|  |
| --- |
| Video reflection: Active learning through the artsQueensland kindergarten learning guideline 2024 |

|  |  |
| --- | --- |
| **Active learning** | The video, *[Active learning through the arts](https://www.qcaa.qld.edu.au/kindergarten/qklg/learning-development-areas/active-learning/active-learning-arts)*, provides an illustration of intentional teaching practice for the learning and development area Active learning and key focus: Building positive dispositions toward learning. It explores ways to promote creativity, communication, and identity through the significant learning:* creates and communicates through the arts.

[QKLG pp. 41–46](https://www.qcaa.qld.edu.au/downloads/kindergarten/qklg_2024.pdf%22%20%5Cl%20%22page%3D44) |

## About this resource

This resource allows you to record your own reflections after watching the video, *Active learning through the arts*. Throughout your reflection, you will have the opportunity to consider:

* the learning and development demonstrated in the video in relation to a significant learning
* the principles that underpin the illustration of practice in the video
* the practices that inform teaching and learning in the video
* next steps for your own practice.

## Reflecting on learning and development

The video relates to the following significant learning from the QKLG 2024.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Active Learning** | Key focus | Significant learnings | Emerging phasein familiar situationswith explicit support | Exploring phasein familiar situationswith occasional support | Extending phasein new situationswith occasional prompting |
|  | Building positive dispositions towards learning | creates and communicates through the arts | * attempts to use materials to express ideas or feelings
 | * explores materials to create and attempts to communicate their ideas or feelings through the arts
 | * creates and communicates meaning through the arts
 |

### Reflection

The teacher-identified point of interest for this experience was children’s identity. Through the children creating their own image with clay she was looking for them to recognise similarities and differences with each other and celebrate what was special about them.

Reflect on how this experience using clay allowed children to identify and communicate these understandings and consider the following.

|  |
| --- |
| How the teacher encourages the children to attempt to use/explore/create with the clay to express their ideas and communicate meaning? |
|       |
| What could be the next steps in planning to progress, enrich and/or consolidate children’s skills to communicate ideas/feelings/meaning through the arts? |
|       |

## Reflecting on principles

Consider the identified principles of the [QKLG (pp. 7–10)](https://www.qcaa.qld.edu.au/downloads/kindergarten/qklg_2024.pdf%22%20%5Cl%20%22page%3D11) and complete the table below.

|  |  |
| --- | --- |
| Principle | How is the principle evident in the video? |
| Principle | Question | Response |
| Effective pedagogies | How does play-based learning engage and stimulate children’s learning? |       |

## Reflecting on practices

Consider the identified practices of the [QKLG (pp. 11–16)](https://www.qcaa.qld.edu.au/downloads/kindergarten/qklg_2024.pdf%22%20%5Cl%20%22page%3D14) and complete the table below.

|  |  |
| --- | --- |
| Practice | How is the practice evident in the video? |
| Practice | Question | Response |
| Interacting with and responding to children | How is children’s learning enhanced through positive interactions with the teacher? |       |
| Facilitating play-based learning | What opportunities did you notice for co-constructing learning and enhancing communication skills? |       |

## Next steps

Individually or collaboratively reflect on how you use play-based art experiences to allow children to communicate ideas/feelings/meanings with others.

|  |
| --- |
| Consider other forms of the arts that children may use to communicate their understanding of identity with you, and plan an experience that may facilitate this for the following. |
| Drama |       |
| Drawing/Painting |       |
| Music |       |
| Dance/Movement |       |

## Links to the National Quality Standard

This professional learning can be linked to the following concepts under the [National Quality Standard, Quality Area 1 (QA1) — Educational program and practice](https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-1-educational-program-and-practice):

* QA 1.1: Program — as it involves thinking about the kindergarten educational program
* QA 1.2: Practice — as it involves analysing practice to identify where teachers could make improvements for children and families
* QA 1.3: Assessment and planning — as it involves questioning how well the learning needs of all children are being planned for.

## Reference

Australian Children’s Education and Care Quality Authority. (2024). *National Quality Standard*. Australian Children’s Education and Care Quality Authority.[www.acecqa.gov.au/nqf/national-quality-standard](http://www.acecqa.gov.au/nqf/national-quality-standard)

 © State of Queensland (QCAA) 2025

**Licence:** <https://creativecommons.org/licenses/by/4.0> **| Copyright notice:** [www.qcaa.qld.edu.au/copyright](https://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](https://www.qcaa.qld.edu.au/copyright)) 2025 [www.qcaa.qld.edu.au/copyright](https://www.qcaa.qld.edu.au/copyright).