

NORTHERN TERRITORY
EARLY YEARS CURRICULUM GUIDE:

PRESCHOOL

A supporting resource for the Early Years Learning Framework
Updated 2023 – Version 3.1



Acknowledgement of Country

The Northern Territory Department of Education respectfully acknowledges all traditional custodians of the land now known as the Northern Territory.



The Northern Territory Early Years Curriculum Guide: *Preschool* has drawn on key documents from the Northern Territory and other jurisdictions. These include:

- Australian Government Department of Education [AGDE] (2022). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia (V2.0)*. Australian Government Department of Education for the Ministerial Council
- Department of Education Northern Territory (2022), *Assessment of student competencies: Teacher handbook*, Northern Territory
- Department of Education and Training, Victoria (2011), *Victorian Early Years Learning and Development Framework*, Victoria
- Queensland Studies Authority (2010), *Continua of learning and development*, Queensland
- School Curriculum and Standards Authority (2014), *Curriculum in Western Australia K-10/Kindergarten Curriculum Guidelines*, Western Australia.

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Introduction

The Northern Territory Early Years Curriculum Guide: *Preschool* has been developed as a practical guide to assist you as an educator to implement, with your colleagues, the outcomes of the Early Years Learning Framework (EYLF) V2.0, 2022¹ for children from 3 to 5 years of age.

It is based on the EYLF vision for children's learning and is characterised by *Belonging, Being and Becoming*.

- Belonging** Recognising that knowing where and with whom you belong is integral to human existence, providing a basis for children's interdependence and relationships with others.
- Being** Recognising and valuing the 'here and now' in children's lives and viewing childhood as more than simply preparation for adulthood or the future.
- Becoming** Recognising the rapid and significant learning and development that occurs in the early years, and the capability and potential of children.

It has been designed to strengthen and support you in teaching children in the preschool years, to enhance effective practice and professional knowledge, and to assist you to gain an understanding of children's interests and the importance of family and community priorities and contexts. It is informed by a clear understanding of what children are capable of doing and how they develop effectively through play-based learning and intentional and explicit teaching.

It aims to help you further understand and embed the EYLF in your work and in particular to help you to promote literacy and numeracy through intentional play-based learning. These foundational skills are essential for children to achieve success at school and in life.

Intentional teaching means systematically introducing content, across all learning outcomes, using developmentally based methods and respecting children's modes of learning, acquired through knowing the experiences and learning styles of individual children.

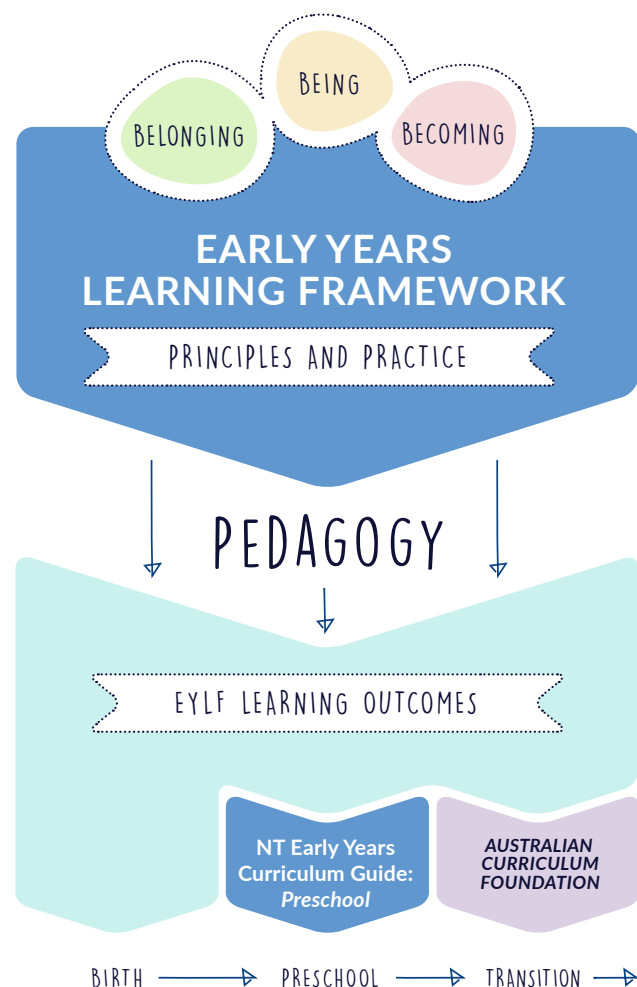
This guide has been developed with the knowledge that early childhood programs can improve children's learning and close the outcomes gap between Aboriginal and non-Aboriginal children. It acknowledges the importance for early childhood programs to be solidly grounded in culture, language and family relationships to recognise and help build children's identity.

The original Northern Territory (NT) Preschool Curriculum was trialled in 37 preschools across the NT, including urban and remote locations. The learnings from the process have been incorporated into this document to make it a guide for educators delivering an education and care program for all preschool aged children, regardless of context.

SEE YOUR PRACTICE IN THE DOCUMENT, WHAT ARE YOU ALREADY DOING,
DO NOT LOOK FOR WHAT YOU ARE NOT DOING.

LET THE GUIDE EXTEND YOUR WORK, NOT BE AN ADDITION.

Figure 1: The Early Years Learning Framework and the Northern Territory Early Years Curriculum Guide: *Preschool*



The EYLF is the nationally approved framework – providing the principles, practices and learning outcomes within which to build early childhood programs and activities so that children:

- have a strong sense of identity
- are connected with and contribute to their world
- have a strong sense of wellbeing
- are confident and involved learners
- are effective communicators

These are the core elements of the EYLF and this guide.

This guide also accords with Quality Area 1 of the National Quality Standard (NQS)². It has a strong focus on enhancing children's learning and development through the pedagogical practices of educators and the development of programs that promote children's learning across the 5 EYLF learning outcomes³.

All regulated early childhood education and care services are assessed and rated against the elements of the NQS.



What is the Northern Territory Early Years Curriculum Guide: *Preschool*

The Northern Territory Early Years Curriculum Guide: *Preschool* provides the next level of focus and detail within the EYLF to assist educators to plan and program for children from 3 to 5 years of age. It also outlines the teaching practices and phases of learning, which can assist with transitioning for children moving between education and care services. In addition, it can support teachers to build continuity of learning for children when they commence the Transition year. It provides the links between the content of the guide and the Australian Curriculum Version 9.0 which is used by schools for students from Foundation to Year 10.

A curriculum is “all interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children’s learning and development”⁴.

Using this guide to assist planning with the 5 EYLF outcomes is important because children need to develop their sense of identity and connection to their world and the relationships that are inherent to their sense of wellbeing. They build their dispositions for learning through interest, engagement, imagination, creativity, communication and thinking skills.

A large part of this guide is focused on aspects of communication. Many young Aboriginal children living in remote communities are multi-literate, growing up in linguistically rich and complex environments⁵ where they are exposed to a number of languages and dialects. However, the lack of competence in Standard Australian English and unfamiliarity with the school environment can mean these children fall behind their peers. This can apply to children from a range of cultural backgrounds. References and suggestions for teaching practices for children for whom English is an additional language or dialect are included across this guide.

Children learn about themselves and construct their own identity within the context of their families and communities. This includes their relationships with people, places and things and the actions and responses of others. Identity is not fixed, it is shaped by experiences. When children have positive experiences, they develop an understanding of themselves as significant and respected, and feel a sense of belonging. Relationships are the foundations for the construction of identity – “who I am, how I belong and what is my influence?”



Each of the 5 **Learning Outcome** areas is categorised into **elements**, **sub-elements** and **elaborations** which include child-focused examples and a range of **Learning Opportunities** and **Phases of Learning**. These can assist educators to promote children's early learning, development and wellbeing. These are not exhaustive or exclusive. The intention is that preschools, through their work with the curriculum, can contribute other relevant examples of practice.

Learning Outcome

ELEMENT

2.1

Develop a sense of connectedness to groups and communities and an understanding of reciprocal rights and responsibilities as active and informed citizens

connects to the Australian Curriculum General Capabilities – Personal and Social Capability; Intercultural Understanding; Critical and creative thinking; Digital Literacy


a. develop a sense of connectedness


SUB-ELEMENT

Preschool aged children are connected and contribute to their world when they:

- cooperate with others and negotiate roles and relationships in play and group experiences
- express their own opinion in matters that affect them
- gradually learn to 'read' the feelings and behaviours of others and respond appropriately
- identify themselves as being part of family and community groups
- confidently include themselves and participate in social groups

ELABORATIONS



 Connectedness EYLF Outcome 2 | NT Early Years Curriculum Guide: Preschool

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Learning Opportunities

The Learning Opportunities are only examples of practice that promote children's learning, development and wellbeing, and provide opportunities for them to demonstrate their knowledge and understanding. Educators use their knowledge of individual children, their strengths and capabilities, to guide their professional judgments to ensure all children have the chance to engage in a range of experiences that optimise their learning.

Learning Opportunities: for connecting with others

Educators interact with children and families to develop successful connections with others.

They...

- support children to build relationships with each other based on peace, equality and human rights
- role play perspectives on inclusion/exclusion, fair/unfair and kind/unkind
- sing songs, play games and recite chants from a range of cultural backgrounds
- provide resources that broaden children's perspectives and encourage appreciation of diversity, for example, puzzles, books, posters and toys
- expose children to different languages and dialects – encourage appreciation of linguistic diversity, for example, people, songs and apps

- plan experiences that broaden children's knowledge and encourage appreciation of diversity, including disability, family diversity, cultural and linguistic diversity
- explore culture, heritage and traditions of each child
- cook/experience foods from different cultures and invite families to demonstrate and participate (be aware of allergies/restrictions)
- encourage children to cooperate with others and negotiate roles and relationships in play and group experiences
- build cultural partnerships in their environment

 Connectedness EYLF Outcome 2 | NT Early Years Curriculum Guide: Preschool

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Phases of Learning

The Phases of Learning are a tool for educators to use throughout the year to make informed judgments about a child's learning, development and wellbeing. There are no minimum standards, skills or checklists and no end point that children must reach by the end of preschool before they commence Transition (Australian Curriculum Foundation Year).

Phases of Learning: *Connectedness*

With support and modelling, the child manages classroom responsibilities.

Requires modelling and scaffolding to attempt to resolve conflicts.

With guidance, plays and works alongside others in familiar experiences and situations.*

Requires modelling and scaffolding to join in play with others, particularly small group play.

With support, recognises differences between familiar people, for example, physical appearance, foods eaten, language.

Listens and watches as others share examples of cultural practices, for example, dances, stories.

With guidance, notices things of interest within the environment, for example, insects in the garden, weather change. With support, is beginning to observe plants and animals in the environment.

With occasional prompts, participates in packing up, keeping the environment clean and tidy and caring for materials and spaces.

With support, uses a small range of modelled strategies to resolve conflict.

Plays and collaborates with others during familiar experiences for sustained periods of time.

Usually shares play resources and takes turns.

Responds positively and respectfully to differences and similarities among people.

Shows interest in their own culture and heritage, for example, talking about stories, important people, food from own culture.

Is interested in observing short-term changes in their environment, for example, watches ice melt, seeds grow.

Shares interest in animals and plants with others and if asked, can discuss ways to care for them.

Offers to help with familiar classroom responsibilities and often carries them out independently.

Attempts to resolve conflict by suggesting modelled strategies.

Actively participates in a few familiar and new group learning experiences.

Applies awareness of their own and others, rights in familiar situations, for example, turn taking.

With prompts, talks positively about differences and shows interest in the many ways people may be different.

Shares some aspects of their own culture, for example, a song or story.

Willingly shares observations of natural changes in their environment, for example, tides changing when fishing, rivers flowing when it rains.

Shares their knowledge of plants and animals with others.

Foundation²²

Share a perspective on information, such as stories about significant events and special places AC9HSF503

Identify celebrations and commemorations of significant events shared with their families and others AC9HSFK02

Share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9EFL01

Explore the ways people make and use observations and questions to learn about the natural world AC9SFH01

Identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability AC9TDE2K01

Investigate who they are and the people in their world AC9HPF01

Follow rules to promote fair play in a range of physical activities AC9HPFM04

(Adapted from: *Continuum of learning and development*, Queensland Studies Authority 2010)

* It is not necessary for children to constantly interact with other children or adults. Playing alone provides children with time to think, explore and create.

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Early Childhood Pedagogy⁶

The term pedagogy in the EYLF refers to the art, science or craft of educating. Different theories, world views and knowledges inform early childhood approaches and practices to promote children's learning, development and wellbeing. When educators establish respectful relationships with children and their families, they are able to work together to use relational and place-based pedagogies that assist in developing curriculum relevant to children in their local context. Using these pedagogies and other child-centred approaches supports curriculum decisions.

Educators' professional judgements are central to their active role in facilitating children's learning. In making professional judgements, they intentionally weave together their:

- professional knowledge skills
- contextual knowledge of each child, their families and communities
- understanding that relationships with children and families are critical to creating safe and trusting spaces
- awareness of how their beliefs and values impact children's learning and wellbeing
- knowledge and understanding of Aboriginal and Torres Strait Islander perspectives
- personal styles and past professional experiences
- use of all components in the planning cycle

Alongside professional knowledge educators draw on their creativity, intuition and imagination, including engaging in critical reflection to evaluate and adjust their practice to cater for all children.

Educators draw upon a range of perspectives in their work which may include:

- developmental theories
- socio-cultural theories
- practice theories
- critical theories
- ancestral knowledges
- place-based science
- feminist and post-structuralist theories

Drawing on a range of perspectives and theories can challenge traditional ways of seeing children, teaching and learning. Doing so encourages educators to:

- investigate why they act in certain ways
- discuss other perspectives
- recognise how theories, world views and other knowledges assist in making sense of their work
- consider the voices of children, families and communities in their decision-making
- consider the consequences of their actions
- consider who is included or excluded by ways of working
- find new ways of working fairly and inclusively
- consider the ecosystems in which children live and learn



The EYLF Principles and Practices⁷: *Belonging, Being and Becoming*

Principles

- Secure, respectful and reciprocal relationships
- Partnerships
- Respect for diversity
- Aboriginal and Torres Strait Islander perspectives
- Equity, inclusion and high expectations
- Sustainability
- Critical reflection and ongoing professional learning
- Collaborative leadership and teamwork

Practices

- Holistic, integrated and interconnected approaches
- Responsiveness to children
- Play-based learning and intentionality
- Learning environments
- Cultural responsiveness
- Continuity of learning and transitions
- Assessment and evaluation for learning, development and wellbeing

Learning Outcomes

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators



Principles

The 8 Principles reflect contemporary theories, perspectives and research evidence concerning children's learning and early childhood pedagogy. The Principles underpin practice that is focused on assisting all children to make progress in relation to the Learning Outcomes.

1. Secure, respectful and reciprocal relationships

Educators who are attuned to children's thoughts and feelings, support their learning, development and wellbeing. Children's experience of positive caring relationships and interactions with others plays a crucial role in healthy brain development. Educators who prioritise nurturing relationships through culturally safe and responsive interactions, provide children with consistent emotional support.

2. Partnerships

Partnerships are based on the foundations of respecting each other's perspectives, expectations, values and building on the strength of each other's knowledge and skills. Educators recognise that families are children's first and most influential teachers. They create a welcoming and culturally safe environment where all children and families are respected regardless of background, ethnicity, languages spoken, religion, family makeup or gender.

3. Respect for diversity

Educators acknowledge the histories, cultures, languages, traditions, religions, spiritual beliefs, child rearing practices and lifestyle choices of families. They build culturally safe and secure environments for all children and their families. Educators recognise that diversity contributes to the richness of our society and provides valid evidence base about ways of knowing.

4. Aboriginal and Torres Strait Islander perspectives

Providing opportunities for Aboriginal and Torres Strait Islander children to see themselves, their identities and cultures reflected in their environment is important for growing a strong identity. Embedding Aboriginal and Torres Strait Islander perspectives is a shared responsibility. The history and culture of Aboriginal and Torres Strait Islander peoples is respectfully and truthfully reflected through community involvement and culturally sensitive practices.

5. Equity, inclusion and high expectations

Educators who are committed to equity recognise that all children have the right to participate, regardless of their circumstances, strengths, gender, capabilities, or diverse ways of doing and being. They create inclusive learning environments and adopt flexible and informed practices, including making adjustments to optimise access, participation and engagement in learning. Educators view all children as competent and capable and hold high expectations for their learning.



6. Sustainability

Broadly defined, sustainability spans environmental, social, and economic dimensions which are intertwined.

- Environmental sustainability focuses on caring for our natural world and protecting, preserving and improving the environment.
- Social sustainability is about inclusion and living peacefully, fairly and respectfully together in resilient local and global communities.
- Economic sustainability refers to practices that support economic development without negatively impacting the other dimensions.

Educators provide opportunities for children to learn about all the interconnected dimensions of sustainability.

7. Critical reflection and ongoing professional learning

Educators continually seek ways to build their professional knowledge and skills and develop learning communities. Reflection and critical reflection are often terms that are used interchangeably but are different practices. A robust culture of critical reflection is established when educators as a team.

8. Collaborative leadership and teamwork

Collaborative leadership and teamwork are built on a sense of shared responsibility and professional accountability for children's learning, development and wellbeing. Collaborative leadership and teamwork support a culture of peer mentoring and shared learning where all team members contribute to each other's professional learning and growth for high quality programs for children in early childhood education and care settings.



Practices

The principles of the early childhood pedagogy underpin practice. Educators draw on a rich repertoire of pedagogical practices to inform curriculum for children's learning, development and wellbeing.

1. Holistic, integrated and interconnected approaches

When educators take a holistic approach, they pay attention to children's physical, personal, social, emotional and spiritual wellbeing and cognitive aspects of learning. The integration of the Vision, Principles, Practices and Learning Outcomes are key to providing for children's holistic learning.

When planning, teaching and assessing learning, educators engage with all these elements, thinking about the principles underpinning their practices and the impact of their practices on children's engagement and achievement in learning, development and wellbeing.

2. Responsiveness to children

Educators are attuned to, and respond in ways that best suit, each child's strengths, capabilities and curiosity. Educators are aware of and respond to the strategies used by children with additional needs to negotiate their everyday lives. They respond to children's expertise, cultural traditions and ways of knowing, and the multiple languages spoken by some children, including Aboriginal and Torres Strait Islander children.

Responsive learning relationships are strengthened as educators and children learn together and share decisions, respect and trust. Responsiveness enables educators to respectfully enter children's play and ongoing projects, stimulate their thinking and enrich their learning.

3. Play-based learning and intentionality

Play-based learning approaches allow for different types of play and recognise the intentional roles that both children and educators may take in children's learning.

Play-based learning with intentionality can expand children's thinking and enhance their desire to know and to learn, promoting positive dispositions towards learning. Neural pathways and connections in the brain are stimulated when children are fully engaged in their play as they make plans, create, solve problems, develop self-awareness and learn how to socialise, negotiate and think with others. Children's immersion in their play illustrates how play enables them to simply enjoy being.

Through play and other opportunities children learn to make sense of their world. Educators draw upon a range of strategies, including sustained shared thinking, conversations, active engagement and intentional teaching to support an integrated teaching and learning approach that builds on children's strengths and interests to make learning engaging and relevant. Educators share strategies with families to support learning at home and make decisions about what concepts to introduce to children and when, building on children's existing knowledge.



“Learning is an active process that must involve children’s engagement. Play is essential for its ability to stimulate and integrate a wide range of children’s intellectual, physical, social and creative abilities.”

Teachers have a critical role in children’s play – making thoughtful, deliberate and purposeful decisions as they broaden and deepen children’s knowledge, skills and experience to take them beyond what they already know, can do and understand. Through guided play, intentional and explicit teaching they use specific strategies to build knowledge and understanding with the learning outcomes in mind.”

“Integrated teaching and learning approaches combine guided play and learning, adult-led learning and child-directed play and learning.”



Department of Education and Training (2011), Victorian Early Years Learning and Development Framework, Victoria⁸.

Guided play and learning⁹ occurs when educators are involved in children’s play and learning, following children’s interests and responding to spontaneous learning opportunities as they arise.

In guided play and learning, educators initiate the learning process, limit the learning goals and are responsible for maintaining focus on these goals even as the child guides his or her own discovery. An educator might initiate the play sequence, while children direct their own learning within the play context. Thus, guided play is child-directed and can take a number of paths within a play setting. In guided play, the educator might extend children’s exploration and learning by commenting on their discoveries, co-playing along with the children, asking open-ended questions about what children are finding or exploring the materials in ways that children might not have thought to do.

Adult-led learning¹⁰ occurs when adults introduce an experience, idea, concept or topic for exploration and direct the learning by taking charge, giving instructions, setting rules, asking questions and providing structure. An adult guided experience proceeds primarily along the lines of the teacher’s goals, but is also shaped by the children’s active engagement.

Educators have the knowledge of what children need to know to progress in their world. The guide is meant to be used to guide planning for individual children, small groups of children, as well as whole class needs. This is done on a weekly and fortnightly basis, as well as by term and year level.

Educators have a critical role in children’s learning. They make deliberate and purposeful decisions which will expand children’s knowledge and build upon children’s skills. For example, the strategies about the intentional and explicit teaching of literacy are designed to expand children’s vocabulary and language abilities, providing a strong foundation for later learning.

Child-directed play and learning¹¹ occurs when children lead their own learning through exploring, experimenting and being creative in ways that they initiate and control. Children are active learners who make sense of their world and themselves when they have opportunities to investigate ideas through play and interactions with people. Learning occurs through their social and cultural interactions with educators, parents, families and community members.

The adult's role in child-directed play and learning may be to observe what the child knows and proceeds primarily along the lines of children's interests and actions, with strategic teacher support. The adult can use that information to identify children's strengths, abilities and interests and to plan for further learning.

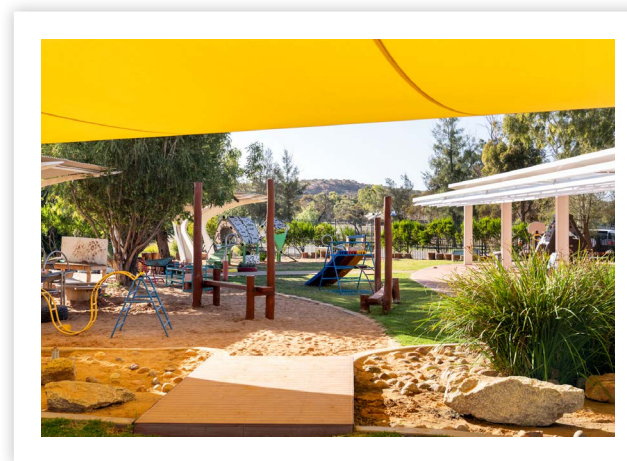
"AN EFFECTIVE EARLY CHILDHOOD PROGRAM COMBINES BOTH CHILD-GUIDED AND ADULT-GUIDED EDUCATIONAL EXPERIENCES. THESE TERMS DO NOT REFER TO EXTREMES, RATHER ADULTS PLAY INTENTIONAL ROLES IN CHILD-GUIDED EXPERIENCE AND CHILDREN HAVE SIGNIFICANT, ACTIVE ROLES IN ADULT-GUIDED EXPERIENCE. EACH TAKES ADVANTAGE OF PLANNED OR SPONTANEOUS AND UNEXPECTED LEARNING EXPERIENCES."¹²

4. Learning environments

Play-based learning approaches allow for different types of play and recognise Welcoming, safe and inclusive indoor and outdoor learning environments reflect, respect, affirm the identities and enrich the lives of children and families. Environments that support learning are vibrant and flexible spaces that are responsive to the strengths, cultures, languages, interests and capabilities of each child, and reflect aspects of the local community.

Educators, where possible, participate and offer opportunities for children to learn on Country and seek more information about Aboriginal and Torres Strait Islander connections and relationships with Country. All children benefit from learning on Country and from Country. Indoor and outdoor environments support all aspects of children's learning and invite conversations between children, educators, families and the broader community.

Children should experience sustained, appropriate periods of time in both the outdoor and indoor environments for optimal learning to occur. Educators can encourage children and families to contribute ideas, interests and questions to the learning environment.



5. Cultural responsiveness

Educators who are culturally responsive, respect multiple cultural ways of knowing, doing and being and celebrate the benefits of diversity. Being culturally responsive includes a genuine commitment to embed Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum.

Cultural responsiveness is more than awareness of cultural differences. It includes learning about multiple perspectives and diversity in all its forms, such as Aboriginal and Torres Strait Islander peoples, ethnic, cultural, linguistic, family and individual diversity. It is the ability to understand, communicate with and effectively interact, with people across culture.

6. Continuity of learning and transitions

Children bring their individual, family and community ways of being, belonging and becoming to their early childhood setting. Children's identities change as they move from one setting to another. Transitions can be everyday occurrences between routines, play spaces or settings, as well as bigger transitions including from home to starting at school. Continuity is where children experience familiar or similar ways of being, doing and learning from one setting to another.

Experiencing greater continuity assists effective and positive transitions. Educators work with families to promote continuity for example, knowing about Aboriginal and Torres Strait Islander children's kinship connections, parenting practices and other aspects of cultural life can inform positive transitions. Continuity between home and the early childhood setting is important for families as well as children.

7. Assessment and evaluation for learning, development and wellbeing

Assessment and evaluation are part of an ongoing cycle that includes observing, documenting, analysing, planning, implementing and critical reflection.

Assessment refers to the gathering of information about children's learning, development and wellbeing, undertaken over time using a range of strategies. Evaluation refers to educators' critical reflection on the analysis of this information, and consideration of the effectiveness of their planning and implementation of curriculum for children's learning.

Using assessment and evaluation information, educators in collaboration with children, families and other professionals formulate short and long-term learning goals for each child.



Early Years Planning Cycle¹³

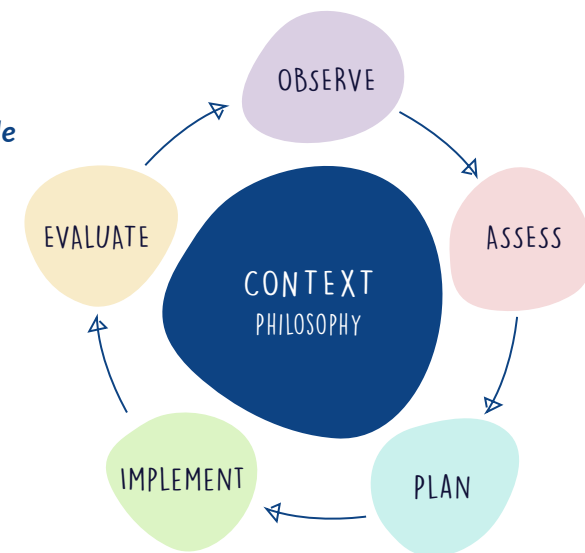
“Educators use a variety of strategies to collect, document, organise, synthesise and interpret the information that they gather to assess children’s learning. They search for appropriate ways to collect rich and meaningful information that depicts children’s learning in context, describes their progress and identifies their strengths, skills and understandings.”

The planning cycle is used to ensure children’s learning needs are addressed in a systematic way. Educators use the children’s existing knowledge, skills and understandings and provide learning experiences linked to a child’s interests to extend their learning. Reflecting on learning and teaching guides the next stages in the learning process. The planning cycle is used for individual children, small group and whole class learning needs.

This guide supports professional practice with a range of suggestions about the pedagogy to be used and information about phases of learning of child development across each outcome. It is important to note that aspects of children’s learning and development do not occur sequentially because each child is an individual and learning can occur at different rates, times and ages. A child’s learning and development forms the foundation for the next stage and learning needs to be scaffolded onto previous knowledge and experience.

Educators make many decisions about curriculum planning based on their professional knowledge, their knowledge of children and local contexts, and their understanding of the Vision, Principles, Practices and Learning Outcomes of the EYLF.

The Planning Cycle



The steps, sequences and components of the planning cycle can occur spontaneously, through planned experiences, throughout the day or over a period of time. The 5 stages guide and inform educator’s thinking about children’s experiences and improvement of practice to develop and implement a quality program that is inclusive of all children.

Educators could ask themselves:

- What skills, knowledge and understandings does the child require so they are capable and confident learners?
- What additional support from families may assist this child’s learning progress?
- As an educator, how do I ensure I have assisted children to reach the next stages of learning?



Unpacking the planning cycle¹⁴

- **Observe** and collect information about each child's learning and participation in all aspects of the program. Strengths, skills and interests can be identified through using a range of methods to collect data and inviting contributions from families.
- **Assess** the information that has been collected and question what each child knows, can do and understands, using the Learning Outcomes as points of reference.
- **Plan** long term goals for the group of children and plans for individual children. Using this analysis, plan how to consolidate, enrich and extend children's learning and thinking. Choose strategies and experiences for inclusion in the program to achieve these goals and plans.
- **Implement** the planned experiences and be responsive to children's emerging interests (child-led learning) and use intentional and explicit teaching strategies to guide and support their learning.
- **Evaluate** each child's participation and progress, individual and group interests, any challenges that occurred and what worked well. Identify your own learning to support further learning and improved outcomes for children. Evaluation is a time of critical reflection to consider, 'What worked well and why? What will I do differently next time and how can I further extend children's learning?'

This guide supports professional practice with a range of suggestions about the pedagogy to be used and information about the phases of learning, which occur as learning is scaffolded and children acquire knowledge and skill.

It also provides some examples of learning opportunities that can be used to contribute towards the achievement of the learning outcomes. Use these examples to plan for a variety of experiences throughout the year, which broaden and extend children's learning.

Look for events and activities that may be happening in the service, school or local community that can link to children's interests and learning within the guide, for example:

- the beginning of the year or Term 1 is a good time to focus on Learning Outcome 1 as educators develop relationships with children and families as well as help them begin to feel safe and secure
- a focus for Book Week in August or Term 3 may be an opportunity to engage with fun and engaging literacy activities.



Children do not learn or experience life and learning in a linear way

Every child has a unique path¹⁵ to achieving the 5 outcomes

The levels of support they may require will vary depending on their individual needs. Effective educators know how children typically develop with regard to each learning outcome and use this knowledge to plan and program within their classroom.

This guide focuses on aspects of intentional and explicit teaching, that is, it assumes that educators will act “with knowledge and purpose to ensure that young children acquire the knowledge and skills they need to succeed in school and life”¹⁶. Intentional teaching requires a range of integrated teaching and learning strategies to accommodate the different ways that individual children learn and the specific content they are learning.

The roles of the educator are crucial to supporting children’s learning in partnership with the family and by additional support, if required, from specialist services or agencies.

Families play a vital role in their children’s learning. A child’s sense of belonging is enhanced through the relationships built between families and educators, and with other parents, families and friends.



Resources and links

The guide outlines the phases of learning that children work through to build their skills in preparation for working through the Australian Curriculum: Foundation level when they commence in Transition. To show the progression of learning, links to the General Capabilities, Cross-Curriculum Priorities and Learning Areas of the Australian Curriculum are identified in this document.

The Northern Territory LearningGames® (Department of Education, 2013) and the Northern Territory Preschool STEM Games are important resources, particularly for children and families with different levels of Standard Australian English. The NT LearningGames® are also useful for assisting families learn about and use the language of learning and for developing and using literacy and numeracy vocabulary in real life contexts.

Further information to support the needs of young children who speak English as an additional language or dialect can be found within the Northern Territory DoE Curriculum, Assessment, Reporting and Certification: Early Childhood to Year 12 policy and other supporting policy documents, in particular:

- English as an additional language or dialect guidelines
- Indigenous languages and cultures guidelines
- Bilingual education guidelines¹⁷
- and the Remote Indigenous Professional Development Package¹⁸ for the EYLF.

Advice from NT educators about their use of the Northern Territory Early Years Curriculum Guide: Preschool

IMPLEMENTING THE GUIDE IS REALLY ABOUT MAKING THE EYLF MORE EXPLICIT AND DEFINED.

IT IS AN ADDITIONAL RESOURCE THAT HELPS US TO FOCUS ON SPECIFIC LITERACY AND NUMERACY SKILLS

IT PROVIDES THE DETAILED LANGUAGE OF LEARNING – NOT ONLY FOR THE PROGRAM, BUT FOR PARENTS.

IT IS USEFUL FOR TEAM COLLABORATIVE DAYS AND FOR CRITICAL REFLECTION AND IN USING THE OUTCOMES TO DIRECT TEACHING AND LEARNING EXPERIENCE.



Identity

Early Years Learning Framework | Learning Outcome 1

CHILDREN HAVE A STRONG SENSE OF IDENTITY



Identity: Questions to support critical thinking

School Curriculum and Standards Authority (2021), Kindergarten Curriculum Guidelines, Western Australia¹⁹

HOW CAN YOUR RELATIONSHIP WITH A CHILD AND THEIR FAMILY SUPPORT A CHILD'S DEVELOPMENT OF THEIR SENSE OF IDENTITY?

WHAT DO YOU KNOW ABOUT EACH CHILD'S HOME LANGUAGE AND CULTURAL BACKGROUND? HOW DO YOU USE THIS INFORMATION IN YOUR PLANNING?

HOW DO YOU INTEGRATE THE CHILDREN'S FUNDS OF KNOWLEDGE AND IDENTITY INTO YOUR SETTING AND YOUR PROGRAM?

WHAT DO YOU DO TO MAKE THE SERVICE A CULTURALLY SAFE SPACE FOR ALL?

ARE THERE ASPECTS OF THE CHILD'S HOME LIFE THAT WILL AFFECT THEIR INTEGRATION AND PARTICIPATION IN THE SETTING AND IF SO, HOW CAN YOU ADDRESS THIS?

HOW ARE YOU ACTIVELY SUPPORTING EACH CHILD TO DEVELOP RELATIONSHIPS WITH THEIR PEERS? ARE THERE WAYS YOU CAN STRENGTHEN THIS?

HOW DO YOU SUPPORT A CHILD'S EFFORT AND PERSISTENCE REGARDLESS OF A SUCCESSFUL OUTCOME?



Identity: *Learning Outcomes*

1.1

Feel safe, secure, accepted and supported

- a. build a sense of stability and trust
- b. build a sense of belonging

1.2

Develop emerging autonomy, inter-dependence, resilience and agency

- a. show resilience
- b. make choices and decisions
- c. manage routines and organise self and belongings

1.3

Develop knowledgeable, confident self-identities and a positive sense of self-worth

- a. show confidence in own learning and capabilities
- b. display a positive image

1.4

Learn to interact with others with care, empathy and respect

- a. participate positively as part of a group
- b. respond to others appropriately

ESTABLISHING A 'FIELD OF POSITIVITY' IS A POWERFUL STRATEGY TO HELP DEVELOP A SENSE OF SELF-BELIEF AND BELONGING.

LARAPINTA PRESCHOOL



Identity: Learning Outcome 1 overview

Children rely on secure, trusting and respectful relationships with the adults in their lives to feel valued and cared for as they grow and develop a sense of identity. Developing responsive, warm, trusting and respectful relationships with adults and other children promotes a sense of security, wellbeing and self-esteem. Having a strong sense of identity is about learning who you are, what matters to you and where you belong. Relationships are the foundations for a child's strong sense of identity.

Having supportive relationships with educators enables children to develop confidence in their ability to learn new things, express themselves, work through differences with others and take calculated risks. Children with a strong sense of identity look for and are open to new challenges. They ask questions and try new things. They know they can contribute to the world and make a difference. They also persist and enjoy their achievements.

Children often come to preschool with a developing sense of identity of who they are in their home setting, but are challenged by the notion of who they are and how they belong in the school setting. Children from diverse cultural backgrounds, and for whom English may not be their first language, can find this situation particularly difficult. Aboriginal and Torres Strait Islander children often have a very strong sense of who they are and how they belong in their family, community and to the land. This can be very different to the way they feel about their school identity. Aboriginal and Torres Strait Islander cultures recognises children as capable and competent. Children are allowed to take acceptable risks and are viewed as adept and entitled to explore and learn as proficient members of their communities.

To support children to be confident and capable learners, educators must acknowledge each child's existing sense of identity and help them to build upon it. By demonstrating cultural responsiveness and forming supportive relationships with children, families and community, educators will develop trust and acceptance within the community. Establishing a mutual mentoring relationship with a local Aboriginal and Torres Strait Islander person, such as the assistant teachers working at the school and working together will also improve enrolment and attendance for these children and families.

Children learn that their identity can be as an individual, as part of a family, as part of a class, a school and so on. In time, and with integrated teaching and learning, a child learns to adapt in response to each role while staying true to themselves. By educators working together with children, their families, mentors and the community to develop a safe, secure and accepting environment at preschool, children will strengthen an increased sense of identity and confidence. They will act with increasing autonomy and resilience and will interact with others with care, empathy and respect and build a positive sense of self-worth.

It is important to note that each Aboriginal and Torres Strait Islander community is very different from another because each community or place has its own specific laws and social rules, acceptable ways of behaving and being in that place and at that time.

1.1

Feel safe, secure and supported

connects to the Australian Curriculum General Capabilities – Personal and Social Capability

a. build a sense of stability and trust

Preschool aged children have a strong sense of identity when they:

- form friendships within the preschool environment
- initiate and join in play with enjoyment and satisfaction
- ask for help and communicate needs
- initiate conversations with others in a range of contexts
- respond to ideas and suggestions from others
- share ideas and information about their culture

b. build a sense of belonging

Preschool aged children have a strong sense of identity when they:

- join in group activities, for example, singing and dancing, and approach new activities with a positive attitude
- describe places where they feel they belong, for example, family and preschool and begin to express why
- describe places where they feel they belong, for example, family and preschool and begin to express why
- describe things that make them unique



1.2

Develop emerging autonomy, inter-dependence, resilience and agency

connects to the Australian Curriculum General Capabilities – Personal and Social Capability, Intercultural Understanding

a. show resilience

Preschool aged children have a strong sense of identity when they:

- persist with an activity when challenges occur
- show a belief that more effort or a different approach may pay off
- bounce back after difficulties
- maintain focus on an activity for example, not easily distracted
- demonstrate an increasing capacity for self-soothing

b. make choices and decisions

Preschool aged children have a strong sense of identity when they:

- describe options then choose the most appropriate one
- make decisions about how to approach a task, solve a problem or reach a goal
- reflect on how an approach is going and change strategy if needed
- reflect on the learning process
- show interest and curiosity through observing, listening, selecting and making choices



1.2

Develop emerging autonomy, inter-dependence, resilience and agency

connects to the Australian Curriculum General Capabilities – Personal and Social Capability, Intercultural Understanding

c. manage routines and organise self and belongings

Preschool aged children have a strong sense of identity when they:

- take increasing responsibility for their own actions and learning
- organise and help look after their own and the group's belongings
- cooperate and participate in routines and rituals
- respond to ideas and suggestions from others



1.3

Develop knowledgeable, confident self-identities and a positive sense of self-worth

connects to the Australian Curriculum General Capabilities – Personal and Social Capability, Intercultural Understanding

a. show confidence in own learning and capabilities

Preschool aged children have a strong sense of identity when they:

- take a risk, engage in new experiences
- show satisfaction in meeting their own goals
- are proud of how they accomplish tasks – not just the end result
- enjoy meeting challenges for their own satisfaction rather than for praise or rewards
- engage in open-ended activities
- find ways to solve problems, new ways to do things, think of ideas
- show curiosity about learning, objects, events and people
- celebrate achievements and share contributions
- share with others how they have learned to use digital technologies



1.3

Develop knowledgeable, confident self-identities and a positive sense of self-worth

connects to the Australian Curriculum General Capabilities – Personal and Social Capability, Intercultural Understanding

b. display a positive image

Preschool aged children have a strong sense of identity when they:

- use first language at school to help understand concepts
- share information about their family, culture, home language and aspects that make them unique
- represent their experiences in their play
- display a positive image of themselves, families, culture and community
- initiate activities and show a can-do attitude
- feel safe to participate in all activities regardless of gender, age, culture or ability



1.4

Learn to interact with others with care, empathy and respect

*connects to the Australian Curriculum General Capabilities – Personal and Social Capability;
Intercultural Understanding*

a. participate positively as part of a group

Preschool aged children have a strong sense of identity when they:

- show interest in other children and in being part of a group
- take turns in group situations
- engage positively with focused attention during group activities
- show empathy with and express concern for others
- co-operate and contribute to play and group situations
- know, respect and display agreed class behaviours
- respond appropriately to changes in routines, for example, changes to timetables or relief educator
- display an awareness of and respect for children's diverse worlds, for example, culture, family structure, capabilities and strengths
- participate in discussions and decision-making



1.4

Learn to interact with others with care, empathy and respect

*connects to the Australian Curriculum General Capabilities – Personal and Social Capability;
Ethical Understanding*

b. respond to others appropriately

Preschool aged children have a strong sense of identity when they:

- listen to others' opinions and points of view
- show respect for others – their views and property
- understand that their own actions may affect others
- begin to negotiate and solve problems verbally
- understand when someone is hurt and comfort them
- name and challenge unfair acts or discrimination on behalf of themselves and others



Phases of Learning: *Identity*

With prompting and cues, is beginning to express feelings and ideas to familiar people.

Beginning to approach familiar experiences and situations with support and encouragement.

Seeks to be near trusted adults, for example parents, as a 'safe haven'.

Makes visual or physical contact with trusted adults for reassurance.

With prompts, cues and modelling will follow familiar routines and accepts redirection to follow them.

In groups, observes and listens to others discuss things they can do and like.

With explicit support, shares things of interest or personal experiences with familiar people.

Tolerates being physically near others.

Plays alongside another child using same or similar materials with adult assistance.

With support, expresses feelings and ideas and talks about things they like, can do and have achieved to familiar people.

Explores the learning environment and engages in familiar play experiences. With prompts, sets up an experience or play situation.

Shows confidence in parents' and teachers' abilities to keep them safe and healthy.

Explores the indoor and outdoor environments without being fearful.

With minimal support, manages and predicts daily routines and usually adapts to changes when explained and supported.

Has a sense of who they are and shows pride in being part of their family. Plays cooperatively with one other child with prompts, shares or takes turns with others.

Confidently expresses feelings and ideas and talks about things they like, can do and have achieved to familiar people.

Confidently explores the environment and engages in a variety of types of play. Negotiates use of space and materials and confidently engages in new ways to use resources.

Regards parents and teachers as resources and positive role models and imitates them during dramatic play. Knows the difference between adults who help (family, friends and staff) and those who may not (strangers).

Is comfortable with daily routines and can predict what may happen next.

Understands and adjusts to unexpected changes in daily routines.

Has a sense of who they are and shows pride in being part of their family, community, place and cultural group.

Successfully enters a group and plays cooperatively – maintains an ongoing friendship.

Shares toys or allows turns in response to another child's request.

Foundation²⁰

Investigate who they are and the people in their world AC9HPFP01

Express and describe emotions they experience AC9HPFP03

Identify the importance of Country/Place to First Nations Australians and the country and place the school is located AC9HSFK04

Practice personal and social skills to interact respectfully with others AC9HPFP02

Investigate who they are and the people in their world AC9HPFP01

Identify the features of familiar places they belong to, why some places are special and how places can be looked after AC9HSFK03

Explore how to seek, give or deny permission respectfully when sharing possessions or personal space AC9HPFP04

Explore different ways of using language to express preferences, likes and dislikes AC9EFLA02

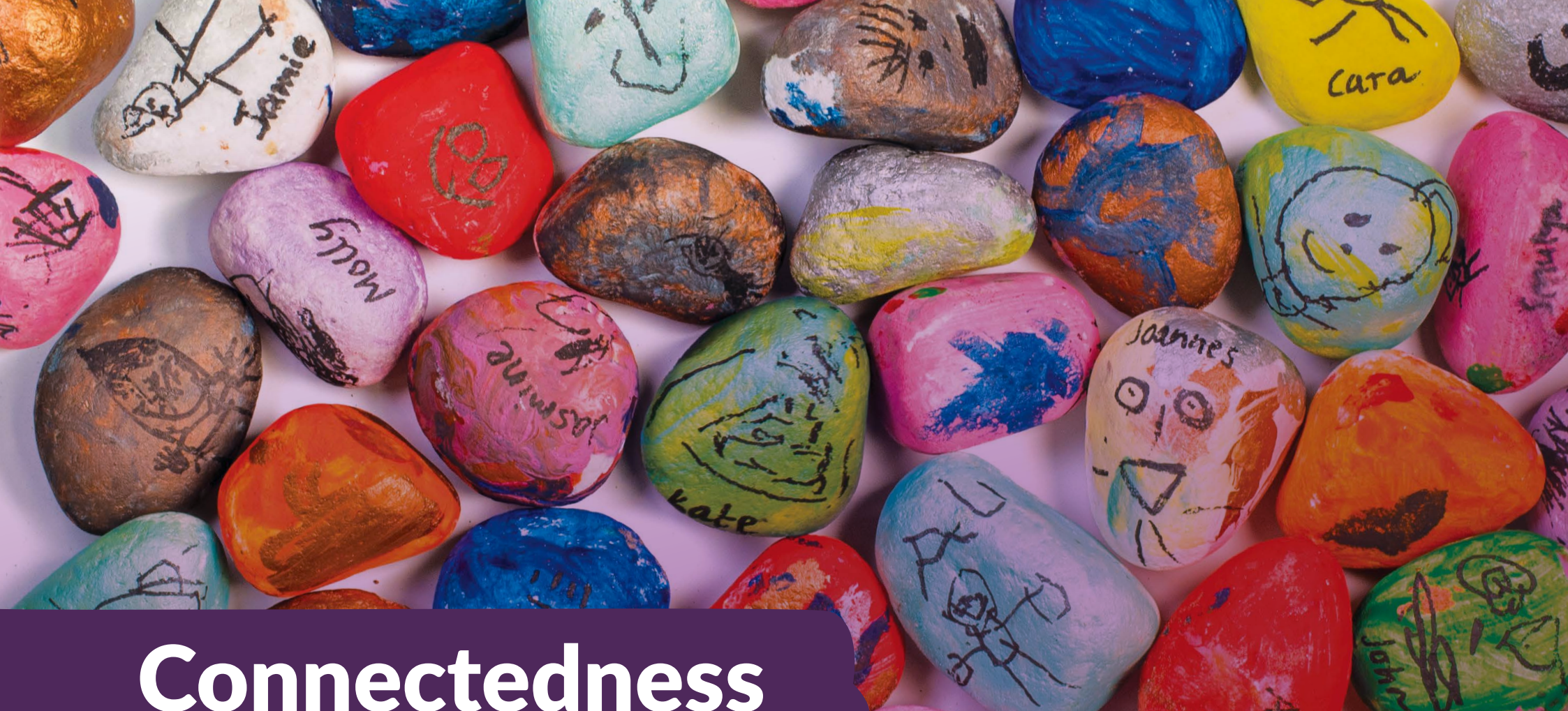
Learning Opportunities: *for identity*

Educators interact with families and children to develop relationships leading to a strong sense of identity.

They...

- welcome family members to remain in class until they and their children feel safe and supported
- use visual timetables displaying daily routines so that children know approximately what's happening next
- give children time and space to feel safe and confident
- work alongside and together with children and their families
- provide opportunities for children to explore and discuss their family, for example, share photos or objects from home
- use photos of the children around the room, for example, in displays or to label lockers
- accept the use of home language in class between families and children
- learn, teach and sing songs in children's home languages
- respectfully display children's artworks and creations around the room
- celebrate contributions and achievements in culturally appropriate ways
- use teaching strategies that reflect and respect the cultural mix of the group, for example consider different tolerances for long silences, the value of relationships over outcomes and different tolerances for amounts of questioning
- display photos and names of children in attendance at preschool
**digital technologies opportunity to use devices, apps, smartboards/TVs*
- explore and explain feelings and emotions, for example, through role plays and situations that arise at preschool
- sing songs and chants about feelings, for example, 'If you're happy and you know it clap your hands'
- provide meaningful learning environments with opportunities to explore who they are and where they fit in their world, for example, dramatic play, home corner or cubby house
- provide opportunities for all children to develop knowledge and understanding of Aboriginal and Torres Strait Islander history and culture in the context of their community
- provide books and other resources that depict diverse gender roles and identities respectfully

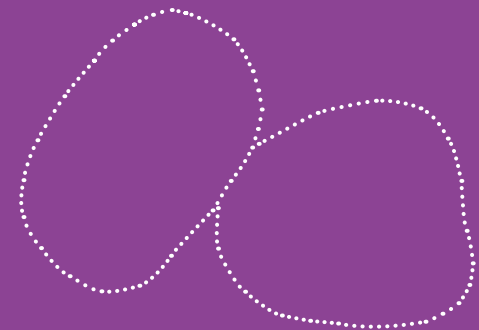




Connectedness

Early Years Learning Framework | Learning Outcome 2

CHILDREN ARE CONNECTED WITH AND
CONTRIBUTE TO THEIR WORLD



Connectedness: *Questions to support critical thinking*

School Curriculum and Standards Authority (2021), Kindergarten Curriculum Guidelines, Western Australia²¹

WHAT EVIDENCE DO YOU HAVE TO SHOW THAT BUILDING A SENSE OF BELONGING AND COMMUNITY IS BEING ACHIEVED IN YOUR SETTING?

HOW DO YOU ASSIST CHILDREN'S AGENCY IN CONTRIBUTING TO CLASS ROUTINES AND RULES? HOW DO YOU ASSIST CHILDREN'S UNDERSTANDING THAT THEIR RIGHTS ARE CONNECTED TO THEIR RESPONSIBILITIES?

HOW DO YOU PROVIDE OPPORTUNITIES FOR GROUP-BASED INQUIRIES?

DOES YOUR SETTING EXPLORE A DIVERSE RANGE OF CULTURES AND TRADITIONS RESPECTFULLY? HOW DO YOU CHALLENGE STEREOTYPICAL VIEWS?

WHAT OPPORTUNITIES DO YOU PROVIDE TO EXPLORE ABORIGINAL AND TORRES STRAIT ISLANDER CULTURES, HISTORIES, STORIES, ARTEFACTS, CONTRIBUTIONS AND LANGUAGES?

HOW DO YOU PROVIDE OPPORTUNITIES FOR CHILDREN AND THEIR FAMILIES TO CONTRIBUTE TO CURRICULUM PLANNING?



Connectedness: *Learning Outcomes*

- 2.1** **Develop a sense of connectedness to groups and communities and an understanding of reciprocal rights and responsibilities as active and informed citizens**
 - a. develop a sense of connectedness
 - b. understand reciprocal rights and responsibilities
- 2.2** **Respond to diversity with respect**
 - a. explore diversity of culture, heritage, background and tradition
 - b. respond respectfully to diversity
- 2.3** **Become aware of fairness**
 - a. understand fairness
- 2.4** **Become socially responsible and show respect for the environment**
 - a. explore natural and constructed environments
 - b. investigate the interactions between the environment and its people
 - c. respect, care for and sustain the environment

WE OFFER PARENTS CHANCES TO SHARE THEIR CULTURE. THIS ENCOURAGES STUDENTS TO LEARN ABOUT HOW DIFFERENT PEOPLE LIVE AND PROMOTES INCLUSIVITY AMONG THE STUDENTS.

NAKARA PRESCHOOL



Connectedness: *Learning Outcome 2 overview*

As children develop self-awareness, they broaden the variety and complexity of their experiences with others. They become active participants and contributors to their world through the different relationships and communities to which they belong. Children show an increasing interest in how others regard them and create understandings about friendships and how their actions or responses affect how others feel. Through their sense of belonging to groups and communities, children will begin to understand the reciprocal rights and responsibilities necessary for active participation. They begin to develop an awareness and acceptance of diversity and learn to interact with others with an increasing capacity for respect and fairness.

Knowledge and understanding of science strongly link to how children connect and relate to the world around them. Children become attuned to their environment and become aware of the systems and changes around them. They actively observe, analyse and wonder about how things occur and why. They begin to understand how their actions and participation contribute to their place in their world and their community.

Most Aboriginal and Torres Strait Islander children are especially aware of their connection to the land and their people. Often there are cultural expectations that transform the way they interact with others and the environment. Aboriginal and Torres Strait Islander culture has strong ties to the land. This determines particular laws, traditions, practices and protocols that are to be followed, for example, kinship protocols affect ways in which people connect and interact with others.

Aboriginal and Torres Strait Islander family relationships are complex and varied. They include rules at family, clan or tribal levels. Traditions, protocols and rules are specific to each community and are dependent on the complex family structures and cultural rules associated with that place. What may be seen as appropriate

in one setting can be seen as rude or offensive in another, for example, avoiding eye contact can be a sign of respect for some Aboriginal and Torres Strait Islander people, but can be considered disrespectful in other situations.

It is important to be sensitive and take the time to develop relationships with people. The sharing of knowledge from other cultures is a privilege and without the trust and understanding that comes from a relationship, people may be hesitant or seem unwilling to share. The key to creating cultural responsiveness is to be willing to step back and truly listen. A child's parent, extended family member or an educator at the school could act as a cultural mentor.

For all children to effectively connect with the people and places around them, educators must create learning environments that allow children to experience mutually enjoyable, caring and respectful relationships with the individuals, societies and environments in which they live and learn.

Children are increasingly connecting with others through digital contexts. Digital technologies and the internet enable them to share and communicate information to be able to connect and contribute to their world in new ways. Educators assist children and families to use digital technologies in safe and healthy ways.

2.1

Develop a sense of connectedness to groups and communities and an understanding of reciprocal rights and responsibilities as active and informed citizens

connects to the Australian Curriculum General Capabilities – Personal and Social Capability; Intercultural Understanding; Critical and creative thinking; Digital Literacy

a. develop a sense of connectedness

Preschool aged children are connected and contribute to their world when they:

- cooperate with others and negotiate roles and relationships in play and group experiences
- express their own opinion in matters that affect them
- gradually learn to 'read' the feelings and behaviours of others and respond appropriately
- identify themselves as being part of family and community groups
- confidently include themselves and participate in social groups



2.1

Develop a sense of connectedness to groups and communities and an understanding of reciprocal rights and responsibilities as active and informed citizens

connects to the Australian Curriculum General Capabilities – Personal and Social Capability; Intercultural Understanding; Critical and creative thinking; Digital Literacy

b. understand reciprocal rights and responsibilities

Preschool aged children are connected and contribute to their world when they:

- contribute to decision making and take appropriate action in matters that affect them
- recognise their right to belong and contribute to many communities
- advocate for their own rights with the adults that care for them
- engage with Aboriginal and Torres Strait Islander Elders and diverse cultural community members to explore their own and others' connections to the community
- begin to understand and use sustainable practices in their settings and communities across all dimensions of sustainability
- use digital technologies to collect information and explore possible solutions to community issues, for example, take photos of items that can be recycled to create signs; use apps, websites or search engines to explore weather patterns or amount of rainfall in different areas



2.2

Respond to diversity with respect

connects to the Australian Curriculum General Capabilities – Personal and Social Capability; Intercultural Understanding

connects with Cross-Curriculum priorities – Aboriginal and Torres Strait Islander histories and cultures; Asia and Australia's engagement with Asia

a. explore diversity of culture, heritage, background and tradition

Preschool aged children are connected and contribute to their world when they:

- describe their own family's celebrations, rituals and traditions
- sequence familiar events
- talk about and name some of the people in their family and recognise that not all family structures are the same
- build an understanding that stories of the past can be communicated in different ways and by different people, for example, photographs, artefacts, perform at dance and drama and oral stories
- explore and begin to understand the cultures in their immediate world
- build an understanding that other people may have different cultures and speak different languages and dialects than they do



2.2

Respond to diversity with respect

connects to the Australian Curriculum General Capabilities – Personal and Social Capability; Intercultural Understanding connects with Cross-Curriculum priorities – Aboriginal and Torres Strait Islander histories and cultures; Asia and Australia's engagement with Asia

b. respond respectfully to diversity

Preschool aged children are connected and contribute to their world when they:

- notice and react in positive ways to similarities and differences among people
- become aware of their own and other children's linguistic and cultural events
- begin to describe their own feelings if put in someone else's place, for example, substitute a character in a book for themselves or role play
- listen to others' ideas and respect different ways of being and doing
- begin including others in play
- explore Aboriginal and Torres Strait Islander peoples' cultures that have a connection with places and people – past, present and future – artwork, artefacts and basic values
- investigate other cultures' artwork, artefacts and basic values – past and present
- explore Aboriginal and Torres Strait Islander children's kinships systems, their relationships, and connections that they have built with their own community



2.3

Become aware of fairness

connects to the Australian Curriculum General Capabilities - Ethical Understanding

a. understand fairness

Preschool aged children are connected and contribute to their world when they:

- become aware of the ways in which peers are included, excluded or dominate play situations and how others may feel
- develop the ability to recognise unfairness and bias in story characters and play situations and the capacity to know how to act with compassion and kindness
- discuss fair/unfair and kind/unkind behaviours within the classroom and local environments
- explore the classroom rights and responsibilities of children
- show empathy for those unfairly treated
- understand what it means to be treated fairly and to treat others fairly



Learning Opportunities: *for connecting with others*

Educators interact with children and families to develop successful connections with others.

They...

- support children to build relationships with each other based on peace, equality and human rights
- role play perspectives on inclusion/exclusion, fair/unfair and kind/unkind
- sing songs, play games and recite chants from a range of cultural backgrounds
- provide resources that broaden children's perspectives and encourage appreciation of diversity, for example, puzzles, books, posters and toys
- expose children to different languages and dialects – encourage appreciation of linguistic diversity, for example, people, songs and apps
- plan experiences that broaden children's knowledge and encourage appreciation of diversity, including disability, family diversity, cultural and linguistic diversity
- explore culture, heritage and traditions of each child
- cook/experience foods from different cultures and invite families to demonstrate and participate (be aware of allergies/restrictions)
- encourage children to cooperate with others and negotiate roles and relationships in play and group experiences
- build cultural partnerships in their environment



2.4

Become socially responsible and show respect for the environment

connects to the Australian Curriculum General Capabilities – Critical and creative thinking connects with Cross-Curriculum priorities – Sustainability; Asia and Australia's engagement with Asia connects to the Science Curriculum

a. explore natural and constructed environments

Preschool aged children are connected and contribute to their world when they:

- identify some natural and made elements in their environment
- use simple and safe tools to explore and investigate the environment
- investigate the properties of different materials in the local environment, for example, colour, texture and flexibility
- observe and describe changes in the weather and the effect it has on what we do or wear, for example, sunlight, temperature, clouds and rain
- use play to investigate and explore nature and the natural environment
- begin to use Aboriginal and Torres Strait Islander names for seasons
- shows care for Country and connect with animals, plants, lands and waterways



2.4

Become socially responsible and show respect for the environment

connects to the Australian Curriculum General Capabilities – Critical and creative thinking connects with Cross-Curriculum priorities – Sustainability; Asia and Australia's engagement with Asia connects to the Science Curriculum

b. investigate the interactions between the environment and its people

Preschool aged children are connected and contribute to their world when they:

- investigate the basic needs of people, plants and animals in the local environment
- investigate relationships between people, plants and animals in the local environment
- explore how plants and animals provide food, clothing, tools and shelter
- identify and describe the features of living and non-living things
- develop an awareness of the impact of human activity on environments and the interdependence of living things



2.4

Become socially responsible and show respect for the environment

connects to the Australian Curriculum General Capabilities – Critical and creative thinking

connects with Cross-Curriculum priorities – Sustainability; Asia and Australia's engagement with Asia

connects to the Science Curriculum

c. respect, care for and sustain the environment

Preschool aged children are connected and contribute to their world when they:

- observe, reflect and ask questions about their environment, for example, positive and negative interactions
- investigate relationships between humans and the environment
- suggest ways to care for and sustain local environments, for example, turn water taps off, reuse containers and compost vegetable scraps
- take responsibility for the care of a living thing, for example, classroom pet or garden
- participate with others to solve questions; contribute to group outcomes
- explore, infer, predict and hypothesise in order to develop and understanding of the interdependence between land, people, plants and animals



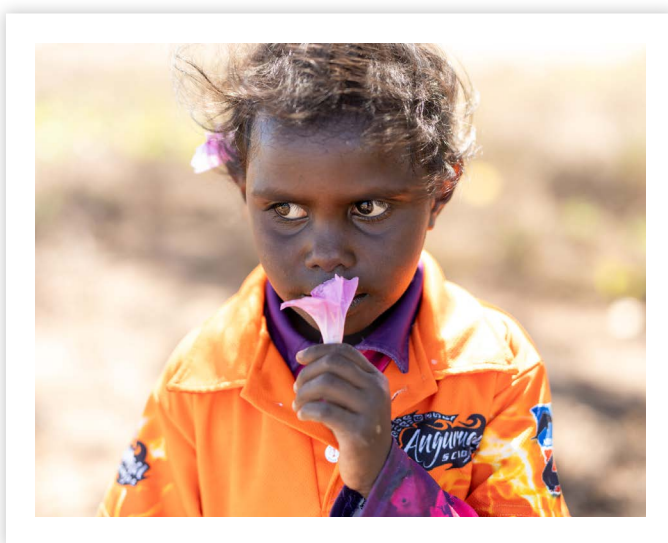
Further information

Being socially responsible and respecting the environment

Fostering young children's sense of curiosity can promote a lifelong interest in the natural world. The foundations of scientific learnings rest in the dispositions of inquiry and exploration and are fundamental for children to explore, investigate and take responsibility for the environment. These skills and processes develop naturally during play and can be guided by educators to enhance the understanding of scientific concepts in relation to sustainability and the environment. Children need to observe things first- hand, to experience hands-on concrete activities and to learn by doing.

Further cultural considerations

Expectations regarding children's rights and responsibilities may be informed by and vary between cultures. In some cultures, young children are provided with a lot of guidance with the understanding they will develop more autonomy as they grow older. Where as in Aboriginal and Torres Strait Islander cultures, young children experience a lot of autonomy but are guided by strong social and cultural conformities as they grow older and become adults. Being aware of these cultural perspectives creates a deeper understanding of children's sense of being and belonging.



Phases of Learning: *Connectedness*

With support and modelling, the child manages classroom responsibilities.

Requires modelling and scaffolding to attempt to resolve conflicts.

With guidance, plays and works alongside others in familiar experiences and situations.*

Requires modelling and scaffolding to join in play with others, particularly small group play.

With support, recognises differences between familiar people, for example, physical appearance, foods eaten, language.

Listens and watches as others share examples of cultural practices, for example, dances, stories.

With guidance, notices things of interest within the environment, for example, insects in the garden, weather change. With support, is beginning to observe plants and animals in the environment.

With occasional prompts, participates in packing up, keeping the environment clean and tidy and caring for materials and spaces.

With support, uses a small range of modelled strategies to resolve conflict.

Plays and collaborates with others during familiar experiences for sustained periods of time.

Usually shares play resources and takes turns.

Responds positively and respectfully to differences and similarities among people.

Shows interest in their own culture and heritage, for example, talking about stories, important people, food from own culture.

Is interested in observing short-term changes in their environment, for example, watches ice melt, seeds grow.

Shares interest in animals and plants with others and if asked, can discuss ways to care for them.

Offers to help with familiar classroom responsibilities and often carries them out independently.

Attempts to resolve conflict by suggesting modelled strategies.

Actively participates in a few familiar and new group learning experiences.

Applies awareness of their own and others, rights in familiar situations, for example, turn taking.

With prompts, talks positively about differences and shows interest in the many ways people may be different.

Shares some aspects of their own culture, for example, a song or story.

Willingly shares observations of natural changes in their environment, for example, tides changing when fishing, rivers flowing when it rains.

Shares their knowledge of plants and animals with others.

Foundation²²

Share a perspective on information, such as stories about significant events and special places AC9HSFS03

Identify celebrations and commemorations of significant events shared with their families and others AC9HSFK02

Share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9EFLE01

Explore the ways people make and use observations and questions to learn about the natural world AC9SFH01

Explore how familiar products, services and environments are designed AC9TDEFK01

Investigate who they are and the people in their world AC9HPFP01

Follow rules to promote fair play in a range of physical activities AC9HPFM04

(Adapted from: *Continua of learning and development*, Queensland Studies Authority 2010)

* It is not necessary for children to constantly interact with other children or adults. Playing alone provides children with time to think, explore and create.

Learning Opportunities: *for social, economic and environmental sustainability*

Educators interact with children and families to develop successful connections to the environment.

They...

- provide access to a range of natural materials throughout learning experiences, for example, pebbles/gum nuts for counters, leaves for printing/collage, natural sponges for cleaning and straw/clay for building
- consider children's connectedness to the land, seek to learn more and demonstrate respect for community protocols
- embed social, economic and environmental sustainability into daily routines and practices, for example, inclusion, sharing of resources and reducing waste, keeping food scraps for chickens or a worm farm, planting edible gardens, encourage bringing foods without wrappers
- keep a class pet and/or grow plants, for example, edible plants such as herbs or bush tucker that can be used in cooking
- use recycled materials in experiences, for example, egg cartons for paint or seed pots; plastic bottles filled with sand/pebbles/seeds/nuts for musical shakers
- have an awareness of cultural perspectives to develop autonomy
- share information and examples of how the local Aboriginal or Torres Strait Islander people cared for and sustained the land





Wellbeing

Early Years Learning Framework | Learning Outcome 3

CHILDREN HAVE A STRONG SENSE OF WELLBEING



Wellbeing: Questions to support critical thinking

School Curriculum and Standards Authority (2021), Kindergarten Curriculum Guidelines, Western Australia²³

HOW DO YOU PROVIDE OPPORTUNITIES FOR CHILDREN'S AGENCY, INDEPENDENCE AND DECISION MAKING BEYOND SELECTING THEIR OWN ACTIVITIES?

HOW DO YOU CONSIDER A CHILD'S CULTURAL BACKGROUND WHEN SUPPORTING THEIR HEALTH AND WELLBEING?

REVIEW YOUR INDOOR AND OUTDOOR ENVIRONMENT, ARE THERE AREAS WHERE CHILDREN CAN USE GROSS MOTOR SKILLS, FINE MOTOR SKILLS AND SOCIO-DRAMATIC PLAY? IS THERE A BALANCE ACROSS INDOOR AND OUTDOOR ENVIRONMENTS? HOW DO YOU KNOW THAT EVERY CHILD HAS EQUAL OPPORTUNITIES TO PARTICIPATE?

HOW DO YOU ASSESS AND SCAFFOLD ASPECTS OF CHILDREN'S WELLBEING SUCH AS SELF-REGULATION, SELF-CONFIDENCE, SOCIAL SKILLS AND RESILIENCE?

HOW DO YOU DIFFERENTIATE YOUR PROGRAM AND ENVIRONMENT TO CATER FOR CHILDREN WITH ADDITIONAL PHYSICAL OR SOCIAL REQUIREMENTS?

HOW DO YOU CONSULT WITH EXTERNAL SERVICES AND PROVIDERS REGARDING CONCERNS OVER A CHILD'S HEALTH OR WELLBEING?

DO YOU HAVE KNOWLEDGE ON MENTAL HEALTH PROMOTION IN YOUNG CHILDREN AND IF NOT, HOW CAN YOU ACCESS THIS INFORMATION?



Wellbeing: *Learning Outcomes*

3.1

Become strong in social, emotional and mental wellbeing

- a. interact positively to form relationships and friendships
- b. recognise simple emotions and build self-regulation

3.2

Become strong in physical learning and wellbeing

- a. build knowledge, skills and positive attitudes to physical movement

3.3

Be aware of and develop strategies to support own mental and physical health and personal safety

- a. explore ways to promote own and others' health and safety
- b. develop body safety awareness, consent and help-seeking strategies

AT PRESCHOOL WE AIM TO HELP CHILDREN DEVELOP FIRM FOUNDATIONS, AND TO ACHIEVE THIS WE FOCUS ON OUR PRINCIPLES AND PRACTICES AND IT IS IMPERATIVE THAT WE CREATE A STRONG SENSE OF BELONGING AND ENCOURAGE POSITIVE RELATIONSHIPS.

NT PRESCHOOL CURRICULUM TRIAL GROUP



Wellbeing: *Learning Outcome 3* overview

Wellbeing incorporates both physical and psychological aspects and is central to belonging, being and becoming. Wellbeing encompasses children's spiritual, social, emotional, mental and physical wellbeing. It builds children's confidence, independence, personal care, hygiene, overall health, safety and optimism to maximise their learning potential. It increases their ability to be responsible for their health, hygiene, personal care and safety.

Developing children's physical wellbeing ensures the integration of the sensory motor and cognitive systems, laying the foundation for complex motor skill development. When children receive information from multiple senses, the brain processes the information to produce a more coherent picture which children require to interact in their environment.

Physical wellbeing contributes to children's ability to concentrate, cooperate and learn. As children become more independent, they can take greater responsibility for their health, hygiene and personal care and become mindful of their own and others' safety.

Children's wellbeing is strongly linked to resilience - the capacity to cope with day to day stresses and challenges both within and outside of the preschool. Many children in the Northern Territory grow up in environments that are very different to those of children in the rest of Australia. This means that some children will need different types of support to grow and learn, such as, the school providing a meal or snack for energy, encouraging daily nose blowing to improve hearing and modelling hygiene routines for general wellbeing. Consider this a rewarding opportunity to engage the wider community through parent workshops to support wellbeing too.

By acknowledging each child's cultural and social identity, and responding sensitively to their emotional states, educators build children's confidence, sense of wellbeing and willingness to engage in learning and interact with others.

As with all developmental achievements, each child will develop their skills according to their unique experiences, personality and abilities. Educators, along with the child's family, play an integral role in supporting and encouraging each child's confidence and ability to manage self-help tasks.



3.1

Become strong in social, emotional and mental wellbeing

connects to the Australian Curriculum General Capabilities – Personal and Social Capability

a. interact positively to form relationships and friendships

Preschool aged children have a strong sense of wellbeing when they:

- negotiate friendships and build and maintain respectful and trusting relationships with other children and educators
- demonstrate increasing awareness of the needs, rights and responsibilities of others
- describe their contributions to shared projects and experiences
- acknowledge and accept affirmations
- verbally ask an adult and peers for help



Further information

Positive relationships and friendships

When children experience secure supportive relationships, they feel respected and valued. When children feel well, happy, secure and socially successful they are able to fully participate in, and learn from, the daily routines, play, interactions and experiences at preschool.

Children's wellbeing includes good mental and physical health, feelings of connection with others, enthusiasm and satisfaction for daily activities. A sense of satisfaction and acceptance of self is essential for children to get along with others and deal with their feelings in constructive ways.

3.1

Become strong in social, emotional and mental wellbeing

connects to the Australian Curriculum General Capabilities – Personal and Social Capability

b. recognise simple emotions and build self-regulation

Preschool aged children have a strong sense of wellbeing when they:

- demonstrate moments of solitude and reflection
- make choices
- accept challenges
- recognise a range of basic emotions in self and others
- share humour (verbally and non-verbally), happiness and satisfaction
- take considered risks
- demonstrate an increasing capacity to self-regulate their feelings, emotions and behaviour appropriate to the situation
- with support, show an increasing capacity to act and speak appropriately when resolving conflict
- respond appropriately to changes in routines and the environment
- use positive self-talk when encountering difficulties or setbacks
- develop strategies to support their own mental health

Further Information

Emotions and self-regulation

Secure, strong and respectful relationships with familiar adults are fundamental to children's learning and development and assist them to feel confident to try new things or take considered risks. Self-regulation is the capacity to not over-react or under-react.

Developing self-regulation is crucial to the way that a child learns to cope with the world and has a lasting impact on mental health and wellbeing. Through modelling, role-play, puppetry, conversations and explicit teaching, children develop the capacity to adjust or regulate their behaviour or emotional reactions to particular events.



Phases of Learning: *for social, emotional and mental wellbeing*

Identifies and labels own feelings, for example, *I feel happy*.

Physically or verbally asserts needs and desires, for example, continues to play with a toy when another child wants a turn; lets the teacher know if another child refuses to share toys.

Is able to describe feelings and their causes*, for example, *I'm excited because my dad is coming home*.

Asserts own needs and desires verbally without aggression, for example, when the timer goes off, says *it's my turn now*.

Is increasingly able to manage own feelings, for example, calms down when angry and uses words to explain why they choose to spend time alone.

Takes action to avoid possible disputes, for example, displays a sign to say: *Work in progress – don't pack up the block building*; signals to/asks someone to watch over their work while they go to the bathroom.

Foundation²⁴

Express and describe emotions they experience AC9HPFP03

Practise personal and social skills to interact respectfully with others AC9HPFP02

(Adapted from: *Continua of learning and development*, Queensland Studies Authority 2010)

Learning Opportunities: *for social, emotional and mental wellbeing*

Educators interact with children to develop social and emotional language and understandings.

They...

- initiate trusting and reciprocal relationships by listening and responding to children's conversations; giving genuine feedback, encouragement, understanding and respect
- respect and support families' choices and decision making such as observance of family celebrations and rituals, for example, birthdays, sorry business or fasting and dietary restrictions during Ramadan
- talk with families and other educators about supporting children to understand their feelings and strategies to assist them to begin to self-regulate strong emotions, for example, talk about the events that trigger anger, the body signs for it and discuss ways that work for the child to diffuse it
- provide environments for solitude and reflection, for example, intimate spaces or using comfortable furniture
- use positive self-talk when encountering difficulties or setbacks
- provide environments/materials for releasing/containing excess energy, for example, mini-trampolines, weighted cushions and stress balls
- model and role play how to ask an adult or peer for help – acknowledge attempts or successes
- program small group activities and support individual children to participate
- provide opportunities for safe risk taking, for example, walking across high balance beam; climbing on rocks and playing with mud and sticks
- provide opportunities for children to choose activities, for example, eating times, resting or looking at a book
- encourage children to use their first language when sharing experiences and personal successes



3.2

Become strong in physical learning and wellbeing

connects to the Australian Curriculum General Capabilities – Personal and Social Capability, Health and Physical Education

a. build knowledge, skills and positive attitudes to physical movement

Preschool aged children have a strong sense of wellbeing when they:

- demonstrate increasing control and coordination in gross motor skills, for example, running, hopping, crawling, sitting, jumping, catching, kicking, balancing, striking and galloping
- work towards gaining control and coordination with fine motor skills, for example functional stable pencil grip, cutting (curved and straight lines) and finger isolation
- increasingly develop hand/eye and hand/foot coordination and ball skills
- visually track moving objects with the eyes (not moving head)
- cross the midline during a range of activities, for example, cross-clapping games or dances or touching opposite elbows or crossing ankles
- develop perceptual motor skills, for example, completing a seven-piece interlocking puzzle, follow three verbal instructions or copy a block construction
- develop sensory awareness, for example, using different senses to receive and differentiate stimuli
- move around the environment safely displaying spatial awareness
- develop strength, balance, stamina, flexibility and muscle tone
- demonstrate a positive attitude and willingness to participate in or pursue physical interests or challenges, for example, dance, drama, physical movement or ride a bike
- demonstrate the ability to calm the body and mind when needed



Further information

Motor skills²⁵

Motor skills are defined as gross motor and fine motor. Both are required to perform most basic actions so they tend to develop at similar rates.

Gross motor skills are the larger movements of arms, legs, feet, or the entire body such as crawling, running and jumping. Fine motor skills can be defined as small muscle movements that occur in the fingers and in coordination with the eyes. Children first start with whole arm movements at birth and, as they develop, they refine the movements to the smaller muscles. With time and practice, children are able to refine and strengthen movements in their fingers to manipulate small objects and hold a pencil correctly. Fine motor skills are smaller actions such as grasping an object between the thumb and a finger.

Before children use their fingers to manipulate writing implements and paper they may need many opportunities to practise larger whole-body movements, for example, dancing, digging in the sandpit, playing games or exploring the playground environment.

Ensure opportunities in the day are created for children to practise key motor skills to increase:

- brain development – crossing midlines and pathways between hemispheres
- co-ordination and control through body awareness
- large muscle tone and strength
- balance, stamina and laterality
- spatial sense and visual motor planning (proprioception).



Phases of Learning: *physical learning and wellbeing*

Moves with direction and beginning coordination, for example, runs avoiding obstacles, jumps forward, hops once or twice on the spot.

Attempts to walk along a line on the floor, occasionally stepping off.

Throws, catches and kicks objects with awkward movements, for example, throws a ball with two hands, catches a large ball against the body, kicks a ball from standing position.

Manipulates objects with hands, for example, manages large buttons on own clothes, makes snips with scissors.

Moves with direction and increasing coordination, for example, runs moving arms and legs, does a running jump with both feet, attempts to skip – often reverting to a gallop.

Walks forwards along a wide beam with increased balance, rarely falling off.

Throws, catches and kicks with increasing control, for example, throws ball at a close target, catches a bounced ball, moves towards the ball to kick it.

Manipulates smaller objects with increasing control, for example, squeezes clothes pegs to hang paintings, cuts along a straight or curved line.

Moves with direction and refined coordination, for example, runs quickly changing directions starting and stopping, jumps forward from a standing position

Walks forward easily and backwards with effort, along a beam with proficient balance (beams increasingly narrower / higher).

Throws and kicks at target and catches with increasing accuracy, for example, throws object with smooth overhand motion, catches object with elbows bent and kicks ball with fluid motion.

Manipulates a variety of objects requiring increased coordination, for example, cuts with scissors along lines and creates recognisable shapes in play dough.

Foundation²⁶

Practice fundamental movement skills in games and play situations
AC9HPFMO1

Express and identify emotions they experience
AC9HPFP03

Practice personal and social skills to interact respectfully with others
AC9HPFP02

(Adapted from: *Continua of learning and development*, Queensland Studies Authority 2010)

Learning Opportunities: *for physical learning and wellbeing*

Educators interact with children while they play to develop social, emotional, mental and physical wellbeing, language and understandings.

They...

- encourage children to practise tracking objects with their eyes, while keeping their head still, for example, rolling objects such as:
 - a ball around a circle of children
 - marbles across a desk or painting tray
 - cars or trains around a track
- encourage children to practice visual perception activities such as finding:
 - a particular object in a busy picture
 - things that are different between similar pictures
 - objects which are the same or different
 - and sorting materials according to different criteria such as colour, size, shape etc.
- completing mazes and dot-to-dot activities of increasing difficulty
- playing with interlocking jigsaws in a frame and without a frame, increasing number of pieces
- encourage children to cross the midline by playing games that copy and mimic actions, for example, partner mirroring games, 'Simon says', contemporary and traditional dances
- provide opportunities for safe risk taking
- provide activities to develop fine motor skills such as:
 - tearing, twisting and scrunching paper
 - cutting with scissors
 - manipulating playdough and clay
 - threading, sorting, playing with small objects
 - tongs and tweezers to pick up various size / texture / weight objects
 - drawing and writing with different tools, equipment and surfaces: e.g. crayon on cardboard, textas on paper, chalk on blackboards, markers on whiteboards
 - using pipettes or droppers to play or paint with
 - finger-play songs and rhymes: e.g. '5 Little Ducks', 'Where is Thumbkin', '1,2,3,4,5 Once I Caught a Fish Alive'
- demonstrate balance by walking across low balance beams, along a line, standing on one leg, using rocker boards or walking on stilts
- develop foot/hand-eye coordination, by hitting/catching a moving ball or kicking a ball
- develop body awareness by jumping/hopping on a trampoline or manipulating through an obstacle course
- build muscle strength by riding a bike up an incline, carrying heavy objects, pushing and pulling objects and trampoline activities



3.3

Be aware of and develop strategies to support own mental and physical health and personal safety

connects to the Australian Curriculum General Capabilities – Personal and Social Capability, Health and Physical Education

a. explore ways to promote own and others' health and safety

Preschool aged children have a strong sense of wellbeing when they:

- actively engage in experiences, conversations and routines that promote healthy lifestyles, good nutrition, safety and personal hygiene practices
- show care and safety for themselves and others
- suggest ways to keep themselves, others and their surroundings safe
- remembers and follows rules and routines to keep themselves and others safe and healthy
- recognise and communicate their body needs, for example, thirst, hunger, rest, comfort
- show awareness of healthy lifestyles and good nutrition
- show increasing independence and competence in personal hygiene
- demonstrate self-care skills and participate in health routines
- build strategies to calm the body and mind
- have agency and exercise choice about their sleep, rest and relaxation
- are happy, healthy, safe and connected to others



3.3

Be aware of and develop strategies to support own mental and physical health and personal safety

connects to the Australian Curriculum General Capabilities – Personal and Social Capability, Health and Physical Education

b. develop body safety awareness, consent and help-seeking strategies

Preschool aged children have a strong sense of wellbeing when they:

- suggest ways to keep themselves, others and their surroundings safe
- develop a sense of body autonomy and boundaries
- learn ways to ask for and provide consent during everyday play
- distinguish safe and unsafe touches
- notice and label feelings and emotions in themselves and others
- recognise they or others need help
- develop age appropriate help-seeking strategies
- know when and how to communicate to trusted adults when they feel uncomfortable, unsafe or sad
- engage in experiences, conversations and routines that promote healthy lifestyles, good nutrition, safety and personal hygiene practices and health routines
- become strong in their physical learning and mental wellbeing



Further information

Promote body safety awareness, consent and help-seeking strategies

Developing the ability to self-manage aspects of a child's own care, including health and hygiene tasks, is an important aspect of their journey towards independence.

Children need time to learn tasks such as toileting and washing their hands, blowing their nose, choosing healthy food options, unwrapping and opening packaging and tidying up. Therefore, planning time in the daily routine to intentionally teach these self-care tasks is required. Self-care behaviours and routines in some cultures differ to those children may need to know when at an early years' service or school. Educators need to be aware that they might possibly need to sensitively and explicitly teach these self-care behaviours and routines to some children. Remembering always, to discuss this with the families of those children.

Children's wellbeing can be affected by all their experiences within and outside of their early childhood settings. By adopting trauma-informed practices, educators are uniquely positioned to enhance the safety and wellbeing of all children including those who have experienced adversity.

Educators observe children's development, interactions and behaviour, identify any issues of concern, and take action to support all children's safety and wellbeing. They encourage and teach children about personal safety and body safety awareness including strategies to support children's and families' awareness of boundaries that are age appropriate, respectful of cultural backgrounds, and accessible for all.

Personal safety skills are important as they can provide the basis for helping all children to be safe at school, at home or any other setting. These safety skills can be known as protective behaviours and often need to be explicitly taught so children can:

- *assert their right to feel safe*
- *listen to what their body tells them*
- *follow up by taking action to solve problems on their own or seek assistance from other people.*

Other strategies or actions educators can take include:

- *read age-appropriate children's picture books with body autonomy and boundary themes, and offer these to families to read with their children*
- *communicate to children that it is ok to say no to touch*
- *listen carefully and take seriously when children talk about things that bother them*
- *help children understand the concept of consent by modelling or demonstrating asking for and providing consent and provide opportunities for children to practice.²⁷*

Phases of Learning: *mental and physical health and personal safety*

Beginning to follow rules and routines to keep themselves and others safe, may still require reminding at times.

Identifies and labels 'big' feelings e.g. happy, sad, angry.

With support and prompting is beginning to identify and communicate when they are feeling uncomfortable, upset or sad..

Asserts own needs and desires, physically and verbally, at times with aggression.

Identifies familiar routines and rules to keep themselves and others safe, for example, knows not to share food, remembers to walk inside the classroom.

Describes own feelings in own words or language.

To a trusted adult, can communicate when they are feeling uncomfortable, upset or sad.

Asserts personal needs and desires without aggression.

Remembers, follows and understands rules and routines to keep themselves and others safe and healthy, for example, explains safety rules to others, identifies people they can ask for help.

Can describe own feelings and is increasingly able to manage and, explain why they may be feeling that way.

Confidently communicates when they are feeling uncomfortable, upset and sad. To a trusted adult, are able to explain their feelings and often why.

Takes personal action to avoid possible disputes.

Foundation²⁸

Demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them AC9HPFP05

Express and identify emotions they experience AC9HPFP03

Practice personal and social skills to interact respectfully with others AC9HPFP02

(Adapted from: *Continua of learning and development*, Queensland Studies Authority 2010)

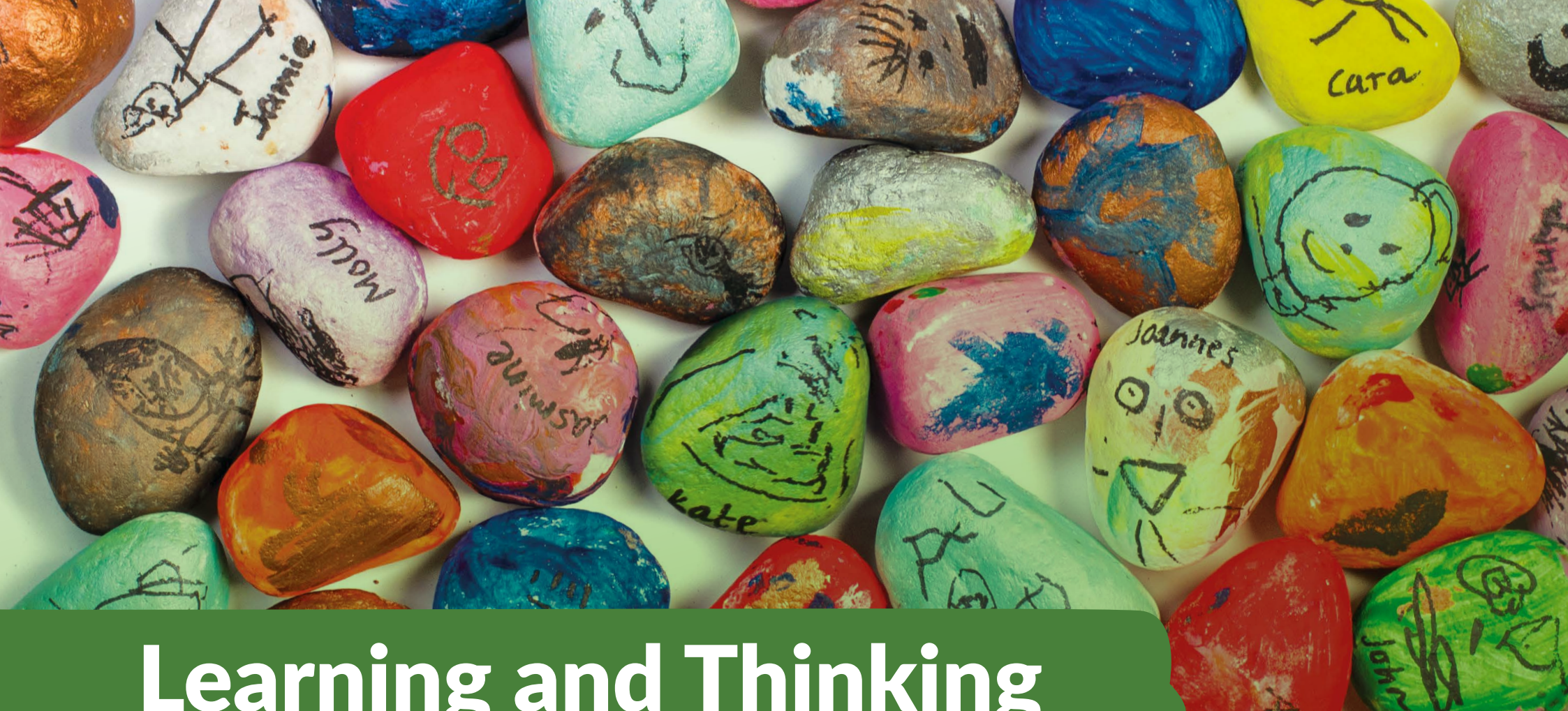


Learning Opportunities: *mental and physical health and personal safety*

Educators interact with children to develop the language and understandings to promote their own and others' health and safety.

They...

- initiate trusting and reciprocal relationships by listening and responding to children's conversations
- provide inclusive opportunities for all children to participate
- respect and support family's choices and decision making
- encourage children and families to use and share first language
- provide environments and resources for self-regulation
- create settings for small group activities and places for solitude and reflection
- provide well-planned and challenging outdoor environments that encourage risk-taking and risky play experiences
- encourage children to notify an adult about unsafe situations, for example, snake in the playground, broken glass or water on the floor
- talk about preschool safety rules and why they are important, for example, walking inside, pushing chairs in, holding the scissors safely
- talk with families and other educators about children understanding their feelings
- use every-day experiences to develop self-care and deepen learning experiences, for example, healthy choices at meal times, importance of hygiene procedures and toileting routines
- scaffold children's learning to use protective behaviour strategies and related language
- encourage children to understand and listen to what their bodies 'tell' them, for example, 'I feel hungry / tired / scared'
- help children understand the concept of consent by modelling and demonstrating
- learn about e-safety for children and embed and model safe digital practices
- encourage discussion and support children when they are feeling uncomfortable, upset or sad
- encourage children to assert their right to feel safe
- model and role play how to ask an adult or peer for help
- support children to solve problems on their own or know who to go to for assistance



Learning and Thinking

Early Years Learning Framework | Learning Outcome 4

CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS



Learning and Thinking: *Questions to support critical thinking*

School Curriculum and Standards Authority (2021), Kindergarten Curriculum Guidelines, Western Australia²⁹

HOW DO YOU KNOW YOU ARE MAINTAINING HIGH EXPECTATIONS FOR EVERY CHILD'S LEARNING?

WHAT DO YOU KNOW ABOUT HOW A CHILD'S BRAIN WORKS AND HOW TO DEVELOP A GROWTH MINDSET?

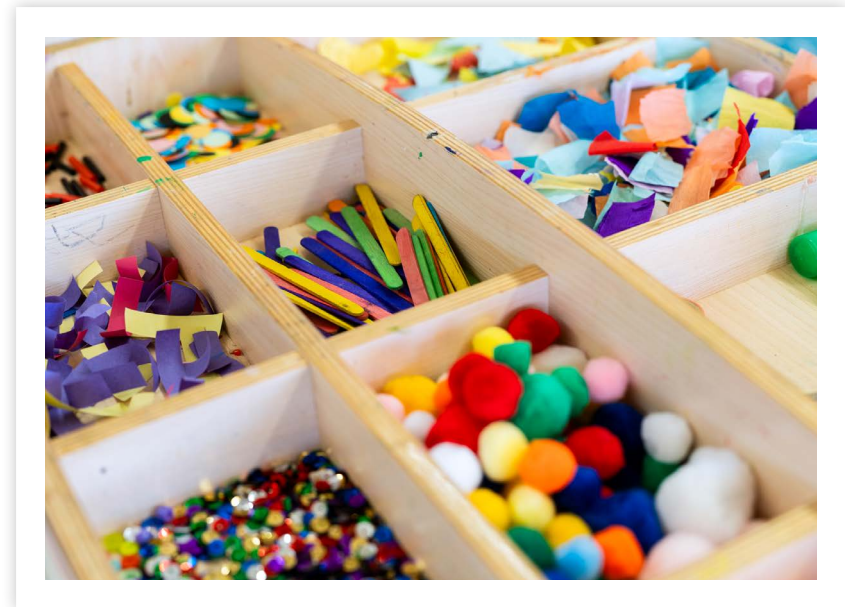
HOW DO YOU FOSTER A GROWTH MINDSET FOR LEARNING AND WHAT STRATEGIES DO YOU USE TO TEACH CHILDREN ABOUT GROWTH MINDSET AND HOW THEIR BRAINS WORK?

HOW CAN YOU FOSTER CHILDREN'S PERSISTENCE, COOPERATION AND PROBLEM-SOLVING SKILLS?

HOW MIGHT YOU ENCOURAGE CHILDREN TO REFLECT ON THEIR LEARNING AND THINKING AND TRANSFER AND ADAPT WHAT THEY HAVE LEARNED?

HOW DO YOU PROVIDE OPPORTUNITIES FOR CHILDREN TO USE THEIR IMAGINATION AND REPRESENT IDEAS AND FEELINGS CREATIVELY?

ARE CHILDREN PROVIDED WITH TIME, RESOURCES AND ENCOURAGEMENT TO EXPRESS THEMSELVES CREATIVELY THROUGH ART, MUSIC, DANCE AND DRAMA? DOES THIS EXTEND TO OTHER CULTURAL PRACTICES?



Learning and Thinking: *Learning Outcomes*

4.1

Develop a growth mindset and learning dispositions

- a. develop curiosity, enthusiasm, resourcefulness and reflexivity
- b. build confidence, cooperation, commitment and persistence
- c. develop creativity and imagination

4.2

Develop a range of learning and thinking skills and processes

- a. develop problem solving, investigation and inquiry strategies
- b. engage in hypothesising, experimenting and researching

4.3

Transfer and adapt what is learnt from one context to another

- a. make choices and organise self for learning
- b. reflect on thinking and learning and transfer and adapt what is learnt

4.4

Resource learning through connecting with people, place, technologies and natural and processed materials

- a. resource own learning
- b. use imagination and innovation
- c. represent ideas, feelings and experiences in creative ways

CHILDREN ARE PROVIDED WITH A DIVERSE RANGE OF ACTIVITIES AS WELL AS SPONTANEOUS AND INTENTIONAL TEACHING MOMENTS TO ENHANCE THEIR LEARNING EXPERIENCE.

NT PRESCHOOL CURRICULUM ACTION RESEARCH TRIAL GROUP



Learning and Thinking: *Learning Outcome 4 overview*

In the early years children use their imagination and curiosity to generate new ideas, solve problems and apply that knowledge to new situations. Developing dispositions such as curiosity, persistence and creativity through an active involvement in learning builds children's understanding of the concepts, creative thinking and inquiry processes that underpin learning. They also build the foundational skills of inquiry, reflective thinking and develop a sense of agency. Dispositions for learning are the foundations for learning in areas such as Science, Technologies, Engineering, Mathematics and the Arts.

Engagement is central to learning. When children are engaged, they show concentration, persistence and eagerness in their inquiry. They are more likely to be confident and involved learners when they increasingly take responsibility for their own learning. Confident learners ask questions and are open to different perspectives; try new ideas and resources; commit to a goal and learn to persist when problems arise. They begin to learn to listen to alternative points of view, to collaborate and become more aware of the rights and needs of others. In the early years, confident learners begin to reflect on their own learning.³⁰

Learning is exploratory, fun and rewarding and children develop understandings about themselves and the world around them.

Learners challenge and extend their own thinking and that of others through interactions and collaboration. Learning with other children allows them to share thoughts, ideas and feelings. With support, they begin to understand that listening to the responses of others can assist them to understand and make meaning of experiences. Children's active involvement and long periods of uninterrupted play helps them explore ideas using imagination and creativity, and to investigate, assemble, invent and create. This thinking can be promoted by creating a stimulating and engaging learning environment rich with natural and manufactured materials and tools.

Educators can build on children's engagement in order to focus, challenge, lead and extend their learning – through sustained shared thinking, demonstrating, scaffolding new skills, explicitly teaching the language of this learning, and creating new ways of thinking to optimise learning. Children need many opportunities to generate and discuss ideas, brainstorm and solve problems and investigate how things work. They will use digital technologies to assist their thinking and represent what they know and understand.

4.1

Develop a growth mindset and learning dispositions

connects to the Australian Curriculum General Capabilities – Critical and creative thinking

a. develop curiosity, enthusiasm, resourcefulness and reflexivity

Preschool aged children are confident and involved learners when they:

- express curiosity and wonder about events, experiences and interest in their environments
- ask questions about people, events, objects and the environment
- follow and extend their own interests with enthusiasm and energy
- share their ideas with others and ask questions of adults
- explore the properties of familiar objects
- participate in a variety of rich and meaningful inquiry-based experiences



b. build confidence, cooperation, commitment and persistence

Preschool aged are confident and involved learners when they:

- persist even when the task is difficult and then experience the satisfaction of achievement
- build their concentration and ability to focus on key aspects of learning experiences
- actively engage in learning experiences, conversations and play experiences
- revisit previous learning experiences and plan new challenges
- use positive self-talk when trying to overcome a problem or setback
- talk about what is happening in their brain when they are learning new things



4.1

Develop a growth mindset and learning dispositions

connects to the Australian Curriculum General Capabilities – Critical and creative thinking

c. develop creativity and imagination

Preschool aged children are confident and involved learners when they:

- use play to investigate, experiment, test hypotheses, imagine and explore ideas
- dance or move to music using their own voice, scarves, musical instruments or large pieces of material
- use their senses to explore and try new things
- express themselves and their ideas using crayons, paints, play dough or clay, construction materials, digital technologies or photography
- tell their own stories using picture books/photographs or constructions they create, for example, tell a story using adjuncts during and after building a block construction or train track



4.2

Develop a range of learning and thinking skills and processes

connects to the Australian Curriculum General Capabilities – Critical and creative thinking

a. develop problem solving, investigation and inquiry strategies

Preschool aged children are confident and involved learners when they:

- manipulate objects and experiment with cause and effect, trial and error and motion
- apply thinking strategies to engage with situations and solve problems
- adapt successful strategies and skills to new situations
- use a range of strategies and digital tools to organise and represent mathematical and scientific thinking
- initiate investigative play to solve self-generated problems and discoveries
- explore their environment through asking questions, experimenting, investigating and using digital technologies

b. engage in hypothesising, experimenting and researching

Preschool aged children are confident and involved learners when they:

- make predications and generalisations
- ask questions, develop and test own theories
- initiate investigative play to solve self-generated problems and discoveries
- engage with culturally relevant objects to test ideas and represent mathematical concepts
- connect with local Aboriginal and Torres Strait Islander community (e.g. Elders, role models) to engage with stories about place-based history and culture

Further Information

Skills and processes

Learning processes such as inquiry, problem solving and hypothesising are essential for effective learning as well as the ability to “think deeply and logically, and obtain and evaluate evidence.”³¹ Successful learners are also “creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas.”



4.3

Transfer and adapt what is learnt from one context to another

connects to the Australian Curriculum General Capabilities – Critical and creative thinking

a. make choices and organise self for learning

Preschool aged children are confident and involved learners when they:

- make simple plans and carry them out to complete a task
- organise self and source simple resources to carry out a task or participate in an activity
- engage with others to co-construct learning



4.3

Transfer and adapt what is learnt from one context to another

connects to the Australian Curriculum General Capabilities – Critical and creative thinking

b. reflect on thinking and learning and transfer and adapt what is learnt

Preschool aged children are confident and involved learners when they:

- use skills of predicting, hypothesising, testing, experimenting and evaluating in play and construction
- articulate their thinking process and reflect on their learning, for example, how they could improve or alter things next time, or how they might do things differently
- respond to ideas and suggestions from others
- use reflective thinking to consider why things happen and what can be learnt from these experiences
- understand and apply a range of thinking strategies to engage with situations solve problems and adapt these strategies to new situations
- transfer knowledge from one setting to another
- make connections between experiences, concepts and processes
- apply generalisations from one situation to another
- try out strategies that were effective to solve problems in one situation in a new context



4.4

Resource learning through connecting with people, place, technologies and natural and processed materials

connects to the Australian Curriculum General Capabilities – Critical and creative thinking

a. resource own learning

Preschool aged children are confident and involved learners when they:

- communicate with others to extend their own learning, for example, members in the community, peers, parents, elders and educators
- explore the local environment to enhance their own learning, for example, visit parks, clinics or community stores
- construct and pull apart materials, machines or construction toys to learn how things connect
- use their five senses and body movements to explore the properties of natural and processed materials
- use tools, cameras, devices, the internet, apps and other digital technologies to investigate and solve problems
- engage in meaningful conversations about natural and processed materials



4.4

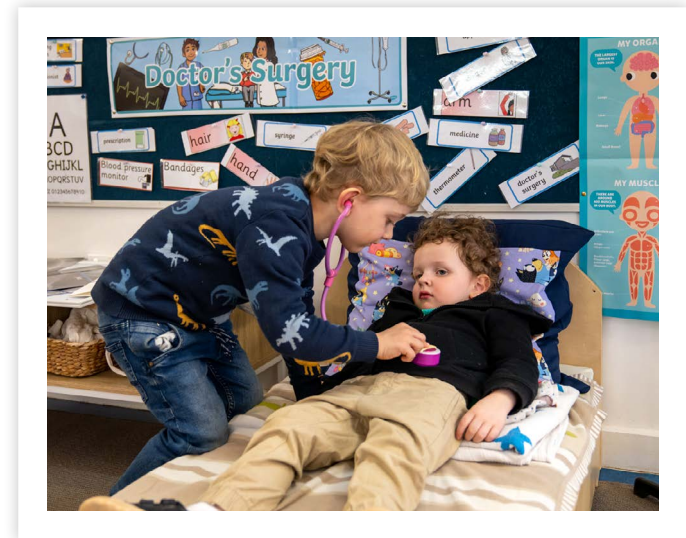
Resource learning through connecting with people, place, technologies and natural and processed materials

connects to the Australian Curriculum General Capabilities – Critical and creative thinking

b. use imagination and innovation

Preschool aged children are confident and involved learners when they:

- explore and experiment with two-dimensional and three-dimensional objects, shape, colour, line, texture, contrast and patterns in art and craft, for example, painting, printing, constructing or sculpting
- use objects, sounds, movement and language to symbolise ideas, for example, a banana represents a phone, their voice is used to create sounds or fabric represents water
- use imagination and experiment with ideas, materials, processes and a range of media
- use music, sound, movement and language to explore changing rhythms, speed, direction and movement of different body parts
- use symbolic play, dramatic play, music and movement to experiment with voice, language, gestures, costumes and props
- use the senses to explore objects and materials, indoor and outdoor



4.4

Resource learning through connecting with people, place, technologies and natural and processed materials

connects to the Australian Curriculum General Capabilities – Critical and creative thinking

c. represents ideas, feelings and experiences in creative ways

Preschool aged children are confident and involved learners when they:

- engage in music-making and create simple compositions
- use singing, dancing and drama in play
- respond, express and communicate ideas and feelings in a variety of ways to a range of stimuli, for example, music and artworks
- engage in dramatic, fantasy and role play
- manipulate natural and manufactured materials to investigate, take apart, assemble, invent, construct, change and represent ideas
- retell or create simple stories and act them out using voice, movement and space
- draw on Aboriginal and Torres Strait Islander stories, history, culture, customs and celebrations to create and construct artwork in a sustainable way using natural and manufactured materials and tools
- retell or create simple stories using materials or drama to represent ideas
- express and respond to ideas and feelings using a range of creative media including photography and digital technologies



Phases of Learning: *Learning and Thinking*

Notifies detail and attributes of objects, for example, pointing at or expressing that the dragonfly has patterns on its wings.

Finds multiple uses for classroom objects.

Sees simple tasks to completion, for example, completes a five piece puzzle.

Notifies and comments on the effect of actions, for example shaking a jar of water makes bubbles appear.

Draws on everyday experiences and applies knowledge to similar situations, for example, washes hands after playing in the sand.

Notifies or asks questions about similarities and differences, for example, notifies that two children are the same height.

Experiments with materials in new ways, perseveres when it didn't work the first time, for example, fills objects with water to make them sink.

Perseveres with a task even when encountering difficulties, for example, tries another way of connecting boxes when glue didn't work.

Investigates and explores what if... possibilities, for example, what happens when I add more red colour to the yellow paint?

Applies new information or vocabulary to an activity or interaction, for example, jumps like a kangaroo after reading a book on kangaroos.

Observes details and seeks relevant information, for example, notifies gears on a bike are similar to those in the clock that was pulled apart.

Finds alternate solutions to problems, for example, uses scissors to cut play dough when all the plastic knives are in use.

Completes a project over time, regularly returning to it, for example, takes three days to build a Lego structure.

Explains plans for testing the cause and effect, tries different ideas, for example, puts rice in different types of containers to notice different sounds.

Applies learning to different contexts, for example, adds more water to mud pies to make them runny after making cakes in cooking.

Foundation³²

Pose questions and make predictions based on experiences AC9SFI01

Draw conclusions in response to questions AC9HSF04

Use play and imagination to discover possibilities and develop ideas AC9ADRF01

Generate, communicate and evaluate design ideas using a variety of materials and equipment AC9TDEF01

(Adapted from: *Continua of learning and development*, Queensland Studies Authority 2010)



Learning Opportunities: *for developing learning and thinking*

Educators interact with children to evoke enthusiasm, confidence, cooperation, commitment, persistence, curiosity, resourcefulness and reflexivity.

They...

- create learning environments that encourage open ended experiences, interactions, risk taking, discovery, connections to nature, conversations, play and collaboration by providing materials that can be used in many ways, for example, *Which objects float? How can I make them sink?*
- provoke exploration, discovery and inquiry by providing new and intriguing materials, for example, magnetic marbles, digital microscopes, scarves/ribbons and musical instruments
- develop the program to ensure appropriate levels of challenge including experiences, learning centres and projects that, over time, facilitate in-depth investigations and collaborative learning, for example exploring how a post office works, investigating the properties of glue, pulling machines apart or exploring sounds to create music
- use materials that encourage problem solving and persistence and allow children choice to follow and extend their own interests, for example, asking *What are the most effective ways for joining different materials?* and providing a variety of different materials such as glue, sticky-tape, staples, string
- provide provocations for learning and thinking, for example, *What happens to the car when the height of the ramp is adjusted? How do I create new colours to paint?*
- have a flexible timetable with extended periods of time to engage in deep learning with rich and meaningful inquiry-based experiences
- provide sufficient space for children to have access to both active and quiet spaces
- listen carefully to children's ideas and discuss how these ideas might be developed
- provide opportunities for children to revisit ideas, extend their thinking and to persist even when they find a task difficult
- select and introduce appropriate tools, technologies and media and provide the skills, knowledge and techniques to enhance children's learning
- create opportunities for diverse ways of embedding Aboriginal and Torres Strait Islander perspectives into every day practice
- model the use of digital technologies and media to assist children to investigate and document their findings



Communication

Early Years Learning Framework | Learning Outcome 5

CHILDREN ARE EFFECTIVE COMMUNICATORS



Learning and Thinking: Questions to support critical thinking

School Curriculum and Standards Authority (2021), Kindergarten Curriculum Guidelines, Western Australia³³

HOW DO YOU TEACH AND MODEL ACTIVE LISTENING SKILLS TO CHILDREN?

ARE ANY CHILDREN LEARNING STANDARD AUSTRALIAN ENGLISH AS AN ADDITIONAL LANGUAGE? HOW DO YOU TRACK THEIR LANGUAGE ACQUISITION AND SUPPORT THEIR LANGUAGE LEARNING? HOW DO YOU AFFIRM THEIR LINGUISTIC IDENTITY?

HOW DO YOU ENSURE CHILDREN HAVE OPPORTUNITIES TO CONVERSE WITH EACH OTHER THROUGH PLAY?

HOW DO YOU INTRODUCE NEW VOCABULARY AND EXTEND CHILDREN'S ORAL LANGUAGE SKILLS?

HOW DO YOU ENGAGE CHILDREN IN SHARED SUSTAINED CONVERSATIONS?

HOW DO YOU EVOKE WONDER, JOY AND CURIOSITY IN READING? HOW MANY TIMES A DAY DO YOU READ TO CHILDREN FOR ENJOYMENT? HOW DO YOU PROVIDE OPPORTUNITIES FOR CHILDREN TO CREATE OR RETELL STORIES WITH OR WITHOUT PROPS?

HOW DO YOU DEVELOP CHILDREN'S PHONOLOGICAL AWARENESS IN PLAYFUL WAYS?

HOW DO YOU LINK CHILDREN AND FAMILIES TO LOCAL LIBRARIES TO SUPPORT HOME LITERACY LEARNING?



Communication: *Learning Outcomes*

5.1

Interact verbally and non-verbally with others for a range of purposes

- a. develop oral language and active listening
- b. develop phonological awareness
- c. begin to extend literacy vocabulary
- d. begin to extend numeracy vocabulary
- e. begin to use and extend language in a range of contexts

5.2

Engage with a range of texts and gain meaning from them

- a. begin to comprehend and make meaning from texts
- b. begin to develop reading and writing

5.3

Express ideas and make meaning using a range of media

- a. investigate, view and create in a range of media

5.4

Begin to understand how symbols and pattern systems work

- a. begin to understand symbols and patterns
- b. develop number and algebra concepts
- c. develop measurement and geometry concepts
- d. begin to understand statistics and probability
- e. develop concepts of print
- f. begin to understand sequencing

5.5

Use digital technologies and media to access information, investigate ideas and represent thinking

- a. begin to access and use in play, thinking and learning

WHEN CHILDREN SEE LANGUAGE AND CONCEPTS USED AROUND THEM IN MEANINGFUL WAYS AND AS PART OF THEIR EVERYDAY EXPERIENCE THEY BEGIN TO INTERNALISE THEM. THEY BEGIN TO RECOGNISE WORDS AND LETTERS AND USE LANGUAGE AND IDEAS THAT THEY HAVE SEEN EDUCATORS OR OTHER CHILDREN USE. AN ENVIRONMENT THAT IS RICH IN LITERACY AND NUMERACY POSSIBILITIES IS THEREFORE AN IMPORTANT STARTING POINT.

JABIRU PRESCHOOL



Communication: Learning Outcome 5 overview

Communication is one of the major developmental skills a child will learn. It is essential for developing relationships and getting their needs met. Communication includes gaining the skills to understand and to express thoughts, feelings, and information, of which literacy and numeracy are important aspects and are vital for successful learning across the curriculum.

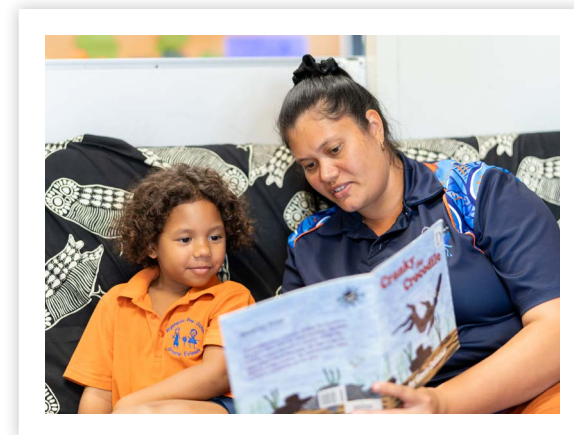
Literacy is the capacity, confidence and disposition to use language in all forms such as listening, speaking, viewing, reading, writing, music, movement, dance, visual arts and storytelling. Early literacy, including oral language and a strong vocabulary, is the first step in mastering reading and writing.

Preschool aged children, whose first language/dialect is not Standard Australian English, need a strong base in their first language to both maintain or extend and achieve in Standard Australian English at school. The maintenance of the first or home language is particularly important for the child's development of a positive self-concept and wellbeing. These children need intentional and explicit teaching, as well as interaction in their play and everyday experiences, to expand their vocabulary and language abilities. Given a culturally inclusive and supportive classroom environment, appropriate learning experiences and teaching strategies and the high expectations of their educators, these children can achieve success in the English-speaking classroom.

Numeracy is the capacity, confidence and disposition to use mathematics in daily life. It is about numbers, putting things in order, comparing quantities, discovering patterns and navigating space. By explicitly teaching the language of mathematics, and asking the right questions in the right way and at the right time, children can be stimulated in their investigations to identify objects, make

comparisons, make predictions, test ideas, and share discoveries. Children can also explore sizes, shapes, patterns and quantities in the process. In this way, children can learn concepts from different disciplines in different contexts, all in ways that are naturally engaging to them.

Children live in a digital world and are digitally connected through many devices. Digital technologies offer possibilities for learning, engagement, wellbeing and social connection. All children benefit from opportunities to explore their world using technologies and to develop confidence in using digital technologies and media.



5.1

Interact verbally and non-verbally with others for a range of purposes

*connects to the Australian Curriculum General Capabilities – Critical and creative thinking
Curriculum Learning Area - English*

a. develop oral language and active listening

Preschool aged children are effective communicators when they:

- say most speech sounds correctly (age-appropriate articulation when speaking first language or Standard Australian English)
- use various types of sentences and sentence structures to comment, ask a question, give directions or explain – using correct grammar (in first language as needed)
- clearly communicate ideas, needs and feelings
- maintain a two-way conversation – ask and answer simple questions, recall personal experiences and greet people
- maintain a topic of conversation
- initiate conversations, share ideas, feelings and experiences
- modulate voice to match the situation, for example, use a quieter voice indoors, listen and respond to others, texts, questions and basic instructions
- extend auditory memory to be able to remember three unrelated directions and repeat a series of three to four words
- predict the meaning of some words
- use non-verbal expressions, facial expressions, gestures and eye contact (where appropriate) to convey meaning
- demonstrate an increasing understanding of measurement and number using vocabulary to describe size, length, volume, capacity and names of numbers

Further information

Many preschool children in the Northern Territory have conductive hearing loss which can affect learning.

The Breathe, Blow and Cough (BBC) program, when followed properly, has been proven to have a significant effect on children's hearing and learning.



Phases of Learning: Oral Language

Uses non-verbal gestures or single words to communicate, for example, points to scissors, *Mine*

Uses two-word phrases, for example, *All gone*

Uses simple sentences to express needs and wants, for example, *I want the shovel.*

Uses longer sentences of five to six words to communicate, for example, *I want to play in the sandpit.*

Foundation³⁴

Segment sentences into individual words orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness) AC9EFLY10

Explore how language is used differently at home and school depending on the relationships between people AC9EFLA01

(*Adapted from: *The Creative Curriculum for Preschool*, Trister Dodge, Colker, Heroman 2002)

Further information

Oral language

Oral language provides the foundation for learning to read, and is related to overall reading achievement throughout primary and secondary schooling.³⁵ From the moment of birth, a child is immersed in an environment that will have an immense impact on his or her long-term facility with oral and written language. Children who are surrounded by, and included in, rich and increasingly complex conversations, whether in Standard Australian English or first language, have an overwhelming advantage in vocabulary development, in understanding the structures of language and in tuning into the sounds of language in general, including the English language.

Oral language is important for both reading and writing. To understand language at the printed level oral language competency is a necessity. Children need strong vocabularies to understand the broad range of words in texts; they require strong grammatical skills to

understand the complex sentences present in many texts; and they require the ability to reason and infer so that the necessary links between information in texts can be made.³⁶

A child's ability to talk about what they are doing as they play directly links to their ability to read. When children learn to ask for help or to join in play or have a turn with a toy, talk about how they feel, give opinions and reasons for them, talk about the actions they perform and describe experiences they enrich their vocabulary so they learn words they will need to socialise, read and write.

Building a supportive and trusting relationship with children is imperative for them to feel comfortable to talk about their experiences and what they are doing, and accept feedback that progresses their oral language development.

Learning Opportunities: for oral language

Educators interact with children to extend their oral language, active listening and phonological awareness.

They...

- scaffold and promote oral language through spontaneous opportunities, daily routines, group times, intentional activities
- use children's interests, explorations in art, sensory motor activities, nature, dramatic play and puzzles to extend children's vocabulary and language
- purposefully model, make explicit and add specific educational content to daily routines, for example, develop positional words on the way to the bathroom – *My teddy is on the shelf. Can you put your teddy on the shelf and then go to the bathroom?*
- talk about talking so children begin to notice differences and understand there are different dialects as well as languages (first step in code-switching)
- use children's interest in puppets and drama to role-play and model non-verbal cues and greetings such as feelings, good morning and good bye
- model, discuss and read big books, share stories individually, in small groups or whole class
- talk with every child every day, scaffolding and extending their vocabulary
- ask different levels of questions (such as using concrete thinking, classifying/ describing, predicting/generalising), for example, *What is this? Can you tell me...? How are these different? What do you think might happen? Do you have any ideas on how to ...? Why do you think...?*
- jointly sing songs, rhymes and chants for enjoyment

WHEN WORKING WITH ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT STUDENTS, COMMUNICATION USING VISUAL CUES IS KEY (WHETHER IN FIRST LANGUAGE OR IN STANDARD AUSTRALIAN ENGLISH). BY REPRESENTING AND NURTURING A CHILD'S FIRST LANGUAGE ALONGSIDE STANDARD AUSTRALIAN ENGLISH, WE WILL ENSURE THEIR SENSE OF BELONGING, AS WELL AS THEIR LOVE AND CAPACITY TO LEARN. THROUGH THIS HOLISTIC APPROACH, WITH FAMILIES AND TEACHERS WORKING IN PARTNERSHIP, STANDARD AUSTRALIAN ENGLISH AND FIRST LANGUAGE WILL GROW TOGETHER.

NT PRESCHOOL CURRICULUM TRIAL



Phases of Learning: Active Listening

Associates words with actions, for example, says *throw* when sees a ball thrown or throws when hears the word.

Follows oral instructions when combined with gestures, for example, *sit down* accompanied by a gesture.

Follows one-step instructions, for example, *Please pick up the block.*

Follows two-step instructions, for example, *Sit on the mat and read a book.*

Follows instructions with more than two steps, for example, *Put the pencils away, wipe the table and then sit on the mat, please.*

Follows three unrelated instructions,* for example, *Pick up the block, put the pencils away and close the door.*

Foundation³⁷

Interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY02

Segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness) AC9EFLY10

(*Adapted from: *The Creative Curriculum for Preschool*, Trister Dodge, Colker, Heroman 2002)

*Students need to be able to remember sets of instructions to effectively work in a classroom environment and develop memory strategies to assist with their learning. Some students need to be explicitly taught listening strategies and questioning techniques.

Further information

Active listening

Oral comprehension precedes reading comprehension and can be developed from the earliest years. Some students can hear, but are not active listeners. Active listening requires selective and sustained attention, working memory, cognitive processing and information storage and recall mechanisms. Educators can help students develop these skills by teaching non-verbal cues and giving them tasks such as listening for specific or key information, listening to answer specific questions and listening to follow instructions (treasure hunts). Barrier games require active listening, are very popular with children and can be adapted in many different ways.³⁸

Further cultural considerations

Sometimes hearing loss is not an issue. Many Aboriginal and Torres Strait Islander children are not used to listening to 'one controlling adult' and following their instructions on the spot. When hearing is fine, it can be more about 'Is this worth listening to?' as they can be used to tuning in and out of multiple conversations. Educators using a visual/aural cue (for example, hand in the air/ringing a bell/clapping rhythm with associated chant) indicates to children that 'this is important to listen to'.

Many cultures include, more or less, an 'obligation to answer' questions, whereas in some Aboriginal and Torres Strait Islander cultures, people have the right to decide whether they want to answer or not. If children choose to not answer, it could be thought of as uncooperative or anti- social if viewed through a different cultural lens.

Learning Opportunities: *for active listening*

Educators interact with children to promote active listening.

They...

- individually engage children in conversations and share books and activities to promote listening
- play barrier games/board games
- use a visual diary/word/symbol cards to talk about the daily routine each morning and throughout the day, for example, *What will we do now we've finished morning tea?*
- engage children in memory card games, start with a small number of cards and increase as skill improves
- play games that focus on listening to instructions, that could include gross motor and full body actions example, Simon Says or Heads, Shoulders, Knees and Toes
- use charts to explain active listening, for example, eyes looking, ears open, lips closed and brain engaged
- ask the child to follow one, two and then, eventually, three step oral instructions
- use simple concise sentences at an accessible pace and provide visuals as well as auditory cues where possible/practical
- model giving instructions and asking questions with other adults



5.1

Interact verbally and non-verbally with others for a range of purposes

*connects to the Australian Curriculum General Capabilities – Critical and creative thinking
Curriculum Learning Area - English*

b. develop phonological awareness

Preschool aged children are effective communicators when they:

- engage in sound and word games to promote enjoyment of language
- develop increasingly acute auditory discrimination skills such as identifying environmental sounds through to identifying subtle differences between sounds in words (hat/mat)
- begin to notice and understand that there are different sounds and words in languages and dialects
- begin to hear, produce and play with rhythm, rhyme and alliteration in words
- begin to hear, produce and play with syllables in words, such as clap syllables
- begin to hear and identify beginning (onset) and ending (rime) sounds in simple words
- begin to realise spoken and written language is made up of small sound units (phonemes)
- begin to understand sounds are connected to letters in the alphabet (phonics)
- communicate through Aboriginal and Torres Strait Islander verbal ways of storytelling and yarning
- begin to recognise the different sounds and words of languages other than English



Phases of Learning: *Phonological Awareness*

Identifies sounds in the environment – hears increasingly subtle difference, for example, notices the difference between bird calls and sirens, gradually hears the difference between a cockatoo and kookaburra, joins in nursery rhymes and songs.

Plays with words, sounds, rhythm and rhymes, for example, repeats songs, moves to the rhythm of words and chants, says rhymes like *I've got a tangle in my bangle*

Copies the rhythm of words; recognises and invents rhymes and repetitive phrases, notices words that begin the same way, for example, says, *My name begins the same as mouse and mat*. Claps in time to the rhythm of words.

Hears and repeats syllables in words, plays with sounds to create new words, for example, claps hands 3 times when saying *ban-na-na*, says *hen, fen, len*.

Foundation³⁹

Explore and replicate rhythms and sound patterns of literary texts such as poems, rhymes and songs AC9EFLE04

Recognise and generate rhyming words, alliterations patterns, syllables and sounds in spoken words AC9EFLY09

Segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words AC9EFLY10

(Adapted from: *The Creative Curriculum for Preschool*, Trister Dodge, Colker, Heroman 2002)

Further information

Phonological awareness

Phonological awareness is hearing and understanding the different sounds of spoken language. It includes the different ways oral language can be broken into individual parts, for example, separate sounds and syllables.

The teaching of phonological skills to young children with English as an additional language or dialect is an important aspect of learning Standard Australian English. These children need to learn to consciously attend to and learn to pronounce a new set of speech sounds some of which are not found in their home language.

In preschool, this includes skills such as playing with rhymes, noticing how words begin with the same sounds or clapping out individual words or syllables of a song, rhyme or chant. Playing with speech paves the ways to phonemic awareness – the ability to hear, identify and manipulate the individual sounds in spoken words.

Graphophonics, formally commencing in Transition, is connecting a printed symbol to a sound, unlike phonological awareness, which is an aural process of attending to and hearing the sounds of a language.

Through music time, stories and having fun with nonsense words in relevant situations, children begin to show they are hearing different sounds. For children with English as an additional language or dialect this often takes a lot of time and repetition to learn.

Further cultural considerations

Some Aboriginal and Torres Strait Islander languages do not have rhyming words in their language. Beginning to focus on learning syllables first can benefit children who may be beginning to learn or having difficulties with rhyming.

Learning Opportunities: for phonological awareness

Educators interact with children to develop the language and key concepts of phonological awareness.

They...

- play games, identify and model listening to and talk about environmental sounds
- help children record their own sounds and then identify them
- sing action songs/rhymes and encourage children to feel the rhythm and hear rhyme, for example, B-I-N-G-O, Old Mac Donald and This Old Man
- clap musical patterns or use musical instruments to tap the rhythm in songs
- act out/play games around nursery rhymes, for example, Hickory Dickory Dock or We're going on a Bear Hunt
- clap patterns and have children imitate the pattern
- play words games such as *Which word doesn't rhyme?*
- physically collect rhyming words, for example, pin, tin, bin
- have fun with tongue twisters (for example, alliteration)
- purposefully add specific educational content to everyday routines, for example, greet children with a word that rhymes with their name – Amanda panda
- play games like *Sounding Fish* – where illustrated laminated cards target problematic sounds like *b* and *p* (bin/pin) or *t*, *d* and *th* (thin, din, tin), (for example, phonemes, rhyme)
- use chanting for increased awareness/ability to use the sounds, grammatical and stress patterns of Standard Australian English



5.1

Interact verbally and non-verbally with others for a range of purposes

connects to the Australian Curriculum General Capabilities – Critical and creative thinking
Curriculum Learning Area – English

c. begin to extend literacy vocabulary

Preschool aged children are effective communicators when they:

understand and develop literacy vocabulary for everyday experiences, personal interest and topics explored in the classroom such as:

social interactions

hello, good-bye, please, sorry, thank you, can I...

reading

front, back, beginning, middle, end, title, pictures, author, illustrator, imagination, problem

feelings

happy, scared, mad, worried, surprised, sad

body parts

head, body, eyes, ears, nose, arms, legs

family

mum, dad, brother, sister, aunty, uncle, grandmother, grandfather

hygiene

wash, wipe, dry, brush, blow, breathe, soap, teeth, toothpaste, tissue, sleep, eat

recount /recall /retell

then, next, after, where, when, what, why, how, first, went, saw

texture

hard, soft, rough, smooth, bumpy, squishy

sensory

smell, taste, feel, look, sound

colour

red, blue, yellow, green, orange, purple, brown, black, white, pink, purple

action

jump, walk, skip, talk, yell, wipe, stir, spread



5.1

Interact verbally and non-verbally with others for a range of purposes

connects with the Australian Curriculum General Capabilities – Literacy

d. begin to extend numeracy vocabulary

Preschool aged children are effective communicators when they:

understand and develop numeracy vocabulary for everyday experiences, personal interest and topics explored in the classroom such as:

time* *(see Further cultural considerations over page)*

before, after, first, last, morning tea, lunch, home-time, bedtime, wet season, dry season, summer, autumn, winter, spring, day, night, fast, slow, long, short, next, before, after, then

shape

round, straight, flat, pointy, fit, doesn't fit, match, square, circle, triangle, rectangle, oval, corners

length/height/width

long, short, tall, small, thin, thick

size (including comparative language er, est)

big, bigger, biggest, small, long, short, thick, thin

position

on, off, on top, under, in/inside, out/outside, behind, over, between, middle, opposite, in front, above, below, beside, next to, here, there, left, right

direction

up, down, forward, backwards, around, across

distance

near, far, distance, close to, further away

volume/capacity

small, large, pack, fill, holds more, holds less, full/empty, nearly full/empty, half full/empty

transformational

turn, flip, slide, edge, gaps, no gaps, shape, object, over, around

number

counting, add, subtract, take away, share, money, coins, notes, dollars, cents, change, cost

ordinal

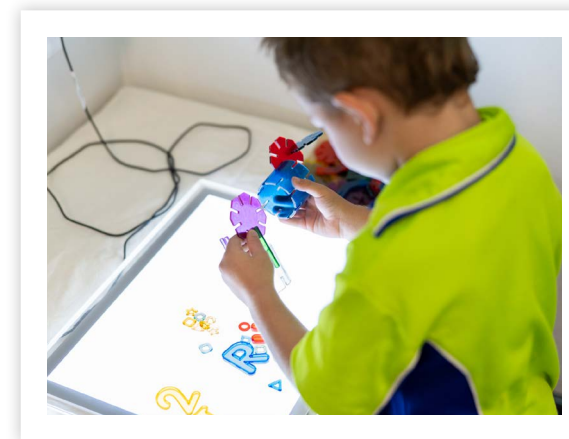
first, second, third, last, finish, start

mass/density

heavy, light

chance

could happen, will happen, won't happen, might happen



Further information

Vocabulary

Vocabulary is a key component of reading for meaning. If children know the meaning of a word, they are far more likely to be able to read it and make sense of it within a sentence. If the reader is not familiar with the meaning of those words, the sentence will be largely incomprehensible, even if some decoding attempt can be made. This will be the case for every sentence the child tries to read – word knowledge and comprehension of what the word means contributes in a major way to reading comprehension.

Many children extend their vocabulary indirectly, by repeated exposure to words in meaningful contexts such as conversations, listening to stories, through the media, active learning experiences and reading.

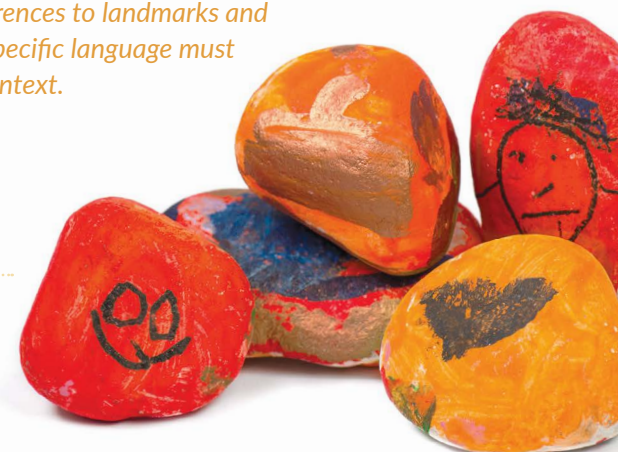
Many children in the Northern Territory begin school with small vocabularies and developing the skills to learn new words. Children from limited literate backgrounds will hear a more restricted range of words⁴⁰, have less access to the vocabulary of books and will consequently be more likely to have difficulty acquiring the skills of reading and less opportunity to use their own reading skills to develop their vocabulary further.

Explicit instruction of vocabulary has been found to increase the vocabulary development of all children. It requires carefully choosing the vocabulary children require, developing strategies to gain a deep understanding, regular use and an increasing 'word consciousness' in all children.⁴¹

*Further cultural considerations

In traditional Aboriginal and Torres Strait Islander cultures, the notion of time is not chronological but related to events, people and places.

It is the same with distances through references to landmarks and the environment (seasons). This subject-specific language must be planned for, modelled and taught in context.



Phases of Learning: Vocabulary

2 – 3 year olds

Vocabulary of approximately 150–300 words:

- approximately 2/3 of what a child says should be intelligible
- can name a number of objects common to their surroundings
- combines words into a short sentence – largely noun-verb combinations (mean) length of sentences is given as 1.2 words.

3 – 4 year olds

Vocabulary grows to about 900–1000 words and includes:

- correct use of pronouns (I, you, me)
- plurals and past tense
- at least three prepositions: (in, on, under)
- uses three word sentences
- identifies main parts of the body.

4 – 5 year olds

Vocabulary generally consists of about 1500–1600 words and includes:

- familiar animals
- at least four prepositions or understanding their meaning
- naming common objects
- knowing some colours
- demonstrating understanding over/under
- understanding concepts such as longer, larger.

Foundation⁴²

Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school AC9EFLA08

By the time a child reaches Transition they generally have between a 2100 and 2200 word vocabulary. This includes:

- descriptive words
- opposites
- number concepts
- count to ten
- naming common items
- time concepts (for example, morning, night, later, tomorrow, after).

English as an additional language or dialect

Children whose first language is not English need a strong base in their first language to achieve in Standard Australian English at school. It may help to include speakers of children's home languages in activities where possible.

Educators who speak children's home language and families are a valuable resource for this type of learning. If vocabulary and concepts are understood in their first language, children are more likely to transfer understandings to English and, therefore, become readers and writers in English.

Children with English as an additional language or dialect benefit greatly from explicit teaching, modelling and scaffolding as well as interaction in their play and everyday experiences, to expand their vocabulary and language abilities.

Most importantly, intentional and explicitly teaching vocabulary helps children to notice and begin to understand the differences between the various languages and dialects they know.

Learning Opportunities: *for vocabulary*

Educators interact with and engage children in conversations to extend vocabulary.

They...

- provide a print rich environment
- explicitly teach new words related to learning, children's interests and class topics
- build and extend vocabulary instruction into everyday routines, for example, *On the way outside, let's jump like a kangaroo.* Say what you are doing
- share books with children, engage them in conversations about the story, reading behaviours and different concepts
- engage children in conversations about what they are doing, the environment around them and people in their world - extending their vocabulary
- encourage children to talk about what they are learning, what they plan to do, how they are going to do an activity and what they are eating/doing
- encourage children to retell shared experiences
- model and role play using home language and Standard Australian English for children in appropriate contexts
- invite a variety of speakers into the classroom, for richness of content (vocabulary) and to reinforce the value of diversity (language, dialect, culture and style)
- explicitly teach the differences between various languages and dialects they know (will require assistant teachers and/or parent support)



5.1

Interact verbally and non-verbally with others for a range of purposes

*connects to the Australian Curriculum General Capabilities – Critical and creative thinking
Curriculum Learning Area – English*

e. begin to use and extend language in a range of contexts

Preschool aged children are effective communicators when they:

- verbalise ideas and simple concepts and ask questions to clarify concepts in Standard Australian English or first language
- retell simple stories and experiences
- engage in discussions, for example, class discussions on topic of the day, narratives and informational texts
- use imagination to recreate roles and experiences
- explore language patterns in narratives and mirror in their own or class-produced stories
- communicate ideas and tell stories through drawings, copied symbols, some letters or scribed sentences



Phases of Learning: *Using Language*

begin to take turns when speaking with others

may have short conversations with others

talk about things that have happened in the day – may need prompting

talk about people and objects not present, for example, *Grandma at home*.

Begin to play with language, for example, rhymes, songs.

sentences are becoming longer – combining four or more words.

language is used in role play begin to negotiate with other children about what may happen, for example, *who will go first?*

talk can be about things that have happened away from home, for example, talk about preschool, friends, outings and interesting experiences.

storytelling may have too much or not enough information, order of events may be muddled

beginning to understand and use different perspectives in storytelling still requires practice at taking turns in conversations.

Foundation⁴³

Explore how language is used differently at home and school depending on the relationships between people. AC9EFLA01

Recognise different types of literacy texts and identify features including events, characters, and beginnings and endings. AC9EFLE03

(raisingchildren.net.au, accessed December 2015)

Further information

Using language

Before children begin to read they need lots of rich experiences speaking the language they will later see in print. Understanding and using oral language is the first step in learning to read. Communication, whether oral, written or gestural, is central to establishing human relationships through which we exchange information.

As children engage in imaginative play or creating or telling their own stories, they are practising, planning and predicting narratives, communicating using verbal and non-verbal skills and problem solving and logically sequencing the events in their story. A child's ability to talk about what they are doing as they play directly links to their ability to read. Talking about the actions they perform and describing experiences, using sensory words, adds clarity and accuracy as well as colour to their stories and experiences-enriching their vocabulary so they learn words they will need to read and write.

Further cultural considerations

Children who have English as an additional language or dialect will need intentional language teaching and time to meet these milestones in Standard Australian English.

Children who have English as an additional language or dialect may require more practice to sequence events in a linear order as they may come from cultural backgrounds where narratives are constructed in different ways from the linear construction of many Standard Australian English texts.



Learning Opportunities: to use language

Educators model and scaffold children's use of language.

They...

- encourage formal and informal oral sharing time, for example, talking about what they are learning and doing
- use spontaneous opportunities, daily routines, group times, activities and individual book sharing times to scaffold and promote the use of language
- support children to share events – explaining who, what, when, where, why, how
- ask different levels of questions to develop deeper thinking, for example, *What is this? Can you tell me? What do you think might happen? Do you have any ideas on how to? Why do you think?*
- play games that promote listening and following instructions, for example, I spy with my little eye
- encourage children to retell a story or event – pictures can be used as prompts
- purposefully add specific educational content to everyday routines, for example, develop positional words on the way to the bathroom – Educator: *Tell me where teddy is hiding?* Child: *Teddy is under the chair*
- encourage shared reading using big books and sharing stories individually or in small groups – using and extending language
- provide opportunities for children to recognise the different sound and words of languages other than English
- provide opportunities for visual communication such as signing and gesturing

5.2

Engage with a range of texts to gain meaning from them

*connects to the Australian Curriculum General Capabilities – Literacy and Numeracy
Curriculum Learning Area - English*

a. begin to comprehend and make meaning from texts

Preschool aged children are effective communicators when they:

- identify key ideas presented in simple texts
- retell a story in a logical sequence, for example, through block play, dramatic play scenarios, role play, paintings and orally
- predict what happens next in simple texts and why it might happen, interpret illustrations and what may happen before or after
- start moving from literal interpretation of texts to inferential, participates with a range of texts for enjoyment
- identify the purpose of different texts, for example, environmental print, narratives, informational texts and spoken texts
- explore language used in fiction and non-fiction texts
- recognise literacy conventions such as settings and characters in narratives, join in chorus from narratives, rhymes, songs and chants
- recognise and engage with oral, written and multimedia texts
- begin to understand key literacy and numeracy concepts and processes, such as the sounds of language, letter-sound relationships, concepts of print
- engage in pretend play that draws on the use of digital technologies

THE EARLY YEARS CURRICULUM GUIDE CAN ENHANCE LEARNING OUTCOME 5.2 FOR THOSE CHILDREN WHO ARE WANTING TO 'WRITE' AND HAVE AN INTEREST IN LITERACY. WE FOUND THAT THE CURRICULUM GAVE A USEFUL GUIDE TO THE DEVELOPMENTAL STAGES OF WRITING AND TO TRACK THE CHILD'S PROGRESS.

IDA STANDLEY PRESCHOOL



Phases of Learning: Comprehension

Repeats words and actions demonstrated in books, for example, roars like a lion.

Relates story to self and shares information, for example, after hearing a story about the beach says, *I went to the beach.*

Imitates the act of reading through play, for example, holds a book and pretends to read to baby doll.

Compares and predicts events in a story, acts out main events of a familiar story, for example, compares own feelings about baby brother to those of a character, re-enacts *The Three Bears*.

Retells a story including many details and draws connections between story events, for example, *the wolf blew the house down because it wasn't strong*, retells *The Very Hungry Caterpillar* using prompts.

Foundation⁴⁴

Use comprehension strategies such as visualising, predicting, connecting, summarizing and questioning to understand and discuss texts listed to, viewed, or read to independently AC9EFLY05

Recognise different types of literary texts and identify features including events, characters, and beginnings and endings AC9EFLE03

Further information

Comprehension

Comprehension is the reason for learning to read; to understand things, and how they work and make meaning of texts. It is the process of deriving meaning from action, speech, images and text by connecting the learning to what the child already knows.

Children need to understand the vocabulary used, predict what will happen next in the story or event, make connections to their life and retell the actions or events of a story to demonstrate their comprehension.

Vocabulary knowledge and comprehension are crucial in developing the ability to read meaningfully and to learn through reading. Research shows there is a strong correlation between the two; that is, vocabulary is both an outcome of comprehension and a precursor to it.⁴⁵

Learning Opportunities: to develop comprehension

Educators engage children in conversations to develop comprehension.

They...

- read regularly to children and talk about what is read. Educators ask different levels of questions to develop children's thinking, for example, *What is happening? Why did...? What do you think will happen next? What do you think about?*
- build the field of knowledge around the text by having shared experiences, cooking and making
- read stories with emotion, sound effects, different voices and volume and tone to help communicate meaning
- encourage children to join in repetitive phrases in books
- connect ideas, language and knowledge presented in a text to experiences children have had in their lives
- read a variety of different types of books, for example, factual, fiction, poetry, look at illustrations, talk about the texts to develop understanding
- engage children in discussions about books and other texts that promote consideration of diverse perspectives
- use digital technologies, stories, videos and illustrations to talk about their meaning and make connections with other stories or experiences
- encourage responses through art, drawing, play dough, puppets, role play and dramatic play
- with children, co-construct oral and pictorial retellings to capture experiences, the focus might be on why, who and where (purposeful relationships) or what and when (logical sequencing)
- read and tell a variety of spoken or written narratives from diverse cultures, provide opportunities for families or community members to share stories
- provide opportunities for children to engage with familiar and unfamiliar culturally constructed text



5.2

Engage with a range of texts to gain meaning from them

*connects to the Australian Curriculum General Capabilities – Literacy and Numeracy
Curriculum Learning Area - English*

b. begin to develop reading and writing

Preschool aged children are effective communicators when they:

- use images, marks and approximations of letters and words to convey meaning
- show an awareness that spoken words can be written and that print holds a stable meaning
- participate in fine motor activities that lead to the development of a functional and stable pencil grip, for example, cutting, playdough and finger rhymes
- copy symbols, produce some recognisable letter shapes or write most of the letters in their own name
- demonstrate reading/viewing like behaviour in books and online, for example, turn pages, identify front/back, read left to right and top to bottom
- enjoy and value reading
- demonstrate sequencing of events (at least three step sequence) explore ways print is used, for example, road signs, menus
- show an interest in drawing, early writing and dictating ideas
- begin to understand key literacy and numeracy concepts and processes
- listen to and discuss stories about Aboriginal and Torres Strait Islander history, culture, ways of sustainability and care, customs and celebrations
- engage in pretend play that draws on the use of digital technologies



Phases of Learning: *Reading*

Looks at books and pictures with an adult or another child.

Chooses and looks at books independently.

Completes phrases in familiar stories.

Listens to stories being read, for example, asks an adult to read a favourite story, repeats phrases when favourite stories are read aloud.

Participates in story time interactively, for example, answers questions before, during and after read-aloud sessions; relates story to self; acts out a familiar story using props.

Chooses to read by self, seeks information in books, sees self as a reader, for example, gives reasons for liking a book, uses books to identify an insect found in the garden.

Foundation⁴⁶

Identify some familiar texts, such as stories and informative texts, and their purpose AC9EFLY01

Understand that words are units of meaning and can be made of more than one meaningful part AC9EFLY15

Understand conventions of print and screen, including how books and simple digital texts are usually organised AC9EFLA04

(Adapted from: *The Creative Curriculum for Preschool*, Trister Dodge, Colker, Heroman 2002)

Further information

Reading and writing

Most learning at school depends on knowing how to read. Reading is inter-dependent on language skills, particularly vocabulary. Therefore, understanding and using oral language (listening and speaking) is the first step in mastering printed language (reading and writing). Language is the means by which children convey their needs, describe events, interact with others and express their thoughts and feelings. For success in reading and writing, it is important that children have strong oral language in Standard Australian English or first language before attempting formal reading and writing sessions.

The development of oral language is the focus in preschool, with reading and writing skills emerging as this happens.

Understanding and creating opportunities to develop reading and writing skills along with oral language can be done in play situations and further enhanced by interacting with the children. Writing and reading while playing allows the child to understand that print carries a message and is used in various ways in their world, for example, for doctors writing a prescription for the patient in the play clinic, a shopkeeper printing a receipt for a customer, or making a stop sign for cars in block play, are ways to authentically introduce writing and reading in play situations.



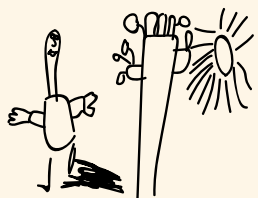
Learning Opportunities: to begin to develop reading and writing

Educators interact with children to develop reading and writing language and understandings.

They...

- create an environment to promote reading and writing, for example, a comfortable reading area with a variety of book types and electronic stories, a writing area that contains a variety of writing implements such as textas, pens, writing books and envelopes
- use pictographs in the classroom for visual cues, for example, class timetable and question children about what is happening next
- make signs together for displaying children's work. Read these with the children regularly
- talk about the letters in children's names - first letters and the sounds associated with them and other letters in names, similarities and differences between names (children learn a lot about sounds in words and letters through learning to read their and other children's names)
- ensure that children participate in whole class and small group shared reading activities and visit school and community libraries
- make story maps and symbols as a prompt for retelling
- provide opportunities for children to take home library books and class generated texts to share with family members
- take photos of the children doing activities or on excursions to use as a basis for discussing and recounting illustrations
- seek children's help to make signs and labels for classroom displays
- provide templates for tracing
- provide pre-reading and writing apps on devices
- use blocks, magnetic tiles, threading, puzzles and other manipulatives
- provide small handmade books for children to draw and write in to create their own books
- provide clipboards and paper for children to draw and 'write' on in different areas of the environment
- write words for children if they request them
- take notes for learning stories during the session so that children can see writing with a purpose
- listen to and discuss stories about Aboriginal and Torres Strait Islander history and culture

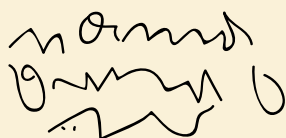
Phases of Learning: Writing



Drawing

The child:

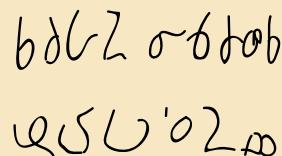
- uses drawings as a means of communicating
- believes drawings and writing communicate a message
- reads drawings as if there was writing on them.



Scribbling

The child:

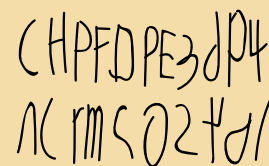
- may try to imitate writing
- make scribbles intended to be writing
- make scribbles that may resemble writing
- may be able to hold and use a pencil with a mature grip (see Phases of Learning: Handwriting).



Letter-like formations

The child:

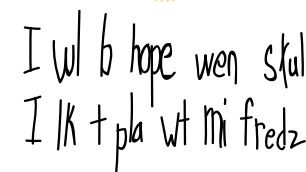
- may draw shapes that closely resemble letters
- may draw shapes that are not letters
- may draw shapes that seem like poorly formed letters, but are unique creations.



Random letters or letter strings

The child:

- uses letter sequences perhaps from their name
- may write the same letters in many ways
- may write a long string of letters in random order.



Foundation⁴⁷

Form most lower-case and upper-case letters using learnt letter formations

AC9EFLY08

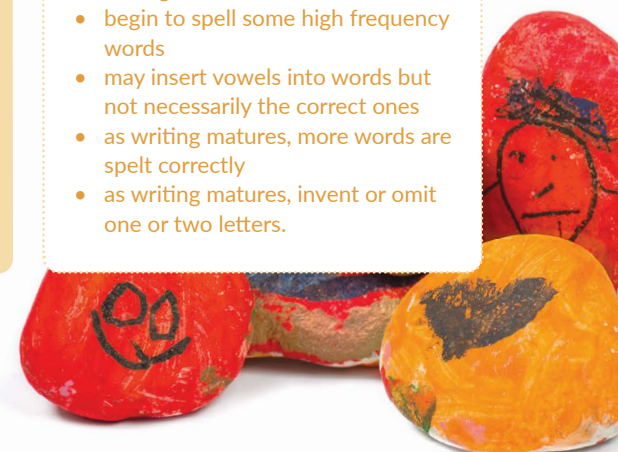
Read and write some high-frequency words and other familiar words

AC9EFLY14

The child may:

- begin to use left to right progression however letter reversals are still common
- create own spelling when conventional spelling is not known
- one letter may represent an entire syllable
- may not use proper spacing
- write words with beginning and ending sounds
- begin to spell some high frequency words
- may insert vowels into words but not necessarily the correct ones
- as writing matures, more words are spelt correctly
- as writing matures, invent or omit one or two letters.

(Department of Education 2014)



Phases of Learning: Handwriting



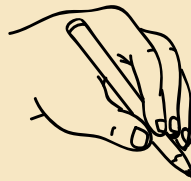
Palmar grip stage 1

The pencil is held across the palm, holding the top end. The tip of the pencil is pointing down, with thumb facing upwards.



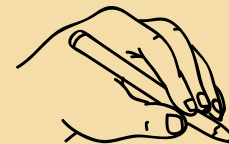
Palmar grip stage 2

Pencil is held with the thumb on one side and all fingers on the other side. The palm faces down.



Tripod grip stage 1

The thumb opposes the index finger with the pencil held between them. The middle finger may extend down the shaft or support the pencil along the side of the finger. There is more control towards the tip of the pencil. Whole arm movements are still used, with little control over the small muscles of the hand.



Tripod grip stage 2

In stage 2 of the grip, less whole arm movements occur because the shoulder, elbow and then the wrist become more stable to provide a fixed posture.



Foundation⁴⁸

Form most lower-case and upper-case letters using learnt letter formations
AC9EFLY08

The child may:

- adopt correct posture and pencil grip
- learn to produce simple handwriting movements
- follow clear demonstrations of how to construct each letter (for example where to start, which direction to write)
- learn to construct lower case letters and to combine these into words
- learn to construct some upper case letters.

(Department of Education 2014)

Further Information

Pencil grip

Latest research says any grip is acceptable as long as it is functional and stable. A functional, stable pencil grasp is one that allows the child to hold the pencil without slipping and controls writing without tiring, muscles are relaxed. A child may use an inefficient pencil grasp as long as the grip remains functional and stable. In the functional stable pencil grip, there is less whole arm movement as the shoulder,

elbow and then the wrist becomes more stable to provide a fixed posture. Holding a pencil properly can be difficult for a child who does not yet have enough strength in their hands and fingers. A thick, soft lead pencil is easier for a small child to hold and use. If a child is not yet accustomed to using a pencil, a crayon is a good starting tool. Encourage the child to use relaxed rather than cramped movements as they write.

Learning Opportunities: to develop handwriting

Educators encourage children to participate in fine motor activities to develop a functional stable hand grip.

They...

- encourage children to manipulate play dough and clay with their hands
- provide scissors, rollers, garlic presses and cutters for play dough or clay
- provide a spray bottle with water or paint
- provide objects and templates for children to trace around
- provide blocks, manipulatives, puzzles and threading
- engage children in finger rhymes and action songs
- provide glue, staples, tape and scissors for box construction and collage
- engage children in sewing activities, hammering boards and wood work
- encourage children to collect and manipulate small objects



5.3

Express ideas and make meaning using a range of media

*connects with the Australian Curriculum General Capabilities – Critical and creative thinking;
Digital literacy;*

Curriculum Learning Area - The Arts Curriculum

a. investigate, view and create in a range of media

Preschool aged children are effective communicators when they:

- explore making music using a variety of instruments or improvised musical instruments
- experiment with the elements of texture, colour, shape and space and form in two or three dimensions
- view and listen to simple printed and multimedia texts and music
- begin to learn descriptive language while experimenting with ways to express ideas and feelings and make meaning using creative arts, for example, drawing, painting, sculpture, drama, dance, movement, music and storytelling
- use language to engage in play to imagine and create roles, scripts and ideas share stories and symbols of children's culture and re-enact well known stories
- use multi-sensory experiences to express ideas, for example, finger paint, construction, collage and sand
- display literacy behaviours by incorporating reading and writing approximations and viewing in their play
- experiment with ways of expressing ideas and meaning using a range of media

Further information

Express and make meaning using a range of media

Asking and answering children's questions, joining in children's play, teaching children vocabulary, skills and techniques that enhance their capacity to express themselves are strategies to help children talk about their drawings, role play, dance, music or different mediums they may be using.

For children to express themselves, they need to first feel safe, secure and comfortable with themselves, the educators and other children so they are willing to take risks. They require time to explore, experiment and grow at their own pace.

For a child, creating through art activities, music or role play is a way of expressing themselves and making meaning of the world around them.

5.4

Begin to understand how symbols and pattern systems work

*connects with the Australian Curriculum General Capabilities – Literacy and Numeracy
Curriculum Learning Area - English; Mathematics*

a. begin to understand symbols and patterns

Preschool aged children are effective communicators when they:

- use symbols in play to represent and convey meaning, for example, street signs in block area and pictographs to follow instructions
- recognise simple patterns and relationships, for example, in the environment, (traffic lights, animal footprints, paving designs), threading, letters, numbers and manipulative objects
- recognise some letter names, for example, letters in own name
- recognise number symbols, initially 0–5 and then 0–10
- recognise that letters are different to numbers
- begin to understand and use language to describe and talk about patterns, for example, long/short/long; red triangle/blue square/red triangle; repeat again, before, after and next
- recognise, continue and create simple patterns (two-three part patterns)
- identify Aboriginal and Torres Strait Islander signs and symbols relevant to their area
- notice and predict the patterns of regular routines and the passing of time
- begin to sort, categorise, order and compare collections



Phases of Learning: Symbols

Notifies print in the environment, for example, notices the name of the school, stop sign, the police station symbol.

Recognises and identifies a few letters or numbers by name, for example, points to letter B in a book and says *that's the same as my name*, recognises \$ symbol means how much to pay.

Recognises and names some letters and numbers, for example, cuts out letters or numbers from a magazine and names them, points out numbers on a road sign.

Begins to connect a letter to a sound or numeral to a number, for example, writes M to represent Mum.

Foundation⁴⁹

Form most lower-case and upper-case letters using learnt letter formations AC9EFLY08

Explore the contribution of images and words to meaning in stories and informative texts AC9EFLA07

Phases of Learning: Patterns

Completes a sentence that repeats in a familiar story, for example, *We're going on a Bear Hunt*.

Hums, sings or responds to a chorus that repeats in a familiar song.

Notifies and recreates simple patterns with objects, for example, make a row of blocks alternating big-small-big-small, string beads in repeating patterns of two colours.

Extends patterns or creates simple patterns of own design, for example, makes a necklace of beads in which a sequence of two or more colours is repeated, continues a block pattern of two colours.

Creates increasingly complex patterns of own design or by copying, for example, imitates hand-clapping pattern (long clap followed by three short claps), designs a three coloured pattern using coloured cubes and repeats it.

Foundation⁵⁰

Recognise, copy and continue repeating patterns represented in different ways AC9MFA01

Recognise and generate rhyming words, alliteration patterns, syllables and sounds in spoken words AC9EFLY09

(Adapted from: *The Creative Curriculum for Preschool*, Trister Dodge, Colker, Heroman 2002) (ACARA, 2016)

Further information

Symbols and patterns

A symbol is an object or concept that can represent a word, sound, gesture, idea or visual image. A red octagon symbolises stop, a black line on a map can represent a road, numerals are symbols for numbers and an alphabetic letter symbolises a sound. Symbols are part of everyday life and children require an understanding of symbols to read and write or work with numbers.

Patterns are also a part of our everyday life. Being able to look at patterns and note their underlying regularities and ongoing repetition allow us to predict, expect and plan. Knowing the patterns that happen regularly in everyday situations helps us know what to do and say, and what is likely to happen in the future, for example, knowing the pattern traffic lights follow allows us to predict that a red light will come soon after we see a yellow light, therefore we need to plan to slow the car down.

Patterning increases in difficulty and complexity through life. Children may start with separating red and blue blocks, move on to look for patterns in numbers when learning to count; look for letter patterns in words, make patterns in music and art; explore patterns to help with multiplication, spelling and reading and eventually may progress towards discovering patterns in algebra, calculus or chemistry to solve problems.

When teaching patterning, young children need to start with play and explore concrete objects. They then progress towards representations such as pictures and then symbols (numbers or letters).

Being able to describe, copy, continue and then adapt the concept in other situations shows progressively deeper understandings of the concept.



Learning Opportunities: *for symbols and patterns*

Educators interact with children to develop the language and understanding of symbols and patterns.

They...

- sing songs – The Three Bears Rap; Heads, Shoulders, Knees and Toes; Open Shut Them, record pictorially, leading to the use of symbols
- use local community members to help teach local dances, Hokey Pokey, folk and contemporary dances
- encourage children to develop their own symbol systems, including those that are culturally constructed
- provide opportunities when sharing texts and oral stories with children to identify concepts of rhyme
- provide objects to print with using 2 – 4 colours, set up dot painting with different colours and provide pre-cut shapes for pasting in patterns
- expose children to environmental texts and images
- use clapping sticks, bells or other found materials to make patterns, visually record patterns using straight lines to represent clapping and perhaps curvy lines to represent humming/ringing
- provide bead pattern cards to copy a pattern while threading, for example, blue, red, blue, red
- engage children in noticing, using, and discussing symbol systems, such as, letters, numbers, time, money, musical notation and other symbols
- scribe descriptions of children's drawings and display results for comment and reflection

5.4

Begin to understand how symbols and pattern systems work

*connects with the Australian Curriculum General Capabilities – Literacy and Numeracy
Curriculum Learning Area – Mathematics*

b. develop number and algebra concepts

Preschool aged children are effective communicators when they:

Number

- count using one-to-one correspondence
- recite number names in order, initially to five, then to 10 or beyond consistently
- recognise numerals initially to five, and then to ten or beyond and begin to order them
- identify and name the numeral that matches a given collection – initially to five and then up to ten
- subitise small quantities of objects or standard patterns on a die
- partition small numbers (part, part, whole), for example, four counters can be split into two and two counters
- compare collections of objects and describe whether there are more, less, the same or not the same
- estimate how many objects in a collection and check by counting them

Money

- begin to use everyday language related to money in play situations, for example, buy, sell, dollars, cents and change

Patterns (refer to 5.4a also)

- use language to describe and talk about patterns
- recognise, continue and create simple repeating patterns



Phases of Learning: Number

Understands the concept of one, for example, picks up one object when asked.

Understands the concept of more, for example, asks for more juice or picks up more of something when asked.

Imitates counting behaviour using number names – may not be in correct sequence or may not use 1:1 correspondence, for example, say numbers one to five while moving fingers across eight objects.

Counts sequentially up to 5 using 1:1 Correspondence, for example, counts five sticks taking one at a time from the collection.

Counts to ten connecting number words and symbols to the objects counted and knows that the last number is the total, for example, or example, counts eight stones and says *I have eight*, rolls 2 on a dice and moves a counter two places on a board game.

Foundation⁵¹

Name, represent and order numbers including zero to at least 20, using physical and virtual materials and numerals
AC9MFN01

(*Adapted from: *The Creative Curriculum for Preschool*, Trister Dodge, Colker, Heroman 2002)

Further Information

Number

Encouraging children to count how long, far or tall something is, incorporates number tasks in an authentic context. When children hear numbers, learn to count [using one to one correspondence] and order objects, through play and planned activities, they eventually realise that numbers are symbols that represent something.

Interacting with children to model and help them verbalise the maths happening in their investigations brings awareness to concepts such as sharing, comparing small amounts and representing collections with stories, materials, pictures or numbers.

Learning Opportunities: *for number*

Educators interact with children to develop the language and understanding of number.

They...

- use finger plays, songs, stories, puzzles, movement to music, perceptual motor sessions and authentic opportunities to talk about number concepts
- encourage children to jump on shapes with dots or numerals, encourage children to say the numbers as they are jump on them
- use number plates with play dough (plastic plates with a numeral on each) to encourage counting, one to one correspondence and numeral identification
- demonstrate how to throw a bean bag onto a numbered target and say the number
- have a number on threading string, for example, a string has number five, thread five blue macaroni then five red macaroni and so on
- use insects as a provocation for counting different features
- use daily routines such as eating times, mat times and movement between in/outdoors to count, compare, share and match everyday objects



5.4

Begin to understand how symbols and pattern systems work

*connects with the Australian Curriculum General Capabilities – Literacy and Numeracy
Curriculum Learning Area – Mathematics*

c. develop measurement and geometry concepts

Preschool aged children are effective communicators when they:

Measurement

- understand the concepts and use the language of measurement, for example, length, height, width, time, area and volume
- order objects or events by time, length, height, width, mass, volume, for example, shortest to tallest; heaviest to lightest
- use comparative language related to measurement, for example, the electric car is faster than the blue car, Rachael is taller than Tom
- begin to use arbitrary measuring tools, for example, use a block to measure the length of a mat

Time

- use and understand language to describe duration of time (how long events/things last), for example, short/long time, until lunch
- use and understand language to describe the rate of time (the speed of events/things), for example, fast/slow, day
- use and understand language to measure time, for example, before/after, clocks and calendars
- order events using language of time, for example, first, then, after, daily routine and days of week begin to use past, present and future tenses correctly

Geometry

- sort, describe and name familiar two-dimensional shapes in the environment, for example, circle, square, triangle, rectangle and oval
- become aware of three dimensional objects in the environment, for example, the balloon is the same shape as a ball
- identify, draw and describe lines using everyday language, for example, round, straight, pointy, corner, curved
- use and understand positional and movement language in everyday activities, for example, under, behind, between, over, around
- use properties of shape to make things balance, fit and transform, for example, jigsaw puzzles
- observe and talk about observing people, places and things from different spatial viewpoints, for example, close and far away

Phases of Learning: Measurement

Notices something new or different, for example, a new classmate or new toy.

Notices similarities, for example, *We have the same hat.*

Notices similarities and differences, for example, *I can run fast in my new shoes.*

Uses comparative words related to number, size, shape, texture, weight, colour, volume, speed, for example, *I can run faster than you, The red bucket is heavier than the blue one.*

Understands and uses measurement words and some informal measurement tools.

Foundation⁵²

Identify and compare attributes of objects and events, including length, capacity, mass and duration, using direct comparisons and communicating reasoning AC9MFM01

(*Adapted from: *The Creative Curriculum for Preschool*, Trister Dodge, Colker, Heroman 2002)

Further information

Measurement

When programming for preschool aged children, focus is on laying a solid foundation for measurement by understanding the related principles, uses and language needed to describe time, length, area, capacity and volume. Knowing the language also contributes to word comprehension needed for early literacy.

Children learn best through experimenting and retain more information when multiple senses are used in the learning process. If children see, hear and feel concepts, such as role-playing 'The Three Bears', they are more likely to understand the concept of size than circling pictures on a worksheet. Children need to experience concepts physically to fully understand them.

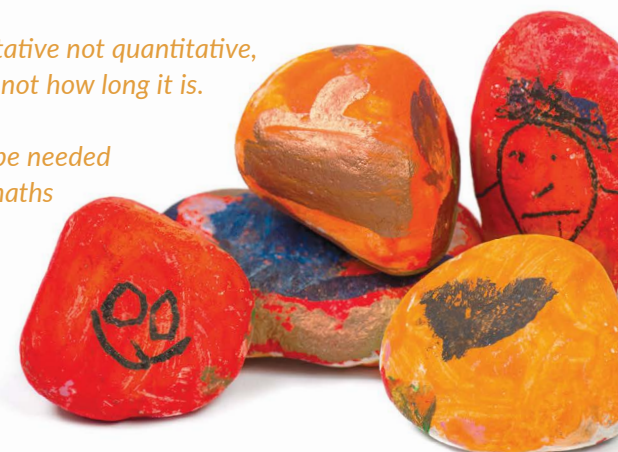
Interacting with children during Perceptual Motor activities, music, dance, songs, sand/water-play, blocks or cooking and daily routines supports children to link measurement concepts to the language.

At first, children make comparisons without any measuring tools. They learn concepts such as longer, heavier, shorter, lighter, faster and slower using the activities provided in a play environment. This is followed by using informal units of measurement like a block, foot, people or string. Later formal units of measurement such as a ruler, clock, scales, thermometers and measuring cups are used. Exposure to measurement tools early will allow children to explore them in their play and investigations.⁵³

Further cultural considerations

In some languages measurement is qualitative not quantitative, for example, how much flesh is on a fish, not how long it is.

For these children, extra scaffolding will be needed and the planned intentional teaching of maths vocabulary is required.



Learning Opportunities: *for measurement*

Educators interact with children to develop the language and understanding of measurement.

They...

- use pack up time for measuring, for example, long thin blocks go on the top shelf
- provide manipulatives to make roads in various lengths, for example, Waffle blocks and Mobilo
- provide interlocking foam mats to explore area
- assist children to draw, trace and cut around their hands or feet to measure and compare with other children or to measure the area of shapes
- provide balls to kick or throw as far as possible and then talk about whose ball went the greatest distance
- trace around children 's bodies, order by height on the wall. Children measure how long their arms, legs or body is by direct comparison with others
- talk about area while exploring art activities, for example, roller painting, finger painting, box construction, crayon and wash sponge prints
- label concrete objects in first language
- pay attention to how words of position/movement are used – reinforcing with pictures, role play and gestures
- when talking about the daily routine, discuss a variety of possibilities and times they may occur
- build picture dictionaries of mathematics terms



Phases of Learning: *Time*

Follows steps in a simple routine, for example, washing hands, dressing self.

Demonstrates understanding of what comes next in a daily routine, for example, waits at the table for morning tea.

Demonstrates understanding of the present and may refer to the past and future, for example, responds appropriately to *What did you do today?*, talks about *I'm going to Jason's place later*.

Uses past and future tenses and time words appropriately, for example, talks about tomorrow, yesterday, last week, *After morning tea we go outside*.

Associates events with time-related concepts, for example, *Tomorrow is my birthday, I went to the shops yesterday, I go to swimming lessons after preschool*.

Foundation⁵⁴

Sequence days of the week and times of the day including morning, lunchtime, afternoon and night time and connect them to familiar events and actions ACM9MFM02

(Adapted from: *The Creative Curriculum for Preschool*, Trister Dodge, Colker, Heroman 2002)

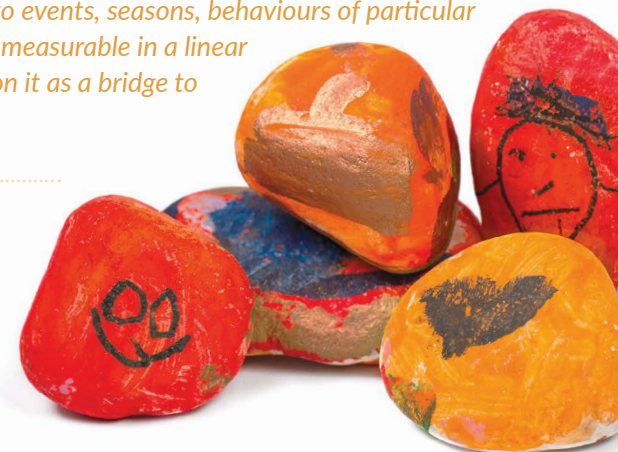
Further information

Time

Though time is an abstract concept, young children experience it in concrete and sensory ways. To a young child, a week is a long time for a friend to be away and an hour can be a really long time to ride in a car but a short time to play with blocks. Most adults measure time objectively, using clocks and calendars. Young children begin measuring time by remembering what happened in the past and anticipating the future. They become aware of duration (how long something lasts), rate (the speed of events) and sequence (the order in which things happen). Looking for patterns in a daily routine or knowing the order of events in the day helps children to predict what may happen next.⁵⁵

Further cultural considerations

When teaching the concepts of time, it is important to consider that some cultures have different views and values of time. Children from different cultures may be challenged with the concept of time as well as the language associated with it. Their cultural concept of time could be related to events, seasons, behaviours of particular fauna or flora rather than being fixed and measurable in a linear fashion. Use this knowledge and build upon it as a bridge to learning Standard Australian English.

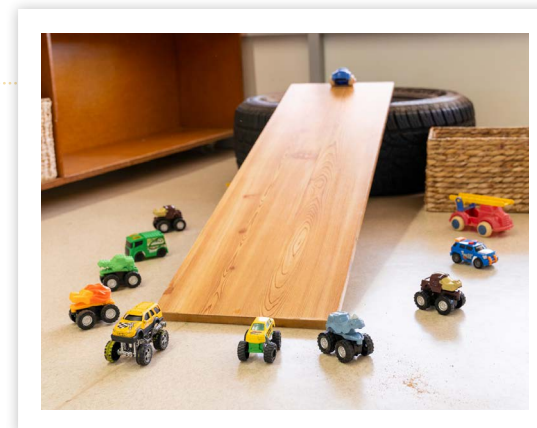


Learning Opportunities: *for time*

Educators interact with children to develop the language and understanding of time.

They...

- jointly discuss visual daily timetables, such as, home time, snack time and pack up time
- share picture books to highlight times of the day and sequence of events – focus on the vocabulary and concept of time
- expand children's curiosity about time in nature, living things – wet/dry season and changes over time in animal growth/environment
- recognise that some children's concept of time may be different and they may require exposure to the concepts and language of time through fun and familiar life experiences, for example, exploring time devices such as sand timers, kitchen timers, stopwatches, clocks, watches and calendars and talking about time passing while cooking
- engage children with finger plays, songs, stories, moving to music, perceptual motor sessions and experiences related to duration and rates of time
- make or buy a one minute water or sand timer and use it to time activities, for example, packing up or running across the outdoor area
- explore objects that move and talk about fast/slow/slower, for example, toy cars, balls, marbles, spinning tops, water wheels, tins with holes punched in for water play and swings



Phases of Learning: Geometry

Moves objects from one container to another.
Follows simple positional directions with assistance, for example, puts shoes in locker.

Shows comprehension of basic positional words and concepts, for example, puts objects in, on, under, on top of and next to another object as requested.

Understands and uses positional words correctly, for example, *Sit next to me.*
The scissors go in the tin.

Shows understanding that positional relationships vary with different perspectives, for example, turns a board game around so another person can view it front on, a slide looks different from above than on the side view.

Foundation⁵⁶

Describe the position and location of themselves and objects in relation to other people and objects within a familiar space AC9MFSP02

(Adapted from: *The Creative Curriculum for Preschool*, Trister Dodge, Colker, Heroman 2002)

Further information

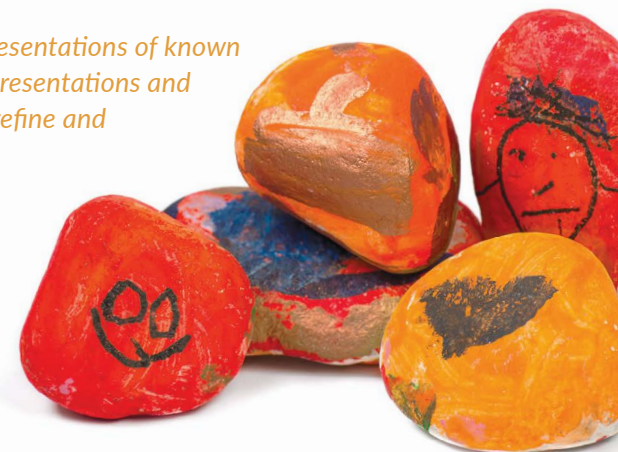
Geometry

Geometry includes location and positional language and concepts (on, off, on top, under, in, out, behind, below), movement (up, down, forwards, backwards, around, across) and distance (near, far, next to) as well as providing opportunities to make predictions, for example, what happens if I move this? It leads to being able to visualise, draw and model shapes, locations and arrangements and predict and show the effect of transformations on them.

Reasoning about shapes, transformations and arrangements to solve problems and justify solutions can lead to using these skills in everyday life, for example, games, art, geometry, map reading, as well as careers in fields like science, park ranging, drafting, or engineering.

To help children develop knowledge, skills and language about geometry children need to be provided with materials and experiences and given time to explore them. Interacting with children about their discoveries and allowing them to solve their spatial problems in their own way helps children increase their spatial awareness and proprioception skills (awareness of themselves in relation to the people and objects around them).

Making two- and three-dimensional representations of known real places and things, using pictorial representations and reflecting on the process, helps children refine and expand their spatial sense.



Learning Opportunities: for geometry

Educators model and scaffold location and positional language and concepts through:

- speaking while moving and then recalling the actions undertaken in obstacle courses, for example, first we went across the beam, then under...
- describing pathways to and from school or shops, for example, passing a particular tree or other landmark
- using barrier games, for example, where one person describes what to do or where to put objects
- songs and rhymes, for example, Teddy bear, Teddy Bear, The Grand Old Duke of York, Open Shut Them, Up and Down, Rolling all Around
- playing hide and seek games with figurines and other small toys, for example, Where is Teddy hiding? on/under/beside the chair?

Look for opportunities to expand children's language and concepts of shape through:

- sensory motor activities, for example, walk around the circle, finger paint shapes and use touch only to identify shapes
- exploring and describing examples of artworks including those from many cultures
- providing opportunities to play with jigsaw puzzles, manipulative equipment, attribute blocks and shape bingo
- discussing class displays/photos of shapes in local contexts
- playing games and activities that sort and classify by shape
- explicitly talking about shapes when constructing, painting, modelling with play dough and using shape cutters and sharing books
- explicitly talking about the features of a shape in play/construction/problem solving, for example, triangles have three sides and three points
- playing games, for example, identifying a shape from a feely bag or jump on a particular shape

5.4

Begin to understand how symbols and pattern systems work

connects with the Australian Curriculum General Capabilities – Literacy and Numeracy

Curriculum Learning Area - Mathematics

d. begin to understand statistics and probability

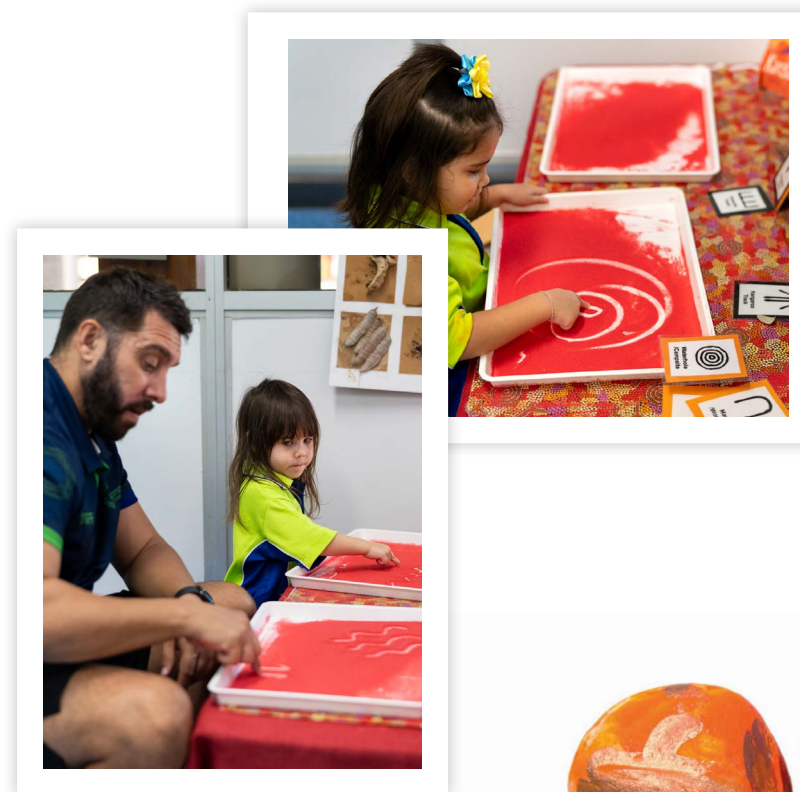
Preschool aged children are effective communicators when they:

Sort and order

- sort, classify and match objects according to attributes (commencing with one attribute then increasing to two or more), for example, colour, size, shape and weight
- order objects according to one attribute (seriation: arranging objects in order by size, location or position), for example, smallest to largest or shortest to tallest
- sort and classify objects by one attribute and then another, for example, sort blocks by colour then shape or size
- answer simple questions to collect information, for example, Which is the largest/smallest group? Are there more blue beads than red?

Chance

- use everyday language to state opinions on the possibility of an event or outcome happening, for example, might happen, won't happen, will happen or could happen



Phases of Learning: Sort and Order

Finds two objects that are the same and comments or puts them together.

Groups similar kinds of objects together, for example, cars, coloured counters, leaves.

Sorts objects by one property, for example, size, shape, colour or use, for example, sorts counters by colour into three buckets, puts a large cup with other large cups.

Sorts a group of objects by one property and then by another, for example, collects leaves and sorts by size and then by shape, puts all the brown teddy bears together then re-sorts to put all the large bears together.

Sorts objects into groups/ sub groups and can state the reason, for example, sorts attribute blocks into circles then splits them into large and small circles.

Foundation⁵⁷

Sort name and create familiar shares, recognise and describe familiar shapes within objects in the environment, giving reasons AC9MFSP01

(*Adapted from: The Creative Curriculum for Preschool, Trister Dodge, Colker, Heroman 2002)

Further information

Order

Children sort and order objects based on differences, for example, smallest to biggest or a repeating pattern, for example, red, blue, red, blue. They compare the attributes using comparative language e.g. longer/shorter, bigger/smaller. They arrange articles in a pattern and describe the relationship such as small, smaller, smallest or red, blue, red, blue or match one ordered set against another, for example, small cup to small plate and large cup to large plate.

To learn to sort and order, young children start with play and explore concrete objects and then progress towards representations such as pictures and then symbols (numbers or letters). Being able to describe, copy, continue and then adapt the concept to other situations, shows progressively deeper understanding of the concept.

Further cultural considerations

Some cultures do not have comparative words to describe an attribute, for example, er/est words – bigger or biggest and smaller or smallest, therefore may need more time to develop the concept.

In Aboriginal culture, quite often animals and plants are grouped by function/utility (whether edible or important) rather than by visual features such as feathers/fur, number of legs, colour or location. Therefore, be open to discuss groupings that may not at first match to academic scientific classification, consider alternative ways of grouping which reflect other cultural views or classifications.

Similarly, many languages do not have 'modals' (will, may, might, should, could etc.) so for those with English as an additional language or dialect, these concepts and vocabulary may need explicit explanation and teaching so could often take more time to understand this concept and use this vocabulary.

Learning Opportunities: *for order*

Educators look for opportunities to engage children in conversations that develop the language and concepts of order.

They...

- use interactive whiteboard software, providing art activities such as hand prints, traced body outlines; threading or collected natural materials to arrange in increasing or decreasing order (seriation)
- sort and match objects according to one attribute, for example, size, colour, shape and animals by skin group or moiety where applicable
- sort and match found or everyday collections and talking with children about how they categorised them
- use routines in the day to sort and classify, for example, packing up time – all glue pots, blocks, balls together or place all shoes in front of the door
- engage children in manufactured sorting games, for example, memory game, attribute blocks, counters and self-correcting toys (nesting dolls/cups)
- provide various sized objects like dinosaurs, animals, trucks or cars that can be ordered and talked about
- provide art activities that enable children to print objects in order of size or number



Learning Opportunities: for chance

Educators interact with children to discuss the chance of events happening.

They...

- use stories, games and pictorial class routines to talk about the likelihood of events happening, for example, *Do you think the wolf will catch the three little pigs? What makes you think that?*
- use everyday experiences to talk about the chance of an event happening, for example, *What might happen after we hold the balloon under the water and then let it go? There are lots of grey clouds, do you think it might rain today?*
- games of chance, for example, simple games involving dice and spinners
- model conversations with co-educators using language structures such as: *I think, What do you think? What will happen if?*

Further information

Chance

Chance can be explored when children start to give their opinion about the possibility of a situation occurring and then expand their thinking to give reasons why it may happen.

Further cultural considerations

When teaching the language of chance, be aware that many languages do not have 'modals' (will, may, might, should, could etc.) and so these are often mastered late in the English as an additional language or dialect progression. Furthermore, hypothetical questions posed in English could require a lot of visualising and mental translation for children from a language background other than English. This could mean that 'predicting' may require extra scaffolding, modelling and peer support as part of experiential learning.

5.4

Begin to understand how symbols and pattern systems work

connects with the Australian Curriculum General Capabilities – Literacy and Numeracy

e. develop concepts of print

Preschool aged children are effective communicators when they:

- develop increasingly acute visual discrimination skills, for example, identify and discriminate between objects, shapes, numbers and letters
- build an understanding that (in English) print is written and read left to right, top to bottom
- explore how illustrations convey the meaning of text
- become aware of basic punctuation, for example, full stops
- become aware that words are separated by spaces
- understand book features, for example, title, author, illustrator
- become aware that sentences are made up of words, words are made up of sounds and sounds are represented by letters or groups of letters



Phases of Learning: Concepts of Print

Reads environmental print, for example, stop signs, fast food chain symbol, familiar logos.

Recognises own name in print.

Uses illustrations to tell the story or guess what the text says.

Makes judgements about words and text by noticing features (other than words or letters), for example, *That must be Benjamin's name because it is long.*

Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print, for example, *That word says book*, anticipates what comes next based on pattern in *Brown Bear*, works out which words says banana because s/he knows it starts with a *b*.

Foundation⁵⁸

Understand conventions of print and screen, including how books and simple digital texts are usually organised AC9EFLA04

Recognise that sentences are made up of groups of words that work together in particular ways to make meaning AC9EFLA06

Identify punctuation as a feature of written texts different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end AC9EFLA09

(*Adapted from: *The Creative Curriculum for Preschool*, Trister Dodge, Colker, Heroman 2002)

Further Information

Concepts of print

Reading aloud to children is the single most important activity for building knowledge to ensure their eventual success in reading. When children sit next to a caring adult and hear engaging stories, they develop positive associations with books, build vocabulary, and develop contextual understanding. They also pick up small but vital concepts about print, such as how to hold a book, which direction to turn the pages, what an author is and where to find the title.

Simple actions such as moving a finger along the text to show that we read from left to right, help prepare children for reading. When toddlers flip through pages and when preschool children make up silly rhymes, or look at books to learn more about an interest, they are engaged in important reading activities and displaying their knowledge about print.⁵⁹

Learning Opportunities: *for concepts of print*

Educators interact with children to develop the language and concepts of print.

They...

- model conventions of print by collecting photos children have taken and use digital technologies to jointly write a class book about different topics
- talk about and model conventions of print when writing class books about experiences
- have writing materials available for children to have-a-go at their own labels, recounts and name writing
- while reading stories- point to words, question children about which way to hold a book and turn pages
- scaffold conventions of print by providing little books made from a few pieces of paper stapled together for children to draw or make their own books.
- use construction words to write signs and encourage children to write their own about what they made, for example, *David built a large house out of wood*
- encourage children to write their own name in finger paint – starting on the left hand side
- use computer programs and apps that highlight words being read to follow left to right and top to bottom
- provide resources that encourage children to experiment with images and print
- ask and answer questions during the reading or discussion of books and other texts



5.4

Begin to understand how symbols and pattern systems work

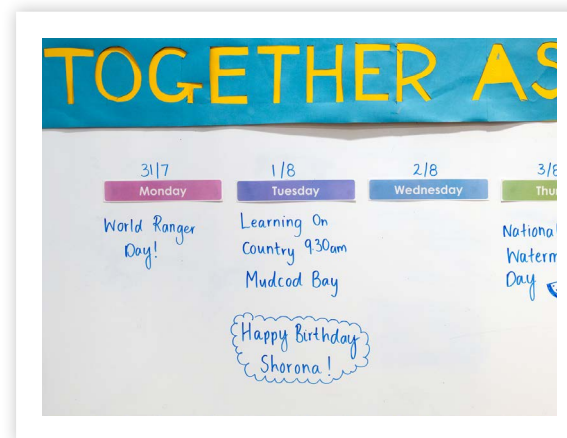
connects with the Australian Curriculum General Capabilities – Literacy and Numeracy

Curriculum Learning Area – English; Mathematics

f. begin to understand sequencing

Preschool aged children are effective communicators when they:

- use sequencing vocabulary, for example, first, then, after, next, finally
- order events, stories, letters or experiences in a logical sequence, for example, pictures, photos, letters (in own name, simple environmental words) and numbers, recipes, dances, preschool routine or simple directions
- order objects using comparative language, for example, biggest to smallest, longest to shortest or heaviest to lightest



Daily Routine

Approximate Times	What happens (Information for adults)	Visual Routine (Information for children)
8.00 am	Children arrive, put bags away and food in fridge. Play	
10.00 am	Children tidy up and have a morning mat session	
10.30 am	Children have morning snack and get ready for inside/outside play	
10.45 am	Inside/Outside Play	
12.00 pm	Children tidy inside/outside and listen to story. Transition to lunch	
12.30 pm	Lunch	
12.45pm	Inside/Outside Play	
2.00 pm	Children tidy up and have an afternoon mat session	
2.30 pm	Children have afternoon snack and get ready for mat time	
2.45 pm	Afternoon mat session	
3.30 pm	Home time	

Developed 2015

Phases of Learning: Recall and Sequencing

Give simple accounts of what happened in that day, for example, *I played in the sandpit, We went to the shops.*

Anticipate, remember and describe daily sequence of events e.g. *I'm going outside after we have morning tea. Are we going to the beach tomorrow?*

Demonstrate increasing understanding of past, present, and future using words such as before, after, now, and then.

Foundation⁶⁰

Retell and adapt familiar literary texts through play, performance, images or writing AC9EFLE05

Sequence days of the week and times of the day including morning, lunchtime, afternoon and night time, and connect them to familiar events and actions AC9MFM02

(Adapted from: *The Creative Curriculum for Preschool*, Trister Dodge, Colker, Heroman 2002)

Further Information

Sequencing

Sequencing is the ability to arrange objects, events, numbers, words or actions in a particular order. Children need to be able to visualise thoughts and select the most appropriate ideas to develop a logical order of thinking.

Children develop the concept of sequencing through activities such as arranging objects by a selected attribute, numbering in a specific order, following directions or retelling a story or experience in a logical order. They also require an understanding of the words first, then, after, next, finally to talk about their sequence.

When teaching sequencing, young children need to use personal experiences or play with concrete objects then progress towards representations such as pictures, and then symbols (numbers or letters).

Being able to describe, copy, continue and then adapt the concept to other situations shows progressively deeper understandings of the concept.

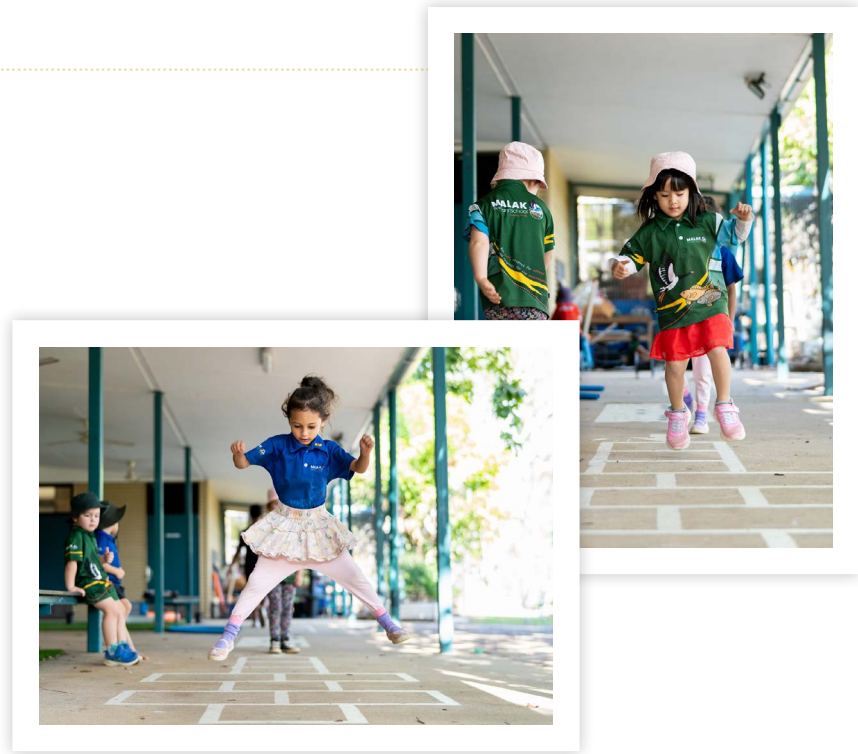


Learning Opportunities: *for recall and sequencing*

Educators interact with children while they play to develop the language and concepts of sequencing.

They...

- use photos of science experiments, field trips, and explorations to order experiences in a logical sequence
- provide opportunities for children to take a series of photos of an experience and to sequence events in the correct order
- provide opportunities for children to explain to others the steps involved in making their construction or how to cook simple foods
- use sequential vocabulary while children play, for example, ordinal numbers (first, last), beginning, middle, end
- sequence images of growth, for example, images of growing plants (seed, sprout, tree) / people (baby, child, adult)
- talk about buildings using opposite language, for example, which building is longer? How could we make a smaller one taller/shorter
- provide measuring cups, measuring spoons, various sized containers, funnels and syphons
- provide opportunities for children to jump/hop in ordered shapes/numbers, for example, small to large shapes or longest to shortest or by counting



5.5

Use digital technologies and media to access information, investigate ideas and represent thinking

connects with the Australian Curriculum General Capabilities – Critical and Creative Thinking; Digital Literacy; Curriculum Learning Area – Mathematics; Technologies

a. begin to access and use in play, thinking and learning

Preschool aged children are effective communicators when they:

- experiment with a range of tools, media, sounds and graphics
- develop simple skills to operate digital technologies and devices, for example, turning on, taking a photo
- identify basic icons, buttons or keys, for example, on/off button, volume controls, delete button or trash icon
- use basic icons, buttons or keys to support navigation, for example, click, swipe, next arrow, home, scroll and understand their use
- engage with technologies for fun and social connections
- incorporate real or imaginary technologies as features of play
- use digital technologies and media for creative expression, for example, drawing, designing, composing

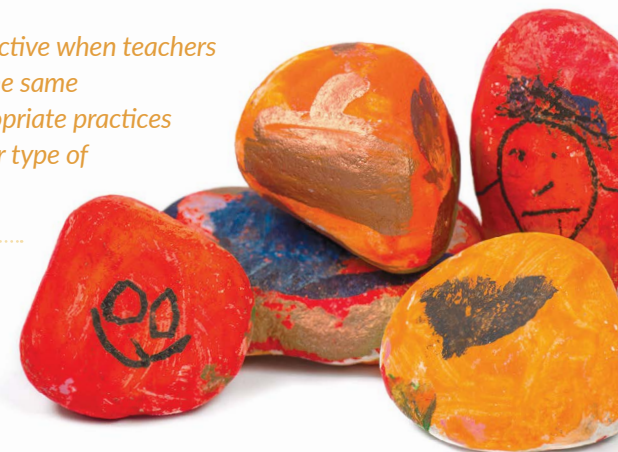
Further Information

Using tools, resources and technologies

Using technology is one of the many tools children can use in their play, thinking and learning. Children in preschool require hands-on learning with real materials that can provide physical, sensory, intellectual and social experiences. Integrating technology into children's play experiences and projects helps them to make meaning.

When selecting digital technologies to use in the preschool, it should be interactive and open-ended so that it promotes inquiry, creativity and problem solving. It should allow for social interactions where children are able to share their discoveries and help each other. Adult interactions that promote learning and language are just as important when engaging with technology as they are in other areas.

Technology is only effective when teachers mediate its use with the same developmentally appropriate practices they apply to any other type of learning experience.⁶¹



Learning Opportunities: *for using digital technologies and media*

Educators interact with children while they investigate to develop the language around using tools, resources and technologies.

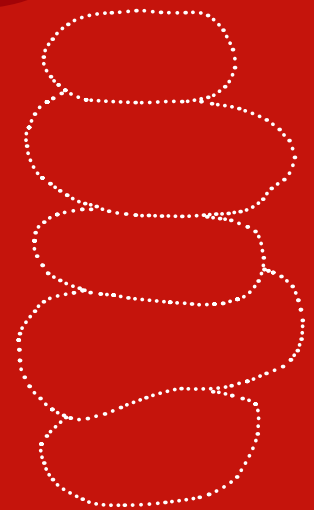
They...

- allow children to explore and use a wide variety of technology in imaginative and investigative play
- teach skills and techniques and encourage children to use technologies to represent their ideas
- provide opportunities for children to develop knowledge of appropriate digital technology use
- incorporate technologies as appropriate for children with additional needs
- co-create and explore digital storytelling with children
- encourage collaborative learning about and through technologies between children, and children and educators
- provide a basic understanding of the internet as a network that connects people and is used to source information
- research topics and search for information with children
- teach children critical reflection skills to evaluate quality and trustworthiness of information sources
- provide access to a range of technologies and digital media



Resources and References

Northern Territory Early Years Curriculum: *Preschool*



Conclusion

This updated guide is a supporting resource for the Early Years Learning Framework V2.0, 2022, acknowledging and advocating the importance of the early childhood years for enhancing children's learning, development and wellbeing.

Continuing to be a proven beneficial resource, as attested by educators from across the NT, it provides valuable advice and supporting information useful for planning and program delivery to preschool aged children and beyond.

Children engaged in a preschool program are not only being supported in important areas of their social-emotional development but may also be encountering content knowledge for the first time. Educators are the key to these children setting the essential foundations for later understanding and success.

CHILDREN ARE CAPABLE LEARNERS. EVERYONE CAN TEACH AND EVERYONE CAN LEARN. WE NEED TO PRACTISE AND WORK HARD UNTIL WE HAVE LEARNT OR ACQUIRED A SKILL.

TIME IS NEEDED TO LEARN. WE ALL LEARN IN DIFFERENT WAYS. SOME THINGS ARE EASIER OR MORE DIFFICULT TO LEARN BECAUSE OF OUR AGE, SIZE, LANGUAGE BACKGROUND, LEVEL OF CONFIDENCE AND SELF-BELIEF, PRIOR EXPERIENCES, AND PREFERRED LEARNING STYLES. WE CAN ALL HELP OTHERS TO LEARN!

LARAPINTA PRESCHOOL

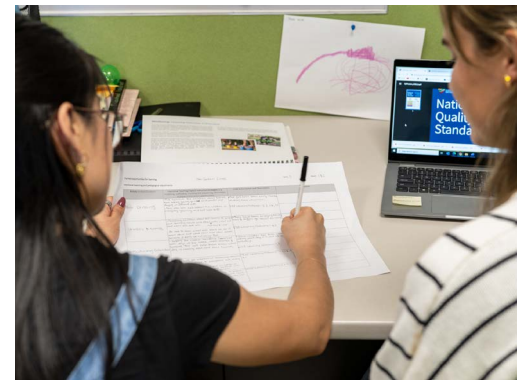


Suggestions for educators:

- work with your colleagues to familiarise yourselves with the EYLF V2.0 Principles, Practices and Learning Outcomes of Belonging, Being & Becoming (<https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf>)
- consider your context, your personal beliefs and your understandings as well as considering the context and philosophy of your service, families and community
- always remember children demonstrate their knowledge, skills, abilities, learnings and understandings in a range of ways
- familiarise yourself with the content of this guide – the *Learning Outcomes* and their *elements*, *sub-elements* and *elaborations*
- refer to this guide for information about why the content is important; understand progressions in children's *Phases of Learning* through the elements; and draw on ideas for *Learning Opportunities*
- use observations and examples to identify and discuss, with colleagues, the learning that is happening and what the next steps could be
- reflect on what learning did I see happen and what learning needs to happen next for this child
- use this guide to work in partnership with all educators and assistants throughout the planning cycle to inform planning and critically reflect on programming for individual children, small groups and whole class
- maintain a play-based learning approach for children's development and wellbeing

'CHILDREN ARE CAPABLE LEARNERS, EVERYONE CAN TEACH AND EVERYONE CAN LEARN. WE NEED TO PRACTISE AND WORK HARD UNTIL WE HAVE LEARNT OR ACQUIRED A SKILL. TIME IS NEEDED TO LEARN. WE ALL LEARN IN DIFFERENT WAYS. SOME THINGS ARE EASIER OR MORE DIFFICULT TO LEARN BECAUSE OF OUR AGE, SIZE, LANGUAGE BACKGROUND, LEVEL OF CONFIDENCE AND SELF-BELIEF, PRIOR EXPERIENCES, AND PREFERRED LEARNING STYLES. WE CAN ALL HELP OTHERS TO LEARN.'

(LARAPINTA PRESCHOOL)



Websites to support the NT Early Years Curriculum Guide: *Preschool*

- **Early Years Learning Framework Version 2.0**

National approved learning framework under the National Quality Framework (NQF) for young children from birth to 5 years of age.

<https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf>

- **The Australian Curriculum Version 9.0**

The Australian Curriculum is 3-dimensional; it includes learning areas, general capabilities, and cross-curriculum priorities. Together, the 3 dimensions set out essential knowledge, understanding and skills all young Australians need so they will be able to learn, contribute and shape their world now and in the future.

<https://v9.australiancurriculum.edu.au/f-10-curriculum/f-10-curriculum-overview/>

- **Education and Care Services National Law and Regulations**

The National Quality Framework (NQF) operates under an applied law system, comprising the *Education and Care Services National Law* and the *Education and Care Services National Regulations*.

Education and Care Services National Law Act 2010

<https://content.legislation.vic.gov.au/sites/default/files/2023-06/10-69aa018-authorised.pdf>

Education and Care Services National Regulations

<https://legislation.nsw.gov.au/view/html/inforce/current/sl-2011-0653>

- **Australian Children's Education & Care Quality Authority (ACECQA)**

The independent national authority that assists governments in administering the NQF for children's education and care.

<https://www.acecqa.gov.au/>

National Quality Framework (NQF) eLearning modules

Online professional development modules

<https://www.acecqa.gov.au/national-quality-framework/national-qualityframework-nqf-elearning-modules>

- **Early Childhood Australia (ECA)**


The peak early childhood advocacy organisation, acting in the interests of young children, their families and those in the early childhood field. ECA advocates to ensure quality, social justice and equity in all issues relating to the education and care of children aged birth to eight years.

<https://www.earlychildhoodaustralia.org.au/>

ECA Learning Hub

A library of over 90 self-paced modules, interactive webcasts and on-demand webinars across a breadth of topics ranging from pedagogy, WH&S, planning and leadership are available for educators.

<https://learninghub.earlychildhoodaustralia.org.au>

<p>OUTCOME 1: IDENTITY</p> <p>1.1: <i>Feel safe, secure and supported</i></p> <ul style="list-style-type: none">a. build a sense of stability and trustb. build a sense of belonging <p>1.2: <i>Develop emerging autonomy, inter-dependence, resilience and agency</i></p> <ul style="list-style-type: none">a. show resilienceb. make choices and decisionsc. manage routines and organise self and belongings <p>1.3: <i>Build knowledgeable, confident self-identities and a positive sense of self-worth</i></p> <ul style="list-style-type: none">a. show confidence in own learning and capabilitiesb. display a positive image <p>1.4: <i>Learn to interact in relation to others with care, empathy and respect</i></p> <ul style="list-style-type: none">a. participate positively as part of a groupb. respond to others appropriately	<p>OUTCOME 3: WELLBEING</p> <p>3.1: <i>Become strong in social, emotional and mental wellbeing</i></p> <ul style="list-style-type: none">a. interact positively to form relationships and friendshipsb. recognise simple emotions and build self-regulation <p>3.2: <i>Become strong in physical learning and wellbeing</i></p> <ul style="list-style-type: none">a. build knowledge, skills and positive attitudes to physical movement <p>3.3: <i>Be aware of and develop strategies to support own mental and physical health and personal safety</i></p> <ul style="list-style-type: none">a. explore ways to promote own and others' health and safetyb. develop body safety awareness, consent and help-seeking strategies	<p>OUTCOME 5: COMMUNICATION</p> <p>5.1 <i>Interact verbally and non-verbally with others for a range of purposes</i></p> <ul style="list-style-type: none">a. develop oral language and active listeningb. develop phonological awarenessc. begin to extend literacy vocabularyd. begin to extend numeracy vocabularye. begin to use and extend language in a range of contexts <p>5.2 <i>Engage with a range of texts and gain meaning from them</i></p> <ul style="list-style-type: none">a. begin to comprehend and make meaning from textsb. begin to develop reading and writing <p>5.3 <i>Express ideas and make meaning using a range of media</i></p> <ul style="list-style-type: none">a. investigate, view and create in a range of media <p>5.4 <i>Begin to understand how symbols and pattern systems work</i></p> <ul style="list-style-type: none">a. begin to understand symbols and patternsb. develop number and algebra conceptsc. develop measurement and geometry conceptsd. begin to understand statistics and probabilitye. develop concepts of printf. begin to understand sequencing <p>5.5 <i>Use digital technologies and media to access information, investigate ideas and represent thinking</i></p> <ul style="list-style-type: none">a. begin to access and use in play, thinking and learning
<p>OUTCOME 2: CONNECTEDNESS</p> <p>2.1: <i>Develop a sense of connectedness to groups and communities and an understanding of reciprocal rights and responsibilities as active and informed citizens</i></p> <ul style="list-style-type: none">a. develop a sense of connectednessb. understand reciprocal rights and responsibilities <p>2.2: <i>Respond to diversity with respect</i></p> <ul style="list-style-type: none">a. explore diversity of culture, heritage, background and traditionb. respond respectfully to diversity <p>2.3: <i>Become aware of fairness</i></p> <ul style="list-style-type: none">a. understand fairness <p>2.4: <i>Become socially responsible and show respect for the environment</i></p> <ul style="list-style-type: none">a. explore natural and constructed environmentsb. investigate the interactions between the environment and its peoplec. respect, care for and sustain the environment	<p>OUTCOME 4: LEARNING AND THINKING</p> <p>4.1: <i>Develop a growth mindset and learning dispositions</i></p> <ul style="list-style-type: none">a. develop curiosity, enthusiasm, resourcefulness and reflexivityb. build confidence, cooperation, commitment and persistencec. develop creativity and imagination <p>4.2: <i>Develop a range of learning and thinking skills and processes</i></p> <ul style="list-style-type: none">a. develop problem solving, investigation and inquiry strategiesb. engage in hypothesising, experimenting and researching <p>4.3: <i>Transfer and adapt what is learnt from one context to another</i></p> <ul style="list-style-type: none">a. make choices and organise self for learningb. reflect on thinking and learning and transfer and adapt what is learnt <p>4.4: <i>Resource learning through connecting with people, place, technologies and natural and processed materials</i></p> <ul style="list-style-type: none">a. resource own learningb. use imagination and innovationc. represent ideas, feelings and experiences in creative ways	

Planning cycle process at child level

EDUCATORS' THOUGHTS

What progress has Meagan made using the Preschool Maths Games and incidental opportunities for rote counting to 5 and the use of 1:1 correspondence?

I need to check with my colleagues to see what they've noticed.

What can I do next to support her learning?

OBSERVATION ...

Meagan had collected 5 cicada shells on her shirt.

Gordon asked her how many she had.

Pointing towards the shells she said "1, 7, 2, 4"

Meagan did not point to each shell.

EDUCATORS' THOUGHTS

What are these observations telling me about Meagan's understanding of number and counting? How can I extend her understanding further through enjoyable play-based experiences? Could I include Gordon to encourage Meagan's participation?

EDUCATORS' ACTIONS

- provide opportunities for Meagan to demonstrate what she has learnt – including the chance to transfer from one context to another
- refer to *Elaborations* and *Phases of Learning* to confirm or decide what the next steps and stages in the learning are
- educators reflect on their teaching practice

EDUCATORS' ACTIONS

- use professional knowledge
- refer to *Early Years Curriculum Guide: Preschool* to locate 'number' in the relevant *Outcome* (Outcome 5: Communication)
- ask other educators and child's family what they might have observed or know

EDUCATORS' ACTIONS

- organise learning experiences e.g. counting children coming through the door, number mats/cutters in playdough activities, number chants
- **interact with child/ren to explicitly teach the language and concepts of 1:1 correspondence and counting sequentially to 5**
- model explicit teaching to educators and families (if necessary)
- involve educators and families in learning experiences
- observe, note and monitor how the child/ren is/are progressing

EDUCATORS' ACTIONS

- Refer to *Early Years Curriculum Guide: Preschool*
- read *Elaborations* to locate number expectations
- check the *Phases of Learning* to establish where the child is at and note what stage is next (from imitating counting to counting sequentially to 5)

EDUCATORS' THOUGHTS

How is Meagan responding? How are the other children responding? What needs to be changed/included?

EDUCATORS' THOUGHTS

Could I use Meagan's interest in insects to engage her in play based number and counting games? What incidental opportunities are available each day for counting?

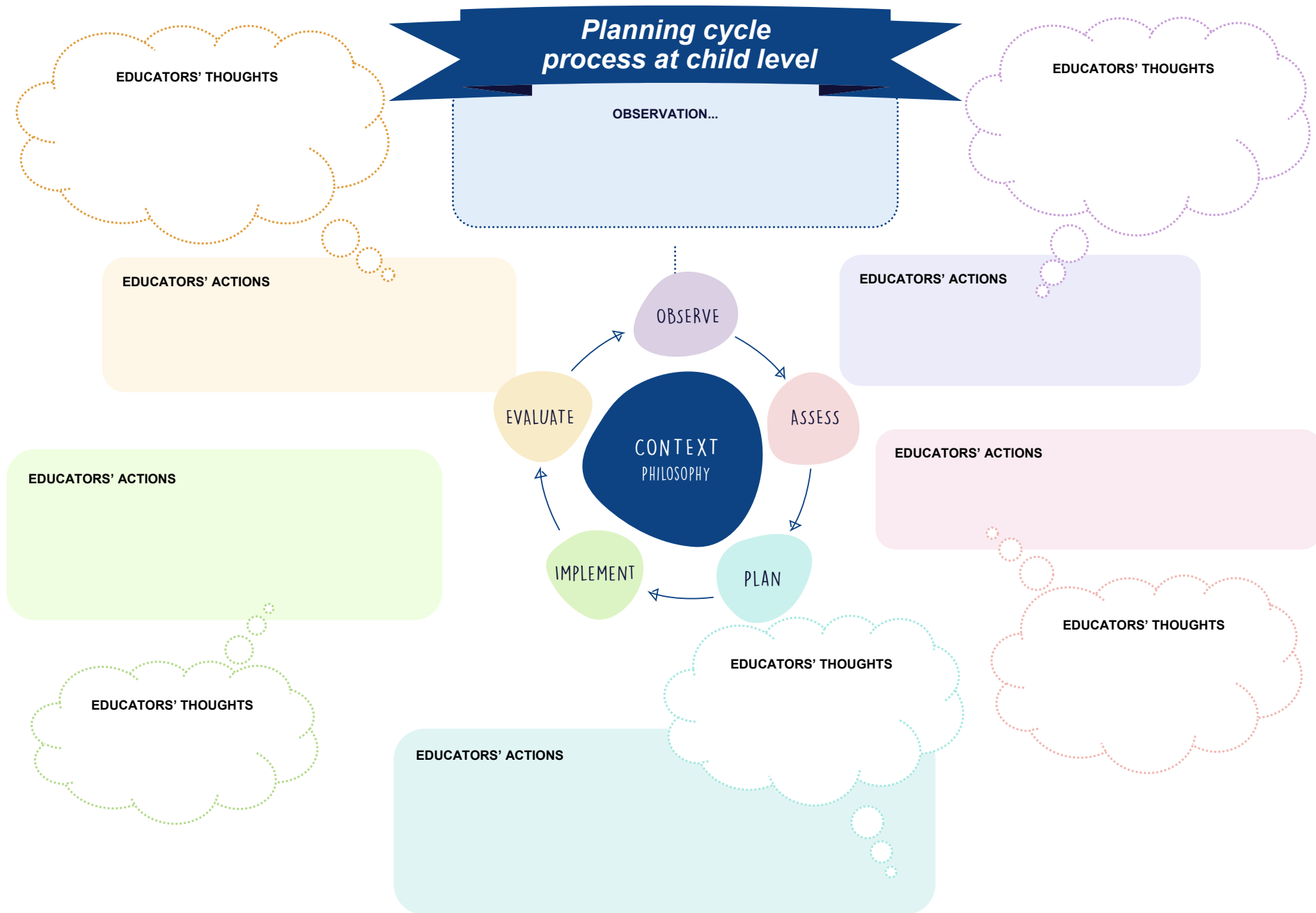
EDUCATORS' ACTIONS

- refer to *Learning Opportunities* in the *Early Years Curriculum Guide: Preschool* that may be appropriate
- look for appropriate NT Preschool Maths Games
- plan experiences and opportunities to use 1:1 correspondence and reciting numbers in order to 5
- ensure there are a range of multisensory learning experiences across different learning areas (e.g. songs, chants, collecting bugs, playdough, puzzles etc.)
- discuss/organise how other educators and family may be involved

EDUCATORS' THOUGHTS

Where to next for the child:

- needs 1:1 correspondence
- needs to count sequentially
- needs to know more number names
- *Are there any other children that have similar needs to plan for?*



Endnotes

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You can be proud of the part you have played in creating this guide for teaching and learning; a curriculum designed to ensure that all young Territorians are equipped with the knowledge, competencies and values that will strengthen and enhance their learning.

