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| Video reflection: Developing executive functioning skills through movementQueensland kindergarten learning guideline 2024  |

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| **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.

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| **Wellbeing** | Key focus | Significant learnings | Emerging phasein familiar situationswith explicit support | Exploring phasein familiar situationswith occasional support | Extending phasein new situationswith 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
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### Reflection

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| 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? |
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| How does this create a challenging and fun learning situation? |
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## 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.

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

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| 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. |
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| What level and frequency of support may be needed to assist each child’s learning and development? |
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| What else would you like to understand about executive function? |
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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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