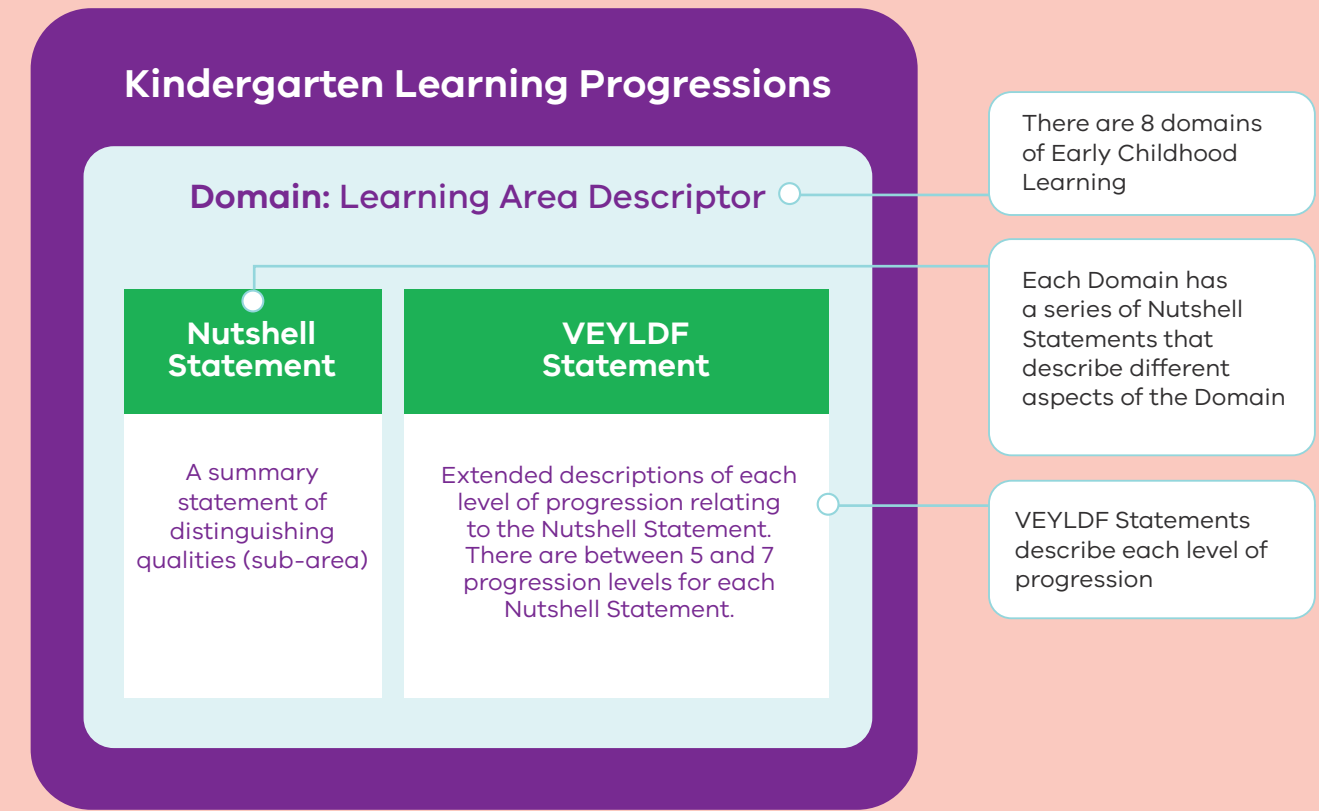


Learning Progression Domains and how they map to the VEYLDF Learning and Development Outcomes



Kindergarten Learning Progressions

Identity and community – social



 Identity and community – social							The Education State VICTORIA State Government Department of Education This Learning Progression Domain maps to the Victorian Early Years Learning and Development Framework Outcome – <i>Community - Children are connected with and contribute to their world</i>	
Nutshell	The child is learning to focus attention on others and acknowledge their presence.	The child is learning to participate in new, safe, social situations with the support of trusted adults.	The child is learning to participate in familiar and/or preferred social activities with increasing self-reliance and beginning to develop an understanding of fairness and diversity.	The child is learning to use cues from the social context to guide behaviour and participation in familiar social environments and developing an understanding of their responsibility to a group.	The child is learning to negotiate most routine social situations independently and cooperatively and developing a sense of belonging to a community.	The child is learning to flexibly apply social understanding across familiar and less familiar situations and developing an understanding of social responsibility.		
VEYLDF Statement	At this stage, children are learning to feel safe, secure, and supported through their exchanges with trusted adults. Their attachment to others is communicated through their body language and/or vocalisations. An emerging sense of self sees children reach out for comfort, assistance, and companionship from trusted adults. Children are learning to interact with others, perhaps by showing an interest in peers or adults, by looking towards them, or acknowledging their presence in other ways. Children develop a sense of belonging as they are involved with a predictable mix of people and draw comfort from routine situations and environments. Children's sense of belonging is evident in their responses to others, which are increasingly reciprocal. They are learning to distinguish between people. This is seen when they accept help from, or respond to, a trusted adult.	At this stage, children are learning to feel safe, secure, and supported through their participation in routines, activities and transitions that are directly supported or overseen by trusted adults. Their feeling of security is developed as they increasingly cooperate and respond to the directions or suggestions of trusted adults. Children are learning to interact with others with the support of trusted adults. With support, they may begin to openly express their feelings in their interactions with others and begin to show concern for others. Children are showing an increasing interest in their peers and being part of a group. They may, with the support of a trusted adult, be able to engage in and contribute to shared play experiences. Their sense of belonging is expanding to include a number of trusted adults. Children are learning to respond positively and playfully to a number of trusted adults and may actively show a preference for or seek out their company. They are beginning to show appreciation for diversity with increasing acceptance of differences between people.	At this stage, children are learning to feel safe, secure, and supported. This may be shown in their initiation of interactions with familiar adults, and their increasing social involvement with peers. These interactions may lead to the establishment of trusting relationships with peers and trusted adults. They may reach out and communicate for comfort, assistance, and companionship. With guidance and support, children may begin to share, cooperate, and collaborate, and they are gaining an increasing awareness of the needs and rights of others. Their sense of self and self-reliance is developing as they undertake simple familiar activities. Children develop a sense of belonging to groups. They begin to understand the requirements of group participation, as trusted adults support their cooperation with others. Children are developing an understanding of fair play and how to make a contribution to a group. They may be able to apply their developing understanding of fairness in familiar situations with the support of a trusted adult. With the assistance of trusted adults, they may begin to negotiate roles and relationships in activities and group experiences. With support and encouragement, children begin to explore diversity as they experience and observe similarities and differences among people. They are becoming socially active and increasingly aware of the need to act in a fair and just manner.	At this stage, children are learning to feel safe, secure, and supported. This is shown by their initiation of interactions with a variety of other children and known adults and establishment of sustained trusting relationships with peers and trusted adults. Children demonstrate their sense of identity through a range of activities that they undertake with increasing autonomy, and their willingness to approach new safe situations. Their growing resilience is shown through their ability to appropriately regulate their responses and reactions. They persist when faced with challenges and when first attempts are not successful. Children are learning to help and attempt to comfort others. They develop a sense of belonging to groups and an understanding of their responsibilities in the group. This is shown as they increasingly cooperate with others and negotiate roles and relationships in play and group experiences. With the support of a trusted adult, they are learning to solve problems and contribute to group outcomes. As their awareness in social situations increases, children are learning to gradually acknowledge or identify the behaviours of others and respond appropriately. Their ability to respond to diversity with respect is shown through their willingness to listen to others' ideas, even if they do not act on them.	At this stage, children are learning to feel safe, secure, and supported. This is shown through their interactions with other children, educators, and other adults in a range of contexts and as they learn to maintain positive relationships across a range of social settings. Children's understanding of social relationships develops as they explore their responsibilities and rights and those of others in familiar contexts. Their understanding of group expectations, and why they are needed, leads them to follow expectations that support participation and cooperation. As they build their skills and understanding, children learn to identify and accept that there are consequences for their actions. Their sense of self and social resilience sees them manage their impulses by developing habits and routines that help them to be a cooperative group member. Increasingly, this helps them to think in terms of other people's feelings and needs, especially when resolving conflict. This capacity supports the development and maintenance of friendships with peers. Children are learning to interact with others with care, empathy, and respect. As they begin to understand how their actions affect others, they increasingly learn to play cooperatively and to develop friendships with peers. As their confidence and understanding grows, they learn to recognise and describe the feelings and emotional responses of others. Children develop a sense of belonging to the community. They demonstrate their awareness of issues of fairness as they participate in activities that require them to follow guidelines and procedures and share equipment and space safely. They show the capacity to work in a group, take turns, share, and care for group materials and equipment independent of the directions of a trusted adult to do so. As their confidence and understanding develops, children may demonstrate the capacity to work in teams to complete structured activities, and to modify their interaction with others as needed in different social contexts. Their ability to respond to diversity with respect develops as they learn to use appropriate language and actions when dealing with conflict and sharing resources fairly.	At this stage, children are learning to feel safe, secure, and supported. This is shown through their ability to work collaboratively with others. This may be shown by their ability to recognise the achievement of others. They are empowered to make choices and problem-solve to meet their needs in particular contexts and demonstrate an increasing capacity to regulate themselves. They may begin to think critically about fair and unfair behaviour and demonstrating an increasing awareness of the needs and rights of others. For instance, they may be beginning to develop respect for the work or property of others and practice inclusive ways of achieving coexistence. They may gradually learn to ‘read’ the behaviours of others and respond appropriately. For instance, they may adjust a greeting to suit a context or relationship with others. They may build on their own social experiences to explore other ways of being and become aware of connections, similarities, and differences between people. As they build their skills and understanding, they explore the diversity of culture, heritage, background and tradition and that diversity presents opportunities for choices and new understandings. They notice and react in positive ways to similarities and differences between individuals and groups and to recognise different perspectives. Children may begin to reflect on their actions and consider consequences for others. They may be learning to take action to assist other children to participate in social groups and empathise with and express concern for others.		