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| Video reflection: Playing with stories to build literacy — Part 2  Queensland kindergarten learning guideline 2024 |

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| **Communicating** | The video, *Playing with stories to build literacy: Part 2*, follows on from *Playing with stories to build literacy: Part 1*. It provides an illustration of teacher practice for the learning and development area: Communicating and key focus: Building literacy in personally meaningful ways through teacher initiated, child-initiated and spontaneous learning in planning.  [QKLG pp. 47–54](https://www.qcaa.qld.edu.au/downloads/kindergarten/qklg_2024.pdf#page=50) |

## About this resource

This resource allows you to record your own reflections from watching the video, [*Playing with stories to build literacy: Part 2*](https://www.qcaa.qld.edu.au/kindergarten/qklg/learning-development-areas/communicating/playing-stories-build-literacy). 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.

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| **Communicating** | Key focus | Significant learnings | Emerging phase  in familiar situations  with explicit support | Exploring phase  in familiar situations  with occasional support | Extending phase  in new situations  with occasional prompting |
|  | Building literacy in personally meaningful ways | engages with a range of texts for purpose and meaning | * responds to familiar texts | * explores and responds to a range of texts | * engages with a range of texts |

The teacher identified the following next steps which occurred in her planning:

* using the gross motor boards outside to retell the story
* making a book of the story by drawing the pictures and having the teacher and educators write the children’s words
* reading different versions of the story children bring to kindergarten
* using the props from the told story as an experience in the learning environment.

### Reflection

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| How does a range of experiences with text extend children’s engagement and their learning and development? |
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## Reflecting on principles

Consider the identified principles of the [QKLG (pp. 7–10)](https://www.qcaa.qld.edu.au/downloads/kindergarten/qklg_2024.pdf#page=10) complete the table below.

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| QKLG 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? |  |
| Critical reflection | How does the teacher reflect on planned learning to improve teaching and 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#page=14) and complete the table below.

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| QKLG practice | How is the practice evident in the video? | |
| Practice | Question | Response |
| Facilitating play-based learning | What opportunities did you notice for active learning and enhancing communication skills? |  |

## Next steps

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| Individually or collaboratively, reflect on opportunities for children to retell the stories they hear. |
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| Using the list of texts you made in next steps for Playing with stories: Part 1, brainstorm ideas for play- based learning experiences which link to these.  Continue to build on this over time. |
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## 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)

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