

# Key revisions: QKLG 2018 to QKLG 2024

This document summarises the revisions in the QKLG 2024 that have strengthened alignment to the Early Years Learning Framework (EYLF) V2.0 and clarified teaching and learning for children participating in kindergarten programs in Queensland. The layout and design of the QKLG 2024 interactive PDF has been updated and is available at [www.qcaa.qld.edu.au/kindergarten/qklg/qklg-2024](http://www.qcaa.qld.edu.au/kindergarten/qklg/qklg-2024). The QKLG 2024 is to be implemented in kindergartens in 2025.

QKLG 2018	Key revisions to QKLG 2024
<b>Purpose</b>	
	<ul style="list-style-type: none"> <li>• Updated to               <ul style="list-style-type: none"> <li>- include the EYLF V2.0 vision statement</li> <li>- clarify the relationship between the QKLG 2024 and EYLF V2.0.</li> </ul> </li> <li>• Table 1 has been added to provide an overview of Principles, Practices and Learning and development areas.</li> <li>• Table 2 has been updated to demonstrate the alignment of learning between the EYLF V2.0 and QKLG 2024.</li> </ul>
<b>Perspectives</b>	
	<ul style="list-style-type: none"> <li>• Removed as a separate section and included as a practice.</li> <li>• Renamed Adopting holistic approaches.</li> </ul>
<b>Principles</b>	
Five principles: <ul style="list-style-type: none"> <li>• Respectful relationships</li> <li>• Collaborative partnerships</li> <li>• High expectations, equity and respect for diversity</li> <li>• Effective pedagogies</li> <li>• Reflective practice and professional decision-making.</li> </ul>	Eight principles: <ul style="list-style-type: none"> <li>• Respectful relationships</li> <li>• Collaborative partnerships</li> <li>• High expectations, equity and respect for diversity</li> <li>• Effective pedagogies</li> <li>• Critical reflection (Renamed)</li> <li>• Aboriginal and Torres Strait Islander perspectives (New)</li> <li>• Sustainability (New)</li> </ul>



QKLG 2018	Key revisions to QKLG 2024
	<ul style="list-style-type: none"> <li>• Collaborative leadership and teamwork (New).</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• Refined to strengthen teacher and educators' responsiveness to children's routines and rituals.</li> </ul>
Collaborative partnerships	<ul style="list-style-type: none"> <li>• Refined to strengthen child-centred decision-making as part of collaborative partnerships.</li> <li>• Refined to value the diverse knowledge, skills and experiences that partners contribute to programs and learning outcomes.</li> </ul>
High expectations, equity and respect for diversity	<ul style="list-style-type: none"> <li>• Refined to strengthen consideration of children as diverse learners and supporting all children to access, participate and engage in learning.</li> </ul>
Effective pedagogies	<ul style="list-style-type: none"> <li>• Refined to include relational and place-based pedagogies.</li> </ul>
Reflective practice and professional decision-making	<ul style="list-style-type: none"> <li>• Renamed Critical reflection.</li> <li>• Refined to clarify critical reflection and evaluation of program and practice.</li> </ul>
	<ul style="list-style-type: none"> <li>• New principle Aboriginal and Torres Strait Islander perspectives added.</li> <li>• New principle aligned with the EYLF V2.0.</li> </ul>
	<ul style="list-style-type: none"> <li>• New principle Sustainability added.</li> <li>• New principle aligned with the EYLF V2.0.</li> </ul>
	<ul style="list-style-type: none"> <li>• New principle Collaborative leadership and teamwork added.</li> <li>• New principle aligned with the EYLF V2.0.</li> </ul>
<b>Practices</b>	
<p>Three practices:</p> <ul style="list-style-type: none"> <li>• Decision-making <ul style="list-style-type: none"> <li>– Developing learning contexts</li> <li>– Interacting with and responding to children</li> </ul> </li> <li>• Intentional teaching practices</li> <li>• Assessment.</li> </ul>	<p>Seven practices:</p> <ul style="list-style-type: none"> <li>• Adopting holistic approaches (Merged and renamed)</li> <li>• Interacting with and responding to children</li> <li>• Engaging in responsive planning and decision-making (Renamed)</li> <li>• Creating inclusive learning environments (New)</li> <li>• Facilitating play-based learning (Renamed)</li> <li>• Using intentional teaching strategies (Renamed)</li> </ul>

QKLG 2018	Key revisions to QKLG 2024
	<ul style="list-style-type: none"> <li>Assessing children’s learning (Renamed).</li> </ul>
Decision-making	<ul style="list-style-type: none"> <li>Renamed Engaging in responsive planning and decision-making.</li> <li>Refined to clarify responsive planning and decision-making as a process.</li> <li>Refined to strengthen teacher-initiated planning and responding to child-initiated opportunities for learning.</li> </ul>
Decision-making: <ul style="list-style-type: none"> <li>Developing learning contexts</li> </ul>	<ul style="list-style-type: none"> <li>Renamed Facilitating play-based learning.</li> <li>Refined to strengthen guidance on play-based learning to include play contexts and play processes.</li> </ul>
Decision-making: <ul style="list-style-type: none"> <li>Interacting with and responding to children</li> </ul>	<ul style="list-style-type: none"> <li>Refined to strengthen respectful and responsive interactions.</li> </ul>
Intentional teaching practices	<ul style="list-style-type: none"> <li>Renamed Using intentional teaching strategies.</li> <li>Refined to clarify meaning of intentional teaching.</li> <li>Included two new intentional teaching strategies: differentiating and pausing.</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>Renamed Assessing children’s learning.</li> <li>Refined to strengthen guidance on assessing children’s learning, including assessment for learning, assessment of learning, assessment as learning.</li> </ul>
	<ul style="list-style-type: none"> <li>Merged from Perspectives and renamed Adopting holistic approaches.</li> <li>Refined to recognise that learning is interconnected and involves integrating the Principles, Practices and Learning and development areas.</li> </ul>
	<ul style="list-style-type: none"> <li>New practice Creating inclusive learning environments added.</li> <li>New practice aligned with the EYLF V2.0.</li> </ul>
<b>Continua of learning and development</b>	
	<ul style="list-style-type: none"> <li>Included explanation of the Phases of the continua.</li> <li>Refined Figure 1 to clarify continua phases.</li> <li>Refined Using the continua to explain how to use the continua to document evidence and make judgments.</li> </ul>

QKLG 2018	Key revisions to QKLG 2024
	<ul style="list-style-type: none"> <li>• Refined Figure 2 to provide examples of the process for making 'more like' judgments.</li> </ul>
<b>Learning and development areas</b>	
<p>Structure:</p> <ul style="list-style-type: none"> <li>• Learning and development area name</li> <li>• Key focuses</li> <li>• Intentional teaching practices</li> <li>• Significant learning and continua table.</li> </ul>	<ul style="list-style-type: none"> <li>• Refined Figure 3: Structure of learning and development areas to: <ul style="list-style-type: none"> <li>– identify Critical reflection considerations for each area</li> <li>– identify and position Key focuses aligned with Significant learnings</li> <li>– merge knowledge, skills and dispositions with Key focuses and Significant learnings</li> <li>– refine Intentional teaching strategies that promote learning.</li> </ul> </li> </ul>
<p>Learning and development areas:</p> <ul style="list-style-type: none"> <li>• Identity</li> <li>• Connectedness</li> <li>• Wellbeing</li> <li>• Active learning</li> <li>• Communicating.</li> </ul>	<ul style="list-style-type: none"> <li>• Refined examples of observable learnings in the Learning and development areas. Each example illustrates a context for learning and how learning may be observed across the continua phases.</li> <li>• <b>Note:</b> Detailed revisions in each Learning and development area are available in individual summary resources.</li> </ul>
<b>Supporting children's transition to school</b>	
	<ul style="list-style-type: none"> <li>• Renamed Supporting transitions and continuity of learning.</li> <li>• Refined to include a range of transitions kindergarten children may experience.</li> <li>• Refined language within Supporting children's transition to school and Transition statements.</li> <li>• Updated links and information relating to consent form 1 and consent form 2.</li> </ul>

 © State of Queensland (QCAA) 2024

**Licence:** <https://creativecommons.org/licenses/by/4.0> | **Copyright notice:** [www.qcaa.qld.edu.au/copyright](http://www.qcaa.qld.edu.au/copyright) — lists the full terms and conditions, which specify certain exceptions to the licence. | **Attribution** (include the link): © State of Queensland (QCAA) 2024 [www.qcaa.qld.edu.au/copyright](http://www.qcaa.qld.edu.au/copyright).