

Assessment and Curriculum Helpers OSHC vs 2

How to use

Use these sheets to remind you of words, sentences and learning outcomes you can write for:

1. Assessment
2. Learning Stories, Strength Trees, Child Reflection Planning Sheets
3. Curriculum

Learning Outcome 1.1 - Children and young people feel safe, secure, and supported.

Child maintains respectful, trusting relationships with other children, young people and educators.	Teacher spends time interacting and conversing with children and young people, listening and responding sensitively as they express their ideas and needs.
Routines are implemented to help make predicted transitions smooth.	Teacher supports children's attachment through consistent and warm nurturing relationships
Child responds to feeling of belonging.	Teacher supports children in times of change and bridges the gap between the familiar and the unfamiliar
Child openly expresses their feelings and ideas during interactions.	Teacher familiarises and involve themselves with the settings Reconciliation Action Plan.
Child responds to ideas and suggestions from others.	Teacher recognises that feelings of distress, fear or discomfort may take some time to resolve
Child initiates interactions and conversations with educators	Teacher acknowledges each child's unique and positive ways.
Child confidently explores and engages with social and physical environments through relationships and play.	Teacher refers to children and young people with the pronouns they would like to be identified by.
Child initiates and joins in play and leisure activities.	Teacher provides books and other resources that depict diverse gender roles and identifies respectfully.
Child feels safe to participate in all activities regardless of gender	Teacher supports diverse genders and cultures to share spaces and resources safely and equitably.
Child shares spaces and resources safely and equitably with other genders and groups.	Teacher supports the development of children and young people's friendships.
Child has access to resources that support cultural diversity and family structures.	Teacher acknowledges the importance of opportunities for children and young people to relax through play and leisure.
Child can share their stories about Aboriginal and Torres Strait Islander history and culture.	Teacher trusts and supports children and young people to be successful and capable.
Child can use home languages.	Teacher establishes mutual trust and respect between the families that attend the setting.
Child can identify a number of trusted people they can talk to about what upsets them, makes them uncomfortable or sad.	Teacher provides a culturally safe place where Aboriginal and Torres Strait Islander Children and young people and Children and Young people from culturally diverse backgrounds can share their stories about history and culture.
	Teacher provides opportunities for Aboriginal and Torres Strait Islander educators to provide feedback and reflections on best practice.
	Teacher ensures that the Aboriginal and Torres Strait Islander flags are displayed at the setting.

	Teacher acknowledges each child or young person's uniqueness in positive ways.
	Teacher provides a culturally safe environment.

Learning Outcome 1.2 - Children and young people develop their autonomy, inter-dependence, resilience and sense of agency.

Child participates in range of play and leisure activities they've chosen.	Teacher encourages children and young people to make choices and decisions.
Child demonstrates awareness and respect of the rights of others.	Teacher provides children with strategies to make informed choices about their behaviour
Child explores new challenges and discoveries.	Teacher promotes children's sense of belonging, connectedness and wellbeing.
Child demonstrates awareness of other's opinions about their efforts.	Teacher encourages children to collaborate with peers and educators to plan programs.
Child increasingly cooperates with and works collaboratively with others.	Teacher maintains high expectations of each child's capabilities.
Child takes considered risks in their decision-making and copes with the unexpected.	Teacher mediates and assists children and young people to negotiate their rights in relation to the rights of others.
Child celebrates their achievements and the achievements of others	Teacher displays encouragement and enthusiasm for children and young peoples' attempts.
Child is able to self-regulate their behaviour, negotiate and share.	Teacher motivates and encourages children and young people to succeed when they are faced with challenges.
Child persists when faced with challenges and when first attempts aren't successful.	Teacher provides time and space for children to engage in both individual and collaborative pursuits.
Child displays a willingness to achieve to the best of their ability.	Teacher trusts and support older children and young people to be autonomous and capable.
Child demonstrates initiative by seeking information and asking questions.	Teacher applies a strength-based approach to practice to encourage confident learners.
Child is able to stand up for themselves in appropriate ways.	Teacher shares stories with families including Aboriginal and Torres Strait Islander families about their young person's successes.
	Teacher creates inclusive indoor and outdoor environments with an awareness of the barriers there may be to participation.

Learning Outcome 1.3 – Children and young people learn to interact in relation to others with care, empathy, and respect.

Child shows interest in other children and young people and being part of a group.	Teacher listens and learns about children's understandings of themselves and their connectedness to others – a shared identity as Australians
Child spends a large proportion of their time with peers.	Teacher ensures all children experience pride and confidence in their achievements.

Child establishes and maintains relationships with peers.	Teacher shares children's successes with families.
Child engages in a contributes to play and leisure experiences.	Teacher shows respect for and deep understanding of diversity, acknowledging the varying approaches of children, families, communities and cultures.
Child empathises with and expresses concern for others.	Teacher acknowledges and understands that children construct meaning in many ways.
Child displays an awareness of and respect for other perspectives.	Teacher maintains and builds on the knowledge, languages, and understandings that children bring
Child displays an awareness and respect for children and young people's diverse worlds. E.g. culture, families structure, capabilities and strengths.	Teacher acknowledges each child and young persons family culture, language and uniqueness in positive ways.
Child reflects on their actions and considers the consequences for others.	Teacher talks with children in respectful ways about similarities and differences in people. Identities and culture.
Child learns to control strong emotions and impulses.	Teacher provides rich and diverse resources that reflect children's social worlds.
Child demonstrates respectful relationships with peers and adults.	Teacher actively supports access to science and technology experiences.
Child learns about Aboriginal and Torres Strait Islander history and culture in the context of their community.	Teacher demonstrates inclusive communication practices, such as pronouncing each person's name correctly and using preferred names. e.g.: nick names including gender pronouns.
Child builds a sense of responsibility and respect for the needs and well being of the group.	Teacher provides older children and young people with experiences that are challenging and engaging and reflect their diverse interests.
Child challenges unfair acts and discrimination.	Teacher provides opportunities for educators to develop knowledge and understanding of Aboriginal and Torres Strait Islander relationships and connections to Country, and family including kinships systems.
Child listens to others' opinions and points of view.	Teacher recognises disability as a form of diversity and demonstrates inclusive approaches in their interactions with children and young people.
Child learns about safe and unsafe situations.	Teacher develops understanding and knowledge of approaches that support gifted and talented children and young people.

Learning Outcome 1.4 - Children learn to interact in relation to others with care, empathy and respect.

Child shows interest in other children and being part of a group.	Teacher organises learning environments in ways that promote small and large group interactions and meaningful play/leisure.
Child spends a large amount of their time with peers.	Teacher models care, empathy and respect for children, staff and families.
Child establishes and maintains relationships with peers.	Teacher initiates one-to-one interactions with children.
Child contributes to play and leisure activities.	Teacher models' explicit communication strategies to support children to sustain productive relationships with other children.

Child expresses a wide range of constructive emotions, thoughts and views	Teacher acknowledges children’s complex relationships and sensitively intervenes in ways that promote consideration of alternative perspectives and social inclusion.
Child is able to empathise with others.	Teacher models care, empathy and respect for children and young people of diverse ages and capabilities.
Child acknowledges and respects the views of others.	Teacher provides a culturally safe and secure environment.
Child reflects on their actions and considers consequences for others.	Teacher provides opportunities for children and young people and other educators to develop knowledge and understanding of Aboriginal and Torres Strait Islander history and culture.
Child learns to control strong emotions and impulses.	Teacher uses a range of teaching strategies and multicultural resources to acknowledge and show respect for differences.
Child displays an awareness of and respect for children and young people’s diverse worlds. E.g. culture, family structure, capacities and strengths.	Teacher provides opportunities for children and young people and other educators to develop knowledge and understanding of family history and culture.
Child demonstrates respectful relationships with all peers and adults.	
Child learns about Aboriginal and Torres Strait Islander history and culture in the context of their community.	
Child builds a sense of responsibility and respect for the needs and wellbeing of the group.	
Child challenges unfair acts of discrimination.	
Child listens to others’ opinions or points of view.	
Child learns about safe and unsafe situations.	
Child identifies trusted adults and friends.	
Child seeks help from trusted adults when needed.	

Learning Outcome 2.1 - Children and young people develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active and informed citizens.

Child recognises their right to belong to many communities.	Teacher promotes a sense of community within the school age setting.
Child cooperates with others and negotiates roles and relationships in play and leisure experiences.	Teacher builds connections between the school age setting, schools and the local community.
Child actively helps other children to participate in social groups.	Teacher provides opportunities for children to investigate ideas, complex concepts and ethical issues that are relevant to their lives and their local communities.
Child broadens their understandings of the world they live in.	Teacher assists children and young people in their exploration of natural and constructed environments.
Child expresses an opinion and contributes to fair decision making in matters that affect them.	Teacher investigates the interdependence between people, animals, plants, lands and waters.
Child builds on their own social experiences to explore other ways of being.	Teacher models language that children can use to express ideas, negotiate roles and collaborate to achieve goals.
Child learns to read the behaviour of others and responds appropriately.	Teacher scaffolds children’s learning opportunities to participate and contribute to group activities.

Child understands diverse ways of contributing through play and projects.	Teacher plans opportunities for children to participate in significant ways in group discussions and shared decision-making about rules, expectations and activities.
Child responds positively to others, reaching out for company and friendship.	Teacher creates opportunities for collaboration with adults of all ages.
Child contributes to decision-making processes about matters that affect them.	Teacher supports children and young people to form their own groups.
Child makes decisions about who they engage in play and leisure with.	Teacher creates a range of ways for children and young people to participate in programming decisions.
Child understands how their ideas and contributions have been used in decision making.	Teacher creates opportunities for open and authentic partnerships with families, communities and organisations including Aboriginal and Torres Strait Islander people and those from culturally diverse backgrounds.
Child works in partnership with educators to plan play and leisure experiences.	Teacher informs children and young people about the outcomes of decision-making processes they have been involved in.
Child advocates for their own rights with adults who care for them.	Provide opportunities for diverse groups of children and young people to contribute to program planning.
Child is aware and uses the 7Rs of sustainability. Reduce, reuse, recycle, respect, repair, reflect and refuse as part of economic sustainability.	Teacher ensures partnerships with Aboriginal and Torres Strait Islander communities and organisations are genuine and sustainable.
Child engages in conversations with older adults about topics of mutual interest.	Teacher builds children and young people's awareness of the 7Rs of sustainability: reduce, reuse, recycle, respect repair reflect and refuse as part of economic sustainability.
	Teacher creates opportunities to contribute to community wellbeing. E.g. foodbanks.

Learning Outcome 2.2 – Children and young people respond to diversity with respect.

Child uses opportunities to participate in and develop understanding of the diverse cultures, heritages, backgrounds traditions and family structures. .	Teacher plans experiences and provide resources that broaden children's perspectives and encourage appreciation of diversity.
Child demonstrates awareness of connections, similarities and differences between peoples and responds positively.	Teacher engages in interactions with children and young people that promote respect for diversity and value distinctiveness.
Child listens to others' ideas and respect diverse ways of being and doing.	Teacher exposes children to different languages and dialects and encourages appreciation of linguistic diversity including cultures.
Child practices inclusive ways of achieving coexistence.	Teacher encourages children to listen to others and to respect diverse perspectives.
Child interacts respectfully with diverse gender and cultural identities.	Teacher demonstrates positive responses to diversity in their own behaviour and in conversations with children.
Child has access to resources with diverse representation of culture, heritage, tradition, capabilities and gender.	Teacher explore the culture, heritage, language, backgrounds and traditions of each child within the context of their family and community. E.g. Diwali, Easter, Chuseok, Harmony Day.
Child explores kinship systems, their relationships and connections that they have built with their own community.	Teacher provides resources with diverse representations of culture, heritage tradition, capabilities, and gender.
Child becomes aware of different linguistic and cultural events. e.g., Diwali, Easter, Chuseok, Harmony Day.	Teacher practices Aboriginal and Torres Strait Islander ways of learning including storytelling, yarning and deep listening

	with children and young people, their families and communities.
Child connects with Aboriginal and Torres Strait Islander children and young people and connects with their own community events, and activities. E.g., NAIDOC, Sorry Business, Reconciliation Week	Teacher ensures that the Aboriginal and Torres Strait Islander resources are genuine and appropriate.
Child explores local Aboriginal and Torres Strait Islander people's cultures and connection with local places and people. (Past and present)	Teacher provides opportunities for Aboriginal and Torres Strait Islander children and young people to connect with their own community events and activities. e.g., NAIDOC, National Aboriginal and Torres Strait Islander and Young Peoples Day, Sorry Business, Reconciliation week.
	Teacher uses creative forms of expression to explore diversity and emotions.
	Teacher recognises opportunities to use digital technologies to find answers to questions and document discoveries.

Learning Outcome 2.3 – Children and young people become aware of fairness.

Child is aware of the ways in which people are included and excluded from physical and social environments.	Teacher notices and listens carefully to children's concerns and discuss diverse perspectives on issues of inclusion and exclusion and fair and unfair behaviour.
Child is able to recognise unfairness and bias and responds with compassion and kindness.	Teacher analyses and discusses with children, ways in which stereotypes are portrayed.
Child makes choices and solves problems to meet their needs.	Teacher draws children's attention to issues of fairness relevant to them in the school age setting and community.
Child understands what it means to be treated fairly and to treat others fairly.	Teacher provides all children and young people with opportunities to be seen as capable.
Child thinks critically about fair and unfair behaviour.	Teacher builds cultural partnerships in the local environment and community.
Child understands and evaluates how texts and media construct identities create stereotypes.	Teacher seeks guidance from Aboriginal and Torres Strait Islander Elders and community members about local processes and protocols, history and culture.
Child develops appreciation and respect for different ways of knowing, being and doing.	Teacher provides equitable opportunities for children and young people including Aboriginal and Torres Strait Islander children and young people who have diverse capabilities to contribute positively to their world.
Child engages in recapitulative play	Teacher provides materials, texts and resources that provide opportunities to analyse and challenge stereotypes associated with age, gender, ability, race and family and community background.
Child investigates the culture and linguistic diversity represented in their community through a range of creative expressions.	Teacher provides clear, accessible information for families and communities about the services' policies, including child safety and well-being, code of conduct record keeping practices and complaints and investigation processes.
Child engages with concepts of citizenship, social justice and equity. E.g., taking action to help communities in distress following fires, flood and drought.	

Learning Outcome 2.4 - Children become socially responsible and show respect for the environment.

Child demonstrates increasing knowledge and respect for natural and constructed environments.	Teacher embeds social, economic and environmental sustainability in daily routines and practices. E.g., Inclusion, sharing of resources and reducing waste.
Child demonstrates awareness of the impact of humans on the natural environment and the interdependence of living things.	Teacher discusses the ways the life and health of living things are interconnected.
Child participates with others to solve problems and contribute to group outcomes.	Teacher collaborates with children to develop daily routines and practices that embrace sustainability.
Child explores, infers, predicts, and hypothesises to develop increased understanding of the interdependence between land, people, plants and animals.	Teacher works with children to show respect, care and appreciation for the natural environment.
Child shows appreciation and care for natural and constructed environments.	Teacher provides children with access to a range of natural materials in their environment.
Child acts with moral and ethical integrity.	Teacher enables children to care for and learn from the land.
Child appreciates social, cultural, linguistic and religious diversity.	Teacher discusses the nature of children's connectedness to the land and demonstrates respect for community protocols.
Child connect through language and culture with Aboriginal and Torres Strait Islander Country	Teacher visibly and verbally acknowledges connection of language and culture to Country and Traditional Owners.
Child has opportunities to care for Country and connect with land and waterways	Teacher provides experiences for children and young people to care for Country and connect with animals, plants, lands and waterways in the local community.
Child recognises that they are part of ecosystems and care for local biodiversity and explore how Aboriginal and Torres Strait Islander people traditionally cared for and sustained the land	Teacher provides opportunities for children and young people to learn about the interconnected dimensions of sustainability. E.g., recycling bottles and donating funds to local charities and community groups.
Child learns to use Aboriginal and or Torres Strait Islander names for local plants and animals.	

Learning Outcome 3.1 - Children become strong in their social and emotional wellbeing.

Child demonstrates trust and confidence.	Teacher shows care, understanding and respect for all children. And young people.
Child shares humour, happiness and satisfaction with others both Verbally and non-verbally	Teacher listens and responds empathically when children and young people communicate their distress, fears or frustrations.
Child celebrates their achievements and those of others.	Teacher collaborates with children to plan and document their achievements and share their successes with their families.
Child increasingly co-operates and works collaboratively with others.	Teacher challenges and supports children to engage and persevere.
Child enjoys moments of solitude.	Teacher builds upon and extends children's ideas.
Child makes choices, accepts challenges, takes considered risks, manages changes and copes with frustration.	Teacher maintains high expectations of each child's capabilities.
Child self-regulates their behaviour manages their own emotions in ways that consider others.	Teacher affirms children's decision-making and efforts.
Child uses moral reasoning to solve problems.	Teacher welcomes children and families sharing aspects of their culture and spiritual lives.

Child asserts their independence while demonstrating increasing awareness of the needs and rights of others.	Teacher discusses emotions, responses to events, emotional regulation, and self-control.
Child recognises the contributions they make to shared projects and experiences and anticipates realistic consequences.	Teacher collaborates with children to negotiate their rights in relation to the rights of others.
Child is able to make friendships with the same age and cross age peers.	Teacher provides time and space for children to challenge and practice physical capabilities.
Child is able to engage in relaxation and down times as well as more active forms of play and leisure.	Teacher provides children with a range of challenging and motivating play and leisure experiences.
Child recognises Aboriginal and Torres Strait Islander role models and has access to them.	Teacher adjusts play and leisure experiences to reflect children's interests and curiosities as they respond to changes in time, weather and other contextual factors.
Child uses positive self-talk when encountering difficulties and setbacks.	Teacher supports families diverse parenting approaches and styles.
Child can identify and seek out trusted people to communicate what upsets them, makes them uncomfortable or sad.	Teacher uses strategies that can help to bring balance and safety to the experience of children who have been impacted by trauma or disrupted attachment and enable them to move from survival to learning.
Child is able to talk about negative emotions or potentially unsafe behaviours.	Teacher sets high expectations for Aboriginal and Torres Strait Islander children and young people and challenge them to do their best work.
	Teacher creates opportunities to have more Aboriginal and Torres Strait Islander educators visible in the setting.
	Teacher provides culturally safe spaces that are welcoming for Aboriginal and Torres Strait Islander children, young people and their families.
	Teacher uses trauma aware approaches.
	Teacher investigates how physical movement, exercise and healthy lifestyles assist children and young people's mental wellbeing.
	Teacher discusses unsafe situations that would need to be reported to educators and other adults including signs of children and young people at risk.
	Teacher Promotes safety awareness with children and young people.
	Teacher uses appropriate language and strategies to empower children with a basic understanding of the stress response and how they can learn to calm themselves when they notice they are becoming dysregulated.

Learning Outcome 3.2 – Children and young people become strong in their physical learning and wellbeing.

Child combine gross and fine motor movement and balance to achieve complex patterns of activity including dance, creative movement, drama and sports.	Teacher creates physical environments that test and challenge but are inclusive of children and young people's physical capabilities.
Child manipulates equipment and manages tools with increasing competence and skill.	Teacher assists children with opportunities to be physical and use both gross and fine motor muscles.
Child can regulate their emotions by concentrating, focusing and calming techniques.	Teacher develops shared notions of 'risky play' with children and young people and other educators.

Child demonstrates correct fundamental movement skills when running, hopping, jumping, catching, kicking, or balancing.	Teacher uses musical instruments, bean bags, balls, bats, hoops to develop hand/eye coordination.
Child moves around the environment safely demonstrating special awareness	Teacher provides loose parts of various sizes for individual and collaborative play.
Child builds on their core strength.	Teacher teaches children protective behaviours such as telling others to stop doing something that makes them feel unsafe or unhappy.
Child develops hand/ eye and hand/foot coordination.	Teacher encourages children and young people to make responsible choices and protect themselves from harm.
Child joins in dance and drama and is able to move their body in creative ways.	Teacher provides spaces both indoor and outdoor, where children can retreat for calming or peaceful self-soothing.
Child shows an awareness of their own feeling and the feelings of others.	Teacher uses dramatic arts for supporting children's exploration of feelings and opinions.
Child displays emotions in acceptable ways.	Teacher draws on diverse families and community experiences and expertise to include familiar games and physical activities in play.
	Teacher draws on diverse family and community experiences and expertise to include various forms of dance. E.g. Khon, Bharatanatyam, Bollywood, Shaku, Hip-Hop, Irish Dance.

Learning Outcome 3.3 – Children and young people are aware of and develop strategies to support their own mental and physical health and personal safety.

Child is happy, safe and connected to others.	Teacher collaborates to plan energetic physical activity including dance, drama, movement, sports and games.
Child shows an increasing awareness of healthy lifestyles and good nutrition.	Teacher draws on family and community experiences and expertise to include familiar games and physical activities.
Child shows enthusiasm for participating in physical play.	Teacher provides a wide range of resources to develop children's fine and gross motor skills.
Child negotiates environments to ensure the safety of themselves and others.	Teacher encourages healthy eating and an active lifestyle amongst children and young people.
Child seeks out positive experiences.	Teacher engages children in experiences and conversations and routines that promote safety, healthy lifestyles, and nutrition.
Aboriginal and Torres Strait Islander children are comfortable sharing their history and culture, songs, language, food ceremonies and dance.	Teacher provides a range of active and relaxing experiences throughout the day.
Child talks positively about themselves and their capabilities.	Teacher adjusts transitions and routines based on children's capabilities, interests, and curiosities.
Child develops an understanding that their feeling changes over time. (Stress, loss, grief are normal emotions that everyone goes through at some stage)	Teacher helps children learn about e safety and embed safe and healthy digital practices.
Child has a positive outlook.	Teacher discusses aspects of posture and other health related age-appropriate digital practices with children and young people.

Child is able to use strategies to calm the body and mind when needed.	Teacher promotes children's rights for challenging and energetic play to all stakeholders.
Child learns ways to ask for and provide consent during everyday play.	Teacher develops their own awareness of indigenous issues around the world.
Child is able to distinguish between safe and unsafe touches.	Teacher creates culturally appropriate leaning experiences for all children where their culture is reflected in the setting.
Child can discuss and understands how the brain works.	Teacher provides spaces and strategies such as relaxation techniques and self-calming for children to manage strong emotions.
Child learns how to tell a trusted adult about things that upset them, make them uncomfortable or sad.	Teacher communicates to children that it is ok to say no to touch.
Child learns to use strategies that calm and soothe the stress response and physiological dysregulation. (self-regulation)	Teacher listens carefully and takes children seriously when they talk about things that bother them.
	Teacher supports children to understand how the brain works.
	Teacher supports children who are feeling anxious to approach indoor and outdoor experiences and routines.
	Teacher develops their understanding and knowledge of personal safety in supporting children and their families' awareness of boundaries.
	Teacher identifies the role of risk factors and protective factors on children's development.

Learning Outcome 4.1 – Children and young people develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

Child follows and extends their interests with enthusiasm, curiosity, energy, and concentration.	Teacher discusses how the brain develops and is linked to self-regulation.
Child investigates, imagine, and explore ideas.	Teacher recognises and values children's involvement in play and leisure experiences.
Child initiates and contributes to play and leisure experiences emerging from their own ideas.	Teacher provides environments that are flexible and open-ended.
Child participates in a variety of meaningful inquiry-based experiences.	Teacher responds to children's dispositions by commenting on them and providing encouragement and additional ideas.
Child explores diverse ways of knowing, being and doing in their learning.	Teacher encourages children to engage in both individual and collaborative explorative and reflective processes.
Child perseveres even when they find a task difficult and experience the satisfaction of achievement.	Teacher listens carefully to children's ideas and discusses with them how these ideas might be developed.
Child sees their culture represented in their environment including Aboriginal and Torres Strait Islander children and young people.	Teacher models inquiry processes, including observation, curiosity and imagination, try new ideas and take on challenges.
Child demonstrates curiosity, cooperation confidence creativity commitment enthusiasm persistence imagination and reflexivity.	Teacher explores the diversity of cultures and social identities.
Child takes calculated risks when trying new strategies.	Teacher critically reflects on personal responses to all kinds of diversity.

Child uses strategies to develop a growth mindset such as using positive self-talk when trying to overcome a problem or setback.	Teacher assists children to explore Aboriginal and Torres Strait Islander ways of knowing, being and doing. E.g., explore the 8 aboriginal ways of learning.
Child revisits previous experiences and plans new challenges.	Teacher creates a responsive environment to support children sustained investigations.
Child is open to other ways of doing things.	Teacher includes a growth mindset model in everyday activities.
Child engages in creative experiences such as art, dance and drama.	Teacher develops their skills in talking to children about how their brains work and how it grows as they learn.

Learning Outcome 4.2 - Children and young people develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching, and investigating.

Child applies a wide variety of thinking strategies to engage with situations, solve problems and adapt these strategies to new situations.	Teacher plans environments with appropriate levels of challenge for all ages, interests and capabilities, where children are encouraged to explore, experiment and take appropriate risks.
Child creates and uses representation to organise, record and communicate ideas and concepts.	Teacher provides experiences that encourage children to investigate ideas, solve problems and use complex concepts and thinking, reasoning and hypothesising.
Child makes predictions and generalisations about their daily activities, aspects of the natural world and environments.	Teacher encourages children to communicate and make visible their ideas and theories.
Child manipulates objects and experiments with cause and effect through trial and error.	Teacher collaborates with children and models reasoning, predicting and reflecting processes and language.
Child uses reflective thinking to consider why things happen and what can be learnt.	Teacher provides opportunities for children to initiate and lead activities.
Child shows leadership, and follows direction given by other children.	Teacher provides opportunities for Aboriginal and Torres Strait Islander educators to provide feedback and reflect on everyday practices within their setting.
Child makes choices and takes control.	Teacher ensures that documentation of learning is visible to encourage the revisiting of ideas and concepts.
Child has opportunities to participate in program decision making	Teacher supports children and young people's extended investigations with flexible schedules to allow for multiple solutions and ways of thinking to be explored.
Child connects with Aboriginal and Torres Strait Islander community to engage with stories about place-based history and culture.	Teacher uses digital technologies and media as a means of promoting children's well being learning and development.
Child uses a range of skills and processes such as problem-solving inquiry experimentation hypothesising researching and investigating.	Teacher demonstrates how to use the internet and search engines safely.
Child develops and tests theories to solve problems.	Teacher uses cooking experiences to support mathematical and scientific skills such as observation, reasoning hypothesising and measurement.
Child uses a range of media to express their ideas through the arts. (clay drawing, paint, digital technologies.)	Teacher uses sand and water play to support mathematical and scientific skills such as observation, reasoning, hypothesising and measurement.
Child engages with culturally relevant object to test ideas and represent mathematical ideas.	
Child access information and investigate topics of interest using	

search engines and the internet.	

Learning Outcome 4.3 – Children and Young people transfer and adapt what they have learned from one context to another.

Child makes connections between experiences, concepts and processes.	Teacher supports children to apply their learning in new ways and talks with them in ways that grow their understanding.
Child uses play, reflection and investigation to solve problems.	Teacher supports children to construct multiple solutions to problems using diverse ways of thinking.
Child applies strategies that effectively solved problems in one context to a new context.	Teacher plans for time and space where children can reflect to see similarities and connections between existing and new ideas.
Child talks about what they have learned and how they think that happened.	Teacher shares and transfers knowledge about children’s understandings from one setting to another, by exchanging information with families and with professionals in other settings.
Child talks about what might be the same or different at home, school or in the setting.	Teacher understands that competence is not tied to any language, dialect or culture.
Child has opportunities to explore and celebrate diversity and culture as part of everyday practice.	Teacher creates opportunities for all children and young people, including Aboriginal and Torres Strait Islander children and young people and those from culturally diverse backgrounds, to explore and celebrate diversity and culture at school and at home.
	Teacher provides opportunities for all educators to participate in acknowledging Country and how this can be used in different settings.
	Teacher scaffolds children’s understanding of how skills and ideas can be transferred to other activities through conversation and questions.

Learning Outcome 4.4 – Children and Young People resource their own learning through connecting with people, place, technologies and natural and processed materials.

Child experiences the benefits and pleasures of shared exploration of new ideas.	Teacher provides opportunities for children’s choice and collaboration.
Child explores the functions and purpose of a range of tools and media.	Teacher involves children in the broader community beyond the school age setting.
Child manipulates resources to investigate, take apart, assemble, invent and construct.	Teacher creates possibilities for peer scaffolding.
Child experiments with Information and Communication Technology (ICT) to investigate and solve problems.	Teacher introduces appropriate tools, digital technologies and media and provides the skills, knowledge and techniques.
Child explores ideas and theories using imagination and creativity.	Teacher develops their own confidence with technologies available to children in the setting.
Child uses feedback from others to revise and build on an idea.	Teacher designs environments that are flexible and provide resources that encourage children to use their imagination and represent their thinking.

Child is able to learn alongside peers of their choice.	Teacher promotes children's and young people's rights to explore a range of digital technologies.
Child uses digital technologies and media to engage in play and leisure.	Teacher creates opportunities to discuss and embed Aboriginal and Torres Strait Islander perspectives into everyday practice.
Child has opportunities for meaningful conversations and create and construct artwork in a sustainable way using natural and manufactured materials and tools.	Teacher listens intently to children's ideas and discuss with them how these ideas may develop.
Child draws on Aboriginal and Torres Strait Islander stories, history, culture, customs and celebrations.	
Child retells or creates stories using materials, or drama to represent ideas.	
Child expresses and responds to ideas and feeling using a range of creative media including photography and digital technologies.	
Child explores 2D and 3D forms of expression to develop understanding of different art forms and elements.	

Learning Outcome 5.1 – Children and Young People interact verbally and non-verbally with others for a range of purposes.

Child engages in enjoyable interactions using verbal and non-verbal language.	Teacher responds sensitively and appropriately to children's conversations.
Child conveys and constructs messages with purpose and confidence, building on family/ home and community literacies.	Teacher values children's linguistic heritage and with family and community members encourages the use of and acquisition of home languages and Standard Australian English.
Child uses language and representations form play, music and art and popular culture to share and project meaning.	Teacher collaborates about routines and procedures.
Child contributes their ideas and experiences in play, small and large group discussions, including decision-making opportunities like group rules.	Teacher models language and encourages children to express themselves through language in a range of contexts and for a range of purposes including leading and following directions.
Child is an independent communicator who initiates standard English and home language conversations and demonstrates ability to meet listeners' needs.	Teacher engages in sustained communication with children about ideas and experiences.
Child interacts with others to explore ideas and concepts, clarify and challenge thinking, debate, negotiate and share new understandings.	Teacher includes real-life experiences and resources to promote children's use of literacy and numeracy.
Child conveys and constructs messages with purpose and confidence e.g., expressing needs, conflict resolution, following directions.	Teacher allows children to direct their own play experiences with peers.
Child expresses ideas and feelings and understands and respects the perspectives of others.	Teacher provides children with opportunities to participate in program decision making using a range of communication methods.
Child uses verbal and non-verbal language to communicate thinking.	Teacher provides opportunities for Aboriginal and Torres Strait Islander educators to share ideas about practice when embedding Aboriginal and Torres Strait Islander perspectives into everyday practices.

Child participates in play opportunities that promote social interaction with peers.	Teacher recognises the importance of respecting multiple communication styles and varying cultural communication norms.
Child participates in opportunities to identify Aboriginal and Torres Strait Islander signs, symbols, and images as part of their verbal and non-verbal communication with families and communities.	
Child Shares Aboriginal and Torres Strait Islander verbal ways of storytelling and yarning and non-verbal ways of deep listening.	
Child uses digital technologies to express their thinking and ideas.	

Learning Outcome 5.2 – Children and Young People engage with and gain meaning from a range of visual images and texts.

Child enjoys stories, verse and lyrics.	Teacher provides opportunities for children to follow directions from everyday texts e.g., recipe books, instructions for craft, rules for sports or games.
Child views, listens to and enjoys printed, visual and multimedia texts.	Teacher reads and shares a range of books, magazines and newspapers with children.
Child takes on roles of literacy and numeracy users in their play.	Teacher provides a literacy-enriched environment including display print in home languages and standard English.
Child actively uses, engage with and shares the enjoyment of language and texts in a range of ways.	Teacher incorporates familiar family and community texts and tells stories.
Child recognises and engages with written and oral culturally constructed texts.	Teacher encourages children to share their interests in music and discuss lyrics.
Child uses a range of instructional texts for leisure activities like sport and craft.	Teacher engages children in discussions about books and other texts that promote consideration of diverse perspectives.
Child investigates and recognises stereotypes or narrow depictions of diversity.	Teacher seeks Aboriginal and Torres Strait Islander guidance to ensure that the authentic voices of traditional Owners, Elders and community members are highlighted in experiences.
Child is able to access books and digital media that are appropriate for their literacy capabilities.	Teacher provides books, digital media and resources that appeal to arrange of ages and literacy capabilities.
Child has opportunities to participate in serve communications with parents, school staff and other stakeholders.	Teacher provides children with opportunities to participate in documentation and assessment of wellbeing learning and development.
Child shares stories about Aboriginal and Torres Strait Islander history, culture, ways of sustainability, land care customs and celebrations.	Teacher has opportunities to engage in Aboriginal and Torres Strait Islander led professional dev elopement about Aboriginal and Torres Strait Islander ways of learning. E.g. 8 ways and both ways pedagogy.
Child identifies Aboriginal and Torres Strait Islander signs and symbols relevant to their location.	Teacher provides opportunities for children to use languages other than English
	Teacher provides opportunities for visual communication such as signing.

Learning Outcome 5.3 - Children and Young People collaborate with others, express ideas and make meaning using a range of digital technologies and media and communication technologies.

Child engages with media and technology for fun and to make meaning.	Teacher builds on children’s family and community experiences with creative and expressive arts.
Child uses language and engages in play to imagine and create roles, scripts and ideas.	Teacher provides a range of resources that enable children to express meaning using photography, visual arts, dance, drama, music and construction.
Child uses the creative arts such as drawing, painting, sculpture, drama, dance, movement, music and storytelling.	Teacher joins in children’s play and leisure and co-constructs materials such as signs, posters and journals that extend and support literacy learning.
Child uses technologies in everyday life. E.g. recording daily activities in program journals using different software programs	Teacher collaborates with children to record the shared experiences.
Child operates digital devices such as taking photos or making movies with a tablet.	Teacher provides digital media and communication technologies for leaning, play and leisure.
Child uses information and communication technologies safely to express ideas, access images, information and explores diverse perspectives.	Teacher encourages the use of technologies between children, and children and educators.
Child engages with information and communication technology tools for designing, drawing, editing, reflecting and composing.	Teacher integrates technologies into children’s play and leisure experiences, projects and routines.
Child contributes to the development of protocols about the use of digital technologies.	Teacher talks about health and safety protocols in the use of technology, digital games and media.
Child participates in the development of service policies and rules relating to the safety and healthy use of digital media, games and technology.	Teacher facilitates the use of the internet as a network that children use to generate, store, retrieve and share information.
Child expresses their views about the execution of the daily program or contribute to the planning of the vacation care program	Teacher discusses protocols about use of digital technologies safety in partnership with children and young people.
Child views, listens to and responds to printed, visual and multimedia texts or music and expresses how it makes them feel.	Teacher critically reflects on how they are embedding Aboriginal and Torres Strait Islander perspectives into every part of their planning and their setting.
Child uses tools and techniques to shape; assemble and join material they are using.	Teacher provides Aboriginal and Torres Strait Islander children and young people opportunities to communicate how they are feeling through writing, the arts and construction.
Child explores a range of materials and their properties.	

