

## **OUTCOME 1: IDENTITY**

### ***CHILDREN HAVE A STRONG SENSE OF IDENTITY***

#### Attachment - engagement

- Is able to confidently explore and engage with familiar and new social and physical environments.
- Is able to confidently explore and engage with familiar environments, however requires some support to explore and engage with new social and physical environments.
- Requires adult support to explore and engage and develop confidence with familiar and new social and physical environments.

#### Attachment - relationships

- Has the skills required to include others and make friends with peers, teachers and other trusted adults.
- With support is able to include others and make friends with peers, teachers and other adults.
- With support is able to practice the skills required to include others and make friends with peers, teachers and other adults.

#### Attachment - communication

- Is able to appropriately communicate their needs for comfort and assistance.
- Sometimes requires adult support to communicate their needs for comfort and assistance.
- Often requires support to appropriately communicate their needs for comfort and assistance.

#### Culture - identity

- Is able to confidently share aspects of their culture with other children and educators.
- With adult prompts and encouragement is able to share aspects of their culture with other children and educators.
- Requires adult support to be able to identify and share aspects of their culture.

#### Emotions - expression

- Is able to express a wide range of emotions, thoughts and views constructively.
- With support is able to express a range of emotions, thoughts and views constructively.
- Requires support to express emotions, thoughts and views constructively.

#### Emotions - coping mechanism

- Is able to recognise that problems or challenges are a normal part of life and that there are appropriate actions that can be undertaken to manage most problems.
- With support is able to recognise that problems or challenges are a normal part of life and that there are appropriate actions that can be undertaken to manage most problems.
- Requires additional support to be able to recognise that problems or challenges are a normal part of life and that there are appropriate actions that can be undertaken to manage most problems.

#### Persistence - resilience

- Is able to persist when faced with most challenges and when first attempts are not successful.
- With support is able to persist when faced with most challenges and when first attempts are not successful.
- Requires additional support to persist when faced with most challenges and when first attempts are not successful.

## OUTCOME 2: COMMUNITY

### CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

#### Belonging - relationships

- Is able to cooperate with others and negotiate roles and relationships in familiar and new play episodes and group experiences.
- Can usually cooperate with others and negotiate roles and relationships in familiar play episodes and group experiences, but requires some adult support in new settings.
- Sometimes requires support to cooperate with others and negotiate roles and relationships in play episodes and group experiences.

#### Belonging - inclusion

- Is usually able to think of and describe ways to include others to make them feel that they belong.
- Is beginning to be able to think of and describe ways to include others to make them feel that they belong.
- Requires adult prompts to think of and describe ways to include others to make them feel that they belong.

#### Diversity and respect

- Usually listens to others' (peers and adults) ideas and respects different ways of being and doing.
- Is beginning to listen to others' (peers and adults) ideas and respect different ways of being and doing.
- Currently requires peer and adult prompts to listen to others' (peers and adults) ideas and respect different ways of being and doing.

#### Fairness - compassion

- Displays the ability to recognise fairness and bias and to demonstrate acts of compassion and kindness.
- Usually displays the ability to recognise fairness and bias and to demonstrate acts of compassion and kindness.
- Is beginning to display the ability to recognise fairness and bias and sometimes demonstrates the acts of compassion and kindness.
- Requires adult prompts and guidance to recognise fairness and bias and to demonstrate acts of compassion and kindness.

#### Fairness - identity

- Understands that texts and other media can construct identities and create stereotypes.
- Is beginning to understand that texts and other media can construct identities and create stereotypes.
- Currently requires adult prompts to consider how texts and other media can construct identities and create stereotypes.

#### Socially responsible - environment

- Often demonstrates an increasing knowledge of and respect for the natural world and constructed environments, including an increased understanding of the interdependence between, land, people, plants and animals.
- Is beginning to have some knowledge of and respect for natural world and constructed environments including an increased understanding of the interdependence between, land, people, plants and animals.
- Currently requires adult prompts to develop further knowledge of and respect for natural and constructed environments including an increased understanding of the interdependence between, land, people, plants and animals.

## OUTCOME 3: WELLBEING

### CHILDREN HAVE A STRONG SENSE OF WELLBEING

#### Emotional - accessible

- Remains accessible to others at times of distress, confusion and frustration.
- Requires some assistance to remain accessible to others at times of distress, confusion and frustration.
- Requires considerable assistance to remain accessible to others at times of distress, confusion and frustration.

#### Emotional - satisfaction

- Often shares humour, happiness and satisfaction in familiar and new situations.
- Sometimes shares humour, happiness and satisfaction in familiar situations.
- Rarely shares humour, happiness and satisfaction.

#### Emotional - cooperation

- Is mostly cooperative and able to work collaboratively with others.
- Is increasingly cooperative and usually able to work collaboratively with others.
- Currently requires adult assistance to cooperate and work collaboratively with others.

#### Emotional - self regulation

- Is usually able to show an understanding, and to self-regulate their behaviour and manage their emotions in ways that reflect the feelings and needs of others.
- Sometimes requires support to understand, self-regulate their behaviour and manage their emotions in ways that reflect the feelings and needs of others.
- Requires adult prompts and guidance to understand, self-regulate behaviour and manage their emotions in ways that reflect the feelings and needs of others.

#### Health - communication

- Is usually able to recognise and communicate their bodily needs (for example thirst, hunger, rest, comfort, physical activity) in familiar and new situations.
- Is able to recognise and communicate their bodily needs (for example thirst, hunger, rest, comfort, physical activity) in familiar situations, however may require adult prompts and support in new situations.
- Currently relies on adult support to adequately recognise and communicate their bodily needs (for example thirst, hunger, rest, comfort, physical activity).

#### Health - spatial awareness

- Is able to demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely.
- With support and some adult prompts is able to orient themselves, moving around and through their environments confidently and safely.
- Requires adult support to be able to orient themselves, and to move around and through their environments safely.

#### Health - fine motor skills

- Is able to manipulate equipment and manage age appropriate tools with competence and skill.
- With support is able to manipulate familiar equipment and manage age appropriate familiar tools with increasing competence and skill.
- Currently requires adult encouragement or support to manipulate familiar equipment and manage age appropriate tools.

#### Health - awareness

- Has an increasing awareness of healthy lifestyles and good nutrition.
- Is developing an increasing awareness of healthy lifestyles and good nutrition.

Transition Statement: Section 1.1  
VEYLDF Learning & Development Outcome Descriptors

Health - personal hygiene

- Is independent with regard to personal hygiene/toileting in familiar and new settings.
- Is usually independent with regard to personal hygiene/toileting in familiar settings but may require some assistance/ prompts in new settings.
- Is developing independence and competence in regard to personal hygiene/toileting however requires support and prompts.

Health - gross motor skills

- Shows enthusiasm for participating in physical play and is able to negotiate play spaces to ensure the safety and wellbeing of themselves and others.
- Participates in physical play and negotiates play spaces usually with regard for the safety and wellbeing of themselves and others.
- Requires support to participate in physical play and reminders to negotiate play spaces with regard for the safety and wellbeing of themselves and others.

## OUTCOME 4: LEARNING

### CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

#### Learning - curiosity

- Often displays curiosity and enthusiasm for learning.
- Usually displays curiosity and enthusiasm for learning.
- Sometimes displays a curiosity and enthusiasm for learning but requires adult encouragement to engage in learning.

#### Learning - initiation

- Often engaged in and leads a variety of rich and meaningful inquiry-based experiences.
- Usually engages and sometimes leads a variety of rich and meaningful inquiry-based experiences.
- Sometimes engages in familiar inquiry-based experiences.
- Requires some adult support and prompts to engage with inquiry-based experiences.

#### Learning - engagement

- Often follows and extends their own interests with deep engagement and concentration.
- Usually able to follow and extend their own interests with deep engagement and concentration.
- Currently requires adult prompts and encouragement to follow and extend their own interests with engagement and concentration.

#### Learning - meta cognition

- Is able to consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self.
- Is beginning to consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self.
- Currently requires adult prompts to consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self.

#### Learning - design

- Is able to visualise, generate, and communicate design ideas through experiences such as describing, drawing and/or modelling.
- Is beginning to develop the ability to visualise, generate, and communicate design ideas through experiences such as describing, drawing and/or modelling.
- Requires adult prompts and encouragement to visualise, generate, and communicate design ideas through experiences such as describing, drawing and/or modelling.

#### Problem solving - application

- Is able to apply a variety of thinking strategies to engage with situations and solve problems, and to adapt these strategies to new situations.
- Is beginning to apply a variety of thinking strategies to engage with situations and solve problems, and to adapt these strategies to new situations.
- Requires adult prompts to apply a variety of thinking strategies to engage with situations and solve problems, and adapt these strategies to new situations.

#### Problem solving - classification

- Is able to independently sort and classify familiar objects and explain the basis for these classifications, and copy, continue and create patterns with objects and drawings.
- Is beginning to sort and classify familiar objects, and copy, continue and create patterns with objects and drawings.
- Currently requires adult prompts to sort and classify familiar objects and copy, continue and create patterns with objects and drawings.

#### Problem solving - repetition

- Recognises the importance of repetition of a process in solving problems.
- Is beginning to recognize the importance of repetition of a process in solving problems.
- Requires adult prompts to recognise the importance of repetition of a process in solving problems.

#### Problem solving - memory

- Is able to draw on memory of a sequence to complete a task.
- Is beginning to draw on memory of a sequence to complete a task.
- With adult prompts is beginning to draw on memory of a sequence to complete a task.
- Relies on adults to use memory of a sequence to complete a task.

#### Problem solving - numeracy

- Is able to connect number names, numerals and quantities, including zero and beyond 10.
- Is beginning to connect number names, numerals and quantities, including zero, up to 10.
- Is able to connect number names, numerals and quantities, including zero, up to 5.
- Requires adult prompts to connect number names, numerals and quantities up to 5.
- Requires adult prompts and reminders to connect number names, up to 5.

#### Problem solving - comparisons

- Is able to use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language.
- Is beginning to use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language.
- Is beginning to be able to use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language.
- Requires adult guidance to make direct comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language.

#### Problem solving - geometry

- Is able to compare and order several shapes and objects based on length, area, volume and capacity.
- Is beginning to compare and order several shapes and objects based on length, area, volume and capacity.
- Is beginning to be able to compare and order several familiar shapes and objects based on length, area, volume and capacity.
- Requires adult prompts to compare and order several shapes and objects based on length, area, volume and capacity.

#### Problem solving - predictions

- Often participates in guided investigations and/or play, including making predictions and observations using the senses, to explore, co-construct and answer questions.
- Sometimes participates in guided investigations and/or play, including making predictions and observations using the senses, to explore, co-construct and answer questions.
- Relies on adults to prompt participation in guided investigations and/or play, including beginning to make simple predictions and observations using the senses, to explore, co-construct and answer questions.

#### Transfer - learning

- Is confidently able to accurately mirror, repeat and practise the actions of others, either immediately or later.
- Is beginning to be able to mirror, repeat and practise the actions of others, either immediately or later.
- Is beginning to immediately mirror, repeat and practise the actions of others, and requires some reminder prompts for later recall.

#### Transfer - adapt strategies

- Often demonstrates the ability to try out strategies that were effective to solve problems in one situation, understanding they might work in a new context.
- Sometimes demonstrates the ability to try out strategies that were effective to solve problems in one situation, understanding they might work in a new context.
- With adult prompts is able to consider how some strategies that were effective to solve problems in one situation might be used in a new context.
- Relies on adults to consider how a strategy that was effective to solve a problem in one situation might be used in a new context.

Transition Statement: Section 1.1  
VEYLDF Learning & Development Outcome Descriptors

Transfer - tools for technology

- Is able to explore the purpose and function of a range of familiar tools, media, sounds and graphics (including communications technologies).
- Is beginning to explore the purpose and function of a range of familiar tools, media, sounds and graphics (including communications technologies).
- With support is beginning to explore the purpose and function of a range of tools, media, sounds and graphics (including communications technologies).
- Has little exposure or understanding of tools, media, sounds and graphics (including communications technologies).

Transfer - creativity

- Is able to explore ideas and theories using imagination, creativity and play.
- Is beginning to explore ideas and theories using imagination, creativity and play.
- Requires adult support to prompt ideas and theories using imagination, creativity and play.

## **OUTCOME 5: COMMUNICATION**

### **CHILDREN ARE EFFECTIVE COMMUNICATORS**

#### Communication - reciprocal

- Is able to engage in enjoyable reciprocal interactions using verbal and non-verbal language with familiar and new peers/adults.
- Usually engages in enjoyable reciprocal interactions using verbal and non-verbal language with familiar peers/adults.
- Requires adult support to engage and enjoy reciprocal interactions using verbal and/or non-verbal language, particularly with new peers/adults.

#### Communication - creativity

- Successfully uses language and representations from play, music and art to share and project meaning.
- Usually uses language and representations from play, music and art to share and project meaning.
- Sometimes uses language and representations from play, music and art to share and project meaning.
- Requires adult support and encouragement to use language and representations from play, music and art to share and project meaning.

#### Communication - confidence

- Successfully conveys and constructs messages with purpose and confidence, building on literacies of home and/or family.
- Usually conveys and constructs messages with purpose and confidence, building on literacies of home and/or family.
- With support is able to reasonably convey and construct messages with purpose and confidence, building on literacies of home and/or family.
- Requires support to convey and construct messages, building on literacies of home and/or family.

#### Communication - engagement

- Often engages in conversations and discussions (using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others).
- Usually engages in conversations and discussions (using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others).
- Requires adult prompts to engage in conversations and discussions (using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others).

#### Text meaning - sounds and patterns

- Is able to listen for and respond to sounds and patterns in speech, stories and rhymes in context
- Is beginning to be able to listen for and respond to sounds and patterns in speech, stories and rhymes in context.
- With adult support and guidance is able to listen for and respond to sounds and patterns in speech, stories and rhymes in context.
- Requires adult guidance to listen for and respond to sounds and simple patterns in speech, stories and rhymes in context.

#### Text meaning - visual

- Often able to view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions.
- Usually able to view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions.
- With support and guidance is beginning to view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions.

Transition Statement: Section 1.1  
VEYLDF Learning & Development Outcome Descriptors

**Text meaning - emotions**

- Is able to share feelings and thoughts about the events and characters in texts.
- Is beginning to share some feelings and thoughts about the events and characters in texts.
- With adult prompts is able to share some familiar feelings and thoughts about the events and characters in familiar texts.

**Expression - imagination**

- Uses language and engages in symbolic play to imagine and create roles, scripts and ideas
- Beginning to use language and engages in symbolic play to imagine and create roles, scripts and ideas.
- Is beginning to use language and engages in symbolic play to imagine and create roles, scripts and ideas.
- With adult support is able to use language and engages in symbolic play to imagine and create roles, scripts and ideas.

**Expression - creativity**

- Often uses the creative arts, such as: drawing, painting, sculpture, drama, dance, movement, music or/and story-telling, to express ideas and make meaning.
- Sometimes uses the creative arts, such as: drawing, painting, sculpture, drama, dance, movement, music or/and story-telling, to express ideas and make meaning.
- Requires adult encouragement and prompts to use the creative arts, such as: drawing, painting, sculpture, drama, dance, movement, music or/and story-telling, to express ideas and make meaning.

**Expression - syntax (sentence structure)**

- Is able to recognise that sentences are key units for expressing ideas
- Is beginning to recognise that sentences are key units for expressing ideas
- Currently with adult guidance is beginning to recognise that sentences are key units for expressing ideas
- Currently is beginning to recognise that written language is used to express ideas

**Expression - morphology (words) & phonology (speech sounds)**

- Understands that capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences
- Is beginning to understand that capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences
- With adult prompts is beginning to understand that capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences
- Is beginning to understand that written text has rules and words are made up of individual letters
- Requires adults to point out how written text has rules and that words are made up of individual letters

**Symbols - drawing and writing**

- Often uses drawing/images and approximations of letters and words to convey meaning
- Is beginning to drawing/images and approximations of letters and words to convey meaning
- Currently with support and prompts is beginning to drawing/images and approximations of letters and words to convey meaning
- Sometimes associates drawing/images and to convey meaning

**Symbols - meaning**

- Has an understanding that symbols/texts are a powerful means of communication and that ideas, thoughts and concepts can be represented through them
- Is beginning to develop an awareness that symbols/texts are a powerful means of communication and that ideas, thoughts and concepts can be represented through them
- Currently with adult prompts is beginning to develop an understanding that symbols/texts are a powerful means of communication and that ideas, thoughts and concepts can be represented through them

#### Symbols - connections

- Has developed an awareness of the relationships between oral, visual and written representations and beginning to recognise patterns and relationships and the connections between them
- Is beginning to develop an awareness of the relationships between oral, visual and written representations and beginning to recognise patterns and relationships and the connections between them
- With adult prompts and guidance is becoming aware of the relationships between oral, visual and written representations and beginning to recognise patterns and relationships and the connections between them
- Requires adults to point out the relationship between oral, visual and written representations

#### Technology

- Often uses information and communication technologies to access images and information, explore diverse perspectives and make sense of their world
- Sometimes uses information and communication technologies to access images and information, explore diverse perspectives and make sense of their world
- With adult assistance can use information and communication technologies to access images and information, explore diverse perspectives and make sense of their world
- Has limited experience in using information and communication technologies to access images and information, explore diverse perspectives and make sense of their world