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| Video reflection: Building literacy for all learnersQueensland kindergarten learning guideline 2024 |

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| **Communicating** | The video, *Building literacy for all learners*, provides an illustration of intentional teaching practice and decision-making for the learning and development area: Communicating and the key focus: Engaging with and expanding language. The discussion focuses on the importance of rich oral discussions for vocabulary development and meaning making for the significant learnings:* expands vocabulary
* builds awareness of sounds and letters.

[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 after watching the video, [*Building literacy for all learners*](https://www.qcaa.qld.edu.au/kindergarten/qklg/learning-development-areas/communicating/building-literacy-learners). 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 phasein familiar situationswith explicit support | Exploring phasein familiar situationswith occasional support | Extending phasein new situationswith occasional prompting |
|  | Engaging with and expanding language | expands vocabulary | * uses a small range of familiar words to express themselves
 | * uses an increasing range of words to express themselves
 | * uses phrases to express themselves
 |
| builds awareness of sounds and letters | * notices sounds and letters in familiar words
 | * explores sounds and letters in familiar words
 | * recognises a range of sounds and letters
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### Reflection

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| Consider your current group/s. How do you use their interests to support them with expanding vocabulary and awareness of sounds and letters during discussions. |
|       |
| How can/do you support learners with a home language other than English to draw on the similarities between their home language and English? |
|       |
| How do the significant learnings assist you to plan experiences to support children to notice, explore and recognise sounds and letters? |
|       |

## 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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| --- | --- |
| Principle | How is the principle evident in the video? |
| Principle | Question | Response |
| Respectful relationships | How does providing meaningful opportunities for children to build vocabulary develop confidence at kindergarten? |       |
| 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#page=14) and complete the table below.

|  |  |
| --- | --- |
| Practice | How is the practice evident in the video? |
| Practice | Question | Response |
| Interacting with and responding to children | How do diverse communication modes support all children to build literacy and engage with planned learning? |       |
| Facilitating play-based learning | What opportunities did you notice for co-constructing learning and enhancing communication skills? |       |
| Using intentional teaching strategies | Which strategies were discussed and/or demonstrated which supported children’s development of literacy? |       |

## Next steps

Over time, collaboratively reflect on how your service builds literacy and language capabilities for all children in your kindergarten group.

Consider what you might need to know or actions you could take to intentionally plan for and assess literacy for all kindergarten learners.

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| What do my colleagues and I understand about the differences between language and literacy learning? |
|       |
| What do my colleagues and I understand about valuing culturally meaningful practices for communicating and listening? |
|       |
| What are some ways I can promote and assess this learning for all learners? |
|       |
| What would I like to know or be able to do with regards to planning for and assessing literacy, and where could I go to for support? |
|       |

## 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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