: none"> • plays and collaborates with peers <ul style="list-style-type: none"> » collaborates with peers during play for sustained periods of time, e.g. children collaborate to build bridges in block area • shares, takes turns and works with others <ul style="list-style-type: none"> » offers own ideas for play using shared resources, e.g. 'We can play my game, but you can go first.' 	<ul style="list-style-type: none"> • initiates play and collaborates with peers <ul style="list-style-type: none"> » collaborates positively with others in play and group learning situations, e.g. invites others to work together to dig a tunnel • initiates cooperation, sharing and turn-taking <ul style="list-style-type: none"> » uses modelled strategies, e.g. 'What if we take turns?'

Significant learning	Emerging phase	Exploring phase	Extending phase
<ul style="list-style-type: none"> • knowledge, skills and dispositions 	<ul style="list-style-type: none"> • in familiar situations • with explicit support 	<ul style="list-style-type: none"> • in familiar situations • with occasional support 	<ul style="list-style-type: none"> • in new situations • with occasional prompting
<ul style="list-style-type: none"> • contributing to a caring kindergarten environment 	<ul style="list-style-type: none"> • begins to show concern for others <ul style="list-style-type: none"> » with modelling, attempts to help others 	<ul style="list-style-type: none"> • demonstrates concern for others <ul style="list-style-type: none"> » assists peers, e.g. offers to help another child finish a puzzle 	<ul style="list-style-type: none"> • independently shows concern for the needs of others <ul style="list-style-type: none"> » offers help to others in need, e.g. tells a teacher when someone is hurt
<p>Understanding rights and responsibilities</p> <ul style="list-style-type: none"> • identifying fair and unfair behaviours 	<ul style="list-style-type: none"> • listens to others discussing fair and unfair behaviours <ul style="list-style-type: none"> » identifies unfair behaviour, e.g. ‘Should Goldilocks have eaten Baby Bear’s porridge?’ 	<ul style="list-style-type: none"> • identifies fair and unfair behaviours in everyday situations <ul style="list-style-type: none"> » child explains to peer that one child has all the dinosaurs, which is not fair 	<ul style="list-style-type: none"> • identifies and attempts to resolve unfair behaviours <ul style="list-style-type: none"> » attempts to resolve unfair behaviour using modelled behaviours, e.g. ‘How about we let them play too? That’s fair.’
<ul style="list-style-type: none"> • understanding responsibilities 	<ul style="list-style-type: none"> • shows awareness of responsibilities when identified by others <ul style="list-style-type: none"> » with modelling, helps others, e.g. adult asks a child to pass art materials to another child 	<ul style="list-style-type: none"> • understands responsibilities <ul style="list-style-type: none"> » follows kindergarten expectations, e.g. packs away toys so no-one will trip 	<ul style="list-style-type: none"> • explains responsibilities <ul style="list-style-type: none"> » independently uses modelled ways to help others, e.g. helps a child put their bag away in the right locker

Key focus: Showing respect for diversity

Teachers use intentional teaching practices such as:

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

Significant learning	Emerging phase	Exploring phase	Extending phase
<ul style="list-style-type: none"> • knowledge, skills and dispositions 	<ul style="list-style-type: none"> • in familiar situations • with explicit support 	<ul style="list-style-type: none"> • in familiar situations • with occasional support 	<ul style="list-style-type: none"> • in new situations • with occasional prompting
<p>Responding to others with respect</p> <ul style="list-style-type: none"> • showing respect for others 	<ul style="list-style-type: none"> • listens to others who may look, learn or behave differently » recognises differences between familiar people, e.g. methods of communication, physical appearance, language, foods 	<ul style="list-style-type: none"> • listens to and responds to others who may look, learn or behave differently » demonstrates inclusiveness, e.g. greets a hearing-impaired child using modelled signing 	<ul style="list-style-type: none"> • interacts with others who may look, learn or behave differently » connects respectfully with people, e.g. if a visitor does not respond to words, uses different words and gestures to communicate
<p>Developing awareness of bias</p> <ul style="list-style-type: none"> • exploring bias 	<ul style="list-style-type: none"> • listens to discussions to explore bias » listens to discussions about bias and non-stereotypical representations in stories, e.g. ‘This grandma is very busy. She climbs mountains and dances.’ 	<ul style="list-style-type: none"> • responds to discussions to explore bias » responds in discussions about bias and non-stereotypical representations in stories, e.g. ‘My mum and dad both cook at home.’ 	<ul style="list-style-type: none"> • asks questions and contributes to discussions to explore bias » uses modelled strategies to challenge biases that arise in their play, e.g. ‘It’s not a girls lunch table, we can all sit there.’
<p>Learning about others’ cultures</p> <ul style="list-style-type: none"> • understanding other cultures 	<ul style="list-style-type: none"> • listens and watches as others share aspects of cultures » shows interest in differences and similarities between people and places, e.g. points and asks, ‘What’s that food?’ 	<ul style="list-style-type: none"> • shows interest in the cultures of others » responds positively and respectfully to differences and similarities among people in facilitated discussions, e.g. watches a parent prepare different food and then tries it 	<ul style="list-style-type: none"> • participates in aspects of others’ cultures » talks positively about differences and shows interest in the many ways people may be different, e.g. notices and says, ‘Is that how you say hello in your language?’

<ul style="list-style-type: none"> • developing understanding of Aboriginal peoples' and Torres Strait Islander peoples' ways of knowing and being and their connection to Country 	<ul style="list-style-type: none"> • listens to/views texts about Aboriginal and Torres Strait Islander ways of knowing and being <ul style="list-style-type: none"> » watches a video on Dreaming stories and answers questions 	<ul style="list-style-type: none"> • shows interest in Aboriginal and Torres Strait Islander ways of knowing and being <ul style="list-style-type: none"> » participates in conversations following a visit from a local Elder 	<ul style="list-style-type: none"> • responds to Aboriginal and Torres Strait Islander ways of knowing and being <ul style="list-style-type: none"> » identifies aspects of Aboriginal and Torres Strait Islander ways of knowing and being, e.g. explains a Dreaming story, such as how the kangaroo got its tail
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Key focus: Showing respect for environments

Teachers use intentional teaching practices such as:

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

Significant learning	Emerging phase	Exploring phase	Extending phase
<ul style="list-style-type: none"> • knowledge, skills and dispositions 	<ul style="list-style-type: none"> • in familiar situations • with explicit support 	<ul style="list-style-type: none"> • in familiar situations • with occasional support 	<ul style="list-style-type: none"> • in new situations • with occasional prompting
<p>Caring for the kindergarten</p> <ul style="list-style-type: none"> • contributing to the kindergarten environment 	<ul style="list-style-type: none"> • follows instructions to care for kindergarten <ul style="list-style-type: none"> » copies others in caring for the kindergarten environment, e.g. washing the brushes at tidy-up time 	<ul style="list-style-type: none"> • carries out responsibilities to care for kindergarten <ul style="list-style-type: none"> » participates in packing up, e.g. 'If we put the mats away no-one will trip over them.' 	<ul style="list-style-type: none"> • applies strategies to care for kindergarten <ul style="list-style-type: none"> » explains responsibilities, e.g. 'My family will help at the clean-up day.'
<p>Exploring interactions between people and environments</p> <ul style="list-style-type: none"> • showing interest in the natural environment • developing sustainable practices • developing awareness of problems and actions to protect environments 	<ul style="list-style-type: none"> • notices change in the natural environment <ul style="list-style-type: none"> » looks at the sky and says, e.g. 'Those clouds are black so it might be going to rain.' • follows directions for sustainable practices <ul style="list-style-type: none"> » points to the yellow bin and checks 'Do I put my container in here?' • answers questions about actions to protect the environment <ul style="list-style-type: none"> » responds to questions, e.g. 'We have a yellow bin at home, I put the recycling in it.' 	<ul style="list-style-type: none"> • asks about changes in the natural environment <ul style="list-style-type: none"> » asks about observed changes, e.g. 'Why does the castle in the sandpit change shape when you pour water on it?' • engages in sustainable practices <ul style="list-style-type: none"> » uses recycled materials in play, e.g. child suggests using their empty sultana packet in collage • contributes to discussions about actions to protect the environment <ul style="list-style-type: none"> » asks questions in discussions, e.g. 'Why don't shops give us plastic bags?' 	<ul style="list-style-type: none"> • contributes to discussions about changes in the natural environment <ul style="list-style-type: none"> » shares ideas about changes in the environment, e.g. 'We water the beans so they can grow bigger.' • engages in and takes responsibility for sustainable practices <ul style="list-style-type: none"> » demonstrates sustainable practices, e.g. explains that their lunch makes no litter • explains actions to protect the environment <ul style="list-style-type: none"> » contributes to discussions by identifying actions, e.g. 'Plastic bags should not be dropped because they get in the sea and hurt turtles.'

Wellbeing

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

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

Key focus: Building a sense of autonomy

Teachers use intentional teaching practices such as:

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

Significant learning	Emerging phase	Exploring phase	Extending phase
<ul style="list-style-type: none"> • knowledge, skills and dispositions 	<ul style="list-style-type: none"> • in familiar situations • with explicit support 	<ul style="list-style-type: none"> • in familiar situations • with occasional support 	<ul style="list-style-type: none"> • in new situations • with occasional prompting
<p>Developing self-regulation</p> <ul style="list-style-type: none"> • expressing feelings • regulating emotions 	<ul style="list-style-type: none"> • copies words to express feelings <ul style="list-style-type: none"> » uses modelled strategies to convey feelings, e.g. points to a picture of a happy face • copies suggestions to regulate emotions <ul style="list-style-type: none"> » follows a suggestion to breathe deeply to be calm 	<ul style="list-style-type: none"> • expresses feelings <ul style="list-style-type: none"> » describes their emotional response to a situation using learned phrases, e.g. growls and says ‘I am cross because it’s not my turn.’ • uses modelled strategies to regulate emotions <ul style="list-style-type: none"> » with a reminder, uses a strategy such as stopping and having a drink of water to be calm 	<ul style="list-style-type: none"> • independently expresses feelings appropriately <ul style="list-style-type: none"> » clearly articulates feelings in response to a situation, e.g. ‘I’m angry because it’s raining so we can’t play outside.’ • uses strategies to regulate emotions <ul style="list-style-type: none"> » independently uses strategies to be calm, e.g. deep breathing or moving to a quiet space

Significant learning <ul style="list-style-type: none"> • knowledge, skills and dispositions 	Emerging phase <ul style="list-style-type: none"> • in familiar situations • with explicit support 	Exploring phase <ul style="list-style-type: none"> • in familiar situations • with occasional support 	Extending phase <ul style="list-style-type: none"> • in new situations • with occasional prompting
Developing resilience <ul style="list-style-type: none"> • managing change • responding to challenges 	<ul style="list-style-type: none"> • handles changes in everyday situations, with reminders <ul style="list-style-type: none"> » adjusts to visitors entering the room by moving close to a trusted adult • uses guided strategies to respond to challenges <ul style="list-style-type: none"> » requires help from an adult when their block construction is knocked over 	<ul style="list-style-type: none"> • uses simple strategies to manage unexpected situations and changes <ul style="list-style-type: none"> » seeks reassurance when new people come to kindergarten • uses modelled strategies to respond to challenges <ul style="list-style-type: none"> » makes a 'stop' gesture to remind others not to come close to their block construction 	<ul style="list-style-type: none"> • uses strategies to manage unexpected situations and respond positively to changes <ul style="list-style-type: none"> » talks to replacement teacher about kindergarten routines • applies strategies to manage challenges <ul style="list-style-type: none"> » copes with challenges independently, e.g. when someone knocks over their block construction, responds, 'It's okay.'

Key focus: Exploring ways to be healthy and safe

Teachers use intentional teaching practices such as:

- explaining healthy choices and the purpose of health-related routines
- providing learning opportunities for children to remember and practise health-related routines
- collaborating with families and other professional partners to reinforce health-related routines
- explaining the purpose of safety rules and instructing children in the safe use of kindergarten equipment
- negotiating rules with children when new or potential safety issues arise
- providing learning opportunities for children to practise and show they can follow safety rules
- identifying unsafe behaviour and supporting children to make responsible choices.

Significant learning	Emerging phase	Exploring phase	Extending phase
<ul style="list-style-type: none"> • knowledge, skills and dispositions 	<ul style="list-style-type: none"> • in familiar situations • with explicit support 	<ul style="list-style-type: none"> • in familiar situations • with occasional support 	<ul style="list-style-type: none"> • in new situations • with occasional prompting
<p>Being healthy</p> <ul style="list-style-type: none"> • understanding ways to be healthy • managing self-care 	<ul style="list-style-type: none"> • follows directions for healthy choices <ul style="list-style-type: none"> » eats fruit at lunch when reminded it is healthy • attempts to manage personal needs <ul style="list-style-type: none"> » follows routines, with guidance, for managing eating, drinking or resting 	<ul style="list-style-type: none"> • contributes to discussions about healthy choices <ul style="list-style-type: none"> » acknowledges 'Fruit is healthy for you' when eating lunch • manages personal needs <ul style="list-style-type: none"> » follows routines, with reminders, for managing eating, drinking or resting 	<ul style="list-style-type: none"> • explains reasons for healthy choices <ul style="list-style-type: none"> » explains, 'I am covering my mouth to catch the germs.' • independently manages personal needs <ul style="list-style-type: none"> » initiates routines for managing eating, drinking or resting
<p>Staying safe</p> <ul style="list-style-type: none"> • developing awareness of safety rules and routines • building awareness of safe and unsafe risks 	<ul style="list-style-type: none"> • follows routines to be safe <ul style="list-style-type: none"> » follows kindergarten safety routines, e.g. holding onto the swing with both hands • listens as others identify safe and unsafe risks <ul style="list-style-type: none"> » pays attention when unsafe situations are identified, e.g. walking in front of the slide or the swings 	<ul style="list-style-type: none"> • understands and follows safety rules and routines <ul style="list-style-type: none"> » remembers to walk, not run, while moving to wash hands in the bathroom • identifies safe and unsafe risks <ul style="list-style-type: none"> » responds to questions about safety, e.g. 'How many children can play on the swing at the same time?' 	<ul style="list-style-type: none"> • understands, follows and explains safety rules and routines <ul style="list-style-type: none"> » explains a kindergarten safety rule to others, e.g. 'Only one person on the mini-trampoline.' • identifies and explains safe and unsafe risks <ul style="list-style-type: none"> » suggests ways to stay safe, e.g. says to peer 'Don't flick sand. It gets in people's eyes.'

Key focus: Exploring ways to promote physical wellbeing

Teachers use intentional teaching practices such as:

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

Significant learning • knowledge, skills and dispositions	Emerging phase • in familiar situations • with explicit support	Exploring phase • in familiar situations • with occasional support	Extending phase • in new situations • with occasional prompting
<p>Developing control and strength developing gross motor skills</p> <ul style="list-style-type: none"> • developing fine motor skills • developing spatial awareness 	<ul style="list-style-type: none"> • begins to develop gross motor skills <ul style="list-style-type: none"> » attempts activities, with support, e.g. walks across the balance beam with adult holding hand • attempts to manipulate objects and equipment <ul style="list-style-type: none"> » attempts to use dough scissors, e.g. makes rough cuts using whole arm movements • begins to develop spatial awareness <ul style="list-style-type: none"> » tries movement patterns, e.g. stamping, swaying and bending 	<ul style="list-style-type: none"> • uses gross motor skills <ul style="list-style-type: none"> » attempts familiar activities, e.g. climbs and manipulates own body to move along an obstacle course • manipulates objects and equipment with increasing control and strength <ul style="list-style-type: none"> » uses scissors to cut items for personal projects, e.g. cuts paper to approximate tickets for a game • demonstrates spatial awareness <ul style="list-style-type: none"> » shows awareness of space, e.g. dances without bumping into people or objects 	<ul style="list-style-type: none"> • confidently demonstrates gross motor skills <ul style="list-style-type: none"> » perseveres with challenging activities, e.g. difficult obstacle courses and complex dance or drama routines • confidently manipulates new objects and equipment, demonstrating control and strength <ul style="list-style-type: none"> » uses scissors with control, e.g. cuts shapes for money in shop play • confidently engages in learning experiences that develop spatial awareness <ul style="list-style-type: none"> » adds challenges to movement patterns, e.g. walking backwards
<p>Developing awareness of the senses • using senses for discovery</p>	<ul style="list-style-type: none"> • begins to develop sensory awareness <ul style="list-style-type: none"> » attempts sensory experiences, e.g. touches goop 	<ul style="list-style-type: none"> • uses their senses to explore and engage in experiences <ul style="list-style-type: none"> » engages with sensory experiences, e.g. playing with wet sand 	<ul style="list-style-type: none"> • uses senses to independently explore and engage in experiences <ul style="list-style-type: none"> » actively participates in new sensory experiences, e.g. sculpting clay

Active learning

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

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

Key focus: Building positive dispositions towards learning

Teachers use intentional teaching practices such as:

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

Significant learning	Emerging phase	Exploring phase	Extending phase
<ul style="list-style-type: none"> • knowledge, skills and dispositions 	<ul style="list-style-type: none"> • in familiar situations • with explicit support 	<ul style="list-style-type: none"> • in familiar situations • with occasional support 	<ul style="list-style-type: none"> • in new situations • with occasional prompting
<ul style="list-style-type: none"> • Showing curiosity and enthusiasm for learning • showing curiosity <ul style="list-style-type: none"> • making choices, planning and carrying out plans for learning 	<ul style="list-style-type: none"> • shows curiosity about familiar learning <ul style="list-style-type: none"> » explores through imitation, e.g. copies then repeats learning • makes choices about familiar projects <ul style="list-style-type: none"> » chooses materials to use in a project, e.g. two cars to race 	<ul style="list-style-type: none"> • shows curiosity and enthusiasm for building on familiar learning <ul style="list-style-type: none"> » extends on previous learning activities, e.g. 'What happens if I add another level of blocks to the building?' • organises resources and carries out projects <ul style="list-style-type: none"> » plans and attempts a project, e.g. 'I need those blocks to build my tower.' 	<ul style="list-style-type: none"> • shows curiosity and eagerly explores new learning <ul style="list-style-type: none"> » explores and questions new learning, e.g. 'Yesterday I only used blocks. Today I will make towers using yoghurt containers.' • independently plans, selects resources and carries out projects <ul style="list-style-type: none"> » plans, organises materials and completes projects, e.g. draws a building, finds the blocks and builds it
<ul style="list-style-type: none"> • Problem-solving, investigating and reflecting on learning • building problem-solving strategies 	<ul style="list-style-type: none"> • watches how others solve a problem <ul style="list-style-type: none"> » follows suggestions to solve problems, e.g. 'Maybe if you get some water and mix it in the sand it will stay together.' 	<ul style="list-style-type: none"> • uses modelled strategies for problem-solving <ul style="list-style-type: none"> » solves a problem by asking, e.g. 'I need water to mix with the sand to make castles.' 	<ul style="list-style-type: none"> • generates strategies for problem-solving <ul style="list-style-type: none"> » finds ways to solve a problem, e.g. notices the glue is not sticking items together, so finds some sticky tape

Significant learning	Emerging phase	Exploring phase	Extending phase
<ul style="list-style-type: none"> • knowledge, skills and dispositions 	<ul style="list-style-type: none"> • in familiar situations • with explicit support 	<ul style="list-style-type: none"> • in familiar situations • with occasional support 	<ul style="list-style-type: none"> • in new situations • with occasional prompting
<ul style="list-style-type: none"> • developing strategies for investigations 	<ul style="list-style-type: none"> • answers questions using information provided <ul style="list-style-type: none"> » e.g. uses dinosaur cards to find out which dinosaur is the biggest 	<ul style="list-style-type: none"> • uses modelled strategies to investigate <ul style="list-style-type: none"> » follows modelled strategies to find information, e.g. 'A dinosaur book may tell us what they eat.' 	<ul style="list-style-type: none"> • applies strategies to investigate and find information <ul style="list-style-type: none"> » researches dinosaur fossils, e.g. uses books, asks questions and uses digital technologies to investigate
<ul style="list-style-type: none"> • reflecting on learning 	<ul style="list-style-type: none"> • makes links to prior learning <ul style="list-style-type: none"> » uses visual cues to reflect on learning, e.g. refers to photos as a reminder of what they did 	<ul style="list-style-type: none"> • makes links between prior and new learning <ul style="list-style-type: none"> » connects experiences, e.g. 'Last time I saw a possum, it was night-time. This possum is out in the daytime.' 	<ul style="list-style-type: none"> • makes links to new learning <ul style="list-style-type: none"> » asks, 'Is the owl like a possum because they are both awake at night?'
<p>Being imaginative and creative</p> <ul style="list-style-type: none"> • creating through imaginative and dramatic play • exploring the arts and different ways to represent ideas • responding and communicating through the arts 	<ul style="list-style-type: none"> • begins to use imagination to pretend <ul style="list-style-type: none"> » watches and copies others in imaginative play, e.g. pretends to be an animal when playing • begins to use materials <ul style="list-style-type: none"> » copies ways to use materials, e.g. paints a rainbow like their friend has done • responds to aspects of the arts <ul style="list-style-type: none"> » responds to rhythm by beating time to a song, e.g. clapping along with others 	<ul style="list-style-type: none"> • uses imagination to pretend, roleplay and create stories <ul style="list-style-type: none"> » understands imagining and what is 'real' in roleplay or stories, e.g. 'This ship is sinking in the sandpit, so we have to save the animals.' • explores and creates with different materials <ul style="list-style-type: none"> » uses materials to represent ideas, e.g. uses a block to represent a phone • responds and makes meaning through the arts <ul style="list-style-type: none"> » shares personal ideas, e.g. 'I can be a tree using these scarves as my leaves.' 	<ul style="list-style-type: none"> • uses imagination to pretend, roleplay and create complex narratives <ul style="list-style-type: none"> • actively uses imaginative ideas and processes, e.g. creates a story and suggests places to find treasure • explores, creates and innovates with new materials <ul style="list-style-type: none"> » uses materials to create and represent ideas, e.g. uses a cardboard cylinder as a pirate's telescope • readily responds and makes meaning through the arts <ul style="list-style-type: none"> » retells a story using different voices for characters

Key focus: Showing confidence and involvement in learning

Teachers use intentional teaching practices such as:

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

Significant learning	Emerging phase	Exploring phase	Extending phase
<ul style="list-style-type: none"> • knowledge, skills and dispositions 	<ul style="list-style-type: none"> • in familiar situations • with explicit support 	<ul style="list-style-type: none"> • in familiar situations • with occasional support 	<ul style="list-style-type: none"> • in new situations • with occasional prompting
<p>Applying knowledge in different contexts</p> <ul style="list-style-type: none"> • developing awareness of science inquiry 	<ul style="list-style-type: none"> • shows curiosity <ul style="list-style-type: none"> » watches as bubbles blow away in the wind, blows more and chases them 	<ul style="list-style-type: none"> • hypothesises and tests assumptions <ul style="list-style-type: none"> » hypothesises, e.g. 'I think the ice will melt when you pour water on it,' then checks the result 	<ul style="list-style-type: none"> • hypothesises, tests assumptions and shares discoveries <ul style="list-style-type: none"> » hypothesises that mixing paint will change the colours, e.g. says 'I think red and yellow will make orange', observes the result, then says, 'See, I told you!'
<p>Sharing ideas and discoveries</p> <ul style="list-style-type: none"> • contributing to conversations about learning 	<ul style="list-style-type: none"> • responds to questions about learning <ul style="list-style-type: none"> » recalls learning, e.g. 'Yesterday, we melted ice.' 	<ul style="list-style-type: none"> • asks questions and shares ideas about learning <ul style="list-style-type: none"> » builds on learning, e.g. 'Our fort fell over. Will using big blocks be better?' 	<ul style="list-style-type: none"> • shares ideas and explains discoveries about learning <ul style="list-style-type: none"> » explains discoveries, e.g. 'I saved water because I folded the hose over so the water stopped until I got to the plants.'

Key focus: Using technologies for learning and communication

Teachers use intentional teaching practices such as:

- **modelling** the use of technologies
- **collaborating** to use technologies to investigate or solve a problem
- **identifying** ways to use technologies for learning
- **providing choices** of everyday technologies for children to use.

Significant learning • knowledge, skills and dispositions	Emerging phase • in familiar situations • with explicit support	Exploring phase • in familiar situations • with occasional support	Extending phase • in new situations • with occasional prompting
Showing interest in technologies • representing technology in play situations	<ul style="list-style-type: none"> • begins to use real or pretend technologies in play » uses a block to be a mobile phone and pretends to talk to mum 	<ul style="list-style-type: none"> • uses real or pretend technologies in play and inquiry » looks through a cylinder at the sky and says, 'Look, I've made a telescope. I can see the stars.' 	<ul style="list-style-type: none"> • uses technologies in play and enquiry experiences » uses materials to represent a camera and pretends to take photos
Using technologies • using different technologies	<ul style="list-style-type: none"> • uses familiar technologies » uses a magnifying glass to find bugs in the garden 	<ul style="list-style-type: none"> • uses technologies to find information » says, 'We can Google it.' 	<ul style="list-style-type: none"> • uses technologies to research new learning » researches on internet device, finds photos of dinosaurs and explains new information

Communicating

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

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

Key focus: Exploring and expanding language

Teachers use intentional teaching practices such as:

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

Significant learning • knowledge, skills and dispositions	Emerging phase • in familiar situations • with explicit support	Exploring phase • in familiar situations • with occasional support	Extending phase • in new situations • with occasional prompting
Using language/s, including signing • interacting and communicating • developing speech patterns and pronunciation	• attempts to communicate using spoken/signed or alternative communication » uses nonverbal strategies, e.g. answers a question by pointing • copies age-appropriate speech patterns » repeats/signs familiar sounds and words, although some words are unintelligible to an unfamiliar listener	• communicates using spoken/signed, alternative communication or nonverbal strategies to make meaning » uses nonverbal strategies and spoken/signed language to communicate interests • uses age-appropriate speech patterns » speech is intelligible to an unfamiliar listener, but age-appropriate speech/pronunciation errors are evident	• confidently communicates using spoken/signed, alternative communication or nonverbal strategies to make meaning » uses words/signs to communicate, e.g. greets others, explains a game to a friend • uses speech sounds, with errors on more difficult sounds » uses age-appropriate speech sounds, e.g. ‘fink’ instead of ‘think’

Significant learning	Emerging phase	Exploring phase	Extending phase
<ul style="list-style-type: none"> • knowledge, skills and dispositions 	<ul style="list-style-type: none"> • in familiar situations • with explicit support 	<ul style="list-style-type: none"> • in familiar situations • with occasional support 	<ul style="list-style-type: none"> • in new situations • with occasional prompting
<ul style="list-style-type: none"> • expanding vocabulary 	<ul style="list-style-type: none"> • attempts new vocabulary and sentence construction » uses 3–5 words in a sentence but overuses ‘-ed’ for past tense, e.g. ‘My dad goed there.’ 	<ul style="list-style-type: none"> • uses wider vocabulary and more complex sentences » uses words like ‘and’, ‘but’, ‘because’ to make longer sentences and uses personal pronouns more accurately 	<ul style="list-style-type: none"> • uses more well-formed sentences » constructs sentences that show the beginning, middle and end of a story
<p>Listening and responding</p> <ul style="list-style-type: none"> • developing listening behaviours 	<ul style="list-style-type: none"> • attempts to use listening strategies » demonstrates listening by looking at the person who is talking 	<ul style="list-style-type: none"> • uses listening strategies » demonstrates listening by responding to questions in short conversations 	<ul style="list-style-type: none"> • confidently demonstrates listening strategies » responds to questions and contributes to ongoing conversations
<ul style="list-style-type: none"> • responding to show listening 	<ul style="list-style-type: none"> • responds in short exchanges » answers a question about a topic of personal interest 	<ul style="list-style-type: none"> • takes turns to respond in conversations » negotiates whose turn is next with their peers 	<ul style="list-style-type: none"> • responds and takes turns in extended conversations » has an extended conversation with peers to organise a game

Key focus: Exploring literacy in personally meaningful ways

Teachers use intentional teaching practices such as:

- explaining the purposes of different texts and how they can be used
- making connections between sounds and letters, starting with initial sounds in children's names
- listening to children's oral language, including sounds and letters
- explaining how children can use sounds, letters, words and sentences to communicate
- identifying the sounds, symbols and visual images that children attend to when 'reading'
- encouraging and reinforcing children's attempts at writing.

Significant learning • knowledge, skills and dispositions	Emerging phase • in familiar situations • with explicit support	Exploring phase • in familiar situations • with occasional support	Extending phase • in new situations • with occasional prompting
Engaging with different texts <ul style="list-style-type: none"> • understanding the purposes of text • making connections between texts and personal experiences 	<ul style="list-style-type: none"> • explores and identifies familiar texts <ul style="list-style-type: none"> » answers questions about the purpose of a text, e.g. says, 'This book is about a teddy.' • makes connections between familiar texts and personal experiences <ul style="list-style-type: none"> » talks about animals in stories and connects these to pets 	<ul style="list-style-type: none"> • identifies the purpose of texts <ul style="list-style-type: none"> » identifies the purpose of texts, e.g. 'This is a fairytale.' • identifies connections between texts and personal experiences <ul style="list-style-type: none"> » shows others a beetle they have found and a picture of one in a book 	<ul style="list-style-type: none"> • independently identifies and explains the purpose of texts <ul style="list-style-type: none"> » identifies and explains the purpose of texts, e.g. 'That's Goldilocks and she ate the porridge.' • identifies and explains connections between texts and personal experiences <ul style="list-style-type: none"> » makes a connection between a news story about a volcanic eruption and an informative text
Exploring sounds and letters <ul style="list-style-type: none"> • talking about sounds and letters • exploring sound–letter relationships 	<ul style="list-style-type: none"> • is aware that letters have sounds <ul style="list-style-type: none"> » recognises the beginning sound or letter of their name • joins in simple rhymes <ul style="list-style-type: none"> » repeats familiar rhymes 	<ul style="list-style-type: none"> • identifies sound–letter relationships <ul style="list-style-type: none"> » identifies familiar letters, e.g. from own name and names of others • remembers simple rhymes <ul style="list-style-type: none"> » identifies simple rhyming sounds, e.g. 'Cat and mat sound the same' 	<ul style="list-style-type: none"> • identifies and describes the relationships between sounds and letters <ul style="list-style-type: none"> » points to letters in their name and sounds out, e.g. 'L–i–a–m,' for Liam • invents simple rhymes and finger plays <ul style="list-style-type: none"> » experiments and plays with sounds, e.g. makes rhymes like 'orange' and 'porange'

Significant learning <ul style="list-style-type: none"> • knowledge, skills and dispositions 	Emerging phase <ul style="list-style-type: none"> • in familiar situations • with explicit support 	Exploring phase <ul style="list-style-type: none"> • in familiar situations • with occasional support 	Extending phase <ul style="list-style-type: none"> • in new situations • with occasional prompting
Exploring reading and writing <ul style="list-style-type: none"> • understanding the relationship between words and images • exploring reading behaviours • developing writing behaviours • making connections between mark-making/writing and personal experiences 	<ul style="list-style-type: none"> • explores the relationship between words and images <ul style="list-style-type: none"> » points to and names an image • identifies familiar symbols or logos <ul style="list-style-type: none"> » interprets visuals to find their name card or locker, e.g. pictures or photos • attempts mark-making/writing <ul style="list-style-type: none"> » makes marks, e.g. drawing with the large crayons • gives meaning to their mark-making/writing <ul style="list-style-type: none"> » points to their mark-making and says, 'That's my dad.' 	<ul style="list-style-type: none"> • understands that spoken words can be written and interprets images <ul style="list-style-type: none"> » tells a familiar story by pointing to the pictures • shows interest in reading pictures and words <ul style="list-style-type: none"> » selects texts and uses reading behaviours, e.g. chooses story and shares it with others • attempts to write or copy letters and words <ul style="list-style-type: none"> » experiments with ways to 'write' using lines, shapes, symbols and some familiar letters • uses mark-making/writing to convey a message <ul style="list-style-type: none"> » in roleplay, 'writes' a prescription or records an appointment 	<ul style="list-style-type: none"> • understands the connection between words and images and how images add meaning <ul style="list-style-type: none"> » links words and pictures in a story • approximates reading with familiar and new texts <ul style="list-style-type: none"> » asks an adult to read a text with them, e.g. asks, 'What does this writing say?' • copies and attempts to write words <ul style="list-style-type: none"> » copies and writes their name • shares their writing to convey a message <ul style="list-style-type: none"> » copies some letters/words from the environment to make a sign

Key focus: Exploring numeracy in personally meaningful ways

Teachers use intentional teaching practices such as:

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

Significant learning • knowledge, skills and dispositions	Emerging phase • in familiar situations • with explicit support	Exploring phase • in familiar situations • with occasional support	Extending phase • in new situations • with occasional prompting
<p>Exploring mathematical concepts in everyday life</p> <ul style="list-style-type: none"> • exploring measurement • using everyday language to describe shapes, directions and positions • problem-solving in everyday situations 	<ul style="list-style-type: none"> • talks about size, quantities and time <ul style="list-style-type: none"> » explores ideas and uses everyday language to talk about time, e.g. 'It's time for mummy to come.' • understands the language of shapes, positions and directions <ul style="list-style-type: none"> » identifies shapes, e.g. points to the circle when asked • identifies everyday problems <ul style="list-style-type: none"> » copies others using mathematical ideas to solve problems, e.g. copies a play partner to add a long block to their bridge 	<ul style="list-style-type: none"> • describes sizes, quantities and time <ul style="list-style-type: none"> » uses descriptive words to talk about familiar events, e.g. 'My drink bottle is almost full.' • describes shapes, positions and directions <ul style="list-style-type: none"> » uses everyday language to talk about shapes, e.g. 'The triangle has points like a star.' • describes and attempts to solve problems using mathematical thinking <ul style="list-style-type: none"> » suggests ways to solve a problem, e.g. using a broom to retrieve a hat from a tree 	<ul style="list-style-type: none"> • describes and compares sizes, quantities and time <ul style="list-style-type: none"> » explores ideas and approximates using everyday language to talk about time, e.g. watches the timer and says, 'It's my turn when the timer finishes.' • describes and compares shapes, positions and directions <ul style="list-style-type: none"> » recognises shapes in a range of contexts, e.g. rectangles in pictures, puzzles, on clothing • describes and solves problems using mathematical thinking <ul style="list-style-type: none"> » explains solutions to problems, e.g. 'I made the walls higher so we could fit inside our building.'
<p>Exploring counting and patterns</p> <ul style="list-style-type: none"> • exploring counting 	<ul style="list-style-type: none"> • identifies attributes of objects and attempts counting <ul style="list-style-type: none"> » attempts to count, e.g. holds up four fingers when asked their age 	<ul style="list-style-type: none"> • identifies attributes of objects and counts in sequence <ul style="list-style-type: none"> » sorts everyday objects by more than one attribute, e.g. places all the yellow ones together and may skip sequence when counting them 	<ul style="list-style-type: none"> • independently assesses sizes of sets, using one-to-one correspondence to count in sequence <ul style="list-style-type: none"> » identifies items and counts in sequences, e.g. looks at the dice and points to each dot while counting

Significant learning <ul style="list-style-type: none"> • knowledge, skills and dispositions 	Emerging phase <ul style="list-style-type: none"> • in familiar situations • with explicit support 	Exploring phase <ul style="list-style-type: none"> • in familiar situations • with occasional support 	Extending phase <ul style="list-style-type: none"> • in new situations • with occasional prompting
<ul style="list-style-type: none"> • recording quantity • developing awareness of patterns 	<ul style="list-style-type: none"> • notices others recording quantity <ul style="list-style-type: none"> » notices matching objects and, with scaffolding, describes using numbers, e.g. 'I have two shoes.' • notices simple patterns <ul style="list-style-type: none"> » points out patterns of bricks in the environment 	<ul style="list-style-type: none"> • uses numerals, tallies or visual representations to describe quantity <ul style="list-style-type: none"> » uses a tally to indicate how many targets were knocked over for their turn in a game • notices and creates simple patterns <ul style="list-style-type: none"> » collects natural items and places them in a pattern 	<ul style="list-style-type: none"> • experiments with numerals, tallies or visual representations to describe quantity <ul style="list-style-type: none"> » indicates how many targets were knocked over for their turn in a game • describes and creates patterns <ul style="list-style-type: none"> » makes a pattern of recurring shapes and colours

Supporting children's transition to school

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

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

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

Transition statements

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

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

Transition statements help families to:

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

Transition statements help schools to:

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

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

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

Parent/carer consent to share transition information

Transition statements belong to each child and their identified parent/carer. Parents/carers receive a copy of the completed transition statement to review, and may request that any incorrect personal information be corrected. Once the transition statement has been seen and approved, parents/carers may consent for a transition statement to be shared with a child's Prep teacher and/or other relevant staff at their school, using the *Transition statement consent form* at: www.qcaa.qld.edu.au/downloads/p_10/qkfg_trans_statement_parent_consent.pdf.