

## OUTCOME 4: LEARNING

### CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

#### Learning - curiosity

- Often displays curiosity and enthusiasm for learning.
- Usually displays curiosity and enthusiasm for learning.
- Sometimes displays a curiosity and enthusiasm for learning but requires adult encouragement to engage in learning.

#### Learning - initiation

- Often engaged in and leads a variety of rich and meaningful inquiry-based experiences.
- Usually engages and sometimes leads a variety of rich and meaningful inquiry-based experiences.
- Sometimes engages in familiar inquiry-based experiences.
- Requires some adult support and prompts to engage with inquiry-based experiences.

#### Learning - engagement

- Often follows and extends their own interests with deep engagement and concentration.
- Usually able to follow and extend their own interests with deep engagement and concentration.
- Currently requires adult prompts and encouragement to follow and extend their own interests with engagement and concentration.

#### Learning - meta cognition

- Is able to consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self.
- Is beginning to consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self.
- Currently requires adult prompts to consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self.

#### Learning - design

- Is able to visualise, generate, and communicate design ideas through experiences such as describing, drawing and/or modelling.
- Is beginning to develop the ability to visualise, generate, and communicate design ideas through experiences such as describing, drawing and/or modelling.
- Requires adult prompts and encouragement to visualise, generate, and communicate design ideas through experiences such as describing, drawing and/or modelling.

#### Problem solving - application

- Is able to apply a variety of thinking strategies to engage with situations and solve problems, and to adapt these strategies to new situations.
- Is beginning to apply a variety of thinking strategies to engage with situations and solve problems, and to adapt these strategies to new situations.
- Requires adult prompts to apply a variety of thinking strategies to engage with situations and solve problems, and adapt these strategies to new situations.

#### Problem solving - classification

- Is able to independently sort and classify familiar objects and explain the basis for these classifications, and copy, continue and create patterns with objects and drawings.
- Is beginning to sort and classify familiar objects, and copy, continue and create patterns with objects and drawings.
- Currently requires adult prompts to sort and classify familiar objects and copy, continue and create patterns with objects and drawings.

#### Problem solving - repetition

- Recognises the importance of repetition of a process in solving problems.
- Is beginning to recognize the importance of repetition of a process in solving problems.
- Requires adult prompts to recognise the importance of repetition of a process in solving problems.

#### Problem solving - memory

- Is able to draw on memory of a sequence to complete a task.
- Is beginning to draw on memory of a sequence to complete a task.
- With adult prompts is beginning to draw on memory of a sequence to complete a task.
- Relies on adults to use memory of a sequence to complete a task.

#### Problem solving - numeracy

- Is able to connect number names, numerals and quantities, including zero and beyond 10.
- Is beginning to connect number names, numerals and quantities, including zero, up to 10.
- Is able to connect number names, numerals and quantities, including zero, up to 5.
- Requires adult prompts to connect number names, numerals and quantities up to 5.
- Requires adult prompts and reminders to connect number names, up to 5.

#### Problem solving - comparisons

- Is able to use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language.
- Is beginning to use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language.
- Is beginning to be able to use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language.
- Requires adult guidance to make direct comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language.

#### Problem solving - geometry

- Is able to compare and order several shapes and objects based on length, area, volume and capacity.
- Is beginning to compare and order several shapes and objects based on length, area, volume and capacity.
- Is beginning to be able to compare and order several familiar shapes and objects based on length, area, volume and capacity.
- Requires adult prompts to compare and order several shapes and objects based on length, area, volume and capacity.

#### Problem solving - predictions

- Often participates in guided investigations and/or play, including making predictions and observations using the senses, to explore, co-construct and answer questions.
- Sometimes participates in guided investigations and/or play, including making predictions and observations using the senses, to explore, co-construct and answer questions.
- Relies on adults to prompt participation in guided investigations and/or play, including beginning to make simple predictions and observations using the senses, to explore, co-construct and answer questions.

#### Transfer - learning

- Is confidently able to accurately mirror, repeat and practise the actions of others, either immediately or later.
- Is beginning to be able to mirror, repeat and practise the actions of others, either immediately or later.
- Is beginning to immediately mirror, repeat and practise the actions of others, and requires some reminder prompts for later recall.

#### Transfer - adapt strategies

- Often demonstrates the ability to try out strategies that were effective to solve problems in one situation, understanding they might work in a new context.
- Sometimes demonstrates the ability to try out strategies that were effective to solve problems in one situation, understanding they might work in a new context.
- With adult prompts is able to consider how some strategies that were effective to solve problems in one situation might be used in a new context.
- Relies on adults to consider how a strategy that was effective to solve a problem in one situation might be used in a new context.

#### Transfer - tools for technology

- Is able to explore the purpose and function of a range of familiar tools, media, sounds and graphics (including communications technologies).
- Is beginning to explore the purpose and function of a range of familiar tools, media, sounds and graphics (including communications technologies).
- With support is beginning to explore the purpose and function of a range of tools, media, sounds and graphics (including communications technologies).
- Has little exposure or understanding of tools, media, sounds and graphics (including communications technologies).

#### Transfer - creativity

- Is able to explore ideas and theories using imagination, creativity and play.
- Is beginning to explore ideas and theories using imagination, creativity and play.
- Requires adult support to prompt ideas and theories using imagination, creativity and play.