

#### **OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY**

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

#### **OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD**

- **Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation**
- **Children respond to diversity with respect**
- **Children become aware of fairness**
- **Children become socially responsible and show respect for the environment**

#### **OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING**

**Children become strong in their social and emotional wellbeing**

- **Children take increasing responsibility for their own health and physical wellbeing**

#### **OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS**

- **Children transfer and adapt what they have learned from one context to another**
- **Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating**
- **Children resource their own learning through connecting with people, place, technologies and natural and processed materials**

**Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment**

#### **OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS**

**Children interact verbally and non-verbally with others for a range of purposes**

- **Children engage with a range of texts and gain meaning from these texts**
- **Children express ideas and make meaning using a range of media**

- **Children begin to understand how symbols and pattern systems work**
- **Children use information and communication technologies to access information, investigate ideas and represent their thinking**
- **Quality Area 2: Children’s Health and Safety** –Pedagogical Principles and Practices of *responsiveness to children and respect for diversity.*
  - responding to children’s likes and dislikes, provide choices for children and take account of cultural, religious and diverse childrearing practices.
  - *Learning Outcomes 2 and 3* children’s involvement in health and wellbeing issues and experiences that involve both *autonomy* – making decisions about what and how to participate in experiences and *interdependence* – learning with the help and support of others about health and hygiene issues.
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### **Quality Area 5: Relationships with children**

draws on all of the EYLF Pedagogical Principles of *respect, equity* and the practice of *responsiveness* underpin this quality area. Assessors looking for

- Educators participating in children's play and using children's cues to guide their level of involvement

Documentation of children's learning that shows evidence that educators interactions support children's developing ideas.

### **Quality Area 7: Leadership and Service Management.**

- The EYLF articulates the big ideas that can contribute to establishing a strong and focused vision for each setting.
- Evidence – a services statement of philosophy
- An educational leader

Documented goals for teaching and learning that demonstrates deep understanding of children's learning and development