

# My Brain has SUPERPOWERS!

A Workshop in the Power of  
How We Think



## School Readiness Priority Outcomes

### **Communication (language, literacy & numeracy)**

- listening and comprehension skills (receptive language)
- interaction skills, including understanding body language and gestures
- social play, including noticing others, attending, engaging, sharing, negotiating and taking turns (pragmatic and social skills)

### **Wellbeing (social, emotional & executive function)**

- providing an environment which promotes and supports development of young children's: – social/emotional learning
- proactively implementing positive mental health approaches to ensure children are engaged and ready to learn
- enacting strategies that support and strengthen children's: – focus – attention – perseverance
- providing children with support in: – effective self-regulation – positive behaviour

### **Access, inclusion & participation**

- developing and implementing systematic processes for vulnerable children and those who are at risk of educational disadvantage which focus on improving: – equitable access – participation
- supporting fine and gross motor development which enables improvements for children's: – participation in the program – independent self-care skills

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## VEYLAD Framework

### OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

- "...supported to act with self-confidence and autonomy while also recognising the interdependence of their social groups and their place as a valued member."
- "...learn about reliance on others and about our ability to help and support others."
- "...comfortable in the here and now of their lives and are able to grow and thrive because they feel they are secure and belong."
- "...show autonomy and agency."
- "...supported to appreciate similarities and differences between individuals and groups, and to respect different perspectives."

### OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

- "They help and show concern for others..."
- "...learn to respect those who are different from them and practise peaceful and inclusive ways of resolving conflicts"
- "...equitable opportunities for children with diverse capabilities and life circumstances support(ing) engagement and connection, enabling them to contribute positively..."

### OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

- "They learn to manage emotions and impulses, cope with day-to-day stresses and to persevere and 'have a go' when faced with challenging learning situations."
- "...develop a sense of achievement"
- "...learn to be flexible"

### OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

- "...encouraged to be curious and enthusiastic about their learning"
- "...experience challenge and success in their learning..."
- "...motivated and resourceful in approaching new learning or taking part in new challenges."
- "...build a 'tool kit' of skills and processes to support problem solving..."
- "...able to learn from mistakes to enhance future success, and they become more skilled at seeking help when they need it."
- "...learn with their peers, sharing their feelings and thoughts about learning with others."