

Language and cognitive skills domain

Key concepts



- Interested in books, reading and writing, and basic math
- Capable of reading and writing simple sentences and complex words
- Will be able to count and recognise numbers and shapes



Connections to key documents

Early Years
Learning
Framework
(EYLF)

Outcome 4 – Children are confident and involved learners

- > Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- > Children transfer and adapt what they have learned from one context to another

Outcome 5: Children are effective communicators

- > Children engage with a range of texts and gain meaning from these texts; children express ideas and make meaning using a range of media; children begin to understand how symbols and pattern systems work

National Quality
Standard (NQS)

Quality area 1: Educational program and practice

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

Quality area 3: Physical environment

3.2.2: Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning

Quality area 5: Relationships with children

5.2.1: Children are supported to collaborate, learn from and help each other

Quality area 6: Collaborative partnership with families and communities

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

6.1.3: Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing

6.2.3: The service builds relationships and engages with its community

Quality area 7: Governance and leadership

7.2.1: There is an effective self-assessment and quality improvement process in place

WA Curriculum

English curriculum

Strand: Language

- > Sub-strand: Expressing and developing ideas
- > Sub-strand: Phonics and word knowledge

WA Curriculum

Strand: Literacy

- > Sub-strand: Texts in context
- > Sub-strand: Interpreting, analyzing, evaluation
- > Sub-strand: Creating texts

Mathematics curriculum

Strand: Number and algebra

- > Sub-strand: Number and place value
- > Sub-strand: Patterns and algebra

Strand: Measurement and geometry

- > Sub-strand: Using units of measurement
- > Sub-strand: Shape

Humanities and social sciences

Strand: Inquiry and skills

- > Sub-strand: Questioning
- > Sub-strand: Researching
- > Sub-strand: Analysing
- > Sub-strand: Evaluating and reflecting
- > Sub-strand: Communicating

Science

Strand: Science inquiry skills

- > Sub-strand: Questioning and predicting
- > 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: Comprehending texts through listening, reading and viewing

Element: Composing texts through speaking, writing and creating

Element: Text knowledge

Element: Grammar knowledge

Element: Word knowledge

Numeracy

Element: Estimating and calculating with whole numbers

Element: Recognise and using patterns and relationships

Element: Using measurement

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
- 1.2: Understand how students learn
- 1.5: Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
- 1.6: Strategies to support full participation of students with disability

Standard 2: Know the content and how to teach it

- 2.3: Curriculum, assessment and reporting

Standard 3: Plan for and implement effective teaching and learning

- 3.6: Evaluate and improve teaching programs

Standard 5: Assess, provide feedback and report on student learning

- 5.4: Interpret student data

Standard 6: Engage in professional learning

- 6.2: Engage in professional learning and improve practice
- 6.3: Engage with colleagues and improve practice
- 6.4: Apply professional learning and improve student learning

Standard 7: Engage professionally with colleagues, parents/carers and the community

- 7.3: Engage with the parents/carers
- 7.4: Engage with professional teaching networks and broader communities

Australian
 Professional
 Standard for
 Principals

Leading teaching and learning

Leading improvement, innovation and change

Leading the management of the school

Engaging and working with the community

Developing self and others

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