

QKLG 2024 familiarisation and planning

Self-paced learning package: Workbook

December 2024

Module 1: Exploring revisions to the QKLG 2024 purpose, principles and practices

Use this workbook in conjunction with:

- Module 1 slideshow with notes
- Insights and reflection sheet.

Activity 1: Reflect on the purpose

How do you use the QKLG purpose and EYLF vision to inform your work as a teacher? What are the implications of the update to the purpose and vision for your work?

You may consider:

- how the vision informs the service philosophy
- what it means to be a lifelong learner and how this is promoted through planning and practice
- what promoting confident and creative individuals looks like in your program
- where you are on your journey to embed Aboriginal and Torres Strait Islander perspectives authentically and what your next steps might be.

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Activity 2a: Reflect on the refined principles

Reflect ... on these principles and identify how they inform your professional practice.

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Activity 2b: Explore new principles

Use the See, Think, Me, We thinking routine to explore the revisions to the principles. This routine encourages you to engage deeply with the words on the page and think about:

- what you **see** that is familiar and you feel you understand already
- what is interesting and makes you pause, question and want to **think** more about
- your personal (**me**) perspective and how this shapes your understandings
- ways building shared (**we**) understandings can enhance perspectives and teamwork.

The See, Think, Me, We thinking routine was developed by Project Zero, a research centre at the Harvard Graduate School of Education

Source: Harvard Graduate School of Education 2020, 'The See Think Me We: Thinking routine', *Project zero resources*, <https://pz.harvard.edu/resources/see-think-me-we>.

Aboriginal and Torres Strait Islander perspectives

<p>See — What is familiar?</p>	<p>Think — What information is interesting?</p>
<p>Me — How does this information shape my own understanding?</p>	<p>We — How can this information be shared with my colleagues?</p>

Sustainability

<p>See — What is familiar?</p>	<p>Think — What information is interesting?</p>
<p>Me — How does this information shape my own understanding?</p>	<p>We — How can this information be shared with my colleagues?</p>

Collaborative leadership and teamwork

<p>See — What is familiar?</p>	<p>Think — What information is interesting?</p>
<p>Me — How does this information shape my own understanding?</p>	<p>We — How can this information be shared with my colleagues?</p>

Activity 3: Assessing children's learning

Under each heading consider:

- how you enact this practice in your own context
- the methods you use to collect evidence
- how and when you share evidence of learning and development with others.

Assessment as learning	Assessment for learning	Assessment of learning

Additional notes

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