



Woodlupine Family Centre 3 year old Kindy
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FAMILY GOALS

Dear Families,

To help us program individually for each child, we would like your family's input on what goals you might have for your child at Kindy this year. These goals can be as simple, complex or varied as you like. We encourage you to consider all aspects of your child's development and sense of self. We recommend a few of the most important goals.

As we program around the **Early Years Learning Framework**, please think about these goals and where they may fit into any of the Outcomes. The 5 outcomes are listed on the following page and you may circle or highlight the ones you feel are most important for your child. Please speak to an educator if you need clarification on this project. The information you provide will be used in programming for your child and kept in their file.

Please return this form as soon as possible so that we can begin planning for your child. By sharing your goals with us, you are also helping us to fulfil the

NQS QUALITY AREA 6- Collaborative partnerships with families and communities

6.1 Respectful supportive relationships with families are developed and maintained

6.2 Families are supported in their parenting role and their values and beliefs about child rearing are respected

CHILD'S NAME _____ GROUP _____

PARENT/CARERS GOALS FOR YOUR CHILD TO ACHIEVE AT KINDY

- _____
- _____
- _____
- _____



EARLY YEARS LEARNING FRAMEWORK OUTCOMES AND EXAMPLES

<p>OUTCOME 1 - 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 sense of agency • Children develop knowledgeable and confident self-identities • Children learn to interact in relation to others with care, empathy and respect 	<p>Routines, rules, risks, play cooperatively, share, make choices, speak home language, share culture, solve conflicts, celebrate achievements, group experiences, emotional development, develop empathy, respect others, think about consequences of actions, dramatic play, role play, dress up play</p>
<p>OUTCOME 2 - Children are connected with and contribute to their world</p> <ul style="list-style-type: none"> • Children develop a sense of belonging to groups and communities • Children respond to diversity with respect • Children become aware of fairness • Children become socially responsible and show respect for the environment 	<p>Explore roles through dramatic play, role play and dress ups, Social play, group play, express ideas and opinions, look after friends, contribute ideas, listen to others, recognise unfairness, share and take turns, solve social problems, investigate ideas and problems, project work, learn about animals, nature, plants, the environment, explore science, recycling</p>
<p>OUTCOME 3 - Children have a strong sense of wellbeing</p> <ul style="list-style-type: none"> • Children become strong in their social and emotional wellbeing • Children take increasing responsibility for their own health and physical wellbeing 	<p>Trust, confidence, humour, make choices, be alone or in a group, manage emotions, independence, toileting, eating, drinking, communicate needs, fine and gross motor and sensory development, dance, drama, nutrition, exercise, hygiene, safety, spatial awareness</p>
<p>OUTCOME 4 - Children are confident and involved learners</p> <ul style="list-style-type: none"> • Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination of reflexivity • Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesizing, 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, natural and processed materials 	<p>Imagination, investigation, project work, wonderment, persistence, inquiry based learning, challenges, maths ideas, concepts, language and symbols, science experiments, trial and error, reflective thinking, motion, , elements of surprise and intrigue, practice skills, copy actions of others, problem solve with play and investigation, sensory learning and exploration, discussion and asking questions, manipulate resources, construction and deconstruction, explore media, use technologies</p>
<p>OUTCOME 5 - 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 information and communication technologies to access information, investigate ideas and represent their thinking 	<p>Language, verbal/nonverbal communication, listen, express ideas and feelings, respond to sounds, stories, rhymes, fingerplays. singing, literacy, numeracy, letter sounds and recognition, engage with texts, make up stories and symbols, explore writing, drawing, art, sculpture, dance, music and movement, storytelling, use symbols in play, make connections between words and speech, predict patterns, begin to grasp time and routines, sort, classify, recognise patterns, sequence events, explore tv/internet/radio, dramatic play with technology</p>