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 develop a range of skills and processes such as problem solving, enquiry, 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.

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This is evident, for example, when children:

- express wonder and interest in their environments.
- are curious and enthusiastic participants in their learning.
- use play to investigate, imagine and explore ideas.
- follow and extend their own interests with enthusiasm, energy and concentration.
- initiate and contribute to play experiences emerging from their own ideas.
- participate in a variety of rich and meaningful inquiry-based experiences.
- persevere and experience the satisfaction of achievement.
- persist even when they find a task difficult.

Educators promote this learning, for example, when they:

- 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.

Add your own examples from your context: