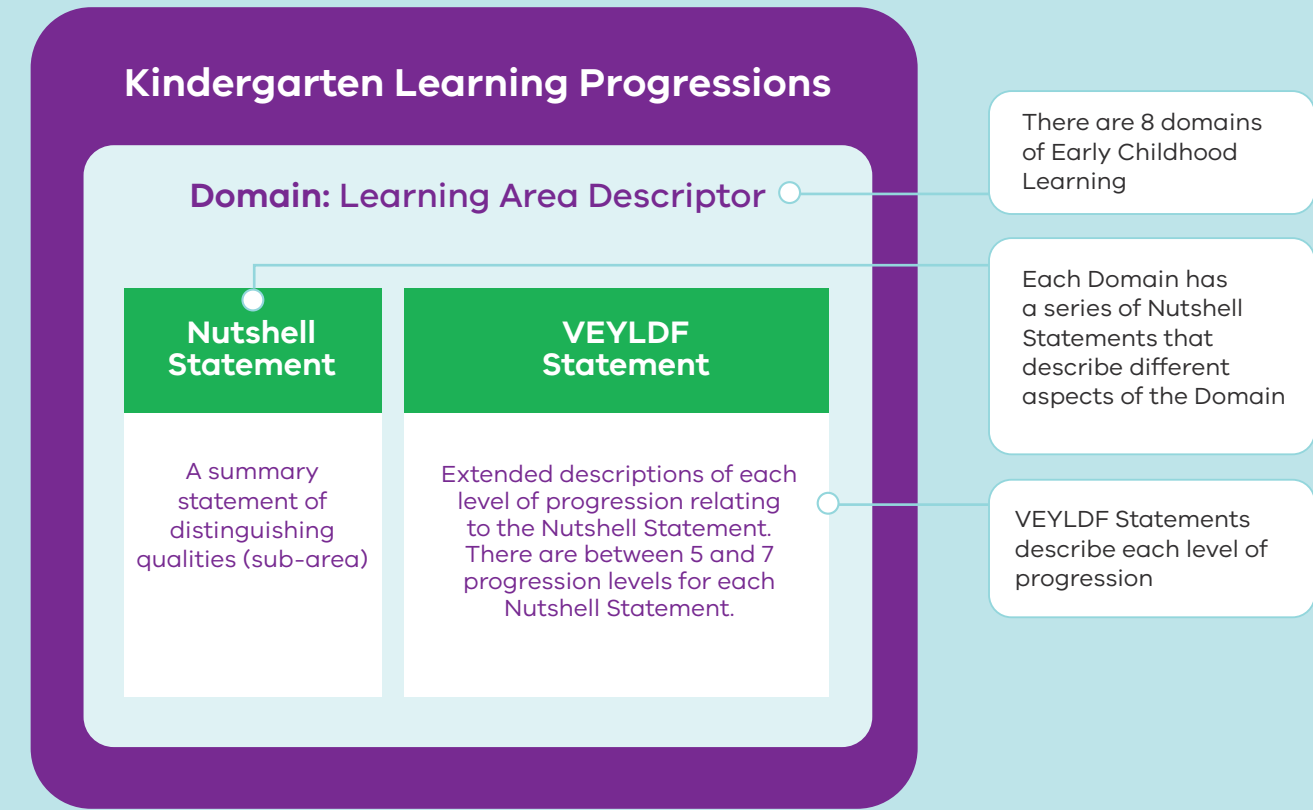


Learning Progression Domains and how they map to the VEYLDF Learning and Development Outcomes



Kindergarten Learning Progressions

Wellbeing – emotions





Wellbeing – emotions

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

Nutshell	The child may react with emotional expression, both positive and negative, to events in their environment, and is learning to rely on adult support to cope with emotional events; successful or unsuccessful.	The child is developing awareness of others’ emotional expressions, perhaps orienting, or gesturing towards a person who is expressing emotion. They may express a range and intensity of emotional responses.	The child is learning to use words, signs, or symbols to name emotions, and to respond to emotions in others.	The child is learning to differentiate emotional responses and demonstrates an awareness of causes and effects of emotional responses (e.g. attempting to comfort others or regulate their expressions of emotion).	The child is acquiring emotional knowledge, demonstrating this through explaining and describing emotions and applying that knowledge by learning to resolve emotional events.	The child is learning to discuss why and how to regulate emotional experience and to match intensity and reactivity of emotions to suit context, as well as matching response to other’s emotions to context.
VEYLDF Statement	At this stage, children are building their trust and learning to accept or respond to positive interactions with others. For example, they may smile, make eye contact, vocalise, gesture or adjust their body position in response to the presence of a trusted adult. They may remain accessible to others at times of distress and may also enjoy moments of solitude. As they build their skills and understanding, children may express both positive and negative emotions. For example, they may react with refusal or distress when an experience challenges them. They are learning to respond to a trusted adult’s attempts to comfort them.	At this stage, children are building their trust and confidence. They remain accessible to others at times of distress or confusion and may also enjoy moments of solitude. As they build their skills and understanding, children are developing their awareness of own and others’ emotional expressions. For example, they may share expressions of happiness or respond to sadness in another person by orienting towards a person who is expressing an emotion. They may also allow others to label the emotion they are expressing. Children may express a range of intensities of emotional response by, for example, using facial expression and gesture. Children’s emotional responses are likely to vary and may not yet be in proportion to the situation. Children are beginning to accept new challenges with the support of a trusted adult.	At this stage, children are developing a strong sense of their social, emotional, and spiritual wellbeing. This is evident, for example, when children demonstrate trust and confidence, and remain accessible to others at times of distress, confusion, or frustration. Children may share humour, happiness, and satisfaction and display a range of emotions and intensities of emotion. As they build their skills and understanding, children are beginning to communicate their understanding of emotions in themselves and others. They may, for example, respond to another child who is expressing emotion. They are learning to use cues such as facial expression, tone of voice, eye contact, or gesture, and to use words, signs, or symbols to name and express emotions. They are beginning to show an increasing capacity to understand and regulate their emotions.	Children are developing a strong sense of social, emotional, and spiritual wellbeing. This is evident, for example, when children demonstrate trust and confidence and remain accessible to others at times of distress, confusion, or frustration. Children may share humour, happiness, and satisfaction. They may increasingly cooperate and work collaboratively with others. As they build their skills and understanding, children begin to understand the causes of emotional responses in themselves and others. For example, they may attempt to comfort others or regulate their own expressions of emotion. They are learning to assert their capabilities and self-reliance while demonstrating increasing awareness of the needs and feelings of others.	At this stage, children are developing a strong sense of social, emotional, and spiritual wellbeing. This develops, for example, when they learn to demonstrate empathy or care for other children. With growing confidence, they may discuss the way various situations and behaviours affect the way they feel and develop personal responses to such behaviours and situations. As they build their skills and understanding, children explore their emotions and identify the different ways in which people express and respond to emotions. They are developing emotional knowledge, skills, and strategies, and typically show this by explaining and describing emotions and applying that knowledge by learning to resolve emotional events. They understand, regulate, and manage their emotions in ways that reflect the feelings and needs of others. Children are learning to make positive choices, accept challenges and take considered risks.	At this stage, children are developing a strong sense of social, emotional, and spiritual wellbeing. This develops, for example, when children understand the effects, their actions have on others and demonstrate awareness of the needs and rights of others. Children are learning to explore the causes of their emotions and those of others, and to regulate their emotional responses in both familiar and less familiar situations. Children extend their emotional skills and knowledge and demonstrate an enhanced vocabulary for understanding and describing emotions. As they build their skills and understanding, children explore the consequences of emotional responses in a range of social situations. They are beginning to recognise the contributions they make to shared experiences.