

# Communication skills and general knowledge domain

## Key concepts



- Demonstrates excellent communication skills
- Communicates easily and effectively
- Participates in story-telling/imaginative play
- Able to demonstrate general knowledge



## Connections to key documents

<p>Early Years Learning Framework (EYLF)</p>	<p><b>Outcome 4 – Children are confident and involved learners</b></p> <ul style="list-style-type: none"> <li>&gt; Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating</li> <li>&gt; Children transfer and adapt what they have learned from one context to another</li> </ul> <p><b>Outcome 5: Children are effective communicators</b></p> <ul style="list-style-type: none"> <li>&gt; Children interact verbally and non-verbally with others for a range of purposes</li> <li>&gt; Children express ideas and make meaning using a range of media</li> </ul>
<p>National Quality Standard (NQS)</p>	<p><b>Quality area 1: Educational program and practice</b></p> <p><b>1.1.1:</b> Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators</p> <p><b>1.2.3:</b> Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world</p> <p><b>Quality area 3: Physical environment</b></p> <p><b>3.2.3:</b> The service cares for the environment and supports children to become environmentally responsible</p> <p><b>Quality area 5: Relationships with children</b></p> <p><b>5.1.1:</b> Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included</p> <p><b>Quality area 6: Collaborative partnership with families and communities</b></p> <p><b>6.1.2:</b> The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child’s learning and wellbeing</p> <p><b>6.1.3:</b> Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing</p> <p><b>6.2.3:</b> The service builds relationships and engages with its community</p> <p><b>Quality area 7: Leadership and service management</b></p> <p><b>7.2.1:</b> There is an effective self-assessment and quality improvement process in place</p>
<p>Australian Curriculum</p>	<p><b>English curriculum</b></p> <p><b>Strand: Language</b></p> <ul style="list-style-type: none"> <li>&gt; Sub-strand: Language for interaction</li> </ul> <p><b>Strand: Literacy</b></p> <ul style="list-style-type: none"> <li>&gt; Sub-strand: Interacting with others</li> </ul>

Australian  
Curriculum

## The Arts

Drama

**Strand: Use voice, facial expression, movement and space to imagine and establish role and situation**

## Humanities and social sciences

**Strand: Inquiry and skills**

- > Sub-strand: Questioning
- > Sub-strand: Researching
- > Sub-strand: Analysing
- > Sub-strand: Communicating

## Science

**Strand: Understanding**

- > Sub-strand: Chemical sciences
- > Sub-strand: Earth and space sciences

**Strand: Science inquiry skills**

- > Sub-strand: Processing and analysing data and information
- > Sub-strand: Communicating

## Technologies

Design and Technologies

**Strand: Design and technologies knowledge and understanding**

**Strand: Design and technologies processes and production skills**

## General capability

Literacy

**Element: Word knowledge**

Critical and creative thinking

**Element: Inquiring – identifying, exploring and organising information and ideas**

**Element: Generating ideas, possibilities and actions**

Personal and social capability

**Element: Social management**

- > Sub-element: Communicate effectively

Australian  
Professional  
Standards for  
Teachers  
(AITSL)

## Standard 1: Know students and how they learn

- 1.1:** Physical, social and intellectual development and characteristics of students
- 1.3:** Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
- 1.4:** Strategies for teaching Aboriginal and Torres Strait Islander students
- 1.5:** Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 1.6:** Strategies to support full participation of students with disability

<p>Australian Professional Standards for Teachers (AITSL)</p>	<p><b>Standard 2: Know the content and how to teach it</b></p> <p><b>2.1:</b> Content and teaching strategies of the teaching area</p> <p><b>2.3:</b> Curriculum, assessment and reporting</p> <p><b>2.5:</b> Literacy and numeracy strategies</p> <p><b>Standard 3: Plan for and implement effective teaching and learning</b></p> <p><b>3.6:</b> Evaluate and improve teaching programs</p> <p><b>Standard 5: Assess, provide feedback and report on student learning</b></p> <p><b>5.4:</b> Interpret student data</p> <p><b>Standard 6: Engage in professional learning</b></p> <p><b>6.2:</b> Engage in professional learning and improve practice</p> <p><b>6.3:</b> Engage with colleagues and improve practice</p> <p><b>6.4:</b> Apply professional learning and improve student learning</p> <p><b>Standard 7: Engage professionally with colleagues, parents/carers and the community</b></p> <p><b>7.3:</b> Engage with the parents/carers</p> <p><b>7.4:</b> Engage with professional teaching networks and broader communities</p>
<p>Australian Professional Standard for Principals</p>	<p><b>Leading teaching and learning</b></p> <p><b>Leading improvement, innovation and change</b></p> <p><b>Leading the management of the school</b></p> <p><b>Engaging and working with the community</b></p> <p><b>Developing self and others</b></p>

Find out more at [www.aedc.gov.au](http://www.aedc.gov.au) and <https://www.education.sa.gov.au/>