|  |
| --- |
| Video reflection: Developing executive functioning skills through movement  Queensland kindergarten learning guideline 2024 |

|  |  |
| --- | --- |
| **Wellbeing** | The video, *Developing executive function skills through movement*, provides an illustration of intentional teaching practice for the learning and development area Wellbeing and key focus: Building physical wellbeing. This planned whole group learning opportunity has the significant learning:   * develops gross motor skills.   [QKLG pp. 35–40](https://www.qcaa.qld.edu.au/downloads/kindergarten/qklg_2024.pdf#page=38) |

## About this resource

This resource allows you to record your own reflections after watching the video, [*Developing executive function skills through movement*](https://www.qcaa.qld.edu.au/kindergarten/qklg/learning-development-areas/wellbeing/developing-executive-functioning-skills-through-movement). 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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Wellbeing** | 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 physical wellbeing | develops gross motor skills | * begins to develop whole-body gross motor skills | * uses developing whole-body gross motor skills | * demonstrates whole-body gross motor skills with coordination and control |

### Reflection

|  |
| --- |
| How does the use of the whole body in developing gross motor skills support children to develop their working memory and 'tune into' the learning? |
|  |
| How does this create a challenging and fun learning situation? |
|  |

## Reflecting on the principle of effective pedagogies

Consider the principle of effective pedagogies [(QKLG, p. 9)](https://www.qcaa.qld.edu.au/downloads/kindergarten/qklg_2024.pdf#page=12) in relation to this video and answer the following.

|  |
| --- |
| What play-based pedagogical choices does the teacher make when planning for this experience? |
|  |

## Next steps

In the video, executive function (working memory, flexible thinking, and self-control) is supported through the planning of a whole-body movement experience. Consider the observable learnings and how activities such as these support children’s developing gross motor skills, coordination and control.

|  |
| --- |
| How would you plan for gross motor development which can also support executive function?  List the games and play-based experiences you use (or plan to use) to support this learning. |
|  |
| What level and frequency of support may be needed to assist each child’s learning and development? |
|  |
| What else would you like to understand about executive function? |
|  |

## 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)

[](https://www.qcaa.qld.edu.au/copyright) © State of Queensland (QCAA) 2025

**Licence:** <https://creativecommons.org/licenses/by/4.0> **| Copyright notice:** [www.qcaa.qld.edu.au/copyright](https://www.qcaa.qld.edu.au/copyright) —   
lists the full terms and conditions, which specify certain exceptions to the licence. **|   
Attribution** (include the link): © State of Queensland ([QCAA](https://www.qcaa.qld.edu.au/copyright)) 2025 [www.qcaa.qld.edu.au/copyright](https://www.qcaa.qld.edu.au/copyright).