

EYLF - LEARNING OUTCOMES

EYLF in practice requires you to record the learning outcomes of children. How should you do this? How will it differ from what you already do for QIAS? This document lists how the Learning Outcomes in EYLF link to QIAS so you know if you are comprehensively documenting these, you are meeting EYLF for accreditation as well.

Outcome 1	Children have a strong sense of identity.	QIAS Quality Area	Indicators
1	Children feel safe, secure and supported.	1.1	.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.8, 1.1.9, 1.1.10, 1.1.11, 1.1.13, 1.1.19, 1.1.20, 1.1.23, 1.1.24, 1.1.25
2	Children develop their emerging autonomy, interdependence, resilience and sense of agency.	1.2	1.2.4, 1.2.8, 1.2.9, 1.2.10, 1.2.12, 1.2.14, 1.2.17, 1.2.21, 1.2.24, 1.2.25, 1.2.26, 1.2.28, 1.2.29, 1.2.30
3	Children develop knowledgeable and confident identities.	1.3, 4.2	1.3.1, 1.3.4, 1.3.10, 1.3.13, 1.3.18, 4.2.13
4	Children learn to interact in relation to others with care, empathy and respect.	1.4, 1.5, 4.2	1.4.2, 1.4.5, 1.4.16, 1.5.8, 1.5.9, 1.5.11, 1.5.12, 1.5.13, 1.5.17, 1.5.18, 4.2
Outcome 2	Children are connected with and contribute to their world.		
1	Children develop a sense of belonging to groups and communities and understanding of the reciprocal rights and responsibilities necessary for active community participation.	1.6, 2.1, 2.2, 4.2	1.6.25, 2.1.5, 2.1.8, 2.1.10, 2.1.13, 2.1.16, 2.2.11, 2.2.12, 2.2.13, 4.2.15, 4.2.21
2	Children respond to diversity with respect.	1.4, 1.5, 1.6	1.4.6, 1.4.7, 1.4.11, 1.4.12, 1.4.15, 1.4.18, 1.5.16, 1.6.10
3	Children become aware of fairness.	1.5	1.5.4, 1.5.5, 1.5.6, 1.5.7, 1.5.10, 1.5.14, 1.5.15
4	Children become socially responsible and show respect for the environment.	3.3	3.3.7, 3.3.14, 3.3.18, 3.3.19, 3.3.20, 4.1.3, 4.1.5, 4.1.15
Outcome 3	Children have a strong sense of wellbeing.		
1	Children become strong in their social and emotional wellbeing.	1.2, 1.5, 2.3	1.5, 2.3.2, 2.3.3, 2.3.5, 2.3.9, 2.3.10, 2.3.11, 2.3.13, 2.3.14, 2.3.15, 2.3.16, 2.3.17, 2.3.18
2	Children take increasing responsibility for their own health	3.3	3.3.11, 4.6.6, 4.6.10, 4.6.11, 5.4.13,

	and physical wellbeing.		6.1.9, 6.1.22, 6.3.5, 6.3.13, 6.3.15, 6.4.8, 6.5.10
Outcome 4	Children are confident and involved learners.		
1	Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.	3.2, 4.1	3.2.8, 3.3.6, 3.3.19, 4.1.7, 4.1.13
2	Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.	3.3, 4.1	3.3.2, 3.3.4, 3.3.5, 3.3.7, 4.1.14
3	Children transfer and adapt what they have learned from one context to another.	3.3, 4.1	3.3.9, 4.1.15
4	Children resource their own learning through connecting with people, place, technologies and natural and processed materials.	3.3, 4.1	3.3.14, 3.3.17, 4.1.2, 4.1.3, 4.1.5, 4.1.6, 4.1.8, 4.1.10, 4.1.19, 4.1.24, 4.2.16
Outcome 5	Children are effective communicators.		
1	Children interact verbally and non-verbally with others for a range of purposes.	4.2, 4.3, 4.5	4.2.4, 4.2.19, 4.3.1, 4.3.18, 4.3.24, 4.5.13, 4.5.21
2	Children engage with a range of texts and gain meaning from these texts.	4.3, 4.5	4.3.4, 4.3.8, 4.3.22, 4.3.23, 4.3.25, 4.5.4
3	Children express ideas and make meaning using a range of media.	4.2, 4.3, 4.4, 4.5	4.2.2, 4.3.6, 4.3.9, 4.4.4, 4.4.8, 4.4.10, 4.5.5, 4.5.12, 4.5.14, 4.5.24
4	Children begin to understand how symbols and pattern systems work.	4.3, 4.4	4.3.15, 4.3.16, 4.4.6
5	Children use information and communication technologies to access information, investigate ideas and represent their thinking.	4.4	4.4.14, 4.4.15

If you are completing documentation for the QIAS quality areas or indicators listed here, you are documenting all you need for EYLF at the same time.

You do NOT have to have documentation for each indicator listed above - many are simply made available in your environment or things you encourage children to participate in. Many are also included in your programs as a natural part of the planning process and are already documented that way. Simply use this as a helpful guide as you prepare for QIAS.