

# Curriculum Connections

## Multi – Aged Learning frameworks

### Preschool to Level 2

<b>Victorias Early Years Learning &amp; Development Framework</b>  Victorian Curriculum v2.0 <b>VEYLDF (Victoria)</b>	<b>Early Years Learning Framework</b>  <b>EYLF (National)</b>	<b>National Quality Framework</b>  <b>NQF (National)</b>	<b>My Time Our Place</b>  <b>MTOP (National)</b>
<p><b>1. Identity</b> <b>Learning outcomes</b> Has the skills required to include others and make friends with peers, teachers and other trusted adults.</p> <p>Is able to appropriately communicate their needs for comfort and assistance.</p> <p>Is able to confidently share aspects of their culture with other children and educators</p> <p>Is able to express a wide range of emotions, thoughts and views constructively</p> <p>Is able to recognise that problems or challenges are a normal part of life and that there are appropriate actions that can be undertaken to manage most problems.</p> <p>Is able to persist when faced with most challenges and when first attempts are not</p>	<p><b>1. Identity</b></p> <ul style="list-style-type: none"> <li>For children to openly express their feelings and ideas in their interactions with others.</li> <li>Express a wide range of emotions, thoughts and views constructively.</li> <li>Respond to ideas and suggestions from others.</li> </ul> <p><b>2. Community</b></p> <ul style="list-style-type: none"> <li>Explore relationships with other living and non-living things and observe, notice and respond to change.</li> <li>Explore, infer, predict and hypothesise to develop an increased understanding of the interdependence between land, people, plants and animals.</li> </ul>	<p><b>Quality Area 1</b> <b>Educational Program and Practice</b> <b>1.1 Program</b> <u>1.1.1 Approved learning framework</u> Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.</p> <p><b>1.2 Practice</b> <u>1.2.2 Responsive teaching and scaffolding</u> Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback.</p> <p><b>Quality Area 2</b> <b>Children’s health and Safety</b> <b>2.2 Safety</b></p>	<p><b>Principles</b> <b>Secure, respectful and reciprocal relationships</b></p> <ul style="list-style-type: none"> <li>Build secure, respectful and reciprocal relationships</li> <li>Develop partnerships</li> <li>Consider sustainability in all its forms</li> </ul> <p><b>Partnerships</b> Value and respect each other’s knowledge and Expertise</p> <p>Act with empathy and sensitivity when children and young people and families are experiencing adversity</p> <p>Communicate and share information in ways that others understand</p> <p>Engage in shared decision-making to support</p>

<p>successful.</p> <p><b>2. Community</b> <b>Learning outcomes.</b> Is able to cooperate with others and negotiate roles and relationships in familiar and new play episodes and group experiences.</p> <p>Usually listens to others' (peers and adults) ideas and respects different ways of being and doing.</p> <p>Often demonstrates an increasing knowledge of and respect for the natural world and constructed environments, including an increased understanding of the interdependence between, land, people, plants and animals.</p> <p><b>3. Wellbeing</b> <b>Learning outcomes</b> Remains accessible to others at times of distress, confusion and frustration.</p> <p>Is mostly cooperative and able to work collaboratively with others.</p> <p>Is usually able to show an understanding, and to self-regulate their behaviour and manage their emotions in ways that reflect the feelings and needs of others.</p> <p>Is able to demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely.</p> <p><b>4. Learning</b> <b>Learning outcomes</b> Often engaged in and leads a variety of rich and meaningful inquiry-based experiences.</p> <p>Often follows and extends their own interests with deep engagement and concentration</p> <p>Is able to consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self.</p>	<p><b>3. Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Demonstrate spatial awareness and orient themselves, moving around and through their environment confidently and safely.</li> <li>• Increasingly cooperate and work collaboratively with others.</li> <li>• Seek out and accept new challenges, make new discoveries, and celebrate their own efforts and achievements and those of others.</li> </ul> <p><b>4. Learning</b></p> <ul style="list-style-type: none"> <li>• Express wonder and interest in their environments.</li> <li>• Explore their environment.</li> <li>• Participate in a variety of rich and meaningful inquiry-based experiences.</li> <li>• 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.</li> <li>• Use the processes of play, reflect and investigation to problem-solve.</li> <li>• Use reflective thinking to consider why things happen and what can be learnt from these experiences.</li> <li>• Are curious and enthusiastic participants in their learning.</li> <li>• Engage with and co-construct learning.</li> </ul> <p><b>5. Communication</b></p> <ul style="list-style-type: none"> <li>• Use the creative arts, such as drawing, painting, sculpture, drama, dance, movement, music and storytelling, to express ideas and make meaning.</li> <li>• Engage in enjoyable reciprocal interactions using verbal and non-verbal language.</li> <li>• Interact with others to explore ideas and concepts, clarify and challenge thinking, negotiate and share new understandings.</li> </ul>	<p><u>2.2.2 Incident and emergency management</u> Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.</p> <p><b>Quality Area 3</b> <b>Physical environment</b> <b>3.2 Use</b> <u>3.2.3 Environmentally responsible</u> The service cares for the environment and supports children to become environmentally responsible.</p> <p><b>Quality Area 4</b> <b>Staffing arrangements</b> <b>4.1 staff arrangements</b> Staffing arrangements enhance children's learning and development.</p> <p><b>Quality Area 5</b> <b>Relationships with Children</b> <b>5.2 Relationships between children</b> Each child is supported to build and maintain sensitive and responsive relationships.</p> <p><u>5.2.1 Collaborative learning</u> Children are supported to collaborate, learn from and help each other.</p> <p><u>5.2.1 Self-regulation</u> Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</p> <p><b>Quality Area 6</b> <b>Collaborative partnerships with families and communities</b> <b>6.1 Supportive relationships with families</b> <u>6.1.3 Families are supported</u> Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.</p> <p><b>6.2 Collaborative partnerships</b> <u>6.2.3 Community engagement</u> The service builds relationships and engages with its community.</p>	<p>each child and young persons' wellbeing, learning and development.</p> <p><b>Sustainability</b> Educators recognise children and young people's avid interest in their world, their ability to engage with concepts of sustainability and their capacity to advocate and act for positive change.</p> <p>Children and young people's agency and their right to be active participants in all matters affecting their lives are supported.</p> <p>Further, children and young people's understanding of their citizenship, rights and responsibilities as members of local and global communities are built through meaningful experiences.</p> <p>Educators encourage children and young people to develop appreciation of the natural world, understand our impact on the natural world, and the interdependence between people, animals, plants, lands and waters.</p> <p><b>Collaborative leadership and teamwork</b> In school age care settings, children and young people take an active role in collaborative leadership and teamwork.</p> <p>Educators utilise children and young people's own unique skills, strengths and talents. The UN Convention on the Rights of the Child supports the engagement in leadership opportunities. Article 15 recognises the leadership of children in group settings. This will occur in partnership with educators and families.</p> <p><b>Practices</b> Holistic, integrated and interconnected approaches</p> <p>Collaboration with children and young people</p> <p>Environments</p>
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<p>Is able to visualise, generate, and communicate design ideas through experiences such as describing, drawing and/or modelling.</p> <p>Is able to draw on memory of a sequence to complete a task</p> <p>observations using the senses, to explore, co-construct and answer questions.</p> <p>Is confidently able to accurately mirror, repeat and practise the actions of others, either immediately or later.</p> <p>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.</p> <p><b>5. Communication</b> <b>Learning outcomes</b></p> <p>Is able to engage in enjoyable reciprocal interactions using verbal and non-verbal language with familiar and new peers/adults.</p> <p>Often able to view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions.</p> <p>Can share feelings and thoughts about the events and characters in texts. Uses language and engages in symbolic play to imagine and create roles, scripts and ideas</p> <p>Often uses the creative arts, such as drawing, painting, sculpture, drama, dance, movement, music or/and storytelling, to express ideas and make meaning.</p> <p>Has an understanding that symbols/texts are a powerful means of communication and that ideas, thoughts and concepts can be represented through them</p> <p>Has developed an awareness of the relationships between oral, visual and written representations and beginning to recognise</p>		<p><b>Quality Area 7</b> <b>Governance and leadership</b> <b>7.1 Governance</b> <u>7.1.2 Management systems</u> Systems are in place to manage risk and enable the effective management and operation of a quality service.</p>	<p><b>Outcomes</b> <b>LO1</b> Children and young people have a strong sense of identity</p> <p>Children recognise that feelings of distress, fear or discomfort may take some time to resolve</p> <p>Provide time interacting and conversing with children and young people, listening and responding sensitively as they express their ideas and needs.</p> <p>Increasingly cooperate and work collaboratively with others</p> <p>Show initiative by seeking information and asking questions</p> <p>Build a sense of responsibility and respect for the needs and wellbeing of the group</p> <p><b>LO2</b> Children and young people are connected with and contribute to their world</p> <p>Engage in conversations with older adults about topics of mutual interests.</p> <p>Broaden their understanding of the world in which they live</p> <p>Understand how their ideas and contributions have been used in decision-making</p> <p>Are empowered to make choices and problem solve to meet their needs in particular contexts</p> <p>Engage with concepts of citizenship, social justice and equity, e.g. taking action to help communities in distress following flood and Storm.</p> <p>Demonstrate an increasing knowledge of, and respect for, natural and constructed</p>
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<p>patterns and relationships and the connections between them.</p> <p>Often uses information and communication technologies to access images and information, explore diverse perspectives and make sense of their world</p>			<p>Environments</p> <p><b>LO3</b>  <b>Children and young people have a strong sense of wellbeing</b>          Increasingly cooperate and work collaboratively with others</p> <p>Make choices, accept challenges, take considered risks, manage change and cope with frustrations</p> <p>Assert their capabilities and independence while demonstrating increasing awareness of the needs and rights of others</p> <p><b>LO4 Children and young people are confident and involved learners</b></p> <p>Participate in a variety of rich and meaningful inquiry-based experiences</p> <p>Apply a wide variety of thinking strategies to engage with situations and solve problems, and adapt these strategies to new situations</p> <p>Make predictions and generalisations about their daily activities, aspects of the natural world and environments</p> <p>Use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating</p> <p>Make connections between experiences, concepts and processes</p> <p>Talk about what they have learned and how they think that happened, what might be the same or different at home, school or the setting</p> <p><b>LO5</b>  <b>Children and young people are effective communicators</b></p> <p>Convey and construct messages with purpose and confidence, building on home/family and</p>
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			<p>community literacies</p> <p>Contribute their ideas and experiences in play, small and large group discussions, including decision-making opportunities such as making group rules</p> <p>Interact with others to explore ideas and concepts, clarify and challenge thinking, debate, negotiate and share new understandings</p> <p>Express ideas and feelings and understand and respect the perspectives of others</p> <p>Engage with information and communication technology tools for designing, drawing, editing, reflecting and composing</p>
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## Level 3 to Level 6

<b>Victorias Early Years Learning &amp; Development Framework</b>  Victorian Curriculum v2.0 <b>VEYLDF (Victoria)</b>	<b>National Quality Framework</b>  <b>NQF (National)</b>	<b>My Time Our Place</b>  <b>MTOP (National)</b>
<p><b>1. Identity</b>  <b>Learning outcomes</b>            Has the skills required to include others and make friends with peers, teachers and other trusted adults.</p> <p>Is able to appropriately communicate their needs for comfort and assistance.</p> <p>Is able to express a wide range of emotions, thoughts and views constructively</p> <p>Is able to recognise that problems or challenges are a normal part of life and that there are appropriate actions that can be undertaken to manage most problems.</p> <p>Is able to persist when faced with most challenges and when first attempts are not successful.</p> <p><b>2. Community</b>  <b>Learning outcomes.</b></p> <p>Usually listens to others' (peers and adults) ideas and respects different ways of being and doing.</p> <p>Often demonstrates an increasing knowledge of and respect for the natural world and constructed environments, including an increased understanding of the interdependence between, land, people, plants and animals.</p> <p><b>3. Wellbeing</b>  <b>Learning outcomes</b>            Remains accessible to others at times of distress, confusion and frustration.</p> <p>Is usually able to show an understanding, and to self-regulate their behaviour and manage their emotions in ways that reflect the feelings and needs of others.</p> <p>Is able to demonstrate spatial awareness and orient</p>	<p><b>Quality Area 1</b>  <b>Educational Program and Practice</b>  <b>1.1 Program</b>  <u>1.1.1 Approved learning framework</u>            Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.</p> <p><b>1.2 Practice</b>  <u>1.2.2 Responsive teaching and scaffolding</u> Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.</p> <p><b>Quality Area 2</b>  <b>Children's health and Safety</b>  <b>2.2 Safety</b></p> <p><u>2.2.2 Incident and emergency management</u> Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.</p> <p><b>Quality Area 3</b>  <b>Physical environment</b>  <b>3.2 Use</b>  <u>3.2.3 Environmentally responsible</u>            The service cares for the environment and supports children to become environmentally responsible.</p> <p><b>Quality Area 4</b>  <b>Staffing arrangements</b>  <b>4.1 staff arrangements</b>            Staffing arrangements enhance children's learning and development.</p>	<p><b>Principles</b>  <b>Secure, respectful and reciprocal relationships</b></p> <ul style="list-style-type: none"> <li>• Build secure, respectful and reciprocal relationships</li> <li>• Develop partnerships</li> <li>• Consider sustainability in all its forms</li> <li>• Exercise collaborative leadership and work as a team.</li> </ul> <p><b>Partnerships</b>            Value and respect each other's knowledge and Expertise</p> <p>Act with empathy and sensitivity when children and young people and families are experiencing adversity</p> <p>Learn about other ways of knowing, being, doing and thinking</p> <p>Communicate and share information in ways that others understand</p> <p>Engage in shared decision-making to support each child and young persons' wellbeing, learning and development.</p> <p><b>Sustainability</b>            Educators recognise children and young people's avid interest in their world, their ability to engage with concepts of sustainability and their capacity to advocate and act for positive change.</p> <p>Children and young people's agency and their right to be active participants in all matters affecting their lives are supported.</p> <p>Further, children and young people's understanding of their</p>

<p>themselves, moving around and through their environments confidently and safely.</p> <p><b>4. Learning</b> <b>Learning outcomes</b> Often engaged in and leads a variety of rich and meaningful inquiry-based experiences.</p> <p>Often follows and extends their own interests with deep engagement and concentration</p> <p>Is able to consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self.</p> <p>Is able to visualise, generate, and communicate design ideas through</p> <p>Is able to draw on memory of a sequence to complete a task</p> <p>Is able to use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language.</p> <p>observations using the senses, to explore, co-construct and answer questions.</p> <p>Is confidently able to accurately mirror, repeat and practise the actions of others, either immediately or later.</p> <p>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.</p> <p>Is able to explore the purpose and function of a range of familiar tools, media, sounds and graphics (including communications technologies).</p> <p><b>5. Communication</b> <b>Learning outcomes</b> Is able to engage in enjoyable reciprocal interactions using verbal and non-verbal language with familiar and new peers/adults.</p> <p>Successfully conveys and constructs messages with purpose and confidence, building on literacies of home and/or family.</p> <p>contributing ideas, information and questions, taking turns and recognising the contributions of others.</p>	<p><b>Quality Area 5</b> <b>Relationships with Children</b> <b>5.2 Relationships between children</b> Each child is supported to build and maintain sensitive and responsive relationships.</p> <p><u>5.2.1 Collaborative learning</u> Children are supported to collaborate, learn from and help each other.</p> <p><u>5.2.1 Self-regulation</u> Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</p> <p><b>Quality Area 6</b> <b>Collaborative partnerships with families and communities</b> <b>6.1 Supportive relationships with families</b> <u>6.1.3 Families are supported</u> Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.</p> <p><b>6.2 Collaborative partnerships</b> <u>6.2.3 Community engagement</u> The service builds relationships and engages with its community.</p> <p><b>Quality Area 7</b> <b>Governance and leadership</b> <b>7.1 Governance</b> <u>7.1.2 Management systems</u> Systems are in place to manage risk and enable the effective management and operation of a quality service.</p>	<p>citizenship, rights and responsibilities as members of local and global communities are built through meaningful experiences.</p> <p>Educators encourage children and young people to develop appreciation of the natural world, understand our impact on the natural world, and the interdependence between people, animals, plants, lands and waters.</p> <p>Sustainable practices are created with children and young people, and they are supported to take an active role in caring for the environment and to think about ways they can contribute to a sustainable future.</p> <p><b>Collaborative leadership and teamwork</b> In school age care settings, children and young people take an active role in collaborative leadership and teamwork.</p> <p>Educators utilise children and young people's own unique skills, strengths and talents. The UN Convention on the Rights of the Child supports the engagement in leadership opportunities. Article 15 recognises the leadership of children in group settings.</p> <p>This will occur in partnership with educators and families.</p> <p><b>Practices</b> Holistic, integrated and interconnected approaches</p> <p>Collaboration with children and young people</p> <p>Play, leisure and intentionality</p> <p>Environments</p> <p><b>Learning Outcome 1</b> Children and young people have a strong sense of identity</p> <p>Children recognise that feelings of distress, fear or discomfort may take some time to resolve</p> <p>Provide time interacting and conversing with children and young people, listening and responding sensitively as they express their ideas and needs.</p> <p>Increasingly cooperate and work collaboratively with others</p>
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<p>Often able to view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions.</p> <p>Can share feelings and thoughts about the events and characters in texts.</p> <p>Uses language and engages in symbolic play to imagine and create roles, scripts and ideas</p> <p>Often uses the creative arts, such as drawing, painting, sculpture, drama, dance, movement, music or/and story-telling, to express ideas and make meaning</p> <p>Has an understanding that symbols/texts are a powerful means of communication and that ideas, thoughts and concepts can be represented through them</p> <p>Has developed an awareness of the relationships between oral, visual and written representations and beginning to recognise patterns and relationships and the connections between them</p> <p>Often uses information and communication technologies to access images and information, explore diverse perspectives and make sense of their world</p>		<p>Show initiative by seeking information and asking questions</p> <p>Build a sense of responsibility and respect for the needs and wellbeing of the group</p> <p><b>Learning Outcome 2</b>  <b>Children and young people are connected with and contribute to their world</b></p> <p>Engage in conversations with older adults about topics of mutual interests.</p> <p>Broaden their understanding of the world in which they live</p> <p>Understand how their ideas and contributions have been used in decision-making</p> <p>Demonstrate awareness of connections, similarities and differences between people and react in positive ways</p> <p>Are empowered to make choices and problem solve to meet their needs in particular contexts</p> <p>Engage with concepts of citizenship, social justice and equity, e.g. taking action to help communities in distress following flood and Storm.</p> <p>Demonstrate an increasing knowledge of, and respect for, natural and constructed Environments</p> <p><b>Learning Outcome 3</b>  <b>Children and young people have a strong sense of wellbeing</b>  Increasingly cooperate and work collaboratively with others</p> <p>Make choices, accept challenges, take considered risks, manage change and cope with frustrations</p> <p>Assert their capabilities and independence while demonstrating increasing awareness of the needs and rights of others</p> <p><b>Learning Outcome 4</b>  <b>Children and young people are confident and involved learners</b></p> <p>Freely follow and extend their own interests and curiosities with enthusiasm, curiosity, energy and concentration</p>
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