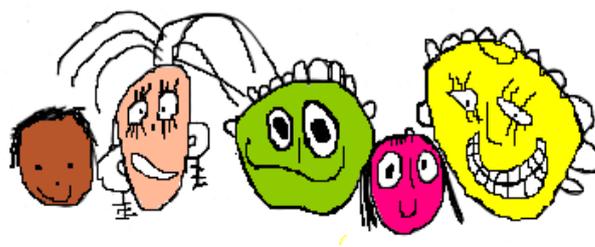


Hamilton Community Pre-School

"Where discoveries, learning and fun connect."



Information Sheets for Parents

EYLF Learning Outcome 4: Children are Confident and Involved Learners

Children develop understandings of themselves and their world through active, hands-on investigation. A supportive active learning environment encourages children's engagement in learning which can be recognised as deep concentration and complete focus on what captures their interests. Children bring their being to their learning. They have many ways of seeing the world, different processes of learning and their own preferred learning styles.

At Hamilton Community preschool we believe that knowledge of individual children is crucial to providing an environment and experiences that will optimise children's learning.

The following lists the sub outcomes, examples of evidence when children can achieve each sub outcome and how educators can promote and help children to achieve EYLF Learning Outcome 4: Children are Confident and Involved Learners.

4.1 Children develop dispositions for learning such as curiosity, co-operation, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

This is evident when children:

- expressing wonder and interest in their environments
- being curious and enthusiastic participants in their learning
- using play to investigate, imagine and explore ideas
- following and extend their own interests with enthusiasm, energy and concentration
- initiating and contribute to play experiences emerging from their own ideas
- participating in a variety of rich and meaningful inquiry-based experiences
- persisting even when they find the task difficult

Educators promote this learning by:

- recognise and value children's involvement in learning
- provide learning environments that are flexible and open-ended

- respond to children’s displays of learning dispositions by commenting on them and providing encouragement and additional ideas
- encourage children to engage in both individual and collaborative explorative learning processes
- listen carefully to children’s ideas and discuss with them how these ideas might be developed
- provide opportunities for children to revisit their ideas and extend their thinking
- model inquiry processes, including wonder, curiosity and imagination, try new ideas and take on challenges
- reflect with children on what and how they have learned
- build on the knowledge, languages and understandings that children bring to their early childhood setting
- explore the diversity of cultures and social identities
- promote in children a strong sense of who they are and their connectedness to others –a shared identity as Australians

4.2 Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating.

This is evident when children:

- apply a wide variety of thinking strategies to engage with situations and solve problems, and adapt these strategies to new situations
- creating and use representation to organise, record and communicate mathematical ideas and concepts
- making 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
- exploring their environment
- manipulating objects and experiment with cause and effect, trial and error, and motion
- contributing constructively to mathematical discussions and arguments
- using reflective thinking to consider why things happen and what can be learnt from these experiences

Educators promote this learning by:

- plan learning environments with appropriate levels of challenge where children are encouraged to explore, experiment and take appropriate risks in their learning
- recognise mathematical understandings that children bring to learning and build on these in ways that are relevant to each child
- provide experiences that encourage children to investigate and solve problems
- encourage children to use language to describe and explain their ideas
- provide opportunities for involvement in experiences that support the investigation of ideas, complex concepts and thinking, reasoning and hypothesizing
- encourage children to make their ideas and theories visible to others
- model mathematical and scientific language and language associated with the arts
- join in children’s play and model reasoning, predicting and reflecting processes and language
- intentionally scaffold children’s understandings
- listen carefully to children’s attempts to hypothesise and expand on their thinking through conversation and questioning

4.3 Children transfer and adapt what they have learnt from one context to another.

This is evident when children:

- engaging with and co-construct learning
- developing an ability to mirror, repeat and practice the actions of others, either immediately or later
- making connections between experiences, concepts and processes
- using the process of play, reflection and investigation to solve problems
- applying generalisations from one situation to another
- trying out strategies that were effective to solve problems in one situation in a new context
- transferring knowledge from one setting to another

Educators promote this learning by:

- value signs of children applying their learning in new ways and talk about this with them in ways that grow their understanding
- support children to construct multiple solutions to problems and use different ways of thinking
- draw children's attention to patterns and relationships in the environment and in their learning
- plan for time and space where children can reflect on their learning and to see similarities and connections between existing and new learning
- share and transfer knowledge about children's learning from one setting to another, by exchanging information with families and with professionals in other settings
- encourage children to discuss their ideas and understandings
- understand that competence is not tied to any particular language, dialect or culture

4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials

This is evident when children:

- engaging in learning relationships
- using their senses to explore natural and built environments
- experiencing the benefits and pleasures of shared learning exploration
- exploring the purpose and function of a range of tools, media, sounds and graphics
- manipulating resources to investigate, take apart, assemble, invent and construct
- experimenting with different technologies
- using information and communication technologies (ICT) to investigate and problem solve
- exploring ideas and theories using imagination, creativity and play
- using feedback from themselves and others to revise and build on an idea

Educators promote this learning by:

- provide opportunities and support for children to engage in meaningful learning relationships
- provide sensory and exploratory experiences with natural and processed materials
- provide experiences that involve children in the broader community and environment beyond the early childhood setting
- think carefully about how children are grouped for play, considering possibilities for peer scaffolding
- introduce appropriate tools, technologies and media and provide the skills, knowledge and techniques to enhance children's learning
- provide opportunities for children to both construct and take apart materials as a strategy for learning

- develop their own confidence with technologies available to children in the setting
- provide resources that encourage children to represent their thinking