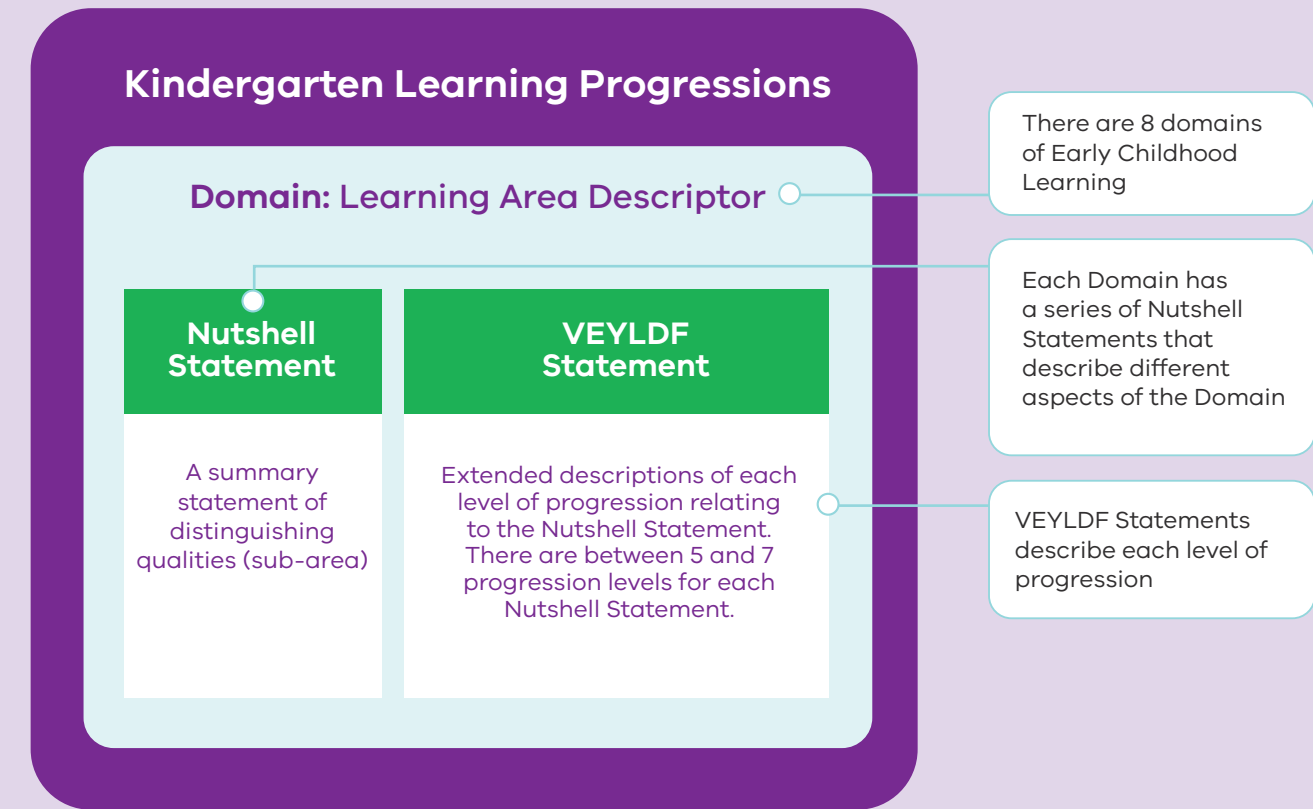


Learning Progression Domains and how
they map to the VEYLDF Learning and
Development Outcomes



Kindergarten Learning Progressions

Learning dispositions



 Learning dispositions		This Learning Progression Domain maps to the Victorian Early Years Learning and Development Framework Outcome – <i>Learning - Children are confident and involved learners</i>						The Education State VICTORIA State Government Department of Education
Nutshell	The child is learning to attend and respond to their social and physical world.	The child is learning to attempt activities and make choices with adult support.	The child is learning to interact with familiar others and in familiar activities with guidance.	The child is building independence and memory skills to engage in familiar activities and learning to think reflectively and concentrate on their own interests.	The child is learning to take initiative and responsibility, explore activities, and make plans and decisions by thinking reflectively and considering their responses.	The child is learning to manage time and resources to plan and complete structured tasks, generalise familiar tasks to similar contexts, and explain their decisions.	The child is learning to implement plans to complete short-term and long-term tasks, and to persist when experiencing difficulty with learning tasks.	
VEYLDF Statement	At this stage, children are responding to their environment, including people, toys, and sensory stimuli. They may show wonder and interest as they explore objects with curiosity. For instance, they may recognise themselves in a mirror or photograph. They are becoming enthusiastic participants in their learning. As they build their understanding, children may develop their capacity to copy, repeat and practise the actions of others and are beginning to indicate a preference between two alternatives. Encouraged by the support of familiar adults, they experience the benefits and pleasures of shared learning experiences.	At this stage, children express wonder and interest in their environment, and are curious and enthusiastic participants in their learning. They use their senses to explore the natural and built environment and extend their ability to repeat and practise the actions of others. They are experiencing the benefits and pleasures of shared learning exploration and may investigate the purpose and function of a range of tools, media, sounds and graphics with the support of a trusted adult. As they build their skills and understanding, children may use play to investigate, imagine and explore ideas. They typically follow their own interests with enthusiasm and energy and may attempt unfamiliar activities with the support of a trusted adult or peer. Children are learning to manipulate objects and experiment with cause and effect, trial and error and motion and are beginning to experience the satisfaction of achievement. They engage with and co-construct learning, and explore ideas using imagination, creativity, and play. They are learning to attempt activities and make choices with support.	At this stage, children express wonder and interest in their environment, and are curious and enthusiastic participants in their learning. They use their senses to explore the natural and built environment and may repeat and practise the actions of others. They are experiencing the benefits and pleasures of shared learning exploration. Children use play to investigate, imagine and explore ideas. They typically follow their own interests with enthusiasm and energy. They are learning to initiate and contribute to play experiences emerging from their own ideas. Children are learning to manipulate objects. They engage with and co-construct learning, and explore ideas using imagination, creativity, and play. Children are learning to make simple decisions and participate in familiar activities. They are encouraged to become more socially aware and responsive. With support, they are learning that they are responsible for their actions and are beginning to learn to persist with activities.	At this stage, children express wonder and interest in their environment, and are curious and enthusiastic participants in their learning. They actively explore the natural and built environment. They experience the benefits and pleasures of shared learning exploration and may investigate the purpose and function of a range of tools, media, sounds and images. Children use play to investigate, imagine, and explore ideas. They typically follow their own interests with enthusiasm, energy, and concentration. They initiate and contribute to play experiences emerging from their own ideas and are learning to participate in a variety of rich and meaningful inquiry-based experiences. For instance, they are beginning to make choices and initiate activities. With support and encouragement, they are learning to persist even when they find an activity challenging so they can experience the satisfaction of achievement. They engage with and co-construct learning, and explore ideas using imagination, creativity, and play. As they build their skills and understanding, children may use reflective thinking to consider why things happen and what can be learnt from these experiences and make connections between experiences, concepts, and processes.	At this stage, children are continuing to develop their dispositions for learning. This is shown, for example, when children begin to take initiative as learners by attempting new activities. With encouragement and support, they may question, wonder, and become adventurous in their thinking about familiar contexts. Children are learning to apply generalisations from one situation to another and develop the view that learning is exploratory, fun, and rewarding. They may reflect on their thinking and are learning to take time to consider before responding (e.g. what they think about a text and why). As they build their confidence and understanding, children may begin to reflect on approaches that they believe may help them to learn most effectively. For instance, they may develop an ability to mirror, repeat and practise the actions of others, either immediately after a task or later on. Children may use a range of simple thinking tools to gather and process information. They may begin to explore the community and environment around them and increasingly consider contexts and information that are beyond their immediate experience.	At this stage, children are continuing to develop their autonomy and dispositions for learning. This is shown, for example, when children begin to manage their time and resources to complete short or structured activities with clear outcomes and set timeframes. They may use their imagination and curiosity to generate ideas. They apply a wide variety of thinking strategies to engage with situations and solve problems and adapt these strategies to new situations. For instance, they may independently switch between different activities without losing motivation or attention. They persist with activities even when they find a task difficult and experience the satisfaction of achievement. As they build their confidence and understanding, children may begin to take risks with their learning and are able to learn from mistakes to enhance future success. Children may begin to independently participate in a variety of rich and meaningful inquiry-based experiences. They are learning to experiment with ways of expressing and communicating ideas, and may develop imaginative and practical solutions to problems, needs, and opportunities. They make connections between experiences, concepts and processes and transfer knowledge from one setting to another. They may give simple directions and describe locations in relation to other people and places and ask and answer questions for information and clarification.	At this stage, children are developing dispositions for learning by showing interest in engaging and persisting in activities. They follow and extend their own interests with enthusiasm, energy, and concentration. For instance, they may accommodate new ideas and activities with enthusiasm. They may apply generalisations from one situation to another, such as by using strategies that were effective to solve problems in one situation in a new context. As they build on their confidence and understanding, children may begin to reflect on themselves as learners, in particular on their feelings about learning and about themselves (e.g. saying they are excited or nervous to try something new). They may begin to reflect on their feelings and understanding about their learning - for example, they may respond to prompts that help them acknowledge their successes, note where improvements could be made and reflect on the effort they put into particular activities. They may participate in investigations that involve observation and memory. They may begin to look for patterns in their observations by classifying familiar items and looking for similarities and differences.	