






Alignment of learning between EYLF V2.0 and QKLG 2024

Nurturing confident and creative lifelong learners

EYLF V2.0 Learning outcomes and key components	QKLG Learning and development areas and key focuses
<p>Children have a strong sense of identity</p> <ul style="list-style-type: none"> • Children feel safe, secure and supported • Children develop their emerging autonomy, inter-dependence, resilience and agency • Children develop knowledgeable, confident self-identities and a positive sense of self-worth • Children learning to interact in relation to others with care, empathy and respect 	<p> Identity</p> <ul style="list-style-type: none"> • Building a sense of security and trust • Acting with independence and perseverance • Building a confident self-identity
<p>Children are connected with and contribute to their world</p> <ul style="list-style-type: none"> • Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens • Children respond to diversity with respect • Children become aware of fairness • Children become socially responsible and show respect for the environment 	<p> Connectedness</p> <ul style="list-style-type: none"> • Building positive relationships • Showing respect for diversity • Showing respect for environments
<p>Children have a strong sense of wellbeing</p> <ul style="list-style-type: none"> • Children become strong in their social, emotional and mental wellbeing • Children become strong in their physical learning and wellbeing • Children are aware of and develop strategies to support their own mental and physical health and personal safety 	<p> Wellbeing</p> <ul style="list-style-type: none"> • Building increasing autonomy and resilience • Engaging with ways to be healthy and safe • Building physical wellbeing
<p>Children are confident and involved learners</p> <ul style="list-style-type: none"> • Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity • Children develop a range of learning and thinking 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 • Children resource their own learning through connecting with people, place, technologies and natural and processed materials 	<p> Active learning</p> <ul style="list-style-type: none"> • Building positive dispositions toward learning • Showing confidence and involvement in learning • Engaging with technologies for learning and communication
<p>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 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 • Children use digital technologies and media to access information, investigate ideas and represent their thinking 	<p> Communicating</p> <ul style="list-style-type: none"> • Engaging with and expanding language • Building literacy in personally meaningful ways • Building numeracy in personally meaningful ways