

# Identity: Learning and development area

Revision summary: QKLG 2018 to QKLG 2024

Key	same/refined	merged	new	(KF) Key focus	(SL) Significant learning
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**Note:** the key applies to the description, key focuses and significant learnings.

QKLG 2018		QKLG 2024	
Description		Description	
<p>Children build a strong sense of identity through connections with their families, peers, teachers and communities. Identity is not static — it changes over time and is influenced by an individual's cultural identity and relationships.</p> <p>Through these relationships, children develop a sense of belonging, confidence in others and in themselves, and an awareness of their own culture. They gain confidence in their abilities, a sense of agency in their decision-making and develop their independence.</p>		<p>An individual's sense of identity is not static — it changes over time and is influenced by their cultural identity, experiences and relationships. Children build a strong sense of identity through connections with their families, <b>kinship networks</b>, peers, teachers, communities and <b>Country</b>.</p> <p>Through these relationships and their play, <b>children explore social, emotional, physical, cognitive and cultural aspects of identity</b>. They develop a sense of belonging, confidence in themselves and others, and an awareness of their own culture.</p> <p>They gain confidence in their abilities, exercise a sense of agency in their decision-making and develop their independence <b>and resilience as learners</b>.</p> <p>Kindergarten children who are becoming strong in their sense of identity are:</p> <ul style="list-style-type: none"> <li>• building a sense of security and trust</li> <li>• acting with independence and perseverance</li> <li>• building a confident self-identity.</li> </ul> <p><b>Critically reflecting on Identity, teachers and educators may consider:</b></p> <ul style="list-style-type: none"> <li>• <b>what supports children to feel secure and safe to take risk and try new experiences</b></li> <li>• <b>strategies that support children to persist with challenges</b></li> <li>• <b>how cultural identities of the kindergarten group and community are valued and included to enhance belonging.</b></li> </ul>	
Key focus	Significant learning	Key focus	Significant learnings
Building a sense of security and trust	<ul style="list-style-type: none"> <li>• <b>knowledge, skills and dispositions</b></li> <li>– to Significant learnings</li> </ul>	Building a sense of security and trust	<ul style="list-style-type: none"> <li>• shows confidence that others can provide support</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Feeling safe, accepted and supported</b></li> <li>– to (SL) shows confidence that others can provide support</li> </ul>		
	<ul style="list-style-type: none"> <li>• <b>confidence that others can provide support</b></li> </ul>		
Acting with independence and perseverance	<ul style="list-style-type: none"> <li>• <b>Developing a sense of belonging and confidence in others</b></li> <li>– to (SL) shows confidence that others can provide support</li> </ul>	Acting with independence and perseverance	<ul style="list-style-type: none"> <li>• shows willingness to engage in new learning experiences</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>willingness to engage in new learning experiences</b></li> </ul>		
	<ul style="list-style-type: none"> <li>• <b>Managing routines</b></li> <li>– to (SL) organises self and belongings to manage routines</li> </ul>		
	<ul style="list-style-type: none"> <li>• <b>able to organise self and belongings</b></li> </ul>		
	<ul style="list-style-type: none"> <li>• <b>Developing agency in decision-making</b></li> <li>– to (SL) makes decisions about learning</li> </ul>		
Building a confident self-identity	<ul style="list-style-type: none"> <li>• <b>makes decisions about learning</b></li> </ul>	Building a confident self-identity	<ul style="list-style-type: none"> <li>• organises self and belongings to manage routines</li> <li>• makes decisions about learning</li> <li>• <b>perseveres when trying challenges</b></li> <li>– from Wellbeing: Learning and development area, (KF) Building a sense of autonomy</li> <li>• works toward goals, recognising effort and success</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Being willing to keep trying</b></li> <li>– to (SL) perseveres when trying challenges</li> </ul>		
	<ul style="list-style-type: none"> <li>• <b>perseveres when trying challenges</b></li> </ul>		
	<ul style="list-style-type: none"> <li>• <b>works towards goals, recognises effort and success</b></li> </ul>		
Building a confident self-identity	<ul style="list-style-type: none"> <li>• <b>Developing awareness of own culture/s</b></li> <li>– to (SL) shares aspects of own cultural experiences</li> </ul>	Building a confident self-identity	<ul style="list-style-type: none"> <li>• shares aspects of own cultural experiences</li> <li>• recognises achievements and strengths and works to extend them</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>shares aspects of own culture/s</b></li> </ul>		
	<ul style="list-style-type: none"> <li>• <b>Recognising individual strengths and achievements</b></li> <li>– to (SL) recognises achievements and strengths and works to extend them</li> </ul>		
	<ul style="list-style-type: none"> <li>• <b>recognising strengths and working to extend them</b></li> </ul>		

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