

Connectedness: Learning and development area

Revision summary: QKLG 2018 to QKLG 2024

Key	same/refined	merged	new	(KF) Key focus	(SL) Significant learning
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Note: the key applies to the description, key focuses and significant learnings.

QKLG 2018		QKLG 2024	
Description		Description	
<p>Children are developing a sense of connectedness to their world. This connectedness helps them relate to the values, traditions and practices of their families, kindergartens, communities and the wider world. It supports them to learn about the interconnectedness of people and environments.</p> <p>Over time, this learning transforms the ways they interact with others and how they think about the world as 'global citizens'. Connectedness involves children's understanding of and consideration for the rights of others and their respect for diversity. Children are developing an understanding of Aboriginal peoples' and Torres Strait Islander peoples' ways of knowing and being and their connection to Country and the importance of the connection between Country and the environment.</p>		<p>Children are developing a sense of connectedness to their world. This connectedness helps them relate to the values, traditions and practices of their families, kindergartens and communities and the wider world.</p> <p><u>Children learn about the connectedness of the three dimensions of sustainability (environmental, social and economic) and how they can actively care for and participate in the world. Children are active and participatory inquirers and learn to be citizens as they interact with others and think about their world.</u></p> <p>Children who are connected to their world are building respectful relationships, showing respect for diversity and developing effective communication and collaboration skills. <u>Empathy and fairness are fostered as children learn to navigate social rules and engage in turn-taking and conflict resolution to show care and consideration for the perspectives, rights and feelings of others.</u></p> <p>Children are developing an understanding of Aboriginal peoples' and Torres Strait Islander peoples' ways of knowing and being and the importance of connection to Country.</p> <p>Kindergarten children who are connecting with and contributing to their world are:</p> <ul style="list-style-type: none"> • building positive relationships • showing respect for diversity • showing respect for environments. <p><u>Critically reflecting on Connectedness, teachers and educators may consider:</u></p> <ul style="list-style-type: none"> • <u>how children experience and practise relationship-building</u> • <u>how cultural responsiveness is embedded in teacher practice</u> • <u>how environmental, social and economic dimensions of sustainability are connected and what these look like in context.</u> 	
Key focus	Significant learning	Key focus	Significant learnings
	<ul style="list-style-type: none"> • knowledge, skills and dispositions <ul style="list-style-type: none"> - to Significant learnings 		
Building positive relationships	<p><u>Connecting with and relating to others</u></p> <ul style="list-style-type: none"> - to (SL) engages with others 	Building positive relationships	<ul style="list-style-type: none"> • engages with others
	<ul style="list-style-type: none"> • engaging with others 		<ul style="list-style-type: none"> • develops skills in cooperating, sharing and turn-taking
	<ul style="list-style-type: none"> • developing skills in cooperating, sharing and turn-taking 		<ul style="list-style-type: none"> • responds to others with care and concern
	<ul style="list-style-type: none"> • <u>contributing to a caring kindergarten environment</u> - to (SL) responds to others with care and concern 		
	<p><u>Understanding rights and responsibilities</u></p> <ul style="list-style-type: none"> - to (SL) builds awareness of rights and fairness, and (SL) understands responsibilities 		<ul style="list-style-type: none"> • builds awareness of rights and fairness
	<ul style="list-style-type: none"> • identifying fair and unfair behaviours 		<ul style="list-style-type: none"> • understands responsibilities
Showing respect for diversity	<p><u>Responding to others with respect</u></p> <ul style="list-style-type: none"> - to (SL) shows respect for others 	Showing respect for diversity	<ul style="list-style-type: none"> • shows respect for others
	<ul style="list-style-type: none"> • showing respect for others 		<ul style="list-style-type: none"> • develops awareness of <u>stereotypes</u>
	<p>Developing awareness of bias</p>		<ul style="list-style-type: none"> • develops understanding of the cultural experiences of others
	<ul style="list-style-type: none"> • <u>exploring bias</u> - to (SL) develops awareness of stereotypes 		
	<p><u>Learning about others' cultures</u></p> <ul style="list-style-type: none"> - to (SL) develops understanding of the cultural experiences of others 		<ul style="list-style-type: none"> • develops understanding of Aboriginal peoples' and Torres Strait Islander peoples' ways of knowing and being and their connection to Country
	<ul style="list-style-type: none"> • understanding other cultures 		
<ul style="list-style-type: none"> • developing understanding of Aboriginal peoples' and Torres Strait Islander peoples' ways of knowing and being and their connection to Country 			
<p><u>Caring for the kindergarten</u></p> <ul style="list-style-type: none"> - to (KF) Building positive relationships 			

QKLG 2018		QKLG 2024	
Showing respect for environments	- (SL) understands responsibilities	Showing respect for environments	
	<ul style="list-style-type: none"> • contributing to the kindergarten environment - to (KF) Building positive relationships - (SL) understands responsibilities 		
	<p>Exploring interactions between people and environments</p> <ul style="list-style-type: none"> - to (SL) develops sustainable practices to care for the environment, and (SL) develops awareness of problems and actions to protect environments 		
	<ul style="list-style-type: none"> • showing interest in the natural environment 		<ul style="list-style-type: none"> • shows interest in the natural environment
	<ul style="list-style-type: none"> • developing sustainable practices 		<ul style="list-style-type: none"> • develops sustainable practices to care for the environment
	<ul style="list-style-type: none"> • developing awareness of problems and actions to protect environments 		<ul style="list-style-type: none"> • develops awareness of problems and actions to protect environments

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