



User Guide

Preschool Outcomes Measure National Tool Pilot 2026



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Abbreviations and acronyms

ACER	Australian Council for Educational Research
EYLF	Early Years Learning Framework
NAT	National Applied Trial (2025)
NQF	National Quality Framework
POM	Preschool Outcomes Measure
YBFS	Year Before Full-time School

1. Introduction

Welcome to the pilot of the Preschool Outcomes Measure (POM) National Tool. This user guide will help you to understand the purpose and processes of the pilot and provide essential information about setting up your accounts, accessing the POM National Tool to participate in the pilot and ensuring data privacy.

The information in this user guide refers specifically to services piloting the POM National Tool in 2026 and 2027. Some states and territories are using different formative assessment tools aligned to the national learning progressions.

In the context of this document, **preschool** refers to the educational program provided in the year before full-time school (YBFS) by a qualified early childhood teacher in accordance with the Early Years Learning Framework (EYLF) or state-approved equivalents and the National Quality Framework (NQF).

We use the inclusive reference to **teachers and educators** to acknowledge the diversity of roles and qualifications of potential users of the POM National Tool during the pilot, while acknowledging that in some states and territories, the preschool program is predominantly delivered by a qualified teacher in a school.

We use **services** as an umbrella term to refer to the diversity of settings in which the preschool program is offered across the country, including standalone early childhood education and care services, community preschools and schools.

1.1 About the POM National Tool

The Preschool Outcomes Measure (POM) National Tool is a formative assessment designed to help teachers and educators understand children's learning progress in **oral language and literacy** and **executive function** in the year before full-time school. The formative assessment is aligned with national **learning progressions**, and the POM National Tool includes **professional learning and support resources** for teachers and educators.

The formative assessment is designed to integrate into play-based learning environments and aligns with the Early Years Learning Framework (EYLF) and state-approved equivalents. It supports teachers and educators to make informed planning and teaching decisions and tailor learning experiences to each child's current capabilities. The POM National Tool can be used with children of all cultural backgrounds and abilities, including children with disability or developmental concerns, children who speak a home language other than English, and children who speak Aboriginal English.

The Preschool Outcomes Measure is an initiative of the Australian and state and territory governments. The Australian Council for Educational Research (ACER) is leading the pilot of the Preschool Outcomes Measure National Tool in partnership with Goodstart Early Learning and Ninti One.

1.1.1 Assessment modes

The Preschool Outcomes Measure (POM) National Tool includes features and functionality designed for digital online use on a tablet device managed by the teacher or educator. However, the POM National Tool is available in three modes to accommodate services with intermittent or no internet access. The three modes are:

1. Digital online version with all features and functionality (for tablet use)
2. Digital offline app (for tablet use)
3. Paper-based form.

1.1.2 Assessment experiences in the POM National Tool

Formative assessments are available in oral language and literacy and executive function. The Preschool Outcomes Measure (POM) National Tool includes a diverse set of assessment experiences in the two categories of **teacher recall** and **live observation**.

Table 1 describes four types of assessment experiences ('tasks') included in the POM National Tool, within the broad categories of teacher recall and live observation. These varied assessment types support flexibility for teachers and educators and recognise the diverse ways that children demonstrate their strengths.

All instructions and scoring information are included within the digital platform. The POM National Tool includes a large pool of formative assessment experiences from which the 'tiles' (sets of related assessment tasks or experiences) that make up each child's formative assessment are drawn. Since the formative assessment will be used in diverse settings and with diverse children, these have been designed with flexibility in mind; many of the tasks include options for adapting the experience to suit the setting and the child, including to make the experience more culturally relevant, to incorporate appropriate adjustments based on a child's specific learning needs, and/or to support children who speak a home language other than English.

Table 1. Types of formative assessment tasks within the POM National Tool

Live observation			Teacher recall
Everyday observation	Structured observation	One-to-one interaction	Teacher reflection
The teacher/educator observes how a child demonstrates a key capability during familiar routines, interactions or experiences and records their observations on a rubric or checklist.	The teacher/educator sets up an opportunity for a child to demonstrate a key capability and records their observations on a rubric or checklist.	Following a set of prompts, the teacher/educator supports the child in a structured interaction, such as a game-like experience or a guided conversation.	Based on their knowledge of the child gained through many observations and interactions, the teacher/educator reflects on the extent to which the child demonstrates a key capability and records their judgement on a rubric or checklist.

1.1 About the pilot

The pilot provides teachers and educators with an opportunity to use a version of the Preschool Outcomes Measure (POM) National Tool that has been further developed and refined in response to findings and feedback from a 2025 National Applied Trial (NAT).

The pilot is an opportunity for teachers and educators to further test the useability of the POM National Tool in practice and to give feedback to help the ACER team make further improvements. Teachers and educators will also engage with the national learning progressions and other professional learning and support materials related to the POM National Tool. Feedback from the pilot will help us further refine and expand those materials.

While dates vary between states and territories, the pilot will occur during Terms 3 and 4 of 2026.

In 2027, the pilot will run from Term 1 to Term 4 (dates for each state and territory to be confirmed) and will include the opportunity to assess children more than once using the POM National Tool to measure their progress over the year before full-time school.

During the pilot, teachers and educators will use a digital tool suitable for use on a tablet to engage in reflections and observations about children's learning. They may also invite and support children to interact with the tablet to observe what children can do. For those services without sufficient internet access, offline delivery options are available.

1.2 User roles during the pilot

1.2.1 Site leader

The site leader is the nominated key contact for each service participating in the pilot.

Site leaders may be directors, principals, educational leaders or administrative staff. They are responsible for overseeing the pilot at their service, including managing administrative requirements. They may also be teachers and educators participating in the pilot. If so, the site leader should also follow the steps for participating teachers and educators.

What site leaders will do

- Prepare for the pilot by inviting participating teachers and educators to join ACER's online system and supporting them to access the system if needed. When teachers and educators join the system, they will be prompted to access a Plain Language Statement about the pilot and statements about data and privacy and will indicate their consent to participate.
- Check devices (e.g. tablets already available at the service) that teachers and educators will use to assess children during the pilot. Check the internet connection.

- Communicate with parents and carers about the pilot using the materials provided by ACER. These include a Plain Language Statement and an 'Opt-out' form for parents and carers. If parents and carers consent for their child to participate, they do not need to do anything. If they wish to 'opt out', they return the signed form to their child's teacher or educator, or to the service to indicate that they do not consent for their child to participate. If a child's parents or carers complete the opt-out form, make sure that no data is collected for that child.
- Make sure that teachers and educators register for a required professional learning workshop, which will prepare them to use the POM National Tool during the pilot. Information will be provided about options for engaging in professional learning in your state or territory and how to register for workshops. Note that there are two different options for professional learning workshops in 2026, and these may be available in online and/or face-to-face modes:
 - A 1-day refresher workshop for teachers and educators who participated in the 2025 National Applied Trial
 - A 2-day workshop for teachers and educators who are new to the POM National Tool.
- Make sure that teachers and educators can access both accounts they need for the pilot. They can use the same email address for both accounts. These are:
 - An account to access the digital POM National Tool
 - A separate account to access the online POM Professional Learning Hub
- Add details into the system for participating children.
- Contact our [Preschool support team](#) to assist you with any issues with registration or throughout the trial.

1.2.2 Teacher or educator

Teachers and educators are the practitioners who work directly with children and families.

What teachers and educators will do

- Join ACER's online system with support from the site leader. When teachers and educators join the system, they will be prompted to access a Plain Language Statement about the pilot and statements about data and privacy and will indicate their consent to participate.
- Address questions about the pilot from parents and carers and provide more information if needed. Collect any signed opt-out forms from parents and carers who do not want their child to participate in the pilot. If a child's parents or carers complete the opt-out form, make sure that no data is collected for that child.
- Work with the site leader to make sure that information about any accessibility requirements for individual children is entered correctly into the system. This will ensure that each child is assigned formative assessment experiences that are a good match for their needs.
- Register for and attend professional learning workshops, which must be completed to

gain access to the POM National Tool. Note that there are two different options for professional learning workshops in 2026, and these may be available in online and/or face-to-face modes:

- A 1-day refresher workshop for teachers and educators who participated in the 2025 National Applied Trial
 - A 2-day workshop for teachers and educators who are new to the POM National Tool.
- Use the POM National Tool to engage children in formative assessment of their oral language and literacy and executive function capabilities during the pilot period. This involves engaging children in a series of playful learning experiences and completing a set of observations and reflections called 'tiles' that are within the POM National Tool. Some of these tiles might involve supporting children to engage with tablet-based experiences. Each assessment for a child can be completed over a 2-week period, so that you don't have to complete the whole assessment at once. In total, an assessment for a child may take about 30 minutes.
- After completing an assessment, access findings for each child, which are shown as an estimated location along the learning progression. At this location, you will find descriptions and examples of what children can typically do at that point along the learning progressions. The descriptions and examples could be used to support conversations with parents or carers about a child's current capabilities and next steps in learning.
- In 2026, you will complete one assessment per domain for each child. In 2027, you will have the option of assessing the child's learning at two different points (at least six months apart) to measure their progress during the year before full-time school.
- Explore the learning progressions and practice prompts (evidence-informed ideas for planning and teaching) within the digital POM National Tool and the self-paced online modules and resources through the POM Professional Learning Hub. These are optional but highly recommended to help teachers and educators use the POM National Tool to support practice, and so that we can gather feedback to improve the support materials.
- Support children's participation and engagement with formative assessment activities. Remember that children can choose to stop participating at any time, so be alert to any signs of discomfort through children's body language or spoken requests to take a break or stop the assessment.
- Provide feedback to our development team so that we can make improvements, including through online questionnaires following the professional learning workshops and at the end of the pilot.
- During the onboarding process and professional learning workshops, you will find out more about what is involved and how to access assistance. You will also learn about any specific requirements for participation in your state or territory, such as the number of formative assessments you are expected to complete within the pilot period. ACER will provide information and resources to guide you with all aspects of the POM National Tool and the pilot, including how to support participation for a diverse range of children. You will have an opportunity for guided practice using the formative assessment during the

professional learning workshops so that you feel confident and supported.

- Contact ACER's [Preschool support team](#) for any questions or help needed during the pilot.

1.2.3 Child

Children in the year before full-time school who attend a preschool program in any participating service and whose parents or carers do not opt-out of the pilot may be included. The number of children who participate in a formative assessment using the POM National Tool may depend on various factors including jurisdiction-specific guidelines.

What children will do

- Participate in everyday activities that feel like regular play and learning but are part of the pilot.
- Interact with the tablet when invited to do so by teachers and educators as part of the formative assessment.
- Choose to stop participating at any time. Participation is voluntary, and it is important that children maintain a sense of agency about their learning.

Talking with children about the POM National Tool

It is important that teachers and educators establish a safe, playful and engaging assessment environment for children. Some of the ways you could do this include:

- Model curiosity and a sense of playfulness when engaging children in the formative assessment experience. Children will take this cue from you. The formative assessment experiences are designed to feel like familiar play and interactions, and most children will enjoy the opportunity to engage with you during the assessment.
- Use encouraging language that acknowledges children's efforts (e.g. 'I really liked the way you took your time to think before answering that question', or 'I like the way you had a go at that one even though it was tricky') without giving an indication of whether children's responses are 'right' or 'wrong.'
- Pay close attention to children's verbal and non-verbal cues to help you monitor their level of engagement. If a child is becoming distracted or frustrated after one or two formative assessment experiences, you might ask whether they would like to take a break and come back to it later. You don't have to complete the whole assessment for a child at once. If a child prefers to engage in shorter interactions, they can do so. Children can also withdraw at any time if they choose not to participate.
- When introducing formative assessment experiences to children (especially those involving one-on-one interactions with children or the use of the tablet), you might say something like:

'I would like to try some games and activities with you to help me find out more about what you already know and what you can already do. These will be like things we usually do at [preschool], but some things might be new to you. How do you feel about having a go at these games and activities with me so that you can show me what you can do?' Or, 'These next activities are a bit like a game that we can look at together on the tablet.'

Some might be a bit tricky if they ask things you haven't learned yet. That's okay –just have a go if you want to or say "I don't know" if you haven't learned it yet. Remember, if you want to take a break or you don't want to do any more activities, you can just tell me and that's okay. Would you like to start?'

Children who require adjustments to participate

The POM National Tool is designed for all children in the year before full-time school. This includes children with diverse capabilities and learning requirements. It also includes children who speak a home language other than Standard Australian English, including children who speak Aboriginal English.

Features of the POM National Tool that support accessibility for all children include:

- Formative assessment tiles have been designed according to universal design principles to address a broad range of capabilities and ways of engaging.
- An adaptive component adjusts the level of challenge based on each child's responses to an initial set of formative assessment tiles.
- Assignment of tiles is customised based on a child's specific accessibility requirements. These requirements are entered by the site leader (in consultation with teachers and educators and parents and carers who know the child best) when adding participating children to the account. For example, site leaders can indicate whether the child has a vision or hearing impairment, mobility needs, speech and language delay or known developmental concerns.
- The site leader can also indicate whether the child does not speak English, and whether they speak Aboriginal English (acknowledging this as a valid form of English). This information acts as a filter to ensure that the tiles assigned to the child for the formative assessment are a good fit for their accessibility and language requirements. If the teacher or educator and the child share a language other than English, the assessment can be administered in the shared language.
- Some assessment tasks include possible variations that can be made to standard administration, to accommodate children's accessibility requirements and constraints of the environment.

During the professional learning workshops and in the resources on the POM Professional Learning Hub, teachers and educators will learn more about how a diverse range of children can be fully included in the formative assessment. Our goal is to develop a fully accessible formative assessment tool that enables all children to participate. The pilot is an important opportunity to try out some of these accessibility features and give feedback to help us make improvements.

1.2.4 Parent or carer

Parents and carers are adults with legal or primary responsibility for a child's care and wellbeing. They will be informed about the pilot and choose whether they consent for their child to participate.

What parents and carers will do

- Receive and read the Plain Language Statement provided by their child's service provider, which includes information about the pilot.

- Contact their child's teacher or preschool director to ask questions or seek clarification about their child's participation in the pilot. Parents and carers can also contact ACER directly to ask questions or find out more.
- Return a signed opt-out form to the service provider if they DO NOT want their child to participate in the pilot.
- Choose to opt-out for their child at any time during the pilot.
- Parents and carers might receive information about their child's assessment outcomes from the pilot, communicated through a conversation with their child's teacher or educator. This is not compulsory in the pilot and is at the discretion of each service.

1.3 Protecting data and privacy

The privacy and security of all data collected during the pilot is a priority.

ACER will only collect and use data to refine and improve the POM National Tool. The data will not be used to compare or rank service providers, teachers and educators, or children.

Information that identifies children or teachers and educators will only be shared where needed for the pilot. This may include sharing with authorised preschool staff and authorised ACER researchers who are providing support to services. Following the pilot, data will be stored in de-identified form only. Any information or reporting shared outside ACER will be for research purposes and will not include the names of children or staff.

Information will be collected and managed according to ACER's privacy policy:

www.acer.org/privacy.

Participation is voluntary. Services, teachers and educators and facilitators can withdraw from the pilot at any time by lodging a 'submit a request' contact form (<https://preschoolsupport.acer.org/hc/en-au/requests/new>).

Children can choose to stop participating and parents or carers can choose to 'opt-out' for their children at any time by returning the opt-out form or notifying the teacher or service that they no longer wish to participate.

If you need to withdraw a child at any stage during the pilot, notify the [Preschool support team](#) so that we can remove any data relating to the child from the system.

2. Platforms, logins and permissions

2.1 Platforms you will use during the pilot

2.1.1 POM National Tool

Site leaders and teachers and educators will have ongoing access to the POM National Tool throughout the pilot.

The POM National Tool is designed for use on a tablet.

Site leaders must run a [browser exam](#) to ensure that the device(s) being used by their service will support use of the POM National Tool. Tablet devices must meet the minimum browser resolution, have reliable internet connectivity and be held in landscape orientation.

If the [browser exam](#) requirements are not met, users may experience display or connectivity issues.

The URL <https://preschooloutcomes.acer.org/login> will direct you to the log in page to access your account (or accounts if you belong to more than one service). We recommend bookmarking or saving the address as an easily accessible link on all devices being used for the POM National Tool or on your service intranet.

Through this site, site leaders will:

- register their details for the pilot
- [add participating teachers and educators](#) to the account
- [add participating children](#) to the account.

Through this site, teachers and educators will:

- [assess the participating children](#) within a 2-week period for each child
- [access reports](#), and [learning progressions and practice prompts](#).

2.1.2 Staff Registration: Contextual Information

As part of registering for the POM National Tool Pilot, all site leaders, teachers and educators and facilitators are required to provide some information about themselves. This information helps ACER understand the range of teachers and educators participating in the pilot and supports administration, reporting and evaluation activities while maintaining staff privacy.

What information will I be asked to provide?

When completing your registration, you will be asked to provide the following contextual information.

Field	What this means	Response options
First Nations status	Select the option that best describes you.	Aboriginal; Torres Strait Islander; Both Aboriginal and Torres Strait Islander; No; Prefer not to answer
Accessibility requirements	Indicate whether you have any accessibility requirements related to your participation in the POM Tool or Professional Learning.	Yes; No
Highest early childhood qualification	Select your highest completed qualification in Early Childhood Education and Care.	High school or below; Enrolled in Certificate III in ECEC (not completed); Certificate III in ECEC; Diploma in Early Childhood Education; Bachelor of Early Childhood Education/Education; Master's degree or higher; Other; Prefer not to answer
Years of experience as an early childhood teacher or educator	Select the option that best reflects your experience.	Less than 1 year; 1 year; 2 years; 3 years; 4 years; 5 years; 6 years; 7 years; 8 years; 9 years; 10 years or more; Prefer not to answer

Accessibility requirements for staff: examples

Accessibility requirements may include, but are not limited to:

- Mobility or physical access requirements
- Vision impairment or low vision support needs
- Hearing impairment or audio accessibility support needs
- Screen reader or other assistive technology requirements
- Alternative formats for learning materials
- Additional support required to access or participate in Professional Learning workshops

These examples are provided to help explain the type of support that may be required. If you have accessibility requirements that may affect your participation in the POM National Tool or professional learning, select 'Yes' during registration and contact the POM Preschool Support Team at preschool.support@acer.org to discuss your requirements.

Privacy and confidentiality

Your privacy is important.

First Nations status and accessibility information are collected as part of staff registration.

Other staff members and site leaders cannot view or edit your First Nations status or accessibility information.

Jurisdictions and reporting users only receive aggregated information for reporting purposes. Individual staff responses are not shared.

This information is collected to support the administration, evaluation and reporting of the POM National Tool pilot while maintaining staff privacy.

Important

All contextual information fields marked as required must be completed before your registration can be finalised and we can provide access to the POM National Tool.

Username and password

You will choose your own username and password when you first register your details into the POM National Tool.

We recommend that you use your personal email address as your username, in all lower-case type. This is because you will also use your email address, in all lower-case type to access your [POM Professional Learning Hub](#).

Passwords should be easy to remember but difficult for someone else to guess.

Important: Passwords that do not meet requirements will not be accepted by the system. The requirements for staff passwords are strict:

- Must be at least 13 characters
- Must not contain common words, phrases, or passwords (e.g. PasswordABC123, FridayAfternoon123!)
- Must not contain information that can be associated with the user (e.g. name or address)
- Ideally include a combination of character types (e.g. alphabetic upper case, alphabetic lower case, numeric and symbolic).

To prevent unauthorised access, staff will be asked to log in again if their password is changed.

How to reset your password:

1. Go to the global login page: <https://preschooloutcomes.acer.org/login>
2. Click on 'Forgot my password.'

3. Enter your email address.
4. You will receive an email with your username and a link to reset your password.
5. You will be prompted to change your password as soon as you click on the link.
6. You will need to log in using the new password.

You will choose your own username and password when you first register your details in the POM National Tool.

2.1.3 Accessibility features of the POM National Tool

Please ensure when adding the child information into the platform that you correctly identify any specific accessibility requirements by selecting the correct fields (e.g. Global Developmental Delay (diagnosed), Deaf or hard of hearing, non-English speaking). This will ensure that the system correctly assigns a set of formative assessment experiences (tiles) that are suitable for a child's particular needs.

The formative assessment also includes an adaptive function, so that after you have completed an initial set of assessment tiles, a next set of formative assessment experiences will be generated at a suitable level of challenge for the child, based on their responses to the initial tiles.

Some formative assessment tasks include 'variations' in the task instructions. These describe alternative ways to administer an assessment task that can support engagement for diverse children or in response to environmental constraints while maintaining the validity of the assessment.

The formative assessment is designed so that every child has the opportunity to show what they can do, regardless of their current ability. If you have begun an assessment with a child and you notice it does not seem like a suitable fit for their ability, please contact the [Preschool support team](#) to assist.

What information will I be asked to provide?

Field	What this means	Response options
English speaking	Non-English speaking: The child understands up to about 20 English words but may use no or a few English words. They require English tasks that are easy to understand and don't need to answer by speaking English. They require contextual cues for understanding (e.g. pictures and gestures). Aboriginal English speaking: The child will usually communicate using any form of Aboriginal English (e.g. Kriol/Creole) and will primarily be responding to assessment items using Aboriginal English. Yes: The child is English speaking.	Non-English speaking; Aboriginal English speaking; or Yes
Non-English interpreter required	Select Yes if a Non-English interpreter is required and an adult who is fluent in English and the child's home language is available and can interpret the	Yes; No

	assessment tasks while the assessment is being conducted. Non-English interpreter required can only be selected if Non-English speaking is selected.	
Aboriginal English interpreter required	Select Yes if an Aboriginal English interpreter is required and an adult who is fluent in English and the child's home language, including Aboriginal English, is available and can interpret the assessment tasks while the assessment is being conducted. Aboriginal English interpreter required can only be selected if Aboriginal-English speaking is selected.	Yes; No
Deaf or hard of hearing	Yes: Children who are deaf or hard of hearing and primarily use assistive devices, residual hearing and speech to communicate. Deaf using sign: Deaf children who have total hearing loss or very little residual hearing and predominantly use sign to communicate and have an interpreter available to assist during the assessment. No: The child is not Deaf or hard of hearing	Yes; Deaf using sign or No
Sign interpreter required	Select Yes if a sign interpreter is required and an adult who is fluent in English and AUSLAN is available and can interpret the assessment tasks while the assessment is being conducted. Sign Interpreter required can only be selected if Deaf using sign is selected.	Yes; No
Developmental concerns	Global Developmental Delay (diagnosed): A diagnosis used for children who exhibit delays in achieving expected developmental milestones in two or more developmental domains (e.g. cognitive, motor, speech and language, social, daily living). Children require substantial support to communicate and engage in daily activities such as visual, gestural, model and guided supports Developmental concern: Children without a formal diagnosis who exhibit delays in achieving expected developmental milestones in two or more developmental domains (e.g., cognitive, motor, speech and language, social, daily living.). Children require support such as visual, gestural and model prompts to understand language and engage in daily activities. No developmental concerns: The child has no developmental concerns.	Global developmental delay (diagnosed); Developmental concern; No developmental concerns
Speech and language delay	Children with speech and language delay who have difficulty understanding language, putting words together in ways that others understand and communicating using speech. Children require support to help them understand language and may	Yes; No

	need to use other ways to communicate besides speaking, such as, pictures and gestures (e.g. pointing).	
Augmentative and Alternative Communication user	Children who have limited to no speech and usually use Augmentative and Alternative Communication systems, including high-tech speech generating devices and low-tech devices such as picture communication books	Yes; No
Blind and low vision	Children have a level of vision loss that makes it difficult to perform everyday tasks including a total loss of vision. They require information they can hear and touch or feel (auditory and tactile information).	Yes; No
Physical disability/motor impairment	Physical disability/motor impairment encompasses a broad range of physical disabilities that affect a child's ability to move, perform fine motor and everyday tasks. Children require alternative access to fine motor tasks such as tapping a screen and may require support to move, sit or stand.	Yes; No

2.1.4 POM Professional Learning Hub

Teachers, educators and facilitators will have ongoing access to the POM Professional Learning Hub site throughout the pilot.

You will receive an email to notify you of your username and password for the POM Professional Learning Hub along with the URL.

To log in, go to: [Log in to the site | Professional Learning](#)

We recommend bookmarking or saving the address as an easily accessible link on all devices that will be used in the pilot or on your service intranet.

Through this site, you will explore:

- more detailed information and resources relevant to the workshop content, for review or deeper engagement
- a series of optional self-paced online learning modules on topics relevant to understanding and supporting diverse children's oral language and literacy and executive function capabilities.

Username and password

The POM Professional Learning Hub is hosted in Moodle, ACER's learning management system. Please note that Chrome is the recommended browser for this application.

Your login details will be emailed to you from '**Admin (via Professional Learning)**'. This email may land in your inbox or the junk folder. If you are unable to find this email, please follow the instructions below to reset your password.

For teachers and educators who participated in the 2025 National Applied Trial, and have therefore been previously enrolled in the POM Professional Learning Hub, log in with your existing credentials. If required, follow the instructions below to reset your password.

How to reset your password:

1. Go to the POM Professional Learning Hub login page:
<https://onlinelearning.acer.edu.au/login/index.php>
2. Click on 'Forgot password?'
3. Search by email address (all lower-case type)
4. Once you have received your reset email and logged in, you will be prompted to update your password.

2.2 General log in principles

Passwords are used to authenticate and prevent unauthorised access to your account.

Login details and email addresses

- Every account user will have a unique username and password.
- Within an account, staff email addresses must be unique. The same email address cannot be connected to multiple staff logins.
- Staff emails cannot be generic or 'shared' email addresses; they must be personal email addresses.

Confidentiality

All users are responsible for ensuring that login details remain confidential.

Passwords should not be:

- written down
- stored in an electronic file stored on mobile devices
- stored in a clear text file
- saved using the 'remember password' feature of applications or browsers.

2.3 Staff member permissions

The site leader has the highest level of permission. They have access to create and manage staff logins, add and edit children's information and assign assessments, and can also use the formative assessment with participating children.

Teachers and educators have access to use the POM National Tool to assess participating children.

Note: If another staff member requires a higher level of permission as an additional site leader, the main site leader will need to contact the [Preschool support team](#) to request this.

ACER recommends limiting the number of staff with site leader access to simplify the process for teachers and educators. Level of permission by staff role is shown in Table 2.

Table 2. Platform permission by role

Permission	Site Leader	Teacher/Educator
Manage staff logins	Yes	No
Add or edit child details	Yes	No
Assign assessments to children	Yes	Yes
View children	Yes	Yes
Assess children	Yes	Yes
View reports and learning progressions	Yes	Yes

3. Instructions for site leaders

Follow these steps to get ready for the pilot.

3.1 Checklist: Getting started

Receive the link to register your details to the online account for your service.

- ☐ Use the ['Invite staff'](#) option to add participating teachers and educators to your account.
- ☐ Run a 'technical readiness test' using the [browser exam](#). Make sure you run the browser exam on the tablet device that teachers and educators will use during the pilot, in a location where the children will be completing the formative assessment. This step will help you make sure you have sufficient internet access and that your device or devices can support the technical requirements.
- ☐ If you see all green ticks after running the browser check, you can perform the pilot on that device at your service location.
- ☐ If you see any errors after running the browser check (red crosses or orange exclamation marks), contact the [Preschool support team](#) and include your service name and the subject heading of 'Offline delivery'. We can assist you with alternative offline delivery options if required.
- ☐ Inform teachers and educators and parents and carers about the pilot using the provided information, for example, Plain Language Statements and opt-out form for parents and carers who do not consent to their child participating.
- ☐ Collect signed opt-out forms from any parents and carers who do not consent for their child to participate (either directly or from the child's teacher or educator) and maintain these forms for your records. Make sure that these children are not added to the account.
- ☐ If parents and carers choose to withdraw consent after their child has been added to your account, contact the [Preschool support team](#) and we will securely remove any child data from the system.

- ❑ Each teacher or educator who has been added to your account will be emailed a form to confirm their preferred professional learning dates.
- ❑ Each teacher or educator who has been added to your account will be emailed their unique login details for accessing the POM Professional Learning Hub.
- ❑ If any teacher or educator cannot access their POM Professional Learning Hub account, contact the [Preschool support team](#).
- ❑ If any teacher or educator can no longer attend the professional learning workshop they have registered for, contact the [Preschool support team](#).
- ❑ If you are a site leader who will also be assessing children during the pilot (i.e. you also have a role as a teacher or educator), you will also need to register and attend a professional learning workshop. If you are a site leader only and will not assess children during the pilot, you are not required to attend a workshop.
- ❑ After all participating teachers and educators have completed the required professional learning workshops, you will gain access to [add eligible children's details](#) into your POM National Tool account.
- ❑ Once children's details have been entered, advise teachers and educators that they that they can begin [assessing children](#).

Contact the [Preschool support team](#) for help with any of these steps or throughout the pilot.

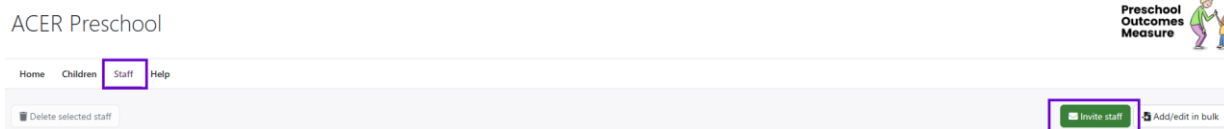
3.2 Adding, deleting and editing staff

Only site leaders have permission to add, delete and change staff details. Site leaders will not be able to view or edit teachers' and educators' personal information including First Nations status or accessibility requirements.

Add teachers and educators to your account

Site leaders must add all participating teachers and educators into their account before the designated professional learning period. This ensures that ACER can add teachers and educators to the POM Professional Learning Hub and email their login details. To add staff members:

1. Go to the **Staff** tab.
2. Select Invite Staff.



3. Enter the staff member's email address. You can include multiple email addresses in this field, separated by a comma or semicolon.

Invite staff

* denotes required field

Email address(es) *

You can input multiple email addresses separated by space, comma(,) or semicolon (;). Please note that this email cannot be a generic or shared email - please use an individual professional email. If you do not have an individual professional email, please use an individual personal email.

☐ Use accessible colours
Changes colours in reports to suit users that have difficulty distinguishing between red and green.

Staff role(s) *

☒ Preschool Teachers and Educators

Send invites [Cancel](#)

4. The role for additional staff members will be automatically set as 'Preschool Teachers and Educators.' If you have another staff member you want to have a higher level of access, contact the [Preschool support team](#) to request an upgrade to 'Preschool Site Leader'. This will allow the staff member to add and manage other teachers and educators and add and manage participating children.
5. Select Send invites.

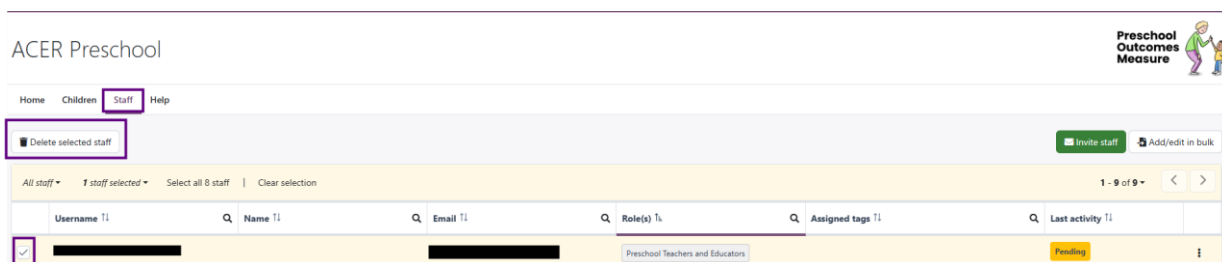
An error message will display if any email addresses are not valid.

If the process is successful, you will receive a message confirming that staff have been invited.

Invited staff members will receive an email with a link to set up their login details, **which is valid for 5 days only**. If a staff member does not action their invitation email within 5 days, their status will remain 'Pending'. You can resend the email invitation at any time by selecting the 3 dots and choosing **Re-send invitation**. It is important to keep the staff list on your account up to date to ensure that all teachers and educators can access their list of children and view assessment reports. This will also prevent unauthorised access to child data for staff members whose roles have changed or who are no longer at your service.

To delete staff members:

1. Go to the **Staff** tab.
2. Tick the box next to the name of the staff member(s) you wish to delete.
3. Select **Delete selected staff**.



To change individual staff details:

Site leaders can edit details for their staff. Please note that for privacy reasons, site leaders will not be able to view or edit specific staff fields such as First Nations status or accessibility requirements.

1. Go to the **Staff** tab.
2. Select the name or username of a staff member whose details you want to edit.
3. Edit the details as needed (such as name, email, username or password) and select **Save**.

If a site leader wants to 'upgrade' another staff member to have site leader access, contact the [Preschool support team](#).

3.3 Adding participating children

Only site leaders have permission to add and edit children's details.

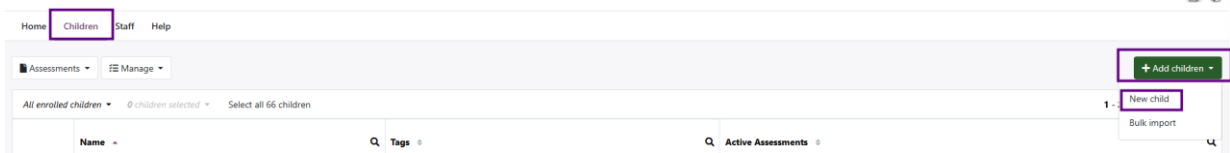
Accessibility requirements for children

When adding children to the account, the site leader will be prompted to select any specific accessibility requirements that might affect the child's engagement with the formative assessment. This information will help to ensure that the set of assessment experiences assigned to the child is appropriate for their learning needs. It is important that you select the right fields. If you are unsure, please check with the child's teacher, parent or carer that the accessibility information is accurate. To assist you, select **Help** on your **Import children** pop-up box and follow the directions carefully.

If a teacher or educator begins an assessment with a child and notices that the child's accessibility requirements have been entered incorrectly, please contact the [Preschool support team](#) to assist.

Adding one new child

1. Go to the **Children** page.
2. Select **+Add children** on the right of the screen. Select **New child**.



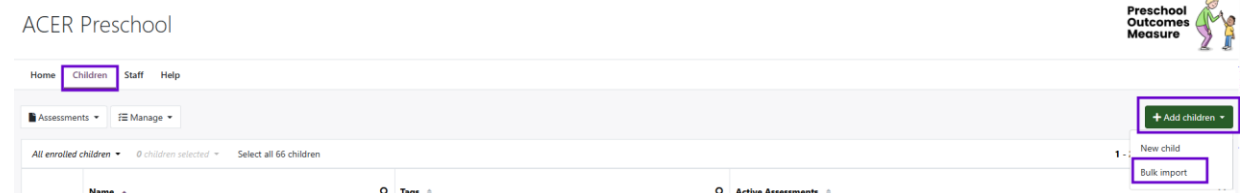
3. A pop-up box will open. Fill out the fields using the 'Help' button at the bottom of the pop-up box to view the **Child Field Descriptions**.
4. Select **Create child**.
5. If the details of the new child are similar to an existing child within your account, you will be prompted to check. You cannot have duplicate child accounts within the system.

Changing details for one child

1. Click a child's name to view their details.
2. A pop-up box will appear that allows you to edit the child information fields.
3. After making your changes, select **Save**.

Adding multiple new participating children (in bulk)

1. Go to the **Children** page.
2. Select **+Add children** on the right of the screen. Select **Bulk import**.



3. A pop-up box will open. Select **template file** in step one to download the template.
4. Open the template file and save it to your computer.
5. Fill out the template file. Make sure you remove the two samples from the template file (rows 2 and 3). This template must be filled out exactly as it is set out for it to upload without error. To assist you, select **Help** on your **Import children** pop-up box and follow the directions carefully based on the **Child Field Descriptions**.

Add multiple children at once by filling out the Excel template and uploading the file below.

1. Download the **template file**.

2. Upload child details.

Select a file

Import children

Help

Close

6. Once all your information is entered, save the file and close it.
7. Go back to the **Import children** pop-up box and select **Select a file**. Use the browse option to locate the file where you saved it on your computer then press **Import children**.
8. If the file has been filled out correctly, you will see it uploading. Then a green bar will appear reporting on how many participating children have been uploaded. Select **Refresh page**. The screen will close and the participating children will appear in the list on your page.
9. If the file has not been filled out correctly, a red bar will appear in the pop-up box reporting that there has been an error. It will provide a link to an Excel spreadsheet. Select **Download Excel file** and open the file. In column J, the errors will be explained. Save this file and make the required changes. Delete column J and then go back to Step 6.

Changing details for multiple children at once

1. Filter your children list to display the children whose details you need to edit.
2. Manage > Edit children – file upload.

The screenshot shows the 'Children' management interface. At the top, there are tabs for 'Home', 'Children', 'Staff', and 'Help'. Below these, there are two dropdown menus: 'Assessments' and 'Manage'. The 'Manage' dropdown is open, showing options: 'All enrolled children', 'Edit children - file upload', 'Select all 66 children', and 'Clear selection'. The 'Edit children - file upload' option is highlighted. Below the dropdowns, there is a table with columns for 'Name' and 'Tags'. The first two rows of the table are highlighted in yellow, and the first column contains checkboxes that are also highlighted in yellow.

3. Select Download child data.

4. Edit the necessary details within the Excel file, being careful to follow the guidelines listed under **Help**.

Bulk edit children

×

1. Download selected children data.

acer-preschool-children.xlsx

Download children data

2. Edit children data in Microsoft Excel.

3. Upload edited data.

Select a file

Import children

Help

Close

5. Save the file in the *.xlsx format.
6. Within the Bulk edit children pop-up window, select **Select a file**.
7. Select your saved file.
8. Import children.
9. If any errors are detected by the system, you will receive a message and a link to download an Excel file listing the relevant errors.
10. Correct the errors and repeat steps 5 to 8 above. Notes:
 - Do not delete, edit or move the column headers.
 - The 'System ID' in Column A is used by the system to identify each child's results data. Do not edit or move these System IDs between children.
 - You may not add new children to the account via this bulk edit process. Please follow the instructions on how to add children in bulk.

3.4 Removing participating children

Only ACER can remove participating children from your service's account.

If a parent or carer decides they no longer consent to their child participating in the pilot, the site leader will need to inform ACER's [Preschool support team](#) with the 'submit a request' form to securely provide the details of the child or children who need to be removed.

Please refer to the relevant article in the Frequently Asked Questions ([FAQs](#)), which is for parents and carers and is about opting their child or children out of the pilot.

3.4.1 Removing participating children request

1. When a parent or carer requests to remove a child or children from the pilot,

reassure the parent or carer that the child's details and any associated data will be removed from the system.

2. If the child has not yet been added to the system: File the signed 'opt-out' from the parent or carer for your own records and do not complete steps 3 onwards.
3. If the child has already been added to the system: **submit a request** to the [Preschool support team](#), ensuring that you include the name of your preschool, suburb and full name of the child or children to be removed. Please use this secure link rather than sending private child information via email as this is not secure.
4. The [Preschool support team](#) will respond via email once the data has been removed from the system (this can take up to 48 hours from receipt of the request).
5. Notify the parent or carer that the child and any associated data has been removed.

3.5 Removing the assessments

Only ACER has permission to remove assessments from children.

3.5.1 Remove an assessment

Site leaders won't be able to remove an assessment from a child. The site leader will need to contact the [Preschool support team](#) to ask for adjustments if they need to remove an assessment because it was not correctly performed; for example:

- The incorrect child was assessed.
- The tiles assigned to the child were not appropriate (due to an accessibility requirement that was not specified when the child was added to the system).
- The child was not engaged.
- There was an interruption to the assessment.

4. Instructions for teachers and educators

4.1 Getting started checklist

1. Register your details when invited to your service's account by the site leader.
2. Book in for your professional learning when the email is sent to you (within 2 business days of registering your details).
3. Inform your site leader and the [Preschool support team](#) if you can no longer attend the professional learning workshop dates.
4. Access the Professional Learning Hub when it is available.

5. Inform your site leader if you cannot access Professional Learning Hub account.
6. Required: Complete the professional learning face-to-face or online workshops to access a practice version of the tool with dummy data.
7. Optional: Engage with the online learning modules and other resources.
8. Be guided by your site leader for information on when your service will complete the pilot with the participating children.
9. When the pilot period begins, begin [assessing children](#) on learning activities within the tool.
10. Complete each assessment with each eligible child within a 2-week window.
11. [Access reports, learning progressions and practice prompts](#) and discuss the next steps to improve learning with your colleagues.
12. Contact the [Preschool support team](#) for help with any of these steps or throughout your pilot period.

4.2 Attending professional learning

To ensure that teachers and educators who will be assessing children in the pilot are well prepared and supported, they are required to complete a minimum level of professional learning. This includes teachers and educators who used the POM National Tool during the 2025 National Applied Trial, who will be introduced to updates and changes but are not required to repeat introductory learning experiences.

All teachers and educators will attend live preparation workshops for the pilot (either face-to-face or online). These workshops will prepare them to use the POM National Tool during the pilot and help them get the most out of participation.

Teachers and educators who completed professional learning workshops and used the POM National Tool as participants in the 2025 National Applied Trial will attend a 1-day refresher workshop to learn about new content, features and functionality and to prepare them to participate in the 2026 pilot.

Teachers and educators who did not participate in the 2025 National Applied Trial will attend a 2-day workshop to introduce them to the POM National Tool and prepare them to participate in the 2026 pilot.

4.2.1 Face-to-face or online workshops

You will receive an email from ACER asking you to indicate your preferred professional learning dates after you have completed your profile and are active on the account. If you have not received this email or you can no longer attend, contact the [Preschool support team](#).

The workshops will address:

- The purpose and opportunity of the POM National Tool Pilot and its place in a broader program of development
- The purpose of the POM National Tool, its connection to the EYLF V2.0 and its role in enhancing current practice

- The domains of oral language and literacy and executive function as they are defined within the POM National Tool
- National learning progressions within the POM National Tool, how they can be accessed and how they can support planning, teaching and reflection to enhance children's learning
- How to use the formative assessment within the POM National Tool, including setup, generating assessments, engaging children, administering formative assessment tasks with consistency and fidelity, interpreting findings and planning next steps
- Maximising the benefits of the POM National Tool for children, educators and communities
- Participating in the pilot, accessing resources and support, and providing feedback to inform further refinement.

4.3 Logging in to the Preschool Outcomes Measure National Tool

Your POM National Tool login page

Each service provider participating in the pilot will have an online account using the global login page: <https://preschooloutcomes.acer.org/login>

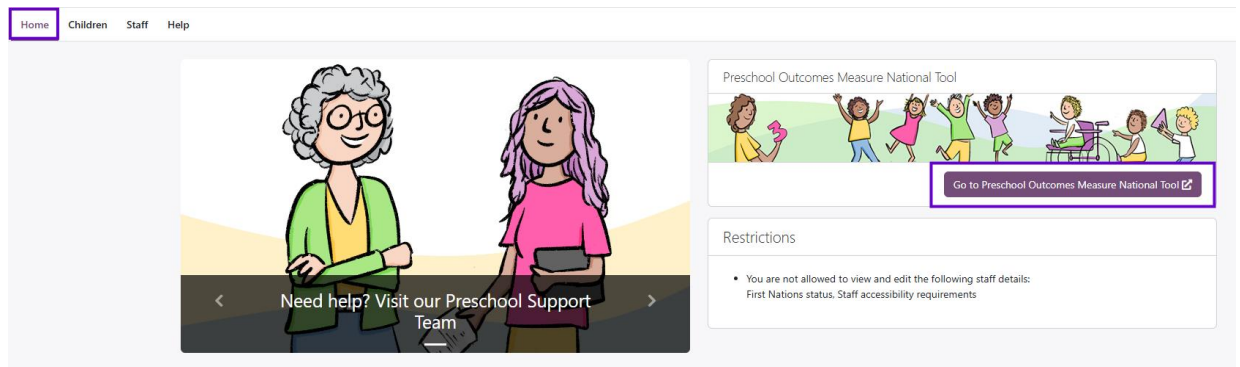
All staff members using the account to manage data or complete the pilot will use the same account URL, so we recommend saving the address as an easily accessible link on all service provider devices or on your service provider's intranet.

Once logged in, you will have access to the service (or services) that you belong to and have registered to participate in the pilot as well as the two professional learning accounts which will be accessed during your professional learning workshops.

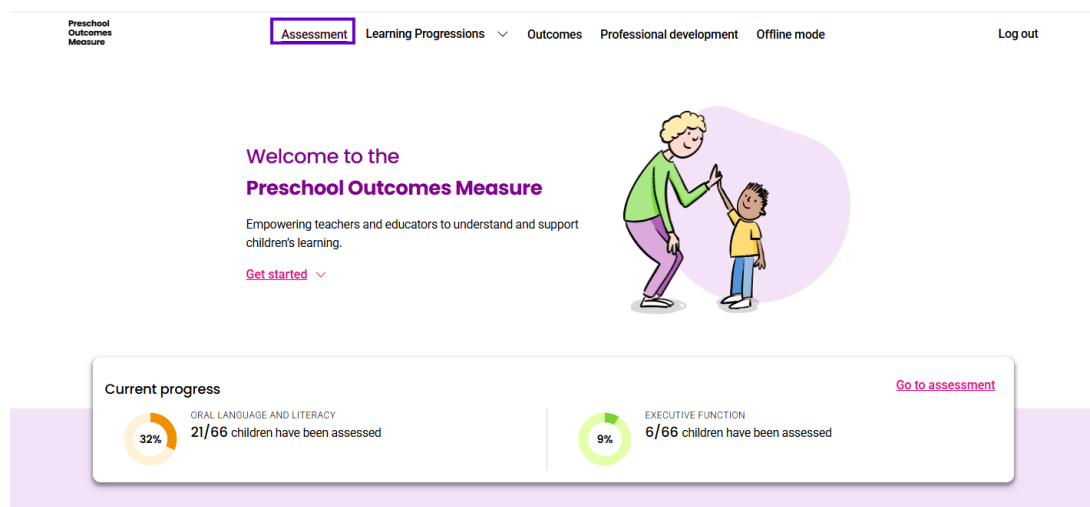
4.4 Assessing an individual child

The pilot period for an individual child is **limited to a 2-week period**. Children must complete tiles within 2 weeks, starting from the date that their first tile commences within a domain. The system will automatically close the assessment off after the 2-week period has elapsed for a child within that domain.

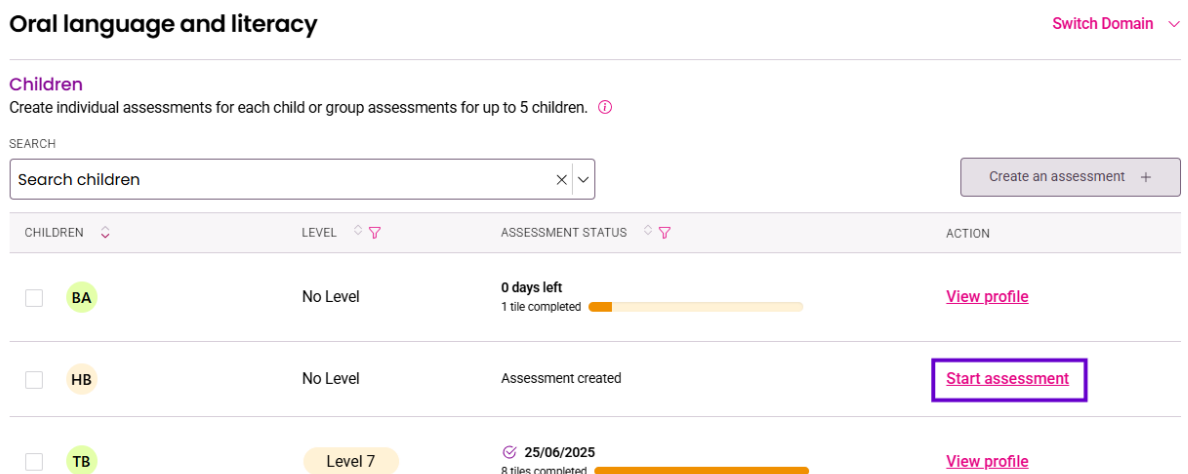
1. When you are logged into your account, go to the **Home** page. Here you will find a link to access the POM National Tool to assess your participating children who your site leader has added to the account. Please note: children **cannot** be added or assessed by your site leader until after your service have completed the required professional learning.



- From the **Home** page of the POM National Tool, select **Assessment** from the top navigation bar.



- From the **Assessment** page, scroll down to view the list of participating children.
- From the **Children** list, search for and select the child you wish to assess and select **Start assessment** (or **Continue** if you have already started assessing the child).



If the child you are looking for is not in the list, check with your site leader as they may not have added them to the system yet.

Note: only [site leaders](#) can [add or edit children](#) after professional learning is complete.

5. On the **Assessment created** confirmation page, select Start assessment.

Preschool Outcomes Measure

AssessmentLearning ProgressionsOutcomesProfessional development

Log out

Assessment

Assessment created for executive function

You can now start collecting evidence of the current skill abilities of the following children for executive function:

Start assessment →

Close

6. Once an assessment is created you can select the preferred assessment types for the child you are assessing. This includes everyday observations, structured observations, teacher reflections, one-to-one assessments or no preference. Selecting a task type preference will enable the tool to assign tiles based on the preferences of the teacher or educator, as well as the child’s accessibility requirements as set by their profile. Please note that not all tiles may match your selected preference, but this will be taken into account to the extent possible.

Pick preferred assessment types

You may select between 2 and 4 preferences or select 'No preference.' Your preference will be taken into account but is not guaranteed.

EVERYDAY OBSERVATION☐

Observe how a child shows a key capability during familiar routines, interactions or experiences and record your observations.

STRUCTURED OBSERVATION☐

Set up an opportunity for a child to show a key capability and record your observations.

TEACHER REFLECTION☐

Based on your knowledge of the child gained through many observations and interactions, reflect on their progress towards a key capability.

ONE-TO-ONE☐

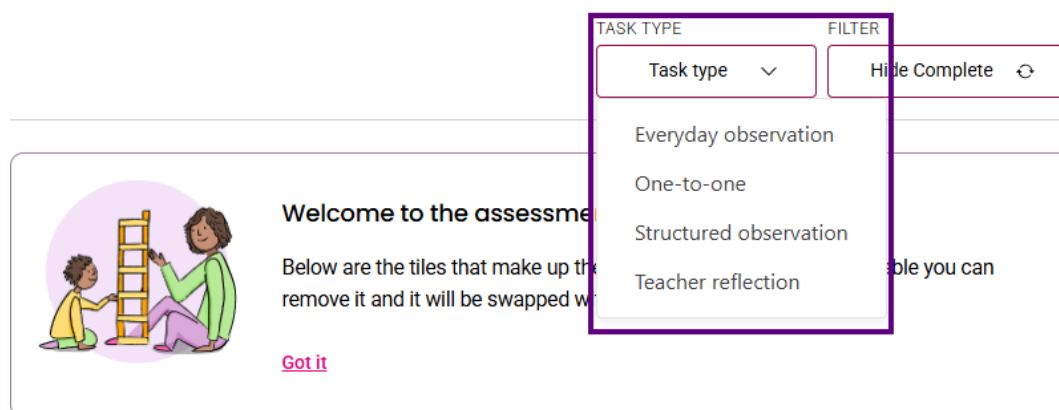
Following a set of prompts, support the child in a structured interaction, such as a game-like experience or a guided conversation.

NO PREFERENCE☐

You do not have a preference for any particular assessment type. This allows the system to assign types as needed.

Next

On the selected child's assessment page, you will be shown a list of tiles to choose, with information such as title, type of assessment (e.g. one-on-one), description and associated subdomain and strand (to indicate which skills the tile is designed to assess). Tiles on the assessment page can be filtered by task type preference, allowing teachers and educators to view only the tiles relevant to their selected assessment method.



There is a **Swap tile** option next to each tile. If you believe a tile won't be appropriate for the child you are assessing, or the environmental circumstances, you can choose to swap the tile for a new tile. You are welcome to swap a tile up to 3 times per tile and you will be limited to how many total swaps you can make within a domain. It is important to choose swaps carefully. The system will ask you to select the reason for your swap to help us understand how this feature is being used.

7. Please note: Additional 'target tiles' will be unlocked and available to complete once a child completes all initial tiles assigned to them. These are selected based on the child's initial responses to provide a good fit for the child's current capability.
8. You can choose which tile to begin with for the selected child by selecting **Start**. Teachers and educators have the flexibility to begin the assessment with any tile on the assessment page. Once a tile has been started, it must be completed before progressing to another tile.

The first page of the tile will have informational text about what the teachers and educators can expect, including what skills will be assessed, the approximate length of time required, and any materials you need to prepare. If you need to pause the tile or the child no longer wants to continue, you can exit out of the screen, and the progress of that tile will be saved for the next time you log in.

Note: You can only start one tile at a time. If you must pause a tile, you cannot start another tile until you finish the paused tile.

9. Once you have completed all of the assigned tiles for a child, you will be able to view a representation of the child's estimated current learning along the learning progression for that domain.



Level 1

Level 2

Level 3

Level 4

Level 5

Level 6

Level 7



Contributes ideas and opinions in a simple way and in familiar contexts

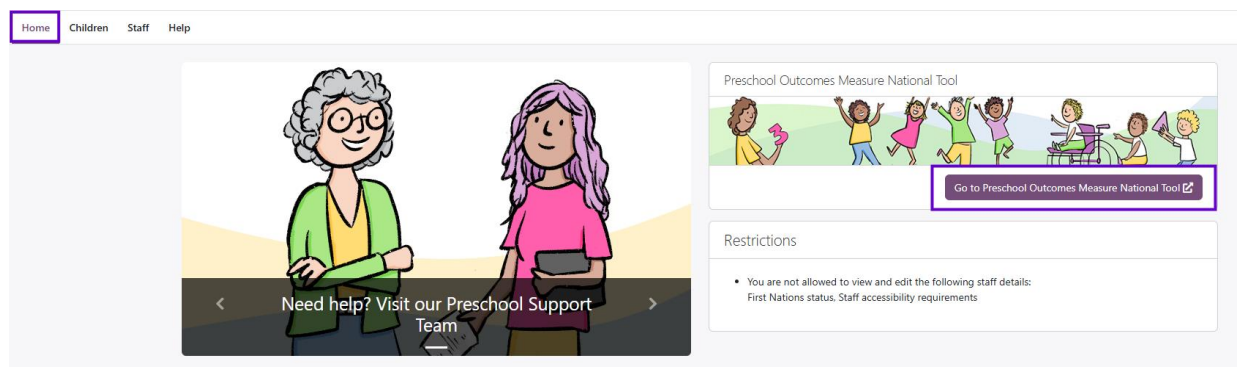
The child uses a range of common words, typically in phrases or short sentences, to contribute ideas and opinions in a simple way when asked, prompted or supported. They follow instructions with up to 3 steps and understand the main idea in simple, familiar texts. The child's 'writing' marks have some resemblance to text, such as wavy lines with spaces. Children with English as an additional language may order English words in unconventional ways.

If you have not completed sufficient tiles within the designated 2-week period, the child's learning will not be described along the learning progression, as there is not enough evidence of what the child can do to make a confident estimation.

4.5 Assessing a group of children

The pilot period for an individual child is **limited to a 2-week period**. Children must complete tiles within 2 weeks, starting from the date that their first tile is commenced. The system will automatically close the assessment off after the 2-week period has elapsed for a child.

1. When you are logged into your account, go to the **Home** page. Here you will find a link to access the POM National Tool to assess your participating children who your site leader has added to the account.



2. From the **Home** page of the POM National Tool, select **Assessment** from the top navigation bar.

Preschool Outcomes Measure
Assessment
Learning Progressions
Outcomes
Professional development
Offline mode
Log out

Welcome to the Preschool Outcomes Measure

Empowering teachers and educators to understand and support children's learning.

[Get started](#)



Current progress

32%

ORAL LANGUAGE AND LITERACY
21/66 children have been assessed

9%

EXECUTIVE FUNCTION
6/66 children have been assessed

[Go to assessment](#)

- From the **Assessment** page, scroll down to view the list of participating children.
- From the **Children** list, search for and select the children you wish to assess by ticking the check boxes next to their names and select **Create group assessment**.

Oral language and literacy
[Switch Domain](#)

Children
Create individual assessments for each child or group assessments for up to 5 children.

SEARCH
2 selected

☒
SA

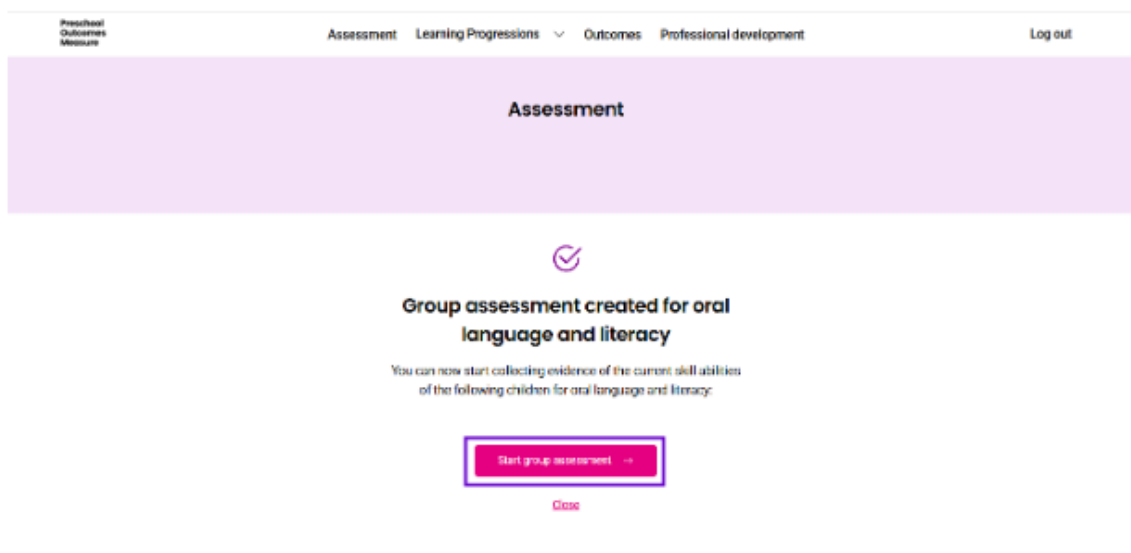
☒
CA

CHILDREN	LEVEL	ASSESSMENT STATUS	ACTION
SA	No Level	No assessment recorded	Start assessment
CA	No Level	No assessment recorded	Start assessment

Create group assessment

If the child you are looking for is not in the list, check with your site leader as they may not have added them to the system yet.

Note: only [site leaders](#) can [add or edit child information](#).



5. On the selected children's assessment page, you will be shown a list of tiles with information such as title, type of assessment (e.g. one-on-one), description and associated subdomain and strand.
6. You can choose which tile to begin with for the selected children by selecting **Start**.

The first page of the tile will have informational text about what the teachers and educators can expect, including what skills will be assessed, the approximate length of time required, and any materials you need to prepare.

If for any reason you must pause the tile or the child or children no longer want to continue, you can exit out of the screen, and the progress of that tile will be saved for the next time you log in. Note that you can only start one tile at a time. If you must pause a tile, you cannot start another tile until you finish the paused tile.

7. You can 'quick scroll' to each child's section by selecting their name at the top of the page to enter your response data for each child.
8. Once the tile is complete, you will see a **Group assessment completed** page where you can select **Finish**

4.6 Representing children's learning

4.6.1 How to generate individual reports

In the POM National Tool, the formative assessment helps you collect evidence about a child's current strengths and capabilities across different situations and experiences.

When you complete a formative assessment, the child's current capability is shown as an estimated 'stepping stone' (known as a level) along the learning progression.

The more evidence you collect of what the child can do, the more confident you can be in the estimate of the child's current capability when planning future learning experiences. You will

see prompts within the POM National Tool as you progress through the assessment about the strength of the evidence you have collected so far.

In 2027, you will also be able to complete more than one assessment for the same child, at least six months apart. This will allow you to see the child’s progress over time represented along the learning progression.

You will need to be logged into the POM National Tool to view children’s formative assessment outcomes along the learning progression. From your home page when logged into your account, access the POM National Tool.

From within the POM National Tool, select the **Outcomes** tab. This will take you to the page, which will display:

- all participating children you have added to the account
- how many days are left to complete the formative assessment with each child (within their 2-week assessment window).

Preschool Outcomes Measure

AssessmentLearning ProgressionsOutcomesProfessional development

Log out

Outcomes

Oral language and literacy

Switch Domain

Children

Select an individual child to view their profile, or select multiple children to view their group profiles.

SELECT

Select children

Filter selected

View profile

CHILDREN	LEVEL	ASSESSMENT STATUS	ACTION
☐ OA	No Level	13 days left 5 tiles completed	View profile
☐ OA	Level 5	22/07/2026 7 tiles completed	View profile
☐ OA	Level 5	23/07/2026 5 tiles completed	View profile

You can search for a particular child using the **search children** text box, or by scrolling through the list to find their name.

You can sort or filter the list by **assessment status** and by learning progression **level** for completed assessments. Once you have found the child whose outcomes you wish to view, select the checkbox next to their name and click **View profile**.

Oral language and literacy

Switch Domain ▾

Children

Select an individual child to view their profile, or select multiple children to view their group profiles.

SELECT

Select children × ▾

☐ CHILDREN ▾	LEVEL ▾	ASSESSMENT STATUS ▾	ACTION
☐ OA	No Level	13 days left 5 tiles completed	Unstarted Started Completed View profile
☐ OA	Level 5	22/07/2026 7 tiles completed	View profile

The **Outcomes** page for that child will display an option to **Switch Domain** (between oral language and literacy and executive function).

Preschool Outcomes Measure

Assessment Learning Progressions ▾ **Outcomes** Professional development Log out

Outcomes

Oral language and literacy

Switch Domain ▾

Children

Select an individual child to view their profile, or select multiple children to view their group profiles.

- Oral language and literacy
- Executive function

The navigation bar on the left allows you to navigate to each section: **Assessment**, **Progress** and **Next steps**.

Oral language and literacy

Switch Domain ▾

Assessment
Progress
Next steps

Assessment completed on 22/07/2026
7 tiles completed to determine the child's estimated level in this domain.

Assessment

The **Assessment** section will show the tiles which have been allocated to the child along with the tile type and the completed date.

Assessment

Progress

Next steps



Assessment completed on 22/07/2026

7 tiles completed to determine the child's estimated level in this domain.

Assessment

The child has completed the assessment.

TILE NAME	TILE TYPE	COMPLETED DATE
✔ Vocabulary and grammar using a picture prompt (B)	One-to-one	22/07/2026
✔ Letter-sound relationships in 'writing'	Structured observation	22/07/2026
✔ Conversation skills in everyday contexts (B)	Everyday observation	22/07/2026
✔ Interest in stories and story-based play	Teacher reflection	22/07/2026
✔ Reasoning about different scenarios	One-to-one	22/07/2026
✔ Engagement in books and other texts	Structured observation	22/07/2026
✔ Retelling the story about Rex the dog	One-to-one	22/07/2026

Note: if the child has not completed enough tiles for sufficient evidence to show their location on the learning progression, the screen will display the text 'more evidence needed' and list which tiles have not yet been completed.

The **Progress** section will show the estimated level (current learning represented along the learning progression) and associated level descriptor text, which explains what it means for a child's current learning to be represented at that level.

When a child's learning is described at a particular level (location) along the learning progression, the descriptions at that level give the best reflection of the child's current capability in that domain. It is *most likely* that **the child shows the skills described at that level about half the time and is continuing to develop these skills**. However, some children at that level will be just beginning to show those skills, some of the time. And some children will be showing the skills very consistently and will be almost ready to move onto the next level. Some children will have a mix of skills that they demonstrate consistently, while other skills are just beginning to emerge. The teacher or educator can use the level descriptions to guide conversations and further observations of the child in daily learning experiences and routines.

Progress

ESTIMATED LEVEL ⓘ

Level 5

Contributes ideas and opinions in a simple way and in familiar contexts

The child uses a range of common words, typically in phrases or short sentences, to contribute ideas and opinions in a simple way when asked, prompted or supported. They follow instructions with up to 3 steps and understand the main idea in simple, familiar texts. The child's 'writing' marks have some resemblance to text, such as wavy lines with spaces. Children with English as an additional language may order English words in unconventional ways.

[Go to learning progression →](#)

Working towards level 6

[View level descriptor](#)

You can select **Go to learning progression** to read a description of the skills the child is likely to have already learned (i.e. by navigating to a previous level along the learning progression). You can also navigate to the descriptions from the next level in the progression to see a description of the capabilities the child might be ready for next.

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The learning progressions

Explore the domains to understand children's learning

About Explore Practice Prompts

Oral language and literacy

Switch Domain

←

Level 1

Level 2

Level 3

Level 4

Level 5

Level 6

Level 7

→

Contributes ideas and opinions in a simple way and in familiar contexts

The child uses a range of common words, typically in phrases or short sentences, to contribute ideas and opinions in a simple way when asked, prompted or supported. They follow instructions with up to 3 steps and understand the main idea in simple, familiar texts. The child's 'writing' marks have some resemblance to text, such as wavy lines with spaces. Children with English as an additional language may order English words in unconventional ways.

Skill Attainment

Explore the learning progressions that help teachers and educators to intentionally and purposefully support children to take the next steps in their learning from their individual starting point.

The **Next steps** section shows links to relevant practice prompts. These provide evidence-informed ideas about practices to support children's learning in a particular area of capability (strand) that was included in the child's assessment. Each practice prompt includes advice about how to tailor the practice for a diverse range of children.

Assessment
Progress
Next steps

Next steps

Practice prompts are evidence-informed ideas teachers can consider to support children's learning. Practice prompts can be adjusted for children with different current capability.

PHONOLOGICAL AWARENESS

Playing with sounds to support phonemic awareness

Oral language and literacy

GRAMMAR AND SYNTAX

Conversational responsivity to support children's understanding of syntax

Oral language and literacy

VOCABULARY

Dialogic reading to support children's vocabulary learning

Oral language and literacy

VOCABULARY

Shared book reading to support vocabulary learning

Oral language and literacy

4.6.2 How to generate group outcomes

- You will need to be logged into the POM National Tool to view children's assessment outcomes along the learning progression. You can access the tool, through your home page when logged into [your account](#). From within the tool, select the **Outcomes** tab. This will take you to the page, which will display:
 - all participating children you have added to the account
 - their current learning represented as a location on the learning progression (if enough evidence has been collected)
 - how many days are left to complete the pilot with each child (within their 2-week window)

You can select all children by ticking the box at the top of the children list. Or you can select a group of children by ticking the box next to each child's name.

- Once you have selected the group of children whose learning progress you wish to view, select the **View profile** button.

Outcomes

Oral language and literacy

Switch Domain

Children

Select an individual child to view their profile, or select multiple children to view their group profiles.

SELECT

3 selected

Filter selected

View group profile

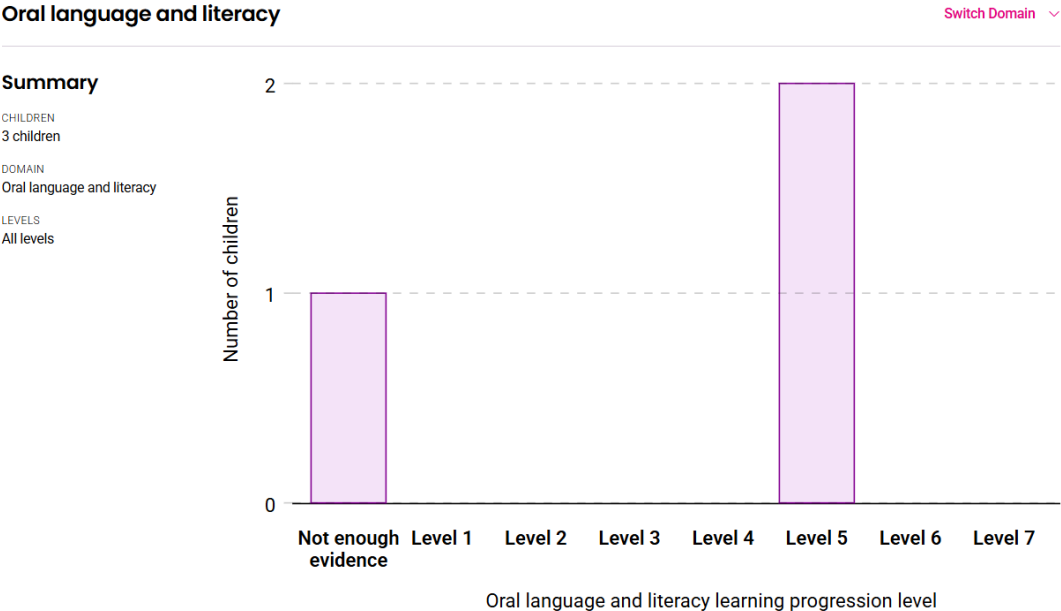
CHILDREN	LEVEL	ASSESSMENT STATUS	ACTION
☒ OA [redacted]	No Level	13 days left 5 tiles completed	View profile
☒ OA [redacted]	Level 5	22/07/2026 7 tiles completed	View profile
☒ OA [redacted]	Level 5	23/07/2026 5 tiles completed	View profile

3. The **Outcomes** page for the selected Group profile will display a summary bar graph showing how the current learning of all children selected is spread out along the learning progression within a particular domain.

Outcomes /

Group profile

View the range of levels across multiple children



4.7 Learning progressions and practice prompts

A **learning progression** describes a pathway for children's progress over time as they become more capable in an area of learning and development. It includes descriptions of the 'signpost' capabilities that help teachers and educators understand each child's progress and to support next steps in their learning. These are grounded in a research-based understanding of children's learning and development.

In the Preschool Outcomes Measure (POM) National Tool, the learning progressions describe a long span of development in **oral language and literacy** and **executive function**. These domains are made up of important capabilities for children's early development and future learning.

Children start the year before full-time school at different points in their learning, make progress at their own pace, and finish the year at different points. Rather than describing what children *should* be able to do based on age, or time of year, the learning progressions help teachers and educators understand each child's personal learning journey.

In the POM National Tool, the learning progressions:

- are organised into four 'layers,' ranging from a broad description of learning in the whole domain of oral language and literacy or executive function to more detailed descriptions of specific capabilities and how these develop over time
- include examples of what teachers and educators might observe when a child demonstrates a particular skill described in the learning progressions, while acknowledging that children show their strengths in many different ways across situations and environments
- include evidence-informed practice prompts with ideas for planning and teaching aligned with important capabilities in each domain (strands)
- are used to represent and describe a child's learning at a point in time (based on formative assessment) and over time (when formative assessment is used more than once).

4.7.1 How to access the learning progressions and practice prompts

You can access the learning progressions from the **Outcomes** page after completing a child's formative assessment. You can also access and explore the learning progressions independently of the formative assessment.

The learning progressions page displays a navigation bar with 'quick scroll' links to **About**, **Explore** and **Practice Prompts**. There is also an option to **Switch Domain** (oral language and literacy, executive function). This is the most direct way to enter and view the learning progressions and practice prompts.

The learning progressions

Explore the domains to understand children's learning

About Explore Practice Prompts

Oral language and literacy

Switch Domain ^



- Oral language and literacy
- Executive function

1. Select the **Learning progressions** button from the top navigation bar. You can select to explore either **Oral Language and Literacy** or **Executive Function**.
2. The **About** section allows you to learn more about the Domain, including what it is and why is it important?
 - Below this you can find **The building blocks** information that shows the key sections that comprise the domain, such as subdomains and strands.



The building blocks

Explore the learning progressions to understand what children can do and support them to take next steps.

Subdomains

Progression summary

Form

Form refers to the way language is structured and includes skills like recognising sounds and sound patterns, mapping speech sounds to printed language, and understanding sentence structures.

What progression looks like →

Grammar and syntax



Phonological awareness



Concepts of print



Letter-sound relationships



- The **Progression summary** allows you to explore each level within the selected Domain and read the level descriptors for each.

Subdomains

Progression summary



Level 1

Level 2

Level 3

Level 4

Level 5

Level 6

Level 7



Draws attention to needs by expressing states of being and through goal-directed behaviour

The child uses movement, vocalisations and gestures to express affect and acts in ways that meet their needs without initiating engagement with others. These actions and expressions draw attention in ways that require familiar others to infer or interpret meaning. Some actions may be readily inferred by others, such as pushing an object away, whereas others may be more difficult to interpret. The child responds to very familiar words, especially when combined with physical, gestural or environmental cues.

3. The **Explore** section is where you can dive further into what progress looks like within a level.

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The learning progressions

Explore the domains to understand children's learning

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Under the **What this might look like** header, you can explore each subdomain and relevant strands. You will also find the learning descriptors and illustrations showing examples of what that the skill might look like when demonstrated by a child. Children show their strengths in many different ways across situations and environments, so these illustrations are examples only.



Skill Attainment

Explore the learning progressions that help teachers and educators to intentionally and purposefully support children to take the next steps in their learning from their individual starting point.

Form
Use
Content

Grammar and syntax
Phonological awareness
Concepts of print
Letter-sound relationships
Not observed until level 4

Articulation

Attempts to say words or imitate words that sound like speech but may not be clear or fully formed. Speech sounds are often understood by familiar people.

What this might look like

The child points to their blanket and says 'Bankie' or makes an associated sound (e.g. 'nigh-nigh').

Rhyming, segmenting and blending

Begins to show interest and enjoyment in stories, songs, poems and rhymes with some awareness of language play and rhyming words.

What this might look like

- The **Practice Prompts** section is where you can explore the practice prompts either using the search function or by using the filters.

Practice prompts

Practice prompts are ideas for planning learning experiences that align with the learning progressions.

Browse practice prompts by keyword

DOMAIN

Oral language and literacy

SUBDOMAIN

Form

STRAND

Phonological awareness

Grammar and syntax

✓ Phonological awareness

Concepts of print

Letter-sound relationships

PHONOLOGICAL AWARENESS

Playing with sounds to support phonemic awareness

Oral language and literacy

5. Frequently asked questions

What is the purpose of the pilot?

The aim of the pilot is to try out the POM National Tool with a diverse range of children, teachers and educators, and preschool services and gather feedback to improve its useability and effectiveness.

How long will the pilot last?

The pilot will take place from June 2026 to the end of 2027, based on jurisdictional preferences for pilot periods.

I am a teacher or educator, how long do I have to complete an assessment with a child?

When you start an assessment for a child in oral language and literacy or executive function, you have 2 weeks to complete the assessment, starting from the date that you commenced the first tile. This means that you don't need to complete the whole assessment in a single sitting or on the same day.

Is participation for children mandatory?

No, participation is voluntary. You can withdraw children at any time. Most children enjoy the playful nature of the assessment activities, but children can decide not to engage with the assessment at any time through their words or actions.

How will children's privacy be protected?

Children's data will be de-identified and used only to understand how the POM National Tool was used in the pilot and to help us improve how it works. It will not be used to rank or

evaluate preschools, kindergartens, teachers, educators or children.

I am a parent or carer, I don't want my child or children to participate in the pilot, what do I do?

Parents and carers can choose to withdraw their child or children at any time. Before the pilot begins, parents and carers can sign the 'opt-out' form to notify the service that they do not wish for their child to participate in the pilot. Their child's details will not be added to the system by the service, and the child will not participate in the pilot.

If a parent or carer decides they no longer consent to their child participating in the pilot after the pilot has already begun, they can sign the 'opt-out' form and provide the form to their child's service. The service will then notify ACER to request the removal of the child or children's data from our systems. The service will then notify the parent or carer once the process is complete. Please note that the process can take up to 48 hours after receipt of the request by ACER.

I am a site leader, teacher or educator at a participating service, but I no longer want to participate in the pilot. What do I do?

The site leader will need to contact the [Preschool support team](#). ACER will remove them and/or their staff from the system. Teachers and educators can inform either their site leader or the [Preschool support team](#) if they no longer want to participate.

I am a teacher or educator. What happens if I am not able to complete the face-to-face or online workshops?

Teachers and educators who will be assessing children in the pilot are required to complete professional learning before they access the POM National Tool. If you are no longer able to attend or have not attended a workshop, please notify both your site leader and the [Preschool support team](#). There may be opportunity for you to attend a 'catch up' session.

