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| Video reflection: Reflecting on the principle Aboriginal and Torres Strait Islander perspectives in kindergarten  Queensland kindergarten learning guideline 2024 |

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| **Principles** | The video, *Reflecting on the principle Aboriginal and Torres Strait Islander perspectives in kindergarten*, is an example of how one service has approached embedding the principle of Aboriginal and Torres Strait Islander perspectives, from the Queensland kindergarten learning guidelines (QKLG 2024), in their teaching and learning.  The relationships with local community highlighted in this video have been formed over several years, as part of their ongoing commitment to building respectful and reciprocal partnerships. This video shows what is possible through long-term commitment to building and fostering connections in collaborative partnerships.  The Yagara language used in this video was provided through consultation with a community member who was invited to engage with the service. Centres may be able to access language resources through consulting with their local community or through accessing authenticated online resources. |

## About this resource

This resource allows you to record your own reflections after watching the video, *Reflecting on the principle Aboriginal and Torres Strait Islander perspectives in kindergarten*. Throughout your reflection, you will have the opportunity to consider:

* 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 the principle of Aboriginal and Torres Strait Islander perspectives

Read the principle of Aboriginal and Torres Strait Islander perspectives ([QKLG p. 9](https://www.qcaa.qld.edu.au/downloads/kindergarten/qklg_2024.pdf#page=9)) and consider how it is embedded across teaching and learning contexts in the video.

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| How did the service make curriculum decisions for this principle? | Reflect on strengths, opportunities and next steps for your context. |
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## Reflecting on practices

Consider how the identified practices of the QKLG ([pp. 11–16](https://www.qcaa.qld.edu.au/downloads/kindergarten/qklg_2024.pdf#page=11)) support how Aboriginal and Torres Strait Islander perspectives are embedded across teaching and learning.

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| QKLG practice | How did the practices support the embedding perspectives in the video? | Reflect on strengths, opportunities and next steps |
| Adopting holistic approaches |  |  |
| Creating inclusive learning environments |  |  |
| Facilitating play-based learning |  |  |
| Using intentional teaching strategies |  |  |

## Next steps

Critically reflect on your next steps for embedding the principle of Aboriginal and Torres Strait Islander perspectives when planning in your context.

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| What responsive planning and decision making do I need to consider to authentically embed Aboriginal and Torres Strait Islander perspectives in my context? |
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| Where can I find out more about my community? |
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| Who could we begin to connect with to build relationships in our community? |
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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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