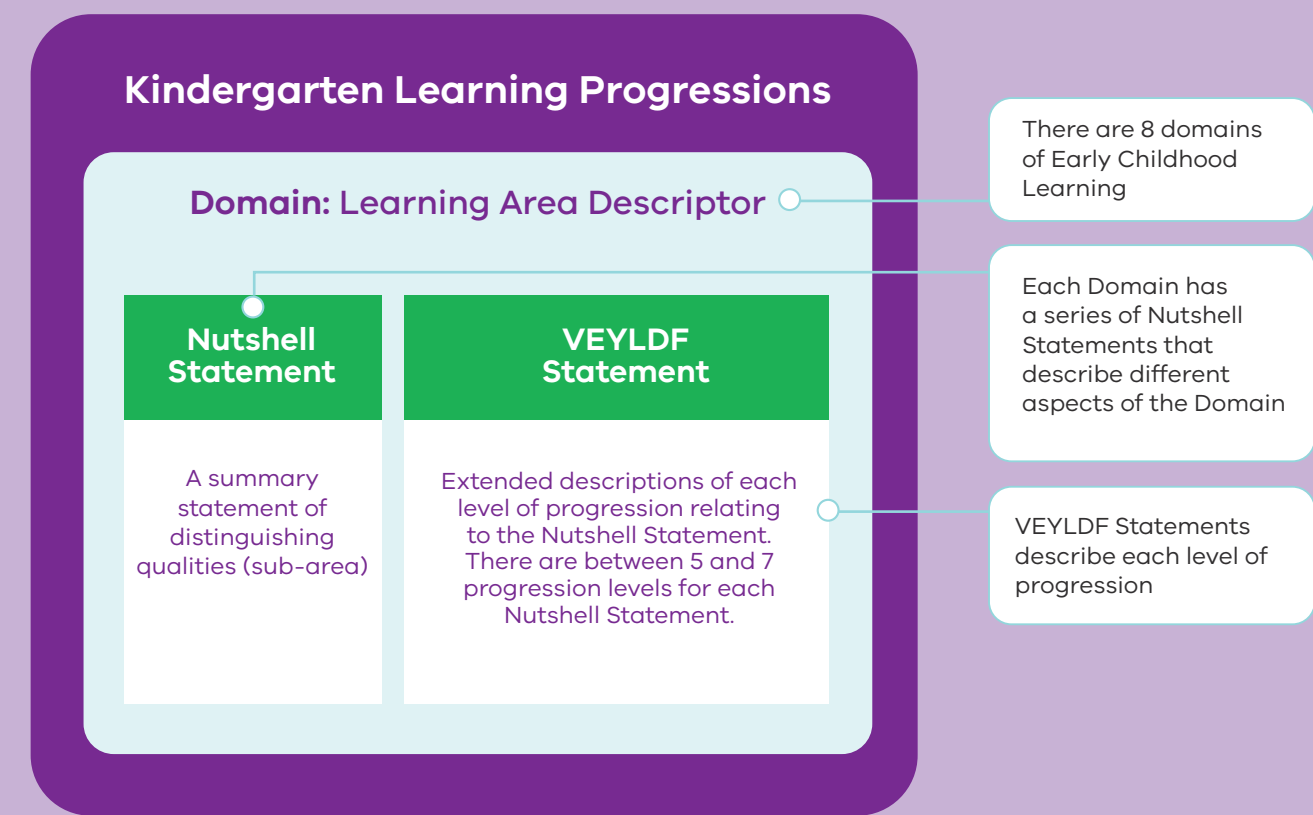


Learning Progression Domains and how they map to the VEYLDF Learning and Development Outcomes



Kindergarten Learning Progressions

Learning and identity – thinking skills





Learning and identity – thinking skills

This Learning Progression Domain maps to the Victorian Early Years Learning and Development Framework Outcome – *Identity - Children have a strong sense of identity*

Nutshell	The child is beginning to recognise, respond and react to familiar activities or people.	The child is learning to use trial and error to engage with obstacles and attempt basic, one-step (even if incorrect) strategies. They may be learning to recognise whether a strategy was successful or unsuccessful.	The child is learning to transfer basic familiar strategies to attempt unfamiliar activities or tasks, and beginning to understand another person’s intention or beliefs. The child is learning to recognise and repeat patterns or categories and initiate familiar tasks with support.	The child is beginning to explain choices, understand that others have different points of view and employ ways to successfully navigate challenging activities. The child is beginning to independently use knowledge of strategies to attempt unfamiliar tasks or activities.	The child is starting to experiment, adapt, modify, extend, and transfer strategies to new situations and explain their thinking, learning and choices.
VEYLDF Statement	Children express interest in their environments. They may use play to actively explore their world. For instance, they may respond to unfamiliar environments and make simple choices with support from a trusted adult. At this stage, children participate in a variety of rich and meaningful inquiry-based experiences and begin to develop an ability to mirror, repeat and practice the simple (single step) actions of others with support from a trusted adult.	Children at this stage actively explore their environment. They co-construct learning, engage in learning relationships and show interest in new experiences. As they work through this stage, children are curious and enthusiastic participants in their learning. For instance, they remain present for unfamiliar or challenging experiences, tasks, or objects. They explore ideas and processes through play with imagination and curiosity and are beginning to classify and sort objects with support. Children participate in a variety of rich and meaningful inquiry-based experiences. They begin to make connections between experiences, concepts and processes. For instance, they may show awareness that an outcome or strategy was successful or unsuccessful. Children will begin to recognise their need for help. They engage with and co-construct learning with trusted adults (or with support) to learn to seek help from a trusted adult.	At this stage, children are curious and enthusiastic participants in their own learning. They participate in a variety of rich and meaningful inquiry-based experiences. Children may follow and extend their own interests with enthusiasm, energy and concentration. They may initiate and contribute to play experiences emerging from their own ideas. They solve simple problems and engage with and co-construct learning and engage in learning relationships. For instance, they may seek assistance from trusted adults or peers when challenged by an experience or task. As children develop their thinking skills, they may begin to predict outcomes and generalisations about their daily experiences, aspects of the natural world and environments and use simple patterns they generate or identify. By the end of this stage, children may begin to apply strategies that were successful in one situation in a new context, manipulate objects, and experiment with cause and effect, trial and error, and motion. Children may begin to apply thinking strategies to engage with situations and solve problems, and adapt and apply these strategies to unfamiliar activities, tasks or objects. Children may engage in and contribute to, shared experiences and display awareness of others’ perspectives. They may be learning to focus on relevant information in an interaction, task, or experience.	At this stage, children are learning to participate in a variety of rich and meaningful inquiry-based experiences. Children may begin to apply a range of thinking strategies to engage with situations and solve problems and adapt these strategies to new challenges and new situations. For instance, they may ask for help after independently attempting a task. They may also initiate and contribute to play experiences emerging from their own ideas to explore their world. Children may learn to make predictions and generalisations about their daily activities, aspects of the natural world and environments, using patterns they generate or identify. For instance, they may carry out multi-step tasks to achieve a preferred or relevant outcome. They may also begin to reflect on their own thinking to consider why things happen and what can be learnt from these experiences. By the end of this stage, children may transfer knowledge from one setting to another and try out or modify strategies that were effective to solve problems in one situation in a new or challenging context. They may also use representation to organise and prioritise concepts.	At this stage, children transfer and adapt a wide variety of thinking strategies to engage with new or unfamiliar situations and solve problems. They use the processes of play, reflection and investigation to problem-solve and reflect on their thinking to consider why things happen and what can be learnt from these experiences. They also display awareness of and respect for others’ perspectives. Children are beginning to transfer and adapt knowledge and strategies from one setting to another. Children may also be beginning to persist even when they find a task difficult and manipulate objects and experiment with cause and effect, trial and error, and motion. For instance, they may systematically work through steps to complete an unfamiliar task or experience. As they increase their skill and understanding, children may make connections between experiences, concepts and processes. For instance, they may explain their reasoning underlying their choices.