## Appendix 2

### Relationship between the sub-elements of the Early Years Learning Framework outcomes and the sub-elements of the Foundations for Success learning statements

<table>
<thead>
<tr>
<th>EYLF outcome</th>
<th>EYLF outcome sub-elements</th>
<th>Foundations for Success learning statement sub-elements</th>
</tr>
</thead>
</table>
| **Children have a strong sense of identity.** | Children feel safe, secure and supported. | Children become strong in their emotional wellbeing. They:  
- feel safe, secure and supported. |
| | Children learn to interact in relation to others with care, empathy and respect. | Children become increasingly independent and interdependent. They:  
- interact in relation to others with care, empathy and respect. |
| | Children develop their emerging autonomy, interdependence, resilience and sense of agency. | Children build a sense of belief and confidence in themselves. They:  
- delight in making decisions and choices  
- demonstrate courage and resilience to persevere and manage change and challenge. |
| | Children develop knowledgeable and confident self-identities. | Children build knowledgeable and confident identities. They:  
- develop pride and strength in personal and cultural identity  
- share a sense of belonging and connectedness. |
| **Children are connected with and contribute to their world.** | Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation. | Children broaden their sense of belonging to groups and communities. They:  
- become aware of the reciprocal rights and responsibilities necessary for active community participation  
- explore their own and others' cultures and the similarities and differences among people. |
| | Children respond to diversity with respect. | Children broaden their sense of belonging to groups and communities. They:  
- become aware of bias and stereotyping and respond to diversity with respect. |
| | Children become aware of fairness. | Children broaden their sense of belonging to groups and communities. They:  
- become aware of fairness. |
| **Children have a strong sense of wellbeing.** | Children take increasing responsibility for their own health and physical wellbeing. | Children become strong in their physical wellbeing. They:  
- gain control and strength for manipulating objects, tools and equipment with increasing complexity  
- develop confidence, coordination and strength in large movement skills and challenges. |
| | Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. | Children become confident and involved knowers and learners. They:  
- build dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. |
| **Children are confident and involved learners.** | Children develop a range of skills and processes such as problem-solving, enquiring, experimenting, hypothesising, researching and investigating. | Children become confident and involved knowers and learners. They:  
- apply a range of skills and processes such as problem solving, enquiry, experimenting, hypothesizing, researching and investigating. |
| | Children transfer and adapt what they have learned from one context to another. | Children explore, investigate and connect with people, land, place, time and technology. They:  
- transfer and adapt what they have learned from one context to another and from one time to another. |
| | Children resource their own learning through connecting with people, place, technologies, and natural and processed materials. | Children explore, investigate and connect with people, land, place, technologies and natural and processed materials. They:  
- resource their own learning through connecting with people, land, places, technologies and natural and processed materials. |
| **Children are effective communicators.** | Children interact verbally and non-verbally with others for a range of purposes. | Children explore and expand their first languages. They:  
- 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 engage with multiple forms of literacy that build bridges between family and community contexts and new learning. They:  
- engage with a range of texts and gain meaning from these texts  
- explore symbols and patterns in language  
- build confidence and interest in exploring reading and writing behaviours. |
| | Children express ideas and make meaning using a range of media. | Children engage with multiple forms of literacy that build bridges between family and community contexts and new learning. They:  
- express ideas and make meaning using a range of media. |
| | Children begin to understand how symbols and pattern systems work. | Children engage with numeracy concepts that build bridges between family and community contexts and new learning. They:  
- begin to understand how symbols and pattern systems work  
- build confidence and interest in counting  
- explore mathematical thinking, concepts and language. |
| | Children use information and communication technologies to access information, investigate ideas and represent their thinking. | Children explore, investigate and connect with people, land, place, time and technology. They:  
- use information and communication technologies to access information, investigate ideas and represent their thinking. |