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| Video reflection: Reflecting on Connectedness in kindergarten  Queensland kindergarten learning guideline 2024 |

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| **Connectedness** | The video, *Reflecting on Connectedness in kindergarten*, provides an illustration of intentional teaching of the Connectedness learning and development area with a key focus on Showing respect for diversity, as outlined in Queensland kindergarten learning guideline 2024 (QKLG 2024).  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 Connectedness in kindergarten*. 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 practices that inform teaching and learning in the video
* next steps for your own practice.

## Reflecting on learning and development

In the video, planning to support children developing an understanding of Aboriginal peoples’ and Torres Strait Islander peoples’ ways of knowing and being and their connection to Country included opportunities to:

* pay attention to, explore, reflect on and respond to ways of knowing and being
* understand and connect to Country through people, places and resources.

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Connectedness | 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 |
|  | develops understanding of Aboriginal peoples’ and Torres Strait Islander peoples’ ways of knowing and being and their connection to Country | * pays attention to Aboriginal and Torres Strait Islander ways of knowing and being | * explores Aboriginal and Torres Strait Islander ways of knowing and being | * reflects on and responds to Aboriginal and Torres Strait Islander ways of knowing and being |

### Reflection

Reflect on how you plan for and assess Connectedness in your context. Using the questions below, consider how the observable learnings from the significant learning ‘develops understanding of Aboriginal peoples’ and Torres Strait Islander peoples’ ways of knowing and being and their connection to Country’ informs your decision-making.

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| --- | --- |
| Question | Response |
| How do your environments, relationships, interactions and learning opportunities support children to pay attention to, explore, reflect on and respond in this significant learning? |  |
| How do you consider what may be a familiar situation or a new situation when making planning decisions for this learning? |  |
| What level of support, and frequency of support, may be needed to assist each child’s learning? |  |

## Reflecting on using intentional teaching strategies

After viewing the video, individually or collaboratively reflect on the teacher-initiated planning focused on the learning priority.

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| List the intentional teaching strategies ([QKLG p. 15](https://www.qcaa.qld.edu.au/downloads/kindergarten/qklg_2024.pdf)) that the teachers used and how these supported children’s developing understanding of Aboriginal peoples’ and Torres Strait Islander peoples’ ways of knowing and being and their connection to Country. |
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## Next steps

Considering your context, complete a Y chart on what learning looks like, sounds like and feels like for significant learnings of:

* develops understanding of the cultural experiences of others

|  |  |  |
| --- | --- | --- |
| Looks like   |  | | --- | |  | | |
| Feels like   |  | | --- | |  | | Sounds like   |  | | --- | |  | |

* develops understanding of Aboriginal peoples’ and Torres Strait Islander peoples’ ways of knowing and being and their connection to Country.

|  |  |  |
| --- | --- | --- |
| Looks like   |  | | --- | |  | | |
| Feels like   |  | | --- | |  | | Sounds like   |  | | --- | |  | |

## 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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