

## Ages and Stages of Lifelong Learning

Stage	Approx. Age	Year Levels	The Learning Environment	Learner Characteristics
Zero to Three	0 – 3	NA	<ul style="list-style-type: none"> <li>The learner may attend formal or informal childcare</li> <li>Health, children and community services have a role in encouraging and supporting parents</li> <li>Services are required to comply with national standards (<a href="http://www.ncac.org">www.ncac.org</a>)</li> </ul>	Children aged up to three: <ul style="list-style-type: none"> <li>have well-established social and emotional behaviour patterns</li> <li>develop vocabulary acquisition skills that influence language learning for life</li> <li>can balance and support their body weight in a number of different ways of moving such as crawling, standing and walking (<a href="http://www.raisingchildren.net.au">www.raisingchildren.net.au</a>)</li> <li>are primarily influenced by their family.</li> </ul>
Early Years of Schooling	3 – 8	Preschool to Year 3	<ul style="list-style-type: none"> <li>Quality preschool or early care and learning programs support life learning outcomes</li> <li>School is compulsory from the age of six</li> <li>Reading, writing and numeracy are assessed through system-wide tests in Year 3</li> <li>The NT Curriculum Framework (NTCF) forms the basis of learning programs from preschool onwards.</li> </ul>	Early Years Learners: <ul style="list-style-type: none"> <li>start to acquire skills of negotiation, self-control and cooperation</li> <li>need predictable and stable relationships for effective learning</li> <li>develop understandings of things such as size, shape, numbers and letters</li> <li>learn through supportive and challenging play and experiences that include all their senses</li> <li>refine their sense of their body in space, developing gross motor skills</li> <li>continue to be strongly influenced by the family with increasing influence from other significant adults and peers.</li> </ul>
Primary Years of Schooling	8 – 11	Year 4 to Year 6	<ul style="list-style-type: none"> <li>Transitions into and out of the Primary Years are a formal part of this stage of schooling</li> <li>Reading, writing and numeracy are assessed through system-wide tests in Year 5</li> <li>Learners participate in group activities with peers, often after school hours or in holidays</li> <li>NTCF continues to be the basis of learning programs.</li> </ul>	Primary Years Learners: <ul style="list-style-type: none"> <li>are experimenting with identity, comparing themselves to their peers and experiencing different kinds of friendships</li> <li>have high levels of energy and enthusiasm and enjoy movement and noise in class and play spaces</li> <li>consolidate numeracy and literacy skills and continue to develop other skills such as problem solving and decision-making</li> <li>are able to expand their thinking in reflective and spontaneous ways and demonstrate an emerging awareness of values</li> <li>are keen to extend their capabilities and self-expression and begin to be responsible for their own learning and behaviours.</li> </ul>
Middle Years of Schooling	11 – 14	Year 7 to Year 9	<ul style="list-style-type: none"> <li>Transitions into and out of the Middle Years are a formal part of this stage of schooling</li> <li>Reading, writing and numeracy are assessed through system-wide tests in Year 7 (and Year 9 from 2008)</li> <li>Extra curricular and community-based activities become a significant part of learning</li> <li>NTCF continues to be the basis of learning programs.</li> </ul>	Middle Years Learners: <ul style="list-style-type: none"> <li>are experiencing adolescence and the accompanying emotional and physical changes</li> <li>are forming, articulating and managing relationships and developing stronger links with their peers, greater independence and a stronger sense of belonging in wider adolescent cultures</li> <li>reflect on who they are, where they belong, what they value and where they are going – including how schooling fits into their identify</li> <li>are developing their own voice and sense of social justice, often challenging the voices of significant adults including parents or caregivers and teachers.</li> </ul>

Stage	Approx. Age	Year Levels	The Learning Environment	Learner Characteristics
Senior Years of Schooling	14 –17	Year 10 to Year 12	<ul style="list-style-type: none"> <li>Although school is no longer compulsory from the age of 15, the great majority of young people will continue with formal learning</li> <li>NTCF is the basis for year 10 while the Northern Territory Certificate of Education (NTCE) is the basis for Year 11 and 12 studies</li> <li>The NTCE is a rigorous certificate of completion and achievement that is nationally and internationally recognised and may be done in full-time or part-time mode over three or more years</li> <li>Transition from the Middle Years to a more mature learning approach, and the transition from school to higher education, VET programs or work are part of this stage of schooling</li> <li>The Senior Years build on the earlier stages to develop employment-ready Territorians who are able to take advantage of many pathways open to them.</li> </ul>	<p>Senior Years Learners:</p> <ul style="list-style-type: none"> <li>have complex lives and are dealing with issues related to lifestyles that may or may not fit school or family expectations</li> <li>may be in part-time employment or training, hence moving in and out of schooling to undertake traineeships, apprenticeships or work placements</li> <li>are shaping and reshaping their lives but may or may not have developed their own goals for future learning and employment pathways</li> <li>live with their parents or caregivers, or independently, and experience differing levels of influence from parents or caregivers.</li> </ul>
Further Education, Training and Employment	15 and older	Year 10 and beyond	<ul style="list-style-type: none"> <li>Learning may take place in a higher education institution, VET facility or the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>As young people enter adulthood, parents or caregivers are likely to reduce their level of involvement, but will still be a source of advice and encouragement.</li> <li>The focus is on learning that takes the adult towards a profession or trade.</li> <li>The principles of adult learning apply.</li> </ul>

For further information of Ages and Stages of Learning visit these NT [www.families.nt.gov.au](http://www.families.nt.gov.au) and Australian [www.cyh.com](http://www.cyh.com) websites

