

Communication skills and general knowledge domain

Key concepts



- Demonstrates excellent communication skills
- Communicates easily and effectively
- Participates in story-telling/imaginative play
- Able to demonstrate general knowledge



Connections to key documents

<p>Early Years Learning Framework (EYLF)</p>	<p>Outcome 4 – Children are confident and involved learners</p> <ul style="list-style-type: none"> > Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating > Children transfer and adapt what they have learned from one context to another <p>Outcome 5: Children are effective communicators</p> <ul style="list-style-type: none"> > Children interact verbally and non-verbally with others for a range of purposes > Children express ideas and make meaning using a range of media
<p>National Quality Standard (NQS)</p>	<p>Quality area 1: Educational program and practice</p> <p>1.1.1: 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>1.2.3: Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world</p> <p>Quality area 3: Physical environment</p> <p>3.2.3: The service cares for the environment and supports children to become environmentally responsible</p> <p>Quality area 5: Relationships with children</p> <p>5.1.1: Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included</p> <p>Quality area 6: Collaborative partnership with families and communities</p> <p>6.1.2: The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing</p> <p>6.1.3: Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing</p> <p>6.2.3: The service builds relationships and engages with its community</p> <p>Quality area 7: Leadership and service management</p> <p>7.2.1: There is an effective self-assessment and quality improvement process in place</p>
<p>WA Curriculum</p>	<p>English curriculum</p> <p>Strand: Language</p> <ul style="list-style-type: none"> > Sub-strand: Language for interaction <p>Strand: Literacy</p> <ul style="list-style-type: none"> > Sub-strand: Interacting with others

WA Curriculum

English curriculum (cont.)

Strand: Language

- > Sub-strand: Language for interaction

Strand: Literacy

- > Sub-strand: Interacting with others

The Arts

Drama

Strand: Use voice, facial expression, movement and space to imagine and establish role and situation

Humanities and social sciences

Strand: Inquiry and skills

- > Sub-strand: Questioning
- > Sub-strand: Researching
- > Sub-strand: Analysing
- > Sub-strand: Communicating

Science

Strand: Understanding

- > Sub-strand: Chemical sciences
- > Sub-strand: Earth and space sciences

Strand: Science inquiry skills

- > Sub-strand: Processing and analysing data and information
- > Sub-strand: Communicating

Technologies

Design and Technologies

Strand: Design and technologies knowledge and understanding

Strand: Design and technologies processes and production skills

General capability

Literacy

Element: Word knowledge

Critical and creative thinking

Element: Inquiring – identifying, exploring and organising information and ideas

Element: Generating ideas, possibilities and actions

Personal and social capability

Element: Social management

- > Sub-element: Communicate effectively

Australian
 Professional
 Standards for
 Teachers
 (AITSL)

Standard 1: Know students and how they learn

- 1.1:** Physical, social and intellectual development and characteristics of students
- 1.3:** Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
- 1.4:** Strategies for teaching Aboriginal and Torres Strait Islander students
- 1.5:** Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 1.6:** Strategies to support full participation of students with disability

<p>Australian Professional Standards for Teachers (AITSL)</p>	<p>Standard 2: Know the content and how to teach it</p> <p>2.1: Content and teaching strategies of the teaching area</p> <p>2.3: Curriculum, assessment and reporting</p> <p>2.5: Literacy and numeracy strategies</p> <p>Standard 3: Plan for and implement effective teaching and learning</p> <p>3.6: Evaluate and improve teaching programs</p> <p>Standard 5: Assess, provide feedback and report on student learning</p> <p>5.4: Interpret student data</p> <p>Standard 6: Engage in professional learning</p> <p>6.2: Engage in professional learning and improve practice</p> <p>6.3: Engage with colleagues and improve practice</p> <p>6.4: Apply professional learning and improve student learning</p> <p>Standard 7: Engage professionally with colleagues, parents/carers and the community</p> <p>7.3: Engage with the parents/carers</p> <p>7.4: Engage with professional teaching networks and broader communities</p>
<p>Australian Professional Standard for Principals</p>	<p>Leading teaching and learning</p> <p>Leading improvement, innovation and change</p> <p>Leading the management of the school</p> <p>Engaging and working with the community</p> <p>Developing self and others</p>

Find out more at www.aedc.gov.au and www.education.wa.edu.au/aedc-resources

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