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

### i. Children feel safe, secure, and supported

- build secure attachments with one and then more familiar educators
- use effective routines to help make predicted transitions smoothly
- sense and respond to a feeling of belonging
- communicate their needs for comfort and assistance
- establish and maintain respectful, trusting relationships with other children and educators
- openly express their feelings and ideas in their interactions with others
- respond to ideas and suggestions from others
- initiate interactions and conversations with trusted educators
- confidently explore and engage with social and physical environments through relationships and play
- initiate and join in play
- explore aspects of identity through role play

### ii. Children develop their emerging autonomy, inter-dependence, resilience and sense of agency

- demonstrate increasing awareness of the needs and rights of others
- be open to new challenges and discoveries
- increasingly co-operate and work collaboratively with others
- take considered risk in their decision-making and cope with the unexpected
- recognise their individual achievements and the achievements of others
- demonstrate an increasing capacity for self-regulation
- approach new safe situations with confidence
- begin to initiate negotiating and sharing behaviours
- persist when faced with challenges and when first attempts are not successful

### iii. Children develop knowledgeable and confident self identities

- feel recognised and respected for who they are
- explore different identities and points of view in dramatic play
- share aspects of their culture with the other children and educators
- use their home language to construct meaning
- develop strong foundations in both the culture and language/s of their family and of the broader community without compromising their cultural identities
- develop their social and cultural heritage through engagement with Elders and community members
- reach out and communicate for comfort, assistance and companionship
- celebrate and share their contributions and achievements with others

### iv. Children learn to interact in relation to others with care, empathy and respect

- show interest in other children and being part of a group
- engage in and contribute to shared play experiences
- express a wide range of emotions, thoughts and views constructively
- empathise with and express concern for others
- display awareness of and respect for others’ perspectives
- reflect on their actions and consider consequences for others

### Educators promote this learning, for example, when they:

- acknowledge and respond sensitively to children’s cues and signals
- respond sensitively to children’s attempts to initiate interactions and conversations
- support children’s secure attachment through consistent and warm nurturing relationships
- support children in times of change and bridge the gap between the familiar and the unfamiliar
- build upon culturally valued child rearing practices and approaches to learning
- are emotionally available and support children’s expression of their thoughts and feelings
- recognise that feelings of distress, fear or discomfort may take some time to resolve
- acknowledge each child’s uniqueness in positive ways
- spend time interacting and conversing with each child
- provide children with strategies to make informed choices about their behaviours
- promote children’s sense of belonging, connectedness and wellbeing
- maintain high expectations of each child’s capabilities
- mediate and assist children to negotiate their rights in relation to the rights of others
- provide opportunities for children to engage independently with tasks and play
- display delight, encouragement and enthusiasm for children’s attempts
- support children’s efforts, assisting and encouraging as appropriate
- motivate and encourage children to succeed when they are faced with challenges
- provide time and space for children to engage in both individual and collaborative pursuits
- build on the culturally valued learning of individual children’s communities
- encourage children to make choices and Decisions

- provide children with examples of the many ways identities and culture are recognised and expressed
- build upon culturally valued approaches to learning
- build on the knowledge, languages and understandings that children bring
- talk with children in respectful ways about similarities and differences in people
- provide rich and diverse resources that reflect children’s social worlds
- listen to and learn about children’s understandings of themselves
- actively support the maintenance of home language and culture
- develop authentic children’s understanding of themselves
OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

<table>
<thead>
<tr>
<th>i</th>
<th>ii</th>
<th>iii</th>
<th>iv</th>
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</thead>
<tbody>
<tr>
<td><strong>Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation</strong></td>
<td><strong>Children respond to diversity with respect</strong></td>
<td><strong>Children become aware of fairness</strong></td>
<td><strong>Children become socially responsible and show respect for the environment</strong></td>
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<td>This is evident, for example, when children:</td>
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<tr>
<td>a. begin to recognise that they have a right to belong to many communities</td>
<td>a. begin to show concern for others</td>
<td>a. discover and explore some connections amongst people</td>
<td>a. use play to investigate, project and explore new ideas</td>
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<tr>
<td>b. cooperate with others and negotiate roles and relationships in play episodes and group experiences</td>
<td>b. explore the diversity of culture, heritage, background and tradition and that diversity presents opportunities for choices and new understandings</td>
<td>b. become aware of connections, similarities and differences between people</td>
<td>b. participate with others to solve problems and contribute to group outcomes</td>
</tr>
<tr>
<td>c. take action to assist other children to participate in social groups</td>
<td>c. become aware of connections, similarities and differences between people</td>
<td>c. develop the ability to recognise unfairness and bias and the capacity to act with compassion and kindness</td>
<td>c. demonstrate an increasing knowledge of, and respect for natural and constructed environments</td>
</tr>
<tr>
<td>d. broaden their understanding of the world in which they live</td>
<td>d. listen to others’ ideas and respect different ways of being and doing</td>
<td>d. are empowered to make choices and problem solve to meet their needs in particular contexts</td>
<td>d. explore, infer, predict and hypothesise in order to develop an increased understanding of the interdependence between land, people, plants and animals</td>
</tr>
<tr>
<td>e. express an opinion in matters that affect them</td>
<td>e. practise inclusive ways of achieving coexistence</td>
<td>e. begin to think critically about fair and unfair behaviour</td>
<td>e. show growing appreciation and care for natural and constructed environments</td>
</tr>
<tr>
<td>f. build on their own social experiences to explore other ways of being</td>
<td>f. notice and react in positive ways to similarities and differences among people</td>
<td>f. construct identities and create stereotypes</td>
<td>f. explore relationships with other living and non-living things and observe, notice and respond to change</td>
</tr>
<tr>
<td>g. participate in reciprocal relationships</td>
<td>g. develop an awareness of the impact of human activity on environments and the interdependence of living things</td>
<td>g. share information and provide children with access to resources about the environment and the impact of human activities on environments</td>
<td>g. develop an awareness of the impact of human activity on environments and the interdependence of living things</td>
</tr>
<tr>
<td>h. gradually learn to ‘read’ the behaviours of others and respond appropriately</td>
<td>h. understand different ways of contributing through play and projects</td>
<td>h. demonstrate positive responses to diversity in their own behaviour and in conversations with children</td>
<td>h. consider the nature of children’s connectedness to the land and demonstrate respect for community protocols</td>
</tr>
<tr>
<td>i. demonstrate a sense of belonging and comfort in their environment</td>
<td>i. recognise connections, similarities and differences among people</td>
<td>i. engage in interactions with children that promote respect for diversity and value distinctiveness</td>
<td>i. embed sustainability in daily routines and practices</td>
</tr>
<tr>
<td>j. are responsive and play positively to others, reaching out for company and friendship</td>
<td>j. contribute to fair decision-making about matters that affect them</td>
<td>j. contribute to group play and projects</td>
<td>j. look for examples of interdependence in the environment and discuss the ways the life and health of living things are interconnected</td>
</tr>
</tbody>
</table>

**Educators promote this learning, for example, when they:**

<table>
<thead>
<tr>
<th>a. promote a sense of community within the early childhood setting</th>
<th>a. reflect on their own responses to diversity</th>
<th>a. provide children with access to a range of natural materials in their environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. build connections between the early childhood setting and the local community</td>
<td>b. plan experiences and provide resources that broaden children’s perspectives and encourage appreciation of diversity</td>
<td>b. model respect, care and appreciation for the natural environment</td>
</tr>
<tr>
<td>c. provide opportunities for children to investigate ideas, complex concepts and ethical issues that are relevant to their lives and their local communities</td>
<td>c. expose children to different languages and dialects and encourage appreciation of linguistic diversity</td>
<td>c. find ways of enabling children to care for and learn from the land</td>
</tr>
<tr>
<td>d. engage in interactions with children that promote respect for diversity and value distinctiveness</td>
<td>d. encourage children to listen to others and to respect diverse perspectives</td>
<td>d. consider the nature of children’s connectedness to the land and demonstrate respect for community protocols</td>
</tr>
<tr>
<td>e. ensure that children have the skills to participate and contribute to group play and projects</td>
<td>e. demonstrate positive responses to diversity in their own behaviour and in conversations with children</td>
<td>e. share information and provide children with access to resources about the environment and the impact of human activities on environments</td>
</tr>
<tr>
<td>f. plan opportunities for children to participate in meaningful ways in group discussions and shared decision-making about rules and expectations</td>
<td>f. explore the culture, heritage, backgrounds and traditions of each child within the context of their community</td>
<td>f. embed sustainability in daily routines and practices</td>
</tr>
<tr>
<td>g. contribute to fair decision-making about matters that affect them</td>
<td>g. explore the culture, heritage, backgrounds and traditions of each child within the context of their community</td>
<td>g. look for examples of interdependence in the environment and discuss the ways the life and health of living things are interconnected</td>
</tr>
<tr>
<td>OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING</td>
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<tr>
<td><strong>i Children become strong in their social and emotional wellbeing</strong></td>
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<td>This is evident, for example, when children:</td>
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<tr>
<td>a. Demonstrate trust and confidence</td>
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<td>b. Remain accessible to others at times of distress, confusion and frustration</td>
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<tr>
<td>c. Share humour, happiness and satisfaction</td>
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<tr>
<td>d. Seek out and accept new challenges, make new discoveries, and celebrate their own efforts and achievements and those of others</td>
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<td>e. Increasingly co-operate and work collaboratively with others</td>
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<td>f. Enjoy moments of solitude</td>
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<td>g. Recognise their individual achievement</td>
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<tr>
<td>h. Make choices, accept challenges, take considered risks, manage change and cope with frustrations and the unexpected</td>
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<tr>
<td>i. Show an increasing capacity to understand, self-regulate and manage their emotions in ways that reflect the feelings and needs of others</td>
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<td>j. Experience and share personal successes in learning and initiate opportunities for new learning in their home languages or Standard Australian English</td>
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<td>k. Acknowledge and accept affirmation</td>
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<td>l. Recognise their individual achievement</td>
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<tr>
<td>m. Recognise the contributions they make to shared projects and experiences</td>
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</tbody>
</table>

| **ii Children take increasing responsibility for their own health and physical wellbeing** |
| This is evident, for example, when children: |
| a. Recognise and communicate their bodily needs (for example, thirst, hunger, rest, comfort, physical activity) |
| b. Are happy, healthy, safe and connected to others |
| c. Engage in increasingly complex sensory/motor skills and movement patterns |
| d. Combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity including dance, creative movement and drama |
| e. Use their sensory capabilities and dispositions with increasing integration, skill and purpose to explore and respond to their world |
| f. Demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely |
| g. Manipulate equipment and manage tools with increasing competence and skill |
| h. Respond through movement to traditional and contemporary music, dance and storytelling |
| i. Show an increasing awareness of healthy lifestyles and good nutrition |
| j. Show increasing independence and competence in personal hygiene, care and safety for themselves and others |
| k. Show enthusiasm for participating in physical play and negotiate play spaces to ensure the safety and wellbeing of themselves and others |

| Educators promote this learning, for example, when they: |
| a. Show genuine affection, understanding and respect for all children |
| b. Collaborate with children to document their achievements and share their successes with their families |
| c. Ensure that all children experience pride in their attempts and achievements |
| d. Promote children’s sense of belonging, connectedness and wellbeing |
| e. Challenge and support children to engage in and persevere at tasks and play |
| f. Build upon and extend children’s ideas |
| g. Maintain high expectations of each child’s capabilities |
| h. Value children’s personal decision-making |
| i. Welcome children and families sharing aspects of their culture and spiritual lives |
| j. Talk with children about their emotions and responses to events with a view to supporting their understandings of emotional regulation and self-control |
| k. Acknowledge and affirm children’s effort and growth |
| l. Mediate and assist children to negotiate their rights in relation to the rights of others |

| Educators promote this learning, for example, when they: |
| a. Plan for and participate in energetic physical activity with children, including dance, drama, movement and games |
| b. Draw on family and community experiences and expertise to include familiar games and physical activities in play |
| c. Provide a wide range of tools and materials to resource children’s fine and gross motor skills |
| d. Actively support children to learn hygiene practices |
| e. Promote continuity of children’s personal health and hygiene by sharing ownership of routines and schedules with children, families and the community |
| f. Discuss health and safety issues with children and involve them in developing guidelines to keep the environment safe for all |
| g. Engage children in experiences, conversations and routines that promote healthy lifestyles and good nutrition |
| h. Consider the pace of the day within the context of the community |
| i. Model and reinforce health, nutrition and personal hygiene practices with children |
| j. Provide a range of active and restful experiences throughout the day and support children to make appropriate
<table>
<thead>
<tr>
<th>OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS</th>
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</thead>
<tbody>
<tr>
<td><strong>i</strong> Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</td>
</tr>
<tr>
<td><strong>ii</strong> Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating</td>
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<tr>
<td><strong>iii</strong> Children transfer and adapt what they have learned from one context to another</td>
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<tr>
<td><strong>iv</strong> Children resource their own learning through connecting with people, place, technologies and natural and processed materials</td>
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</tbody>
</table>

This is evident, for example, when children:
- Express wonder and interest in their environments
- Are curious and enthusiastic participants in their learning
- Use play to investigate, imagine and explore ideas
- Follow and extend their own interests with enthusiasm, energy and concentration
- Initiate and contribute to play experiences emerging from their own ideas
- Participate in a variety of rich and meaningful inquiry-based experiences
- Persevere and experience the satisfaction of achievement
- Persist even when they find a task difficult

Educators promote this learning, for example, when they:
- Recognise and value children’s involvement in learning
- Provide learning environments that are flexible and open-ended
- Respond to children’s displays of learning dispositions by commenting on them and providing encouragement and additional ideas
- Encourage children to engage in both individual and collaborative explorative learning processes
- Listen carefully to children’s ideas and discuss with them how these ideas might be developed
- Provide opportunities for children to revisit their ideas and extend their thinking
- Model inquiry processes, including wonder, curiosity and imagination, try new ideas and take on challenges
- Reflect with children on what and how they have learned
- Build on the knowledge, languages and understandings that children bring to their early childhood setting
- Explore the diversity of cultures and social identities
- Promote in children a strong sense of who they are and their connectedness to others — a shared identity as Australians

This is evident, for example, when children:
- Apply a wide variety of thinking strategies to engage with situations and solve problems, and adapt these strategies to new situations
- Create and use representation to organise, record and communicate mathematical ideas and concepts
- Make predictions and generalisations about their daily activities, aspects of the natural world and environments, using patterns they generate or identify and communicate these using mathematical language and symbols
- Explore their environment
- Manipulate objects and experiment with cause and effect, trial and error, and motion
- Contribute constructively to mathematical discussions and arguments
- Use reflective thinking to consider why things happen and what can be learnt from these experiences

Educators promote this learning, for example, when they:
- Plan learning environments with appropriate levels of challenge where children are encouraged to explore, experiment and take appropriate risks in their learning
- Recognise mathematical understandings that children bring to learning and build on these in ways that are relevant to each child
- Provide babies and toddlers with resources that offer challenge, intrigue and surprise, support their investigations and share their enjoyment
- Provide experiences that encourage children to investigate and solve problems
- Encourage children to use language to describe and explain their ideas
- Provide opportunities for involvement in experiences that support the investigation of ideas, complex concepts and thinking, reasoning and hypothesising
- Encourage children to make their ideas and theories visible to others
- Model mathematical and scientific language and language associated with the arts
- Join in children’s play and model reasoning, predicting and reflecting processes and language
- Intentionally scaffold children’s understandings
- Listen carefully to children’s attempts to hypothesise and expand on their thinking through conversation and questioning

This is evident, for example, when children:
- Engage with and co-construct learning
- Develop an ability to mirror, repeat and practice the actions of others, either immediately or later
- Make connections between experiences, concepts and processes
- Use the processes of play, reflection and investigation to solve problems
- Apply generalisations from one situation to another
- Try out strategies that were effective to solve problems in one situation in a new context
- Transfer knowledge from one setting to Another

Educators promote this learning, for example, when they:
- Recognise mathematical understandings that children bring to learning and build on these in ways that are relevant to each child
- Provide babies and toddlers with resources that offer challenge, intrigue and surprise, support their investigations and share their enjoyment
- Provide experiences that encourage children to investigate and solve problems
- Encourage children to use language to describe and explain their ideas
- Provide opportunities for involvement in experiences that support the investigation of ideas, complex concepts and thinking, reasoning and hypothesising
- Encourage children to make their ideas and theories visible to others
- Model mathematical and scientific language and language associated with the arts
- Join in children’s play and model reasoning, predicting and reflecting processes and language
- Intentionally scaffold children’s understandings
- Listen carefully to children’s attempts to hypothesise and expand on their thinking through conversation and questioning

This is evident, for example, when children:
- Engage in learning relationships
- Use their senses to explore natural and built environments
- Experience the benefits and pleasures of shared learning exploration
- Explore the purpose and function of a range of tools, media, sounds and graphics
- Manipulate resources to investigate, take apart, assemble, invent and construct
- Experiment with different technologies
- Use information and communication technologies (ICT) to investigate and problem solve
- Explore ideas and theories using imagination, creativity and play
- Use feedback from themselves and others to revise and build on an idea

Educators promote this learning, for example, when they:
- Provide opportunities and support for children to engage in meaningful learning relationships
- Provide sensory and exploratory experiences with natural and processed materials
- Provide experiences that involve children in the broader community and environment beyond the early childhood setting
- Think carefully about how children are grouped for play, considering possibilities for peer scaffolding
- Introduce appropriate tools, technologies and media and provide the skills, knowledge and techniques to enhance children’s learning
- Provide opportunities for children to both construct and take apart materials as a strategy for learning
- Develop their own confidence with technologies available to children in the setting
- Provide resources that encourage children to represent their thinking
### OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

#### I. Children interact verbally and non-verbally with others for a range of purposes

This is evident, for example, when children:

- Use language and representations from play, multimedia texts and respond with relevant gestures, actions, comments and/or questions
- Engage in enjoyable interactions using verbal and non-verbal language
- Engage in enjoyable interactions using verbal and non-verbal language
- Use language and representations from play, multimedia texts and respond with relevant gestures, actions, comments and/or questions
- Convey and construct messages with purpose and confidence, building on literacies of home/family and the broader community
- Recognise and engage with written and oral culturally constructed texts
- Use language and representations from play, multimedia texts and respond with relevant gestures, actions, comments and/or questions
- Use language and representations from play, multimedia texts and respond with relevant gestures, actions, comments and/or questions
- Convey and construct messages with purpose and confidence, building on literacies of home/family and the broader community
- Recognise and engage with written and oral culturally constructed texts

Educators promote this learning, for example, when they:

- Listen to and respond to children's approximations of words
- Value children's linguistic heritage and with family and community members encourage the use of and acquisition of home languages and Standard Australian English
- Educate children in play with words and sounds
- Talk explicitly about concepts such as rhyme and letters and sounds when sharing texts with children
- Incorporate familiar family and community texts and tell stories
- Join in children's play and engage children in conversations about the meanings of images
- Draw children's attention to symbols and patterns in their environment and talk about patterns and relationships, including the relationship between letters and sounds
- Provide a literacy-enriched environment including display print in home languages and Standard Australian English
- Sing and chant rhymes, jingles and songs
- Engage children in play with words and sounds
- Talk explicitly about concepts such as rhyme and letters and sounds when sharing texts with children
- Incorporate familiar family and community texts and tell stories
- Join in children's play and engage children in conversations about the meanings of images

#### II. Children engage with a range of texts and gain meaning from these texts

This is evident, for example, when children:

- Develop an understanding that symbols are powerful means of communication and that ideas, thoughts and concepts can be represented through them
- Use symbols in play to represent and make meaning
- Use language and engage in play to imagine and create roles, scripts and ideas
- Share the stories and symbols of their own culture and re-enact well-known stories
- Use the creative arts such as drawing, painting, sculpture, drama, dance, movement, music and storytelling to express ideas and make meaning
- Experiment with ways of expressing ideas and meaning using a range of media
- Begin to use images and approximations of letters and words to convey meaning
- Provide a range of resources that enable children to express meaning using visual arts, dance, drama and music
- Provide resources that encourage children to experiment with images and print
- Teach children skills and techniques that will enhance their capacity for self-expression and communication
- Join in children's play and co-construct
- Draw children's attention to symbols and patterns in their environment and talk about patterns and relationships, including the relationship between letters and sounds
- Provide a literacy-enriched environment including display print in home languages and Standard Australian English
- Sing and chant rhymes, jingles and songs
- Engage children in play with words and sounds
- Talk explicitly about concepts such as rhyme and letters and sounds when sharing texts with children
- Incorporate familiar family and community texts and tell stories
- Join in children's play and engage children in conversations about the meanings of images

Educators promote this learning, for example, when they:

- Build on children's family and community experiences with creative and expressive arts
- Provide a range of patterns and relationships, including the relationship between letters and sounds
- Provide children with access to a wide range of everyday materials that they can use to create patterns and to sort, categorise, order and compare
- Engage children in discussions about symbol systems, for example, letters, numbers, time, money and musical notation
- Engage children to develop their own symbol systems and provide them with opportunities to explore culturally constructed symbol systems

#### III. Children express ideas and make meaning using a range of media

This is evident, for example, when children:

- Use language and engage in play to imagine and create roles, scripts and ideas
- Share the stories and symbols of their own culture and re-enact well-known stories
- Use the creative arts such as drawing, painting, sculpture, drama, dance, movement, music and storytelling to express ideas and make meaning
- Experiment with ways of expressing ideas and meaning using a range of media
- Begin to use images and approximations of letters and words to convey meaning
- Use language and engage in play to imagine and create roles, scripts and ideas
- Share the stories and symbols of their own culture and re-enact well-known stories
- Use the creative arts such as drawing, painting, sculpture, drama, dance, movement, music and storytelling to express ideas and make meaning
- Experiment with ways of expressing ideas and meaning using a range of media
- Begin to use images and approximations of letters and words to convey meaning

Educators promote this learning, for example, when they:

- Provide a range of resources that enable children to express meaning using visual arts, dance, drama and music
- Provide resources that encourage children to experiment with images and print
- Teach children skills and techniques that will enhance their capacity for self-expression and communication
- Join in children's play and co-construct

#### IV. Children begin to understand how symbols and pattern systems work

This is evident, for example, when children:

- Use symbols in play to represent and make meaning
- Begin to make connections between and see patterns in their feelings, ideas, words and actions and those of others
- Notice and predict the patterns of regular routines and the passing of time
- Develop an understanding that symbols are powerful means of communication and that ideas, thoughts and concepts can be represented through them
- Begin to be aware of the relationships between oral, written and visual representations
- Begin to recognise patterns and relationships and the connections between them
- Draw on memory of a sequence to complete a task
- Draw on their experiences in constructing meaning using symbols
- Draw children's attention to symbols and patterns in their environment and talk about patterns and relationships, including the relationship between letters and sounds
- Provide a literacy-enriched environment including display print in home languages and Standard Australian English
- Sing and chant rhymes, jingles and songs
- Engage children in play with words and sounds
- Talk explicitly about concepts such as rhyme and letters and sounds when sharing texts with children
- Incorporate familiar family and community texts and tell stories
- Join in children's play and engage children in conversations about the meanings of images

Educators promote this learning, for example, when they:

- Build on children's family and community experiences with creative and expressive arts
- Provide a range of patterns and relationships, including the relationship between letters and sounds
- Provide children with access to a wide range of everyday materials that they can use to create patterns and to sort, categorise, order and compare
- Engage children in discussions about symbol systems, for example, letters, numbers, time, money and musical notation
- Engage children to develop their own symbol systems and provide them with opportunities to explore culturally constructed symbol systems

Educators promote this learning, for example, when they:

- Provide children with access to a range of technologies
- Integrate technologies into children's play experiences and projects
- Teach skills and techniques and encourage children to use technologies to explore new information and represent their ideas
- Encourage collaborative learning about and through technologies between children, and children and educators
<table>
<thead>
<tr>
<th>communities</th>
<th>and print</th>
<th>materials such as signs that extend the play and enhance literacy learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>f. Model language and encourage children to express themselves through language in a range of contexts and for a range of purposes</td>
<td>h. Engage children in discussions about books and other texts that promote consideration of diverse perspectives</td>
<td>g. Respond to children’s images and symbols, talking about the elements, principles, skills and techniques they have used in order to convey meaning</td>
</tr>
<tr>
<td>g. Engage in sustained communication with children about ideas and experiences, and extend their vocabulary</td>
<td>i. Support children to analyse ways in which texts are constructed to present particular views and to sell products</td>
<td>h. Include real-life resources to promote children’s use of mathematical language</td>
</tr>
<tr>
<td>h. Include real-life resources to promote children’s use of mathematical language</td>
<td>j. Teach art as language and how artists can use the elements and principles to construct visual/musical/dance/media texts</td>
<td>i. Support children to analyse ways in which texts are constructed to present particular views and to sell products</td>
</tr>
<tr>
<td>k. Provide opportunities for children to engage with familiar and unfamiliar culturally constructed text</td>
<td>g. Respond to children’s images and symbols, talking about the elements, principles, skills and techniques they have used in order to convey meaning</td>
<td>j. Teach art as language and how artists can use the elements and principles to construct visual/musical/dance/media texts</td>
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<td></td>
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</tbody>
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