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| Video reflection: Building positive relationships through transitions  Queensland kindergarten learning guideline 2024 |

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| **Connectedness** | The video, *Building positive relationships through transition*, provides an illustration of intentional teaching practice for the learning and development area Connectedness: and key focus: Building positive relationships. This example highlights the importance of children having opportunities throughout kindergarten to build positive relationships which supports intentional teaching at the time of transition to school. It highlights a discussion between a teacher and a child to support his positive transition to school.  [QKLG, p. 31](https://www.qcaa.qld.edu.au/downloads/kindergarten/qklg_2024.pdf#page=34) |

## About this resource

This resource allows you to record your own reflections after watching the video, [*Building positive relationships through transitio*](https://www.qcaa.qld.edu.au/kindergarten/qklg/learning-development-areas/connectedness/building-positive-relationships-through-transition)*n*. Throughout your reflection, you will have the opportunity to consider the:

* learning and development demonstrated in the video in relation to a significant learning
* principles that underpin the illustration of practice in the video
* 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 key focus and significant learnings from the QKLG 2024.

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| **Connectedness** | 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 positive relationships | engages with others | * comfortably plays alongside others | * interacts with others | * engages in interactions for a shared purpose |
| develops skills in cooperating, sharing and turn-taking | * follows directions and cues to share and take turns | * attempts to share and take turns to work with others | * cooperates, shares and  takes turns in interactions |
| responds to others with care and concern | * begins to notice the feelings of others | * attempts to show concern and care for others | * shows concern and care for others |
| builds awareness of rights and fairness | * begins to show awareness of their rights and being fair | * attempts to respond fairly in everyday situations by considering the rights of others | * shows awareness of the rights of others and attempts to resolve unfair behaviours |
| understands responsibilities | * carries out everyday responsibilities with guidance | * considers responsibilities | * understands responsibilities |

### Reflection

Read the significant learnings and continua phases for the key focus: Building positive relationships (QKLG p. 31).

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| How does planning and assessing this key focus, across a year, provide children with the knowledge, skills and dispositions that will support them with successful transitions? |
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| How does the teacher support Max to reflect on his experience using his work sample? |
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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)) and complete the table below.

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| **QKLG principle** | **How is the principle evident in the video?** | |
| Principle | Question | Response |
| **Respectful relationships** | How do positive interactions support children to develop confidence and feel respected and valued? |  |

## 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 |
| **Interacting with and responding to children** | How does the teacher support the child to reflect on his Prep visit? |  |

## Next steps

Individually or collaboratively reflect on learning in connectedness and your transition processes.

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| How do you intentionally support children to develop the skills they need to build positive relationships with others? |
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| How do you work with community partners to actively build positive relationships for children? |
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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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