The Education State

Victorian Early Years Learning and Development Framework

For all children from birth to 8 years



VICTORIA State Government | Department of Education

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Cultural Knowledge Stories created by Dr Sue Atkinson AM (Yorta Yorta).

Ochre Artworks created by Annette Sax (Taungurung), developed in collaboration with Dr Sue Atkinson AM (Yorta Yorta).

The Fern, Woven Strands and The Yam Daisy artworks created by Robert Barnett (of Yorta Yorta descent), developed in collaboration with Dr Sue Atkinson AM (Yorta Yorta).

Artworks photography by Hunter Callaghan.

Acknowledgement of Country

The department proudly acknowledges Victoria's First Nations communities as the Traditional Owners of the unceded lands, waters and skies, and pays respect to all Elders past and present. We recognise First Nations people as Victoria's first educators, artists and scientists, and we value the ongoing contribution of First Nations people and communities to Victorian life and how this enriches us all. We also commit to work together to deliver the Victorian Government's commitment to self-determination, Truth and Treaty.

Language statement

Throughout this document the term Koorie is used to refer to Aboriginal people living in Victoria. The terms Aboriginal, Aboriginal and Torres Strait Islander, Indigenous and Australian First Nations are used throughout and unless noted otherwise are inclusive of all Aboriginal and Torres Strait Islander peoples.

First Nations people are advised that this document contains images of Aboriginal and Torres Strait Islander people who have now passed.

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The Framework

Learning happens through play, exploration, conversation and shared experiences. Adults play an important role in children's learning. They can notice children's interests, ask thoughtful questions, introduce new ideas and create environments where children can explore and think deeply.

The Victorian Early Years Learning and Development Framework (VEYLDF) exists to support early childhood professionals and families to work together so that children in Victoria can develop as confident learners, becoming strong in their identity and connection to others.

The purpose of the VEYLDF is to drive a shared understanding and common language among early childhood professionals to:

- recognise each child's strengths, identity and culture
- build strong partnerships with families
- create learning environments where every child belongs and can participate
- support children to develop confidence, wellbeing and curiosity
- extend children's learning through play, intentional teaching and meaningful experiences.

The VEYLDF complements the range of discipline-specific resources that support early childhood professionals working with children and families.

The VEYLDF recognises the knowledge, cultures and histories of First Nations peoples, and the importance of children learning with Country, community and respect for the land and each other. Learning about and valuing the place of Koorie people enhances all Victorian children's sense of place in community.

The VEYLDF recognises that children's learning and development happen within relationships and communities over time. It is underpinned by the Ecological Model, which acknowledges the life of each child within the surrounding context. This ecological understanding is reflected in the Cultural Knowledge Stories and the Ochre Artworks, which illustrate how children's learning is connected to family, community, culture, kin and Country.

The VEYLDF is organised around 3 interconnected elements that guide professionals' decision-making to support children's wellbeing, holistic learning and development.

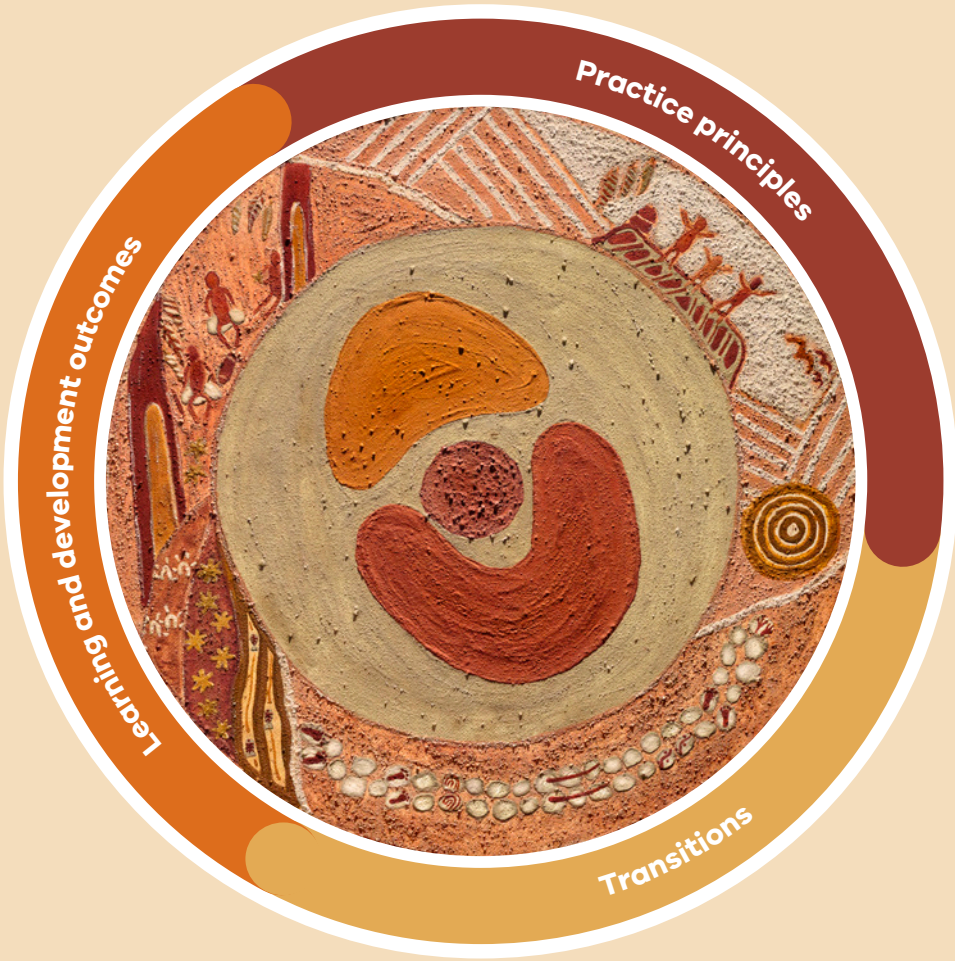
Practice Principles explain how professionals work with children, families and each other to create the conditions for children's development, supporting progress across the 5 Learning and Development Outcomes.

Learning and Development Outcomes describe what children learn, describe the knowledge, concepts, skills and approaches to learning that children develop over time and guide professionals' documentation, assessment and planning.

Transitions explain how learning continues across settings and support continuity of learning as children move within and across settings such as family homes, early childhood services, health services and schools.

Together, these elements support professionals, families and communities to work collaboratively so that all children make progress across the 5 Learning and Development Outcomes.

Research about how children learn and develop – including their early brain development – informs the VEYLDF. It shapes the Practice Principles, Learning and Development Outcomes and Transitions, and supports professionals to teach intentionally and respond to each child.



Vision

Promoting children's learning and development: birth to 8 years

Every child is capable, curious and full of possibility.

Early childhood is a time of rapid brain development, when the foundations for learning, behaviour and wellbeing are formed. Research shows the neural connections that support thinking, communication and self-regulation are built in this period through everyday experiences, such as secure relationships, play, investigation and intentional teaching.

Children have the right to be heard, be safe, be treated fairly and have decisions made in their best interests. These rights, recognised in the United Nations Convention on the Rights of the Child, are reflected throughout the VEYLDF.

Children develop through strong relationships with families, educators and communities. All children influence and are affected by their environment.

Children learn best when they feel physically, emotionally and culturally safe, respected and connected to the people and places around them. The VEYLDF supports the creation of environments to protect children's safety, wellbeing and dignity, and also recognises and values diversity, including neurodiversity.



Cultural Knowledge Story: the Fern

The unfolding Austral bracken fern, representing learning and pedagogical practices, shows us a spiral pattern that often connects humans to nature visually and emotionally. The unfolding fronds of a young bracken fern as a spiral represent the evolving growth of the child and their identity.

The fern reminds us of child-led nature play as the basis of First Nations pedagogy and its growing significance in Western pedagogy. The 3 adult fronds also serve as a reminder of the interconnection of all parts of learning, development and culture. The way in which the fern adapts to its environment reflects how pedagogical practices shift and change in response to children's learning dispositions (habits of mind) and engagement.

This Indigenous fern is significant to First Nations Victorians in its use as medicine and bedding. Taungurung Elder, Aunty Glenys Merry, took Annette Sax (Taungurung) along the Rubicon River and shared how our people layered the fern, alternating the position of the fronds so the ferns were thick like a mattress and used for bedding.

Aunty Glenys also shared that the bracken fern was used as an insect repellent.

This intergenerational knowledge demonstrates our connection to nature.



Figure 1. The Fern.

Image credit: Robert Barnett (of Yorta Yorta descent) with Dr Sue Atkinson AM (Yorta Yorta)

Cultural Knowledge Stories

The Cultural Knowledge Stories are the result of collaboration between Dr Sue Atkinson AM (Yorta Yorta), artist Annette Sax (Taungurung) and artist Robert Barnett (of Yorta Yorta descent). They carry First Nations knowledge, perspectives and connections to Country, community and identity. The stories are living knowledge systems, reflecting knowledge that has been understood and practised across generations. Contemporary evidence often reflects the same understanding. Throughout this document, Cultural Knowledge Stories appear alongside key components of the Framework, connecting practice to Country, culture and community. To read more about these stories and the Ochre Artworks, see page 12.

Pedagogy

Pedagogy is the approach professionals take to teaching, learning and care. It includes the decisions they make about how to support children's learning through play, relationships, environments, interactions and intentional teaching. In the Cultural Knowledge Stories, pedagogy also refers to ways of teaching and learning that are grounded in Country, culture, community and the wisdom of Elders.

VEYLDF's place within early childhood education

Research shows that the brain's ability to change in response to experiences is highest at birth and then reduces significantly throughout childhood. The evidence indicates the period between birth and 8 years of age is critical for achieving cognitive milestones.

The highly adaptive and responsive nature of children's brains means they are most conducive to learning new things and developing through play during these formative years. It is crucial that early childhood professionals have the knowledge and skills to make the most of this window of time for children's cognitive development.

The VEYLDF supports professionals to plan and deliver learning and wellbeing programs for children from birth to 8 years of age. It guides how professionals work with families and one another to support each child's learning, development and safety.

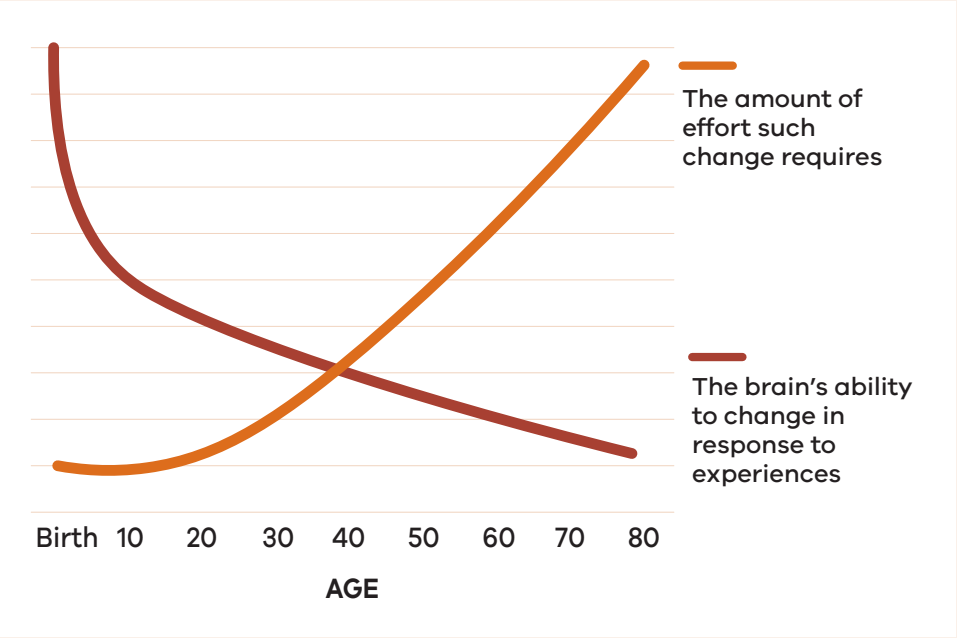


Figure 2. The brain is more influenced by experience in a child's earliest years. The brain's ability to adapt – known as brain plasticity – declines as we age. Adapted from a graph created by Pat Levitt in collaboration with the Center on the Developing Child at Harvard University (Levitt, 2009).



The VEYLDF is one of 3 approved national frameworks, along with Belonging, Being and Becoming: The Early Years Learning Framework for Australia (EYLF) and My Time, Our Place: Framework for School Age Care in Australia. These approved learning frameworks form part of Australia's National Quality Framework.

Operating alongside the National Quality Framework and the Child Safe Standards, the VEYLDF supports early childhood professionals to provide environments that ensure children's physical, emotional and cultural safety.

The VEYLDF supports continuity of learning across early years services from Victoria's Maternal and Child Health service to the school system. The VEYLDF recognises the importance of partnerships between services, families and communities, and embeds Australian First Nations' perspectives.

Victorian Government-funded kindergarten services are required to use the VEYLDF. Other early childhood education and care settings may use the VEYLDF, the EYLF, or both.

The VEYLDF links to the Victorian Curriculum F–10 (Victorian Curriculum). It maps the Learning and Development Outcomes in early childhood to the curriculum areas in the first 3 years of school. The VEYLDF is designed to help professionals to support children's continuity of learning by exchanging ideas and knowledge. Through this collaborative approach professionals develop a shared understanding of how children learn and develop, as well as how they can support children to transition between settings. The VEYLDF works with the Victorian Teaching and Learning Model 2.0, which guides teaching practices in Victorian Government primary schools.

Key terms

The following terms underpin the VEYLDF. Further terms are defined in short panels where the term first appears.



Child safety

Child safety means actively protecting every child's physical, emotional and cultural wellbeing. Professionals create environments where children feel safe, risks of harm are identified and managed, and all children are treated with dignity. Child safety is everyone's responsibility and is embedded in everyday practice, not treated as a separate process.



Cultural safety

Cultural safety means recognising, respecting and protecting a child's identity, culture and ways of being. In a culturally safe environment, children and families experience no challenge to or denial of who they are. For First Nations children and families, cultural safety includes connection to Country, community, kin and cultural practices, and requires professionals to reflect on their own assumptions and biases.



Families

In this Framework, 'families' is used to represent the significant people who care for and raise a child – including parents, carers (kinship, foster, permanent and informal), grandparents, siblings, extended kin and the wider networks who share responsibility for a child's wellbeing.



Child voice

To recognise a child's voice is to understand that children are active participants in their own learning and that their perspectives, ideas and feelings matter. This means that professionals listen to and observe what children communicate through words, gestures, play and behaviour, and children's views are considered in decisions that affect them as appropriate to their age and evolving capacities.



Early childhood professionals

Early childhood professionals are the people who work with children and families across education, care, health, disability and community settings. This includes teachers, educators, Maternal and Child Health nurses, primary school nurses, primary welfare officers, allied health practitioners, preschool field officers, inclusion support facilitators, family support workers and playgroup facilitators.



Play

Play is a context for learning through which children explore, imagine, experiment and make sense of their world. Through play, children develop language, thinking, creativity, social skills and physical capabilities. In the VEYLDF, play works alongside intentional teaching. Professionals observe, participate in and extend children's play to deepen their learning while following their interests and agency.

How it fits together

If you want to …	Go to …		
Understand the VEYLDF's foundations	The Framework Page 4	Cultural Knowledge Stories Page 12	Key terms Page 10
Improve interactions and teaching practice	Practice Principles Page 19	The Woven Strands Page 16 Integrated teaching and learning approaches Page 17	Do/See/Reflect tables Pages 21, 23, 25, 27, 29, 31, 33
Strengthen assessment – understand what learning you're seeing	Learning and Development Outcomes Page 35	Assessment for learning and development Practice Principle Page 30	The Yam Daisy Page 14 Early Years Planning Cycle Page 15
Plan next steps	The Yam Daisy Page 14	Early Years Planning Cycle Page 15	Continuity of Learning Page 44
Support learning continuity	Learning and Development Outcomes Page 35 Learning and Development Maps Page 47	Transitions Page 43	Ochre Artworks Page 12 The Fern Page 7

The importance of Cultural Knowledge Stories



Ochre Artworks by Annette Sax (Taungurung), developed in collaboration with Dr Sue Atkinson AM (Yorta Yorta)

Ochre is a precious mineral collected by Aboriginal people who grind this soft rock to make paint. Ochre is painted on people's faces and bodies for special ceremonies and also painted on leather of Possum Skin Cloaks.

Ochre Artworks and Cultural Knowledge Stories

The *Ochre Artworks* were created through a collaborative process between Dr Sue Atkinson AM (Yorta Yorta) and artist Annette Sax (Taungurung). The artwork represents the ecological nature of children's learning and development. It illustrates how children's learning is shaped through relationships with family, community, culture, kin and Country.

The Ochre Artworks visually connect the 3 elements of the VEYLDF:

- Practice Principles – how educators work with children and families
- Learning and Development Outcomes – what children learn over time
- Transitions – how learning continues across settings and stages.

While the original Ochre Artworks and Cultural Knowledge Stories have been important in the development of Victorian early childhood education, their significance and connection to the VEYLDF and everyday practice has not always been clear. The artwork and stories have been revisited and expanded to make these connections clearer.

New Cultural Knowledge Stories and artwork

Through collaboration between Dr Sue Atkinson AM (Yorta Yorta) and artist Robert Barnett (of Yorta Yorta descent), additional Cultural Knowledge Stories have been developed to deepen the connection between First Nations knowledge and early childhood practice. These stories build on the originals and further embed First Nations perspectives on learning, Country and community throughout the Framework.

Outcomes

Cultural Knowledge Story:
Scar Trees and Message Stick

'The family sitting under the scar trees with a message stick and coolamon symbolises communication.'

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Practice Principles

Cultural Knowledge Story:
Ochre Mountain

'The family standing on and looking out from "Ochre mountain" reflects assessment for learning and development. Such assessments draw on children's and families' perspectives, knowledge, experiences and expectations.'

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Early Childhood Professional

Child at Centre

Child at the centre surrounded by kin, family and those professionals supporting learning and development, health and wellbeing.

Kin and Family

Transitions

Cultural Knowledge Story:
River Stepping Stones

'The river stepping stones represent children and families in transition.'

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Cultural Knowledge Story: the Yam Daisy

The yam daisy, widely known as the Murnong from the Wurundjeri Woi Wurrung language, is used to represent planning, highlighting the complex and sophisticated process professionals engage in when delivering programs for children.

The petals outline the various components which are all connected. Meanwhile the yam which grows below Country symbolises the foundations and nourishment of the thinking that is needed when planning along the continuum.

Connection to Country, kin, culture and identity that First Nations people in Victoria have, must always be considered. These aspects should be at the forefront of professionals' minds when they draw on their knowledge of child development research and learning theories.

The yam daisy was a significant staple food for First Nations Victorians for tens of thousands of years and is known by a variety of First Nations languages across the state. Women would dig up the yams with digging sticks and carry them away in dilly bags.

Through colonisation and the introduction of sheep, the yam daisy almost became extinct as the sheep would walk on the daisies and compact the land, making it difficult for them to grow back. More recently there has been a revival and recultivation of the plant, signifying the survival of a strong First Nations identity and culture.



Figure 3. The Yam Daisy.

Image credit: Robert Barnett (of Yorta Yorta descent) with Dr Sue Atkinson AM (Yorta Yorta)

Early Years Planning Cycle

The Early Years Planning Cycle guides how professionals observe, plan and respond to children's learning over time, within the context of each child's family.

There is no set order or timeframe to the cycle. The 5 parts may happen in a single moment, across a sequence of learning or over an entire project. Professionals move between them as needed, revisiting earlier thinking and responding to what they notice.

- **Observe.** Watch and listen to what children do, say and make. Include the voice of the child and their family.
- **Assess.** Make sense of what you've noticed. What does it tell you about this child's learning, strengths and interests?
- **Plan.** Choose teaching strategies, environments, experiences and materials that progress children's learning.
- **Implement.** Put plans into action. Be responsive and inclusive. Scaffold and adjust in the moment.
- **Evaluate.** Reflect on what changed for the child or the group. Did your actions achieve what was intended? What next?

Documentation can occur at any point in the cycle – it is not a separate step. It should be purposeful and useful for teaching and learning – it is about gathering the evidence professionals need to understand each child's learning and plan the next steps.

What matters most is having clear intentions for each child's learning and being flexible as learning emerges.

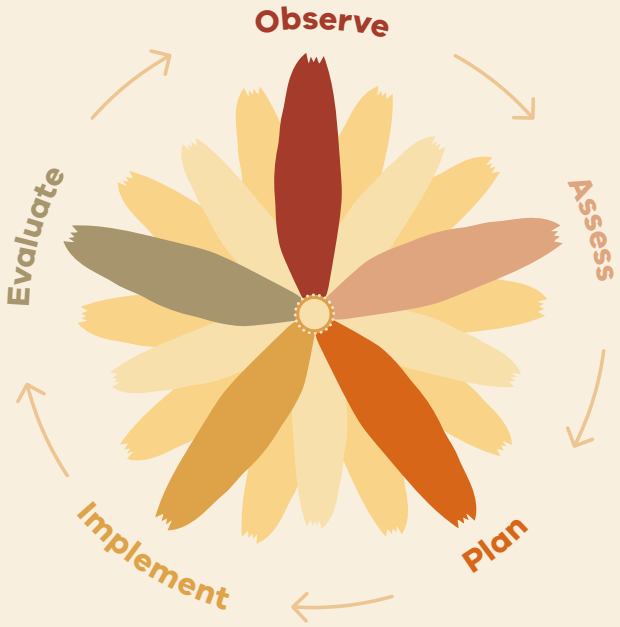


Figure 4. Early Years Planning Cycle adapted from the EYLF (2022).

Image credit: Robert Barnett (of Yorta Yorta descent) with Dr Sue Atkinson AM (Yorta Yorta)

Cultural Knowledge Story: Woven Strands

This image **(Figure 5)** of intertwined strands represents the interconnected play and learning approaches that inform early years pedagogy from a Victorian First Nations perspective. Interconnected play and learning practices are evident and foundational in all early years settings for Victorian children. Local First Nations land-based pedagogies are important in the environmental and cultural education of all children with guidance from the local First Nations community.

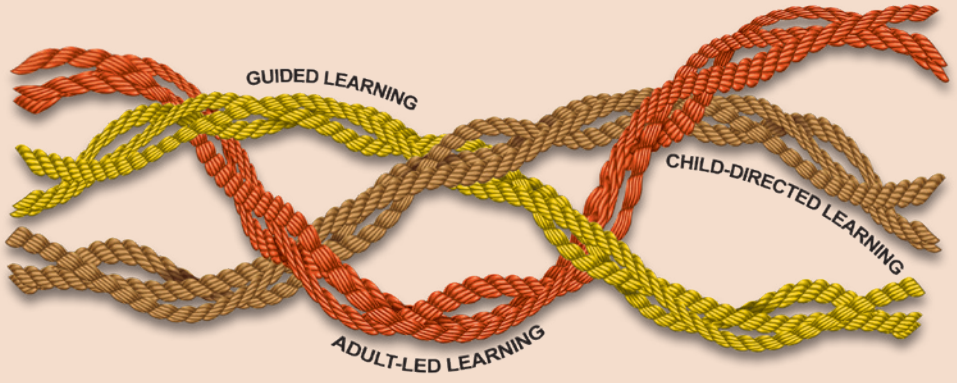


Figure 5. The Woven Strands of integrated teaching and learning approaches.
Image credit: Robert Barnett (of Yorta Yorta descent) with Dr Sue Atkinson AM (Yorta Yorta)

In adult-led learning

→ Women will weave in circles along with girls of all ages and young boys. In this setting children would learn not only the techniques of weaving, but also the cultural knowledge and connection to Country it entails.

In child-directed learning

→ Children will learn informally as they explore Country. Weaving begins by gathering and preparing local resources, such as grasses and reeds. This requires a knowledge of local flora (that is, where it is to be found and when).

In guided learning

→ Adults and older children will talk to young children about the flora around them, how it is gathered and prepared, and its uses, such as in weaving baskets, ropes and nets.

Integrated teaching and learning approaches

Play is essential to learning in the early years. Professionals intentionally combine 3 approaches to support children's learning. They move between them, responding to what children need and what the learning requires. Integrated teaching and learning means combining child-directed learning, guided learning and adult-led learning – weaving these 3 approaches together so that professionals make intentional decisions about when to follow, when to guide and when to lead.

Professionals use evidence, observation and professional knowledge intentionally to enrich play and create meaningful learning opportunities.

Adult-led learning

Professionals introduce ideas, concepts or experiences and provide structure, questions and direct teaching. This includes intentional teaching of areas such as literacy, numeracy, executive function, physical and sensory development and science. Children still have input and make choices within adult-led experiences.

Child-directed learning

Children lead their own learning through play, exploration, imagination and experimentation. They choose what to investigate, how to engage and when to move on. Professionals observe closely, recognising what children know and can do, and make decisions about when to step in and shape the learning moments and when to step back and let the learning moment emerge.

Guided learning

Children and adults learn together. Professionals follow children's interests and intentionally extend their learning through conversation, provocations and shared problem-solving. Learning is co-constructed.

These 3 approaches are not separate – they are interwoven. In any learning experience, professionals may move from observing a child play, to joining in and extending their thinking, to introducing a new idea. What matters is that the decision about which approach to use is intentional and responsive to each child and their learning.

Intentional teaching

Intentional teaching is when teachers and educators are deliberate and purposeful in their decisions about what children learn and how to support them. It includes understanding where a child's learning is at, planning experiences, asking thoughtful questions, introducing new ideas and building on what children already know. Intentional teaching happens through play, conversation and everyday interactions. It requires professional knowledge of how children's learning progresses in areas such as literacy, numeracy, executive function, physical and sensory development and science.

Cultural Knowledge Story: Ochre Mountain

Bunjil the Eagle and Waa the Crow represent Aboriginal culture and partnerships with families. The water hole symbolises reflective practice. The gum leaves with their different patterns and colours represent diversity. The stones underneath the leaves represent equity and inclusion.

They reflect the additional support put in place to help all children achieve. The child and adults standing on 'Ochre mountain' symbolise the high and equitable expectations we hold for children and adults.

The family standing on and looking out from 'Ochre mountain' reflects assessment for learning and development. Such assessments draw on children's and families' perspectives, knowledge, experiences and expectations.

The child and adult figures also represent partnerships between professionals. The land symbol as mother earth represents the basis for respectful and reciprocal relationships.

The symbols for land, water and people signify holistic pedagogical practices based on connections to Clan and Country.



Practice Principles

The Practice Principles describe how professionals work with children, families and each other to support learning, development and wellbeing. They are interrelated – each one informs the others.

The 7 Practice Principles are:

- reflective practice
- partnerships with families
- high expectations for every child
- respectful relationships and responsive engagement
- equity, diversity and inclusion
- assessment for learning and development
- partnerships between professionals.

Professionals use the Practice Principles to guide their everyday decisions about how they work with children, families and each other. Together, the Practice Principles support children's progress across the 5 Learning and Development Outcomes.



Principle 1

Reflective practice

Reflective practice is how professionals think about their work so they can make intentional decisions that support children's learning, development and safety. It means noticing what is happening (observe), why it is happening (assess) and what needs to change (plan). It is when early childhood professionals question and analyse the evidence they have collected.

Most importantly, reflection leads to implementation.

Professionals use reflection to understand each child's strengths, interests, identity and culture. It helps professionals understand the impact of their planned experiences and interactions on children's learning and make adjustments to improve them. Reflection also helps professionals identify where they can improve their professional skills and practices.

Reflection also helps professionals recognise barriers, bias or assumptions that may affect a child's safety, access or wellbeing. Reflection draws on evidence from observations, documentation and assessment, and informs planning and intentional teaching.

Reflection is shared work. Professionals talk with families, colleagues and children to understand different perspectives and plan next steps. When reflection is part of everyday practice, it strengthens relationships, supports cultural safety, and deepens and connects learning to children's lives and communities.



In short

Reflective practice:

- supports intentional decisions about teaching, learning, wellbeing and safety
- helps professionals recognise strengths and identify barriers
- includes listening to children, families and colleagues
- leads to more responsive and inclusive practice.

In practice

Do

- Take time to think about how everyday interactions affect children's wellbeing, learning and safety
- Notice how personal values, experiences and assumptions shape decisions
- Reflect on how teaching is progressing children's learning
- Seek feedback from children, families and colleagues
- Adjust teaching practices and learning plans or experiences when something is not working for a child or group
- Use evidence from observations, documentation and assessment to inform decisions about teaching, learning and extension

See

- Adults talk openly about what they are learning and changing
- Practice adapts in response to learning
- Children's responses influence what happens next
- Practice changes after reflection, not just discussion
- Concerns about inclusion, wellbeing or safety are acted on promptly

Reflect

- Who is benefiting most from current practice, and who might be missing out?
- How do decisions support children's safety, wellbeing, dignity and sense of belonging?
- What assumptions might be shaping responses to children or families?
- Is reflection improving teaching quality?
- Are there areas I need to learn more about to improve my understanding of children's learning progress, and what teaching supports this?



Principle 2

Partnerships with families

Families are children's first and most important teachers. They know their child's strengths, interests, culture, routines and ways of communicating. Partnerships with families are built on trust, mutual respect and shared decision-making. Professionals work alongside families as equal partners, recognising that each family is unique and brings valuable knowledge about their child.

Every partnership is unique, just as each family is unique with different values and priorities. Effective partnerships welcome all families and ways of caring, including kinship care, blended families, gender diverse parents and extended family networks. Some families benefit from additional or flexible engagement approaches, including for reasons related to language, culture, health or past experiences. Professionals use flexible and responsive ways to communicate conversations, notes, photos, digital updates or quiet chats at drop-off – and persist in building trust over time. Consensus is not always possible or necessary, but respectful, honest communication is.

Partnerships with families strengthen learning when professionals and families share information about what children are doing when in their care. Together, they plan for each child's learning, wellbeing and safety. When families feel heard and valued, children develop a stronger sense of belonging and move with confidence between home and other learning environments.



In short

Partnerships with families:

- recognise families as children's first and most important teachers
- build trust through respectful, flexible and honest communication
- support shared decision-making about children's learning, wellbeing and safety
- strengthen children's sense of belonging.

In practice

Do

- Build respectful, trusting relationships with families
- Listen to families' knowledge of their children
- Draw on family knowledge to inform teaching
- Share information about children's learning in ways that are respectful, timely and culturally appropriate
- Work with families to support children's safety, inclusion and wellbeing

See

- Families feel welcomed and listened to
- Communication is two-way and culturally respectful
- Family knowledge is reflected in everyday practice
- Learning reflects children's lives and contexts
- Concerns about children's development, safety or wellbeing are shared and followed up promptly

Reflect

- Whose voices are being heard, and whose might need more support to participate?
- How do partnerships strengthen children's wellbeing, safety and sense of belonging?
- Are there barriers that make it harder for some families to engage? What am I doing to address these?
- Is family input shaping teaching decisions?
- How are you sharing with families what children have learned; what they know, can do and understand?



Principle 3

High expectations for every child

Every child is capable of learning and developing. To have high expectations is to believe in each child's potential and act on that belief every day. This includes providing experiences that are challenging and achievable, recognising effort and progress, and building children's confidence to try new things. High expectations are a protective factor promoting resilience, motivation and a strong sense of self.

Having high expectations for every child does not mean having the same expectations for every child. Each child has a unique learning path shaped by their identity, strengths, culture and context. Some children will need different opportunities, additional support or adjusted approaches. Professionals take responsibility for noticing what each child is capable of and responding with intention, rather than waiting for children to fit a predetermined path.

Expectations are communicated through everyday interactions. When professionals focus on strengths, offer encouragement and set goals alongside children and families, this builds children's confidence as they grow and develop. Critically, professionals also reflect on how biases, assumptions or low expectations may be affecting what they offer and to whom.



In short

Having high expectations for every child:

- → starts with knowing each child – their strengths, interests and how they learn best
- → recognises that every child will learn, with the right support and opportunities
- → focuses on strengths, capabilities and progress rather than deficits
- → requires professionals to reflect on bias and remove barriers to participation
- → is shared with families to create a unified sense of purpose around each child.



In practice

Do

- Believe that every child can learn and develop in their own way
- Set high expectations and adjust support so every child can access and participate in learning
- Intentionally teach to extend every child's learning
- Focus on strengths, not just challenges
- Support children to feel confident, capable and safe to try
- Use observations and assessment, alongside professional knowledge, to maintain high expectations and support every child's learning

See

- Children express their views and contribute to decisions that affect them
- Children are encouraged without pressure or comparison
- Adjustments are in place so every child can participate and progress
- Children take risks in learning because they feel safe and supported
- Differences are valued and respected
- Adults scaffold, challenge and encourage learning
- Children are given time to practise, consolidate and build on learning

Reflect

- Do expectations support inclusion or unintentionally exclude some children?
- Are safety and emotional wellbeing prioritised alongside learning?
- How do expectations respond to each child's strengths and context?
- Are expectations shaping teaching and learning?
- Are expectations diverse and responsive to children's strengths and interests?



Principle 4

Respectful relationships and responsive engagement

Warm, respectful relationships are fundamental to children's learning, development and safety. From birth, children build secure attachments through predictable, caring interactions with familiar adults. These relationships act as a protective factor – they help children feel safe, regulate their emotions and develop the confidence to explore, take risks and learn new things.

Responsive engagement means being attuned to what children communicate through words, gestures, behaviour and emotion. Professionals listen carefully, respond thoughtfully and adapt their interactions to each child. This responsiveness builds trust and supports sustained shared thinking.

Respectful relationships extend to families and colleagues. When professionals interact across cultures with openness and genuine interest, and when they take the time to understand each family's values and perspectives, they create environments where everyone feels they belong. Children learn how to build relationships by observing and experiencing them.



In short

Respectful relationships and responsive engagement:

- provide a secure base from which children can explore, learn and develop
- require professionals to be attuned to each child's communication, emotions and needs
- support sustained shared thinking and deeper learning
- model for children how to build trusting, respectful connections with others.



In practice

Do

- Build warm, respectful relationships with children
- Use relationships to support teaching and learning
- Respond to children's cues, emotions and communication
- Support children to feel safe and heard, and intervene early when children feel distressed, excluded or unsafe
- Respect the knowledge and experience of other professionals

See

- Children's feelings and views are listened to, heard and taken into account
- Children seek comfort, help or connection from trusted adults
- Interactions extend thinking, language and learning
- Adults listen, and respond calmly and respectfully
- Children's emotions are acknowledged, not dismissed
- Unsafe or unfair behaviour is addressed consistently
- All behaviour is understood as communication and responded to with curiosity

Reflect

- How do interactions support children's emotional and physical safety?
- Are all children experiencing respect and connection?
- How is power shared between adults and children?
- Are interactions strengthening learning?
- What interactions are being modelled and observed?

Sustained shared thinking

Sustained shared thinking happens when 2 or more people – a child and an adult, or children with each other – work together in an intellectual way to solve a problem, clarify a concept, evaluate an activity or extend a narrative. Everyone contributes, and the thinking develops and extends the understanding of all involved.[1]

1. Adapted from Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I., & Taggart, B. (2004), *The Effective Provision of Pre-school Education (EPPE) Project: Final Report*, Institute of Education, University of London.

Principle 5

Equity, diversity and inclusion

Every child has the right to participate, learn and thrive. Equity means providing each child with the support they need recognising that fair does not always mean the same. Some children will need extra time, visual tools, calm spaces, adapted materials or different approaches. Diversity is a strength. Children and families bring many cultures, languages, abilities and ways of being, and professionals plan learning that respects and reflects this.

Inclusion is the active response by early childhood professionals to understand the experiences and capabilities of each child and family. Inclusion means designing learning environments so that all children can belong, take part and learn, regardless of their ability, background, language, culture or family circumstances. This includes neuro-affirming approaches that recognise and value neurodiversity. Inclusive culturally safe practices remove barriers early so children do not miss out. Professionals work with families and kin to understand each child's experiences, strengths and goals, and they challenge bias, stereotypes or low expectations that may limit a child's opportunities.

Children feel included when they see their culture, language and identity reflected in their environment and in their learning. When practice is fair, welcoming and culturally safe, children show confidence, use their strengths and build strong relationships with adults and peers. Professionals actively promote respect for diversity and support children in understanding and valuing differences.



In short

Equity, diversity and inclusion:

- ensure each child is supported to participate
- recognise diversity, including neurodiversity, as a strength
- require professionals to identify and remove barriers to access and belonging
- are guided by families' and children's knowledge of culture, identity and experience.



In practice

Do

- Respect, value and learn about children's cultures, languages, abilities and identities
- Challenge bias, stereotypes and exclusion when they arise
- Design environments, routines and experiences so all children can access and participate in them
- Plan inclusive teaching that removes learning barriers
- Support culturally, emotionally and physically safe environments

See

- Diverse cultures and identities are visible and respected
- Adjustments are made without children having to ask
- Children feel proud of who they are
- Learning is accessible and responsive for all children
- Discrimination or exclusion is addressed promptly
- Children experience diversity

Reflect

- Whose experiences are centred in practice, and whose are overlooked?
- Do teaching approaches support equitable learning?
- How does practice promote fairness, dignity and safety for every child?
- What changes could reduce barriers to participation?
- Are environments calm, predictable and safe enough to support children's learning and self-regulation?



Principle 6

Assessment for learning and development

Assessment builds a picture of each child's learning, identity and development. It shows what children know, understand and can do, and how they learn best over time. Assessment is ongoing – it happens through observing, listening to and talking with children and families in everyday interactions and experiences. It highlights each child's strengths, interests, culture and the supports they need to participate confidently.

Professionals look for patterns, changes and progress in children's learning and use them to plan their approach, adjust environments and set next steps. Sharing ideas with families and other professionals helps create a fuller and culturally safer picture of each child. Assessment guides planning and can be formative, summative or diagnostic. Where appropriate, it includes children's own reflections on their learning, which builds their confidence and voice.

Assessment should be authentic and responsive to how children can best demonstrate their learning and development.

Assessment and documentation are intentional acts of professional practice. They draw on professionals' deep knowledge of each child, of child development, and of the cultural and family context in which the child is learning. Skilled professional judgement – built over time and refined through reflection – is itself a form of expertise. Assessment must be fair, respectful and inclusive, honouring each child's culture, language, identity and diverse ways of expressing learning.



In short

Assessment for learning and development:

- builds understanding of each child's strengths, progress and next steps over time
- guides planning and intentional teaching
- includes families' knowledge and children's perspectives
- supports meaningful documentation
- draws on skilled professional judgement built through experience and reflection.

In practice

Do	See	Reflect
→ Observe children respectfully and ethically	→ Observations focus on strengths and learning progress	→ How does assessment support inclusion and learning progression rather than judgement?
→ Use assessment to support learning, not label or limit children	→ Assessment information leads to meaningful support	→ How do assessment choices uphold children's dignity by adapting how learning is noticed, interpreted and documented?
→ Share information proactively and appropriately with families and colleagues	→ Children are not compared or ranked	→ Are children's rights, safety and dignity being protected?
→ Use assessment to guide intentional teaching	→ Teaching responds to assessment	→ Is assessment improving teaching practice?
→ Protect children's privacy, dignity and wellbeing	→ Confidential information is handled in line with privacy and record keeping requirements	→ What might be missing from current understanding?
→ Collect children's thoughts and ideas about their own learning	→ Professionals assess and moderate each other's views about a child's authentic learning	

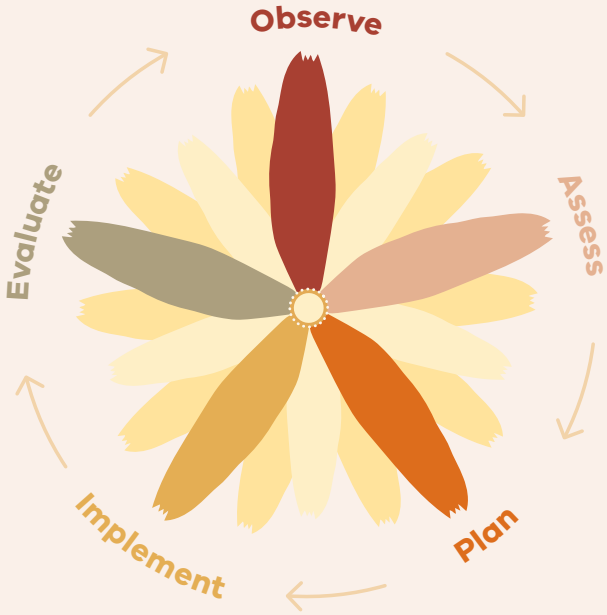


Figure 6. Early Years Planning Cycle adapted from the EYLF (2022).

Image credit: Robert Barnett (of Yorta Yorta descent) with Dr Sue Atkinson AM (Yorta Yorta)

Principle 7

Partnerships between professionals

Early childhood professionals work across many roles and disciplines – as educators, teachers, nurses, allied health practitioners, inclusion support workers, family support workers and more. No single professional can support all aspects of a child's learning, development and wellbeing alone. Partnerships between professionals are built on shared goals, mutual respect and an understanding of each other's roles, knowledge, skills and expertise.

Partnerships are strengthened when professionals are willing to learn from one another. Learning communities, professional networks and collaborative reflection all create opportunities to deepen practice and improve outcomes. Leaders across the early years play a significant role in creating the conditions for these partnerships, including dedicated time, clear processes and a culture that values collaboration.

Effective partnerships involve sharing information, planning together and making referrals when a child or family needs further support. This is especially important for children with disability, developmental concerns or delays, who may benefit from coordinated support across settings and disciplines.

Professionals also work together to support transitions, sharing knowledge about each child's strengths, prior learning and experiences so that children feel secure and their learning continues as they move between settings.



In short

Partnerships between professionals:

- bring together diverse expertise to support children's learning, wellbeing and safety
- rely on shared goals, clear communication and understanding of each other's roles
- support transitions by sharing knowledge about each child and their strengths across settings
- are strengthened by professional learning communities and collaborative leadership.



In practice

Do

- Work respectfully with other professionals to support children's learning, wellbeing and safety
- Share information clearly and ethically
- Collaborate to strengthen teaching and learning
- Value different skills, knowledge and cultural perspectives
- Coordinate so children and families experience continuity of support
- Act on child wellbeing and safety concerns in line with shared responsibilities

See

- Professionals communicate openly and respectfully
- Support for children is coordinated rather than fragmented
- Roles and responsibilities are clear
- Shared expertise informs learning support
- Information is shared proactively and appropriately with professionals supporting the child
- Safety, developmental and wellbeing concerns are responded to in a timely and collaborative way

Reflect

- Do you have strong partnerships with other early childhood professionals? How could these be expanded or improved?
- How do partnerships strengthen outcomes, inclusion, wellbeing and safety for children?
- Are all relevant perspectives being heard and respected?
- Is collaboration improving learning outcomes?
- Where could collaboration be improved to better support children and families?



Cultural Knowledge Story: Scar Trees and Message Stick

Gum leaves as bush medicine symbolise connection to wellbeing.

The yam daisy represents the survival of a strong Aboriginal identity. The yam daisy was central to the diet of Aboriginal Victorians. It was almost wiped out by colonisation but has survived.

The family sitting under the scar trees with a message stick and coolamon symbolises communication.

The family seated on the land symbolises the child learning through their connection to and involvement with community.

A Scar Tree is also known as a Canoe Tree and is a significant artefact. Aboriginal people use the bark of the tree to make a canoe or boat.



Learning and Development Outcomes

From birth, children are in a period of extraordinary brain development. A child's brain architecture is shaped by the 'serve and return' interactions with adults, building the neural pathways that set the foundations for all later learning.[2] In the early years, these interactions are most effective when supported by warm, responsive relationships and predictable routines.

Neuroscience has demonstrated, as shown in Figure 7, that children's brains are most sensitive to developing the foundational domains of learning during the early years. This sensitivity shapes how teaching and learning happen in the early years.

Research shows that the more children develop their oral language, literacy, numeracy, and social and executive functioning skills in their early years, the more likely they are to be confident and engaged learners. When young children are overloaded with information or demands beyond their developmental capacity, stress can disrupt learning and limit the brain's ability to consolidate these critical skills.

It is also important to acknowledge young children are not passive recipients of information; they construct knowledge by doing, exploring and engaging with their environment. Learning in the early years is most effective when it is hands-on and inquiry-based, and facilitated through play.

Neuroscience has shown that children's brains best remember and understand learning that is connected to their existing experiences, linked to previous familiar concepts, and recalled and applied in varied ways.

The Learning and Development Outcomes support a shared understanding of children's learning and development, from birth to 8 years. They are not a checklist or milestone: they guide what early childhood professionals notice, plan for and support.

The 5 Learning and Development Outcomes are:

- 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.

These outcomes are interconnected and develop over time through play, relationships and intentional practice. Professionals use the Practice Principles (pages 19–33) and the Early Years Planning Cycle (page 15, Figure 4) to support each child's progress across the outcomes.

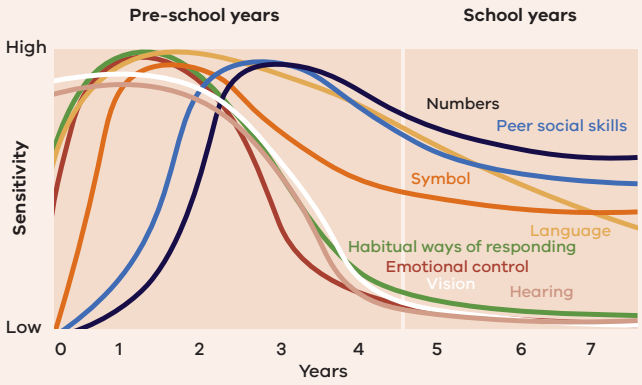


Figure 7. Sensitive periods in early brain development.
Adapted from Council for Early Child Development (ref: Nash, 1997; *Early Years Study*, 1999; Shonkoff, 2000)

2. National Scientific Council on the Developing Child (2004, Harvard University), *Young Children Develop in an Environment of Relationships (Working Paper No. 1).*

IDENTITY

Outcome 1
Children have a strong sense of identity

Children's sense of identity shapes how they see themselves, relate to others and engage in learning.

Identity can be understood in 3 ways:

- personal knowing and valuing who I am (self-awareness, self-esteem, self-efficacy)
- social (inward): how I think others see me (attachment, communication, trust)
- social (outward): how I know and value others (empathy, respect, belonging).

From birth, secure and caring relationships with family, kin and attentive adults build confidence and create a sense of belonging. When children feel valued and included, they take on challenges, express ideas, solve problems, take risks and form friendships. Over time, children develop the ability to identify and manage their emotions, focus their attention and plan their actions – skills that strengthen their growing sense of agency and autonomy.

Children feel safe and supported in their bodies and emotions, and culturally safe in their identities, knowing that who they are, where they come from and how they belong is recognised and valued.

Children with a strong sense of identity are comfortable in their cultures and communities, including using their home language. For Koorie children, learning on, with, from and about Country is central. Professionals respect each child's temperament, strengths, personality and culture, and encourage collaboration, initiative, persistence and new challenges.

Outcome 1
Learning and Development Maps pg. 48



This is evident when children:

- feel safe, secure and supported
- develop their emerging autonomy, inter-dependence, resilience and agency
- develop knowledgeable, confident self-identities and a positive sense of self-worth
- learn to interact in relation to others with care, empathy and respect.

CONNECTION

Outcome 2
Children are connected with and contribute to their world

Children are connected to the people, places and communities around them.

From their earliest experiences, they begin to understand where they belong and how they relate to others. As children grow, they seek out relationships, shared experiences and new environments, building a sense of connection that shapes how they see themselves in the world. They help and show concern for others, learn to respect those who are different from them and practise peaceful and inclusive ways of resolving conflicts. They come to understand fair play, interact with each other and learn how to contribute to a community. Children become aware of the impact of the local environment, both physical and social, on their lives.

Through everyday interactions, children learn about fairness, consent, responsibilities and how their actions affect others. Positive experiences build empathy, respect, problem-solving skills and confidence. For children who experience disconnection from familiar people and places, consistent, safe and culturally responsive relationships are especially important.

Outcome 2
Learning and Development Maps pg. 52

Experiences in different settings help children learn to value diverse cultures, family structures and ways of being.

Connection to land and Country helps children understand sustainability, equity, fairness and how to care for the environment.

Sustainability comprises 3 dimensions – environmental, social and economic:

- Environmental sustainability focuses on caring for our natural world.
- Social sustainability is about 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. This includes a focus on fair and equitable access to resources, conserving resources, and reducing consumption and waste.



This is evident when children:

- develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens
- respond to diversity with respect
- become aware of fairness
- become socially responsible and show respect for the environment.

WELLBEING

Outcome 3
Children have a strong sense of wellbeing

Children's wellbeing is a positive state in which they are safe, healthy and feel able to learn. It includes physical, emotional, social, spiritual and mental wellbeing.

Caring, consistent relationships and predictable routines help children manage stress, regulate emotions and develop confidence and resilience. Skills such as focusing, planning, remembering steps and managing emotions support wellbeing. Children develop these skills when their environments feel safe, calm and responsive to their needs.

Children learn to be comfortable in the range of settings that are part of their lives. They are becoming capable of seeking and receiving assistance and of being alone and with others. Children learn how to express and manage their feelings and develop self-reliance.

Children learn to manage emotions and impulses, cope with day-to-day stresses and persevere when faced with challenging learning situations.

Children also need protection from harm and from experiences that undermine their identity, culture or sense of belonging.

Physical wellbeing is promoted through active play, movement, rest, nutrition and understanding healthy choices. Children learn to manage and move their bodies in a range of environments and settings. They learn to maintain their own basic hygiene practices and they contribute to and maintain basic health and safety practices. These experiences build strong foundations for lifelong wellbeing.



This is evident when children:

- become strong in their emotional, social, spiritual and mental wellbeing
- become strong in their physical learning and wellbeing
- are aware of and develop strategies to support their own mental and physical health and personal safety.

Outcome 3
Learning and Development Maps pg. 55

LEARNING

Outcome 4
Children are confident and involved learners

Children's learning begins from birth and continues as they actively explore their world through play, inquiry, interactions and guided experiences.

Children develop early mathematical and scientific thinking as they notice patterns, explore quantity, test ideas and make sense of cause and effect in their everyday worlds. These experiences build and strengthen neural pathways that support increasingly complex thinking over time. Building on these foundations, children develop skills in problem-solving, investigation and creative thinking across many areas of learning.

In responsive environments, children share ideas, negotiate, listen to others and build friendships. These interactions support language, social skills and a sense of belonging, all of which underpin learning. They begin to understand that listening to the responses of others can help them understand and make new meaning of experiences.

Children are active learners and thinkers who use their senses to investigate, experiment, count, compare and create theories about how things work. Dispositions such as curiosity, persistence and creativity enable children to manage challenges and learn from mistakes. When professionals value children's ideas and provide time for deep exploration, children become confident and involved learners who can transfer learning to new situations.

Outcome 4
Learning and Development Maps pg. 58



This is evident when children:

- develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- develop a range of learning and thinking skills and processes such as problem-solving, inquiry, experimentation, hypothesising, researching and investigating
- transfer and adapt what they have learned from one context to another
- resource their own learning by connecting with people, place, technologies, and natural and processed materials.

COMMUNICATION

Outcome 5
Children are effective communicators



Children's communication enables them to express ideas, connect with others and make sense of their world.

From birth, children use gestures, sounds, movement, visual cues and early language to communicate meaning. These early forms of communication are strengthened through warm, responsive relationships with adults and peers.

Children acquire language through interaction, play and exposure to rich communication. They learn how languages work when they listen to others, share stories, sing, take turns and use vocabulary in meaningful contexts. Literacy develops as children build phonological awareness and learn about the relationships between sounds, letters, words and meaning. Early experiences in reading, writing, symbol use and oral language support strong communication throughout school and life.

For children learning English as an additional language, communication grows when they have time, modelling, explicit teaching and opportunities to use their first language. Multilingual children bring strengths that enrich communication and learning for everyone.

Children express themselves in many ways, including drawing, painting, movement, storytelling, pretend/imaginative play, music and early writing. These forms of expression support thinking and creativity. Diverse experiences, including family language, culture, creative arts and digital tools, help children build communication skills.

Outcome 5
Learning and Development Maps pg. 62



This is evident when children:

- interact verbally and non-verbally with others for a range of purposes
- engage with a range of texts and gain meaning from these texts
- express ideas and make meaning using a range of media
- begin to understand how symbols and pattern systems work
- use digital technologies and media to access information, investigate ideas and represent their thinking.



Cultural Knowledge Story: River Stepping Stones

The river stepping stones represent children and families in transition. The footprints and wheelchair tracks symbolise all abilities. Animal footprints show children and families walking proudly with culture in transition.

Educators must engage with such pride in culture, with respect and authentic understanding, thereby promoting positive transitions.



Transitions

Transitions occur when children and families move between settings and stages of learning.

These transitions happen every day between home and a learning setting, between rooms, between activities as well as at key points, such as starting early learning, moving from 3-year-old to 4-year-old kindergarten or starting school. Transitions are not just events: they are ongoing processes that require planning, communication and trust.

Children experience transitions most positively when they feel safe, routines are predictable, and the adults around them share information and work together. Professionals draw on the Practice Principles and the Learning and Development Outcomes to make transitions safe and supportive. Coordinated support, using tools such as the Transition Learning and Development Statement, helps ensure continuity of learning.



Transitions
Continuity of learning

Continuity of learning is strengthened when professionals understand how children's learning and development builds over time. Knowing what a child has already experienced, practised and consolidated, and how their learning is likely to progress, supports cumulative learning. New learning builds on previous experiences, knowledge and understanding rather than repeating or ignoring them.

Shared understanding of learning progressions and outcomes help professionals plan learning that builds on children's strengths across settings.

Continuity extends beyond educational settings to include the home environment and the broader community. When professionals share information with families and with each other, with respect for a child's dignity and wellbeing, children experience greater consistency between the people and places in their lives. For First Nations children, continuity includes connection to Country, culture, kin and community across all settings.

Continuity of learning into school

Play-based intentional teaching in early childhood builds the foundation for the explicit teaching practices that follow in primary and secondary school.

This integration of play and intentionality is fundamental to the learning and development of children.

- The VEYLDF promotes integrated approaches that blend child-directed learning, guided learning and adult-led learning, with experiences shaped around each child's strengths and interests.
- As children transition into the early years of school, explicit teaching approaches build on these foundations, extending children's knowledge and skills as their executive functioning, language and prior learning mature.

Supporting children and families through transitions

A transition to a new learning environment is a time of significant change. Children and families may experience a range of emotions: excitement, uncertainty, anxiety or pride.

Additional support may be required for some children during transitions, including children with disability, developmental concerns or delays, children in out-of-home care, and children from culturally and linguistically diverse backgrounds. Professionals across services work together to share information, coordinate support and ensure that each child's learning, identity and wellbeing are recognised and carried forward.

The Transition Learning and Development Statement helps families and professionals share information about each child's strengths, learning and development as they move from kindergarten to school. The Learning and Development Maps provide further guidance on how learning connects across the early years and the first years of school.



In short

- Transitions happen throughout a child's daily routine as well as during major life changes.
- Children feel safest when adults explain what will happen and keep routines predictable.
- Partnerships with families, educators and other professionals improve transitions.
- Some children need more personalised support or extra time for transitions.
- Continuity of learning is strengthened when professionals share knowledge about each child across settings.

Transitions
Continuity of learning

In practice

Do

- Use photos, visual aids or simple language to explain upcoming changes
- Share strengths-based information across settings (e.g. from kindergarten to school)
- Offer visits or gradual entry to new environments
- Use familiar objects, songs or stories to support security
- Share information with families' consent, respecting privacy and cultural safety

See

- Children enter new spaces with growing confidence
- Signs of stress are lower during transitions
- Families report clear communication and support
- Adjustments are in place from day one for children with disabilities, developmental concerns or delays
- Evidence of collaboration across settings

Reflect

- What does this transition feel like from the child's perspective, and how do we know?
- Whose voices are informing our transition planning (child, family, educators, other professionals)?
- How have family insights shaped the way we are supporting this child through change?
- In what ways are we supporting continuity of relationships, learning and identity across settings?
- What have we learned from this transition that can inform future practice?

Continuity of learning

Continuity of learning means recognising and building on a child's progress, strengths and identity as they move between settings and stages of education. Professionals share information with families and between themselves so that transitions are smooth and disruption to children's learning is minimised. Continuity of learning is supported when there is a shared understanding of each child across the people and places in their lives.

Learning and Development Maps

VEYLDF Outcomes aligned with Victorian Curriculum F–10 Version 2.0 Achievement Standards, Foundation to Level 2

These maps support early childhood professionals, school educators and families to understand how children's learning and development through the VEYLDF Outcomes continues into the first three years of school.

Each map anchors a VEYLDF Outcome and shows the related sub-outcomes and indicators alongside the relevant Victorian Curriculum F–10 Version 2.0 achievement standard extracts for Foundation, Level 1 and Level 2.

How to read the maps

Each map is organised by VEYLDF sub-outcome.

- The **first column** lists the indicators that describe what children's learning looks like in early childhood.
- The **second column** shows the most relevant Victorian Curriculum F–10 Version 2.0 curriculum areas.
- The **next three columns** show the continuum of learning described by the achievement standard extracts for **Foundation, Level 1 and Level 2**.

Most curriculum area content is organised in bands that combine two or more levels, such as Foundation to Level 2. Where this occurs, the relevant cell spans those levels.

All curriculum areas except **English** and **Mathematics** are organised in bands.

Curriculum scope

This version maps the VEYLDF Outcomes to the achievement standards of the **8 learning areas** and the **4 capabilities** of the Victorian Curriculum F–10 Version 2.0.

The VEYLDF Outcomes are mapped to the most relevant and explicit achievement standard extracts. Other mappings may also be possible.

Source material

The outcomes, sub-outcomes and indicators are from the VEYLDF, which aligns with the **Early Years Learning Framework (EYLF) v2.0 (2022).**

Achievement standards extracts from the Victorian Curriculum F–10 Version 2.0 are reproduced verbatim.



Outcome 1 | **Children have a strong sense of identity**

Early Childhood Outcomes	Victorian Curriculum F–10 Version 2.0 Achievement Standard Extracts			
	Curriculum Areas	**Foundation**	**Level 1**	**Level 2**
1.1 Children feel safe, secure and supported				
This is evident when children, for example: → build secure attachments with one and then other familiar educators → participate in familiar routines and rituals to make smooth transitions → sense and respond to a feeling of belonging → share ideas and information about their culture and cultural artefacts → seek and connect with adults they trust to share their accomplishments and communicate their needs for comfort and assistance → establish and maintain respectful, trusting relationships with other children and educators → openly express their feelings and ideas in their interactions with others → respond to ideas and suggestions from others → initiate interactions and conversations with trusted educators → confidently explore and engage with social and physical environments through relationships and play → initiate and join in play → explore aspects of identity through role play → use home languages → access resources that support cultural diversity, family structures and gender identities → describe things that make them unique → tell stories about their family and culture	**Personal and Social Capability**	Students identify different types of relationships and the skills for developing them, and describe behaviours that support inclusion and collaboration.	Students recognise and describe the diversity of relationships found in families.	
	Health and Physical Education	They demonstrate personal and social skills to interact respectfully with others.	They demonstrate personal and social skills and describe strategies to develop respectful relationships.	
	Health and Physical Education	They identify protective behaviours and help-seeking strategies to help keep themselves safe.	They apply protective behaviours and help-seeking strategies that can help keep themselves and others safe.	

Early Childhood Outcomes	Victorian Curriculum F–10 Version 2.0 Achievement Standard Extracts			
	Curriculum Areas	Foundation	Level 1	Level 2
1.2 Children develop their emerging autonomy, inter-dependence, resilience and agency				
This is evident when children, for example: → initiate exploration and independent learning → show interest and curiosity through observing, listening, selecting and making choices → demonstrate increasing awareness of the needs and rights of others → are open to new challenges and discoveries → increasingly cooperate and work collaboratively with others → take considered risk in their decision-making and cope with the unexpected → recognise their individual achievements and the achievements of others → demonstrate an increasing capacity for self-regulation and self-soothing → approach new safe situations with interest and confidence → initiate negotiating and sharing behaviours → persist and persevere in self-chosen tasks, including when faced with challenges and when first attempts are not successful → cooperate and participate in routines and rituals → show initiative by seeking information and asking questions → learn how to stand up for themselves in appropriate ways	**Health and Physical Education**	They demonstrate personal and social skills to interact respectfully with others.	They demonstrate personal and social skills and describe strategies to develop respectful relationships.	
	Personal and Social Capability	They identify a range of strategies for supporting themselves and others when experiencing social, emotional and learning challenges, and recognise that attempting challenges and new experiences is an important part of their development.	They describe strategies, behaviours and actions for building awareness of other perspectives, and for supporting themselves and others in personal and social contexts.	
	Critical and Creative Thinking	Students construct and use questions with a range of stems. They generate ideas and possibilities that are new to them and identify the strategy used.		

Early Childhood Outcomes	Victorian Curriculum F–10 Version 2.0 Achievement Standard Extracts			
	Curriculum Areas	Foundation	Level 1	Level 2
1.3 Children develop knowledgeable, confident self-identities and a positive sense of self-worth				
This is evident when children, for example: → express and share pleasure and pride in their own efforts, achievements and accomplishments through language, gestures, facial expressions and/or movements → feel recognised and respected for who they are → explore different identities, roles and points of view in pretend play → develop strong foundations in both the culture and language/s of their family and of the broader community without compromising their cultural identities → reach out and communicate with trusted educators and familiar children for comfort, assistance and companionship → celebrate and share their contributions and achievements with others → show curiosity and growing confidence in their identity as a learner → share information about their family, culture, home languages and aspects that make them unique → engage with Aboriginal and Torres Strait Islander Elders and community members to explore their own and others social and cultural heritage → take calculated risks in play and learning and begin to cope with the unexpected → display a positive image of themselves, families, culture and community → acknowledge, share and celebrate Aboriginal and Torres Strait Islander traditions, customs and celebrations → share their stories about their Country and community → feel comfortable to use their home language to construct meaning → feel accepted and affirm their group membership → share with others how they have learned to use digital technologies → feel safe to participate in all activities regardless of gender, age, culture or ability → share spaces and resources safely and equitably regardless of gender, age, culture or ability	**History**	Students identify continuity and change in personal, family and community life. They describe significant aspects of personal and family life, and of an individual, a site or an event in their community.		
	Personal and Social Capability	Students identify different types of relationships and the skills for developing them, and describe behaviours that support inclusion and collaboration.	Students recognise and describe the diversity of relationships found in families.	
	Intercultural Capability	They identify and describe a range of ways to be respectful in intercultural experiences and identify and describe cultural diversity in familiar places.		

Early Childhood Outcomes	Victorian Curriculum F–10 Version 2.0 Achievement Standard Extracts			
	Curriculum Areas	Foundation	Level 1	Level 2
1.4 Children learn to interact in relation to others with care, empathy and respect				
This is evident when children, for example: → show interest in other children and their play → approach and initiate interactions with other children in order to form or be part of a group → engage in and contribute to shared play experiences → express a wide range of emotions, thoughts and views constructively → help and offer care to other children → recognise and name a range of feelings in themselves and others → empathise with and express concern for others → appreciate the need to take turns and wait so that others can have their turn → co-use and collaborate with others when using digital technologies → display awareness of and respect for others' perspectives → display awareness of and respect for children's diverse worlds, e.g. culture, family structure, capabilities and strengths → reflect on their actions and consider consequences for others → name and challenge unfair acts, and discrimination on behalf of themselves and others → listen to others' opinions or points of view → recognise safe and unsafe situations → identify trusted adults and friends → seek help from trusted adults when needed → express their views → raise concerns or requests → participate in discussions and decision-making	**Personal and Social Capability**	They recognise their own and others' personal strengths and interests.	They describe strategies, behaviours and actions for building awareness of other perspectives, and for supporting themselves and others in personal and social contexts.	
	Personal and Social Capability	They identify a range of strategies for supporting themselves and others when experiencing social, emotional and learning challenges, and recognise that attempting challenges and new experiences is an important part of their development.	Students begin to distinguish between appropriate and inappropriate behaviours and attitudes in personal, collaborative and other social contexts.	
	English	They share thoughts and preferences.	They explore language to express preferences and opinions.	They explore the language of appreciation and provide reasons for preferences.

Outcome 2 | **Children are connected with and contribute to their world**

Early Childhood Outcomes	Victorian Curriculum F–10 Version 2.0 Achievement Standard Extracts			
	Curriculum Areas	**Foundation**	**Level 1**	**Level 2**
2.1 Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens				
This is evident when children, for example: → identify themselves as being part of family and community groups → begin to recognise there is a diversity of cultures, traditions and family structures → begin to recognise that they have a right to belong and contribute to many communities → cooperate with others and negotiate roles and relationships in play episodes and group experiences → take action to include and assist children to participate in social groups → broaden their understanding of the world in which they live → express an opinion → contribute to decision-making and action taking in matters that affect them → build on their own social experiences to explore other ways of being → participate in reciprocal relationships → gradually learn to 'read' the feelings and behaviours of others and respond appropriately → demonstrate a sense of belonging and comfort in their environments → are playful and respond positively to others, reaching out for company and friendship → advocate for their own rights with the adults that care for them → begin to understand and use sustainable practices in their settings and communities → become aware and use the 7Rs of sustainability: reduce, reuse, recycle, respect, repair, reflect and refuse → engage with Aboriginal and Torres Strait Islander Elders and diverse cultural community members to explore their own and others' connections to the community → use digital technologies, with assistance, to explore ideas	**Health and Physical Education**	Students use personal and social skills to engage in fair and inclusive play.	Students develop and apply rules while cooperating with others in a range of movement contexts.	
	Science	They suggest ways that the use of common materials can be reduced, reused and recycled, and explain the importance of these actions for sustainability.		
	Intercultural Capability	They identify and describe a range of ways to be respectful in intercultural experiences and identify and describe cultural diversity in familiar places.		
	Geography	Students define places and describe natural and constructed features of places, including weather and seasons; the importance of people's attachments to places; and how places can change and be cared for. Students identify and describe people's interconnections with places in Australia and the world, both at local and broader scales.		

Early Childhood Outcomes	Victorian Curriculum F–10 Version 2.0 Achievement Standard Extracts			
	Curriculum Areas	Foundation	Level 1	Level 2
2.2 Children respond to diversity with respect				
This is evident when children, for example: → show respect for others → show interest in and explore the diversity of cultures, heritage, backgrounds, traditions and families → become aware that diversity presents opportunities for choices and new understandings → become aware of connections, similarities and differences between people → explore Aboriginal and Torres Strait Islander children's kinship systems, their relationships, and connections that they have built with their own community → listen to others' ideas and respect different ways of being and doing → practise inclusive ways of being with others and achieving coexistence → 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, e.g. Diwali, Easter, Harmony Day, Chuseok, NAIDOC, Sorry Business → participate in or celebrate community and sporting events such as the Paralympic Games → investigate other cultures around them	**Health and Physical Education**	They demonstrate personal and social skills to interact respectfully with others.	They demonstrate personal and social skills and describe strategies to develop respectful relationships.	
	Intercultural Capability	They identify and describe a range of ways to be respectful in intercultural experiences and identify and describe cultural diversity in familiar places.		
	History	Students identify continuity and change in personal, family and community life. They describe significant aspects of personal and family life, and of an individual, a site or an event in their community.		
2.3 Children become aware of fairness				
This is evident when children, for example: → appreciate the connections amongst people → begin to understand expectations, setting rules and the rights of others → become aware of ways in which people are included or excluded from physical and social environments → understand what it means to be treated fairly and to treat others fairly → develop the ability to recognise unfairness and bias and the capacity to act with compassion and kindness → make choices and problem solve to meet their needs in particular contexts → consider and think critically about fair and unfair behaviour → understand and evaluate ways in which texts construct identities and create stereotypes	**Ethical Capability**	They use examples to show why values, rights and responsibilities, and shared expectations are considered important, and they identify the influence of emotions and dispositions on ethical perspectives.		
	Health and Physical Education	Students use personal and social skills to engage in fair and inclusive play.	Students develop and apply rules while cooperating with others in a range of movement contexts.	

Early Childhood Outcomes	Victorian Curriculum F–10 Version 2.0 Achievement Standard Extracts		
	Curriculum Areas	Foundation	Level 1	Level 2
2.3 Children become aware of fairness cont.				
→ appreciate and respect different ways of knowing, being and doing → investigate the cultural and linguistic diversity represented in their community through a range of creative expressions → participate in negotiation of decisions affecting them → engage with concepts of citizenship, social justice and equity → show empathy for those unfairly treated	**Personal and Social Capability**	Students identify different types of relationships and the skills for developing them, and describe behaviours that support inclusion and collaboration.	Students recognise and describe the diversity of relationships found in families.	
2.4 Children become socially responsible and show respect for the environment				
This is evident when children, for example: → use play to investigate and explore nature and the natural environment → recognise they are part of ecosystems and care for local biodiversity → participate with others to identify and address environmental challenges and problems, and contribute to group ideas and plans → demonstrate an increasing knowledge of, and respect for, natural and constructed environments → care for Country and connect with animals, plants, lands and waterways → learn and use Aboriginal or Torres Strait Islander names for the land, local plants and animals → express their views about important topics and work together to problem solve and enact solutions within their communities → explore, infer, predict and hypothesise in order to develop an increased understanding of the interdependence between land, people, plants and animals → develop an awareness of the impact of human activity on environments and the interdependence of living things → explore the basic needs of living things and how to protect them → connect through language and culture with local Aboriginal and Torres Strait Islander Country → observe and describe elements of weather and changes in weather and climate → begin to use local Aboriginal or Torres Strait Islander names for seasons	**Geography**	Students define places and describe natural and constructed features of places, including weather and seasons; the importance of people's attachments to places; and how places can change and be cared for.		
	Geography	Students use sources and geographical knowledge and concepts, and share observations about places.		
	Science	Students make and compare observations about the world around them. They describe situations in their lives where they ask questions about natural phenomena and use patterns from their observations to make scientific predictions.		
	Science	Students group plants and animals based on observable features, and identify how living things meet their needs in the places they live. They explain how the features of plants and animals enable their survival.		

Outcome 3 | **Children have a strong sense of wellbeing**

Early Childhood Outcomes	Victorian Curriculum F–10 Version 2.0 Achievement Standard Extracts			
	Curriculum Areas	**Foundation**	**Level 1**	**Level 2**
3.1 Children become strong in their social, emotional and mental wellbeing				
This is evident when children, for example: → demonstrate trust and confidence in their interactions with others → remain accessible to others at times of distress, confusion and frustration → identify and seek out trusted people to communicate what upsets them, makes them uncomfortable or sad → communicate their physical and emotional needs, e.g. hunger or thirst → share humour, happiness and feelings of satisfaction → seek out and accept new challenges, make new discoveries, and celebrate their own efforts and achievements and those of others → increasingly cooperate and work collaboratively with others → enjoy moments of solitude → recognise their individual efforts and achievement → make choices, accept challenges, take considered risks, manage change and cope with frustrations and the unexpected → show an increasing capacity to understand, self-regulate and manage their emotions → appreciate the feelings and needs of others → experience and share personal successes in learning and initiate opportunities for new learning → acknowledge and accept affirmation of themselves by others → assert their capabilities and independence while demonstrating increasing awareness of the needs and rights of others → recognise the contributions they make to shared projects and experiences → share humour and laughter with others → initiate approaches and actions to interact with other children and form friendships → use positive self-talk when encountering difficulties or setbacks → recognise a range of emotions in themselves and others	**Health and Physical Education**	Students identify different emotions people experience.	Students describe how emotional responses affect their own and others' feelings.	
	Personal and Social Capability	They recognise their own and others' personal strengths and interests.	They describe ways to modify their behaviours and actions in different situations and reflect on their decisions.	
	Personal and Social Capability	They identify protective behaviours and help-seeking strategies to help keep themselves safe.	They apply protective behaviours and help-seeking strategies that can help keep themselves and others safe.	

Early Childhood Outcomes	Victorian Curriculum F–10 Version 2.0 Achievement Standard Extracts			
	Curriculum Areas	Foundation	Level 1	Level 2
3.2 Children become strong in their physical learning and wellbeing				
This is evident when children, for example: → engage in increasingly complex coordination of body movements with sight, sounds and other sensory stimuli to engage with people and explore materials → develop movement patterns, mobility and gross motor skills to manage and explore the physical environment → combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity, including dance, creative movement, drama and fundamental movement skills → build core strength, physical coordination and stamina → use their sensory perceptions, physical capabilities and dispositions with increasing integration, skill and purpose to explore and respond to their world, including finding new challenges and risks → demonstrate spatial awareness and orient themselves, moving around and through indoor and outdoor environments confidently and safely → manipulate equipment and manage tools with increasing competence and skill → respond through movement to traditional and contemporary music, dance and storytelling → move to the tempo and rhythm of music → participate in physical play, dance, drama → negotiate play spaces to ensure the safety and wellbeing of themselves and others	**Health and Physical Education**	They name parts of the body and outline how their body is growing and changing.	They describe physical and social changes that occur as they grow older.	
	Health and Physical Education	Students apply fundamental movement skills to manipulate objects and space in a range of movement situations.	Students apply fundamental movement skills in different movement situations and explain how they move their body with objects and in space effectively.	
	Health and Physical Education	They recognise the benefits of being physically active.	They describe factors that make physical activity safe and beneficial.	
	Dance	Students develop an understanding of ways their body can move.	Students demonstrate expressive and performance skills, and the elements of dance to improvise and create dance sequences.	

Early Childhood Outcomes	Victorian Curriculum F–10 Version 2.0 Achievement Standard Extracts			
	Curriculum Areas	Foundation	Level 1	Level 2
3.3 Children are aware of and develop strategies to support their own mental and physical health and personal safety				
This is evident when children, for example: → recognise and communicate their body needs, e.g. thirst, hunger, rest, comfort, physical activity → are happy, healthy, safe and connected to others → show awareness of healthy lifestyles and good nutrition → show increasing independence and competence in personal hygiene → show care and safety for themselves and others → build strategies to calm the body and mind → have agency and exercise choice about their sleep, rest and relaxation → develop a sense of body autonomy and boundaries, e.g. my body belongs to me → learn ways to ask for and provide consent during everyday play → distinguish safe and unsafe touches → notice and label feelings/emotions in themselves and others → learn how to tell or communicate to a trusted adult about things that upset them, make them uncomfortable or sad	**Health and Physical Education**	They demonstrate personal and social skills to interact respectfully with others.	They demonstrate personal and social skills and describe strategies to develop respectful relationships.	
	Health and Physical Education	They identify protective behaviours and help-seeking strategies to help keep themselves safe.	They apply protective behaviours and help-seeking strategies that can help keep themselves and others safe.	
	Health and Physical Education	Students identify different types of health information and how it can be used in their lives.	Students explain why health information is important for making choices.	
	Personal and Social Capability	They identify a range of strategies for supporting themselves and others when experiencing social, emotional and learning challenges, and recognise that attempting challenges and new experiences is an important part of their development.	They describe strategies, behaviours and actions for building awareness of other perspectives, and for supporting themselves and others in personal and social contexts.	

Outcome 4 | Children are confident and involved learners

Early Childhood Outcomes	Victorian Curriculum F–10 Version 2.0 Achievement Standard Extracts			
	Curriculum Areas	Foundation	Level 1	Level 2
4.1 Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity				
This is evident when children, for example: → express wonder and interest in their environments → are curious and enthusiastic participants in their learning → share their ideas with others and ask questions of adults → use play to investigate, experiment, test hypotheses, imagine and explore ideas → follow and extend their own interests with enthusiasm, energy and concentration → initiate and contribute to play experiences emerging from their own ideas → participate in a variety of rich and meaningful inquiry-based experiences → explore diverse ways of knowing, being and doing in their learning → persevere and experience the satisfaction of achievement → persist even when they find a task difficult → use positive self-talk when trying to overcome a problem or setback → revisit previous learning experiences and plan new challenges → engage in creative experiences such as art, dance and drama → positively respond to and incorporate the ideas of others to construct new learning → use their senses to play, explore and try new things → talk about what is happening in their brain when they are learning new things	**Dance**	Students use play, imagination, experimentation and selected dance elements to create dances.	Students demonstrate expressive and performance skills, and the elements of dance to improvise and create dance sequences.	
	Drama	Students use play, imagination, experimentation and selected dramatic elements to create drama.	Students use expressive and performance skills to create drama works. They use the elements of drama to improvise and create drama works.	
	Media Arts	They use play, imagination and experimentation with media arts processes to create media arts works.	Students experiment with media production processes. They use media arts languages and technologies to construct representations in media arts works.	
	Music	They explore contrasting sounds and improvise with them, using imagination and skills to create music.	They use the elements of music to improvise and/or compose music.	
	Visual Arts	Students use play, imagination and experimentation with materials and processes to create artworks.	Students experiment with visual arts processes, materials and visual conventions to create artworks.	
	Personal and Social Capability	They identify a range of strategies for supporting themselves and others when experiencing social, emotional and learning challenges, and recognise that attempting challenges and new experiences is an important part of their development.	They describe strategies, behaviours and actions for building awareness of other perspectives, and for supporting themselves and others in personal and social contexts.	

Early Childhood Outcomes	Victorian Curriculum F–10 Version 2.0 Achievement Standard Extracts			
	Curriculum Areas	Foundation	Level 1	Level 2
4.2 Children develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating				
This is evident when children, for example: → use trial and error to explore different possibilities through 'cause and effect' → initiate investigative play to solve self-generated problems and discoveries → apply a wide variety of thinking strategies to engage with situations and solve problems, and adapt these strategies to new situations → create and use representation to organise, record and communicate mathematical ideas and concepts → make predictions and generalisations about their daily activities, aspects of the natural world and environments, using patterns they generate or identify and communicate these using mathematical language and symbols → explore their environment through asking questions, experimenting, investigating and using digital technologies	**Mathematics**	Students represent practical situations, including simple financial situations involving money, that involve quantifying, equal sharing, adding to and taking away from collections to at least 10.	They solve problems involving addition and subtraction of numbers to 20 and use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies.	They use mathematical modelling to solve practical additive and multiplicative problems, including money transactions, representing the situation and choosing calculation strategies.
	Science	Students pose questions about observed patterns or relationships and make predictions related to familiar objects and events.		
	Geography	Students ask geographical questions, and they collect, sort and record related information and data from observations and provided sources. They represent and describe the information collected to draw conclusions and make proposals.		
	Critical and Creative Thinking	They generate ideas and possibilities that are new to them and identify the strategy used. They describe personal responses to ideas and possibilities and identify how these influenced their thinking.		

Early Childhood Outcomes	Victorian Curriculum F–10 Version 2.0 Achievement Standard Extracts			
	Curriculum Areas	Foundation	Level 1	Level 2
4.3 Children transfer and adapt what they have learned from one context to another				
This is evident when children, for example: → practice and imagine relationships and experiences in their daily lives through pretend or symbolic play → engage with others to co-construct learning → develop an ability to mirror, repeat and practice the actions of others, either immediately or later → make connections between experiences, concepts and processes → use the processes of play, reflection and investigation to solve problems → apply generalisations from one situation to another → try out strategies that were effective to solve problems in one situation in a new context → transfer knowledge from one setting to another → use strategies to reflect on and assess their learning and thinking	**English**	When demonstrating understanding of texts, students identify and make connections between characters, settings and events and their own feelings and thoughts.	When demonstrating understanding of texts, students discuss characters, settings, events and images, and make connections between texts and their personal experiences.	When demonstrating understanding of texts, students discuss and compare connections between characters, settings and events, and draw on their knowledge of context to build literal and inferred meanings.
	Critical and Creative Thinking	They practise and use a range of simple general learning strategies and express and describe their thinking processes.		
	Personal and Social Capability	They identify a range of strategies for supporting themselves and others when experiencing social, emotional and learning challenges, and recognise that attempting challenges and new experiences is an important part of their development.	They describe strategies, behaviours and actions for building awareness of other perspectives, and for supporting themselves and others in personal and social contexts.	
	Drama	Students use play, imagination, experimentation and selected dramatic elements to create drama.	Students use expressive and performance skills to create drama works. They use the elements of drama to improvise and create drama works.	

Early Childhood Outcomes	Victorian Curriculum F–10 Version 2.0 Achievement Standard Extracts			
	Curriculum Areas	Foundation	Level 1	Level 2
4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed material				
This is evident when children, for example: → engage in learning relationships with a wide diversity of people → use their senses and body movements to explore natural and built materials and environments → experience the benefits and pleasures of shared learning explorations, investigations and imaginary play scenarios → explore the purpose and function of a range of tools, media, sounds and graphics → manipulate natural and manufactured materials and resources to investigate, take apart, assemble, invent and construct → experiment with different technologies → use digital technologies and media to investigate and problem solve → explore ideas and theories using imagination, creativity and play → use feedback from themselves and others to revise and build on an idea → engage in meaningful conversations about natural and processed materials → create and construct artwork in a sustainable way using natural and manufactured materials and tools, drawing on Aboriginal and Torres Strait Islander stories, history, culture, customs and celebrations → 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 → explore 2D and 3D forms of expression to develop understandings of different artforms and elements	**Design and Technologies**	For each of the 4 Technologies Contexts sub-strands, they identify the features and uses of technologies, and create designed solutions.		
	Design and Technologies	Students follow sequenced steps to use tools and materials to safely produce designed solutions.		
	Personal and Social Capability	They identify a range of strategies for supporting themselves and others when experiencing social, emotional and learning challenges, and recognise that attempting challenges and new experiences is an important part of their development.	They describe strategies, behaviours and actions for building awareness of other perspectives, and for supporting themselves and others in personal and social contexts.	
	Visual Arts	Students use play, imagination and experimentation with materials and processes to create artworks. They make and share artworks that communicate their experiences, observations and ideas.	Students experiment with visual arts processes, materials and visual conventions to create artworks. They make and share artworks that communicate experiences, ideas and observations in informal settings.	

Outcome 5 | **Children are effective communicators**

Early Childhood Outcomes	Victorian Curriculum F–10 Version 2.0 Achievement Standard Extracts			
	Curriculum Areas	**Foundation**	**Level 1**	**Level 2**
5.1 Children interact verbally and non-verbally with others for a range of purposes				
This is evident when children, for example: → engage in enjoyable interactions using verbal and non-verbal language → convey and construct messages with purpose and confidence, building on home/family and community literacies → respond verbally and non-verbally to what they see, hear, touch, feel and taste → use language and representations from play, music and art to share and project meaning → contribute their ideas and experiences in play, small and large group discussions → recount events in their life → listen to and act upon simple directions → attend and give cultural cues that they are listening to and understanding what is said to them → are independent communicators who initiate Standard Australian English and home language conversations and demonstrate the ability to meet the listener's needs → interact with others to explore ideas and concepts, clarify and challenge thinking, negotiate and share new understandings → exchange ideas, feelings and understandings using language and representations in play → demonstrate an increasing understanding of measurement and number using vocabulary to describe size, length, volume, capacity and names of numbers → express ideas and feelings and understand and respect the perspectives of others → use language to communicate thinking about quantities to describe attributes of objects and collections, and to explain mathematical ideas → show increasing knowledge, understanding and skill in conveying meaning in at least one language → communicate through Aboriginal and Torres Strait Islander verbal ways of storytelling and yarning and non-verbal ways of deep listening → begin to recognise the different sounds and words of languages other than English used in homes, early childhood and community environments	**Mathematics**	Students represent practical situations, including simple financial situations involving money, that involve quantifying, equal sharing, adding to and taking away from collections to at least 10.	They solve problems involving addition and subtraction of numbers to 20 and use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies.	They use mathematical modelling to solve practical additive and multiplicative problems, including money transactions, representing the situation and choosing calculation strategies.
	English	When speaking to an audience, students deliver short spoken texts, including retelling stories and reporting events, using features of voice.	When speaking to an audience, students deliver short spoken texts, engaging with personal or learnt topics, using features of voice.	When speaking to an audience, students deliver short spoken texts, engaging with topics for a familiar audience and appropriate for purpose, using features of voice.
	Mathematics	Students identify the attributes of mass, capacity, length and duration, and use direct comparison strategies to compare objects and events.	Students compare and order objects and events based on the attributes of length, mass, capacity and duration, communicating their reasoning.	Students use uniform informal units to measure and compare shapes and objects.
	Critical and Creative Thinking	Students identify and use words that show reasons and conclusions and identify suitable examples to support claims when reasoning. They practise and use a range of simple general learning strategies and express and describe their thinking processes.		

Early Childhood Outcomes	Victorian Curriculum F–10 Version 2.0 Achievement Standard Extracts			
	Curriculum Areas	**Foundation**	**Level 1**	**Level 2**
5.2 Children engage with a range of texts and gain meaning from these texts				
This is evident when children, for example: → listen and respond to sounds and patterns in speech, stories and rhymes in context → view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions → sing and chant rhymes, jingles and songs → take on roles of literacy and numeracy users in their play → begin to understand key literacy and numeracy concepts and processes, such as the sounds of language, letter-sound relationships, concepts of print and the ways that texts are structured → explore texts from a range of different perspectives and begin to analyse the meanings → actively use, engage with and share the enjoyment of language and texts in a range of ways → recognise and engage with written and oral culturally constructed texts → listen to and discuss stories about Aboriginal and Torres Strait Islander history, culture, ways of sustainability and care, customs and celebrations → retell simple stories in a logical sequence using a range of material and expressive forms, e.g. blocks, dramatic play → engage in pretend play that draws on the use of digital technologies	**English**	When listening, reading and viewing, students engage with a range of different types of texts, including decodable and authentic texts, using developing phonic knowledge.	When listening, reading and viewing, students engage with a range of different types of texts, including decodable and authentic texts, using developing phonic knowledge.	When reading and viewing, students engage with a range of different types of texts for meaning. They read using phonic, morphemic and vocabulary knowledge; grammatical knowledge such as compound sentences, noun and verb groups; and knowledge of punctuation.
	English	They blend, segment and manipulate phonemes in one-syllable words, and use knowledge of letters and sounds to read consonant-vowel-consonant (CVC) words. They read some high-frequency words and identify boundary punctuation.	They blend, segment and manipulate words with one and 2 syllables. They read an increasing number of high-frequency words and understand boundary punctuation.	They read some unfamiliar words and most high-frequency words.
	English	When demonstrating understanding of texts, students identify and make connections between characters, settings and events and their own feelings and thoughts.	When demonstrating understanding of texts, students discuss characters, settings, events and images, and make connections between texts and their personal experiences. They begin to build their understanding of literal and inferred meanings.	When demonstrating understanding of texts, students discuss and compare connections between characters, settings and events, and draw on their knowledge of context to build literal and inferred meanings. They express personal preferences for particular texts.
	English	They identify how types of texts, both print and digital, are organised for purpose and navigation. They compare how textual elements other than language, such as images and sounds, can contribute to meaning.	They identify how types of texts, both print and digital, are organised for purpose and navigation. They compare how textual elements other than language, such as images and sounds, can contribute to meaning in texts.	They describe how different types of texts across the curriculum, both print and digital, are organised for purpose and navigation. They understand that elements other than language – such as images and sounds – can multiply meanings in texts.

Early Childhood Outcomes	Victorian Curriculum F–10 Version 2.0 Achievement Standard Extracts			
	Curriculum Areas	**Foundation**	**Level 1**	**Level 2**
5.2 Children engage with a range of texts and gain meaning from these texts cont.				
	Critical and Creative Thinking	Students identify and use words that show reasons and conclusions and identify suitable examples to support claims when reasoning.		
	Intercultural Capability	Students identify and describe ways in which culturally and worldview diverse individuals and families live.		
5.3 Children express ideas and make meaning using a range of media				
This is evident when children, for example: → use language, sounds, gestures and movement to engage in play to imagine and create roles, scripts and ideas → share the stories and symbols of their own culture and re-enact well-known stories → use materials to create art works, e.g. drawing, painting, sculpture, drama, dance, movement, music and storytelling, to express ideas and make meaning → experiment with ways of expressing ideas and meaning using a range of media → begin to use images and approximations of letters and words to convey meaning → enjoy engaging with and sharing a wide variety of cultural texts including those authored by Traditional Owners → display literacy behaviours by incorporating reading and writing approximations and viewing in their play (including digital technologies) → view, listen and respond to simple printed, visual and multimedia texts or music and express how it makes them feel → use simple tools and techniques to shape, assemble and join materials they are using → explore a range of materials and their properties	**English**	When creating and sharing short texts, students retell stories and report information, using familiar words and images where appropriate. They share in simple editing processes.	When creating short written and spoken texts, students use narrative and informative text structures; incorporate some detail from previously encountered texts, learnt topics or topics of interest; and include appropriate multimodal elements. They re-read their texts and complete simple edits.	When creating short written and spoken texts, including stories to inform, express an opinion, explore an idea or narrate for audiences, students use ideas and details from previously encountered texts, learnt topics or topics of interest, and include appropriate multimodal elements. They re-read their texts and edit for improvement.
	English	They use words, phrases and punctuation, including capital letters and full stops, from familiar contexts and texts, and from their learning.	They select learning area or topic-specific vocabulary.	They begin to make deliberate choices when applying learnt vocabulary.
	Drama	Students use play, imagination, experimentation and selected dramatic elements to create drama. They make and share drama.	Students use expressive and performance skills to create drama works. They use the elements of drama to improvise and create drama works. Students present their work to audiences in informal settings.	

Early Childhood Outcomes	Victorian Curriculum F–10 Version 2.0 Achievement Standard Extracts			
	Curriculum Areas	Foundation	Level 1	Level 2
5.3 Children express ideas and make meaning using a range of media cont.				
	Music	They explore contrasting sounds and improvise with them, using imagination and skills to create music. They sing and play instruments to communicate their experiences and ideas.	They use the elements of music to improvise and/or compose music. They share their music-making with audiences in informal settings.	
	Visual Arts	Students describe experiences, observations, ideas and feelings about artworks they encounter at school, home and in the community, identifying what they enjoy and why.	Students identify where they experience artworks. They describe why and how people across cultures, communities, times, places and/or other contexts experience visual arts.	
5.4 Children begin to understand how symbols and pattern systems work				
This is evident when children, for example: → use symbols in play to represent and make meaning → begin to make connections between and see patterns in their feelings, ideas, words and actions and those of others → notice and predict the patterns of regular routines and the passing of time → develop an understanding that symbols are a powerful means of communication, and that ideas, thoughts and concepts can be represented through them → begin to be aware of the relationships between oral, written and visual representations → begin to recognise patterns and relationships and the connections between them	**Mathematics**	Students make connections between number names, numerals and position in the sequence of numbers from zero to at least 20.	Students connect number names, numerals and quantities, and order numbers to at least 120.	Students order and represent numbers to at least 1000.
	Mathematics	Students represent, continue and create simple repeating patterns.	Students use numbers, symbols and objects, including Australian coins, to create skip counting and repeating patterns, identifying the repeating unit.	Students describe and continue patterns that increase and decrease additively by a constant amount and identify missing elements in the pattern.

Early Childhood Outcomes	Victorian Curriculum F–10 Version 2.0 Achievement Standard Extracts			
	Curriculum Areas	Foundation	Level 1	Level 2
5.4 Children begin to understand how symbols and pattern systems work cont.				
→ begin to sort, categorise, order and compare collections and events and attributes of objects and materials in their social and natural worlds → begin to identify and use the names of basic colours and simple shapes → listen and respond to sounds and patterns in speech, stories and rhyme → draw on memory of a sequence to complete a task → draw on their experiences in constructing meaning using symbols → identify Aboriginal and Torres Strait Islander signs and symbols relevant to their area → begin to identify the different purposes of text types, e.g. environmental print, informational texts, narratives → use mark-making and drawing as symbols of communication	**English**	They form letters and spell most consonant-vowel-consonant (CVC) words.	They write words using unjoined lower-case and upper-case letters.	They write words using consistently legible unjoined lower-case and upper-case letters.
	Digital Technologies	Students identify patterns and represent data in different ways.		
5.5 Children use digital technologies and media to access information, investigate ideas and represent their thinking				
This is evident when children, for example: → identify technologies and their use in everyday life → incorporate real or imaginary technologies as features of their play → use digital technologies to access images and information, explore diverse perspectives and make sense of their world → develop simple skills to operate digital devices, such as turning on and taking a photo with a tablet → use digital technologies and media for creative expression, e.g. designing, drawing, composing → engage with technologies and media for fun and social connection → identify basic icons and keys, e.g. delete button, and use them to support their navigation → adopt collaborative approaches in their learning about and with digital technologies	**Media Arts**	They use play, imagination and experimentation with media arts processes to create media arts works. Students make and share media arts works to communicate their experiences and ideas.	Students experiment with media production processes. They use media arts languages and technologies to construct representations in media arts works. Students share their work with audiences in informal settings.	
	Digital Technologies	Students access and show familiarity with digital systems and use them for a purpose.		
	Digital Technologies	Students share content and collaborate following agreed behaviours. They recognise and explain how digital tools may store their personal data online.		
	Design and Technologies	For each of the 4 Technologies Contexts sub-strands, they identify the features and uses of technologies, and create designed solutions.		

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