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| Video reflection: Engaging in numeracy games in kindergartenQueensland kindergarten learning guideline 2024 |

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| **Communicating** | The video, *Engaging in numeracy games in Kindergarten*, provides an illustration of intentional teaching for the learning and development area: Communicating and the key focus: Building numeracy in personally meaningful ways. The group transition game provides an example of embedding numeracy skills into routines to when planning for the significant learning:* develops awareness of number and counting.

[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, [*Engaging in numeracy games in kindergarten*](https://www.qcaa.qld.edu.au/kindergarten/qklg/learning-development-areas/communicating/engaging-numeracy-games). 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 |
|  | Building numeracy in personally meaningful ways | develops awareness of number and counting | * uses number names that are personally familiar and attempts counting
 | * uses counting in play and is beginning to count in sequence
 | * assesses sizes of sets, using one-to-one correspondence to count in sequence
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### Reflection

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| What levels and frequency of support did the teacher mention was needed for children to count in sequence? |
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| Analyse the learning in the video. How could this routine game allow you to gather evidence of what children know, understand and can do? |
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| What next steps could the teacher plan for so that children's knowledge, skills and dispositions progress in an unfamiliar learning situation? |
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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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| Principle | How is the principle evident in the video? |
| Principle | Question | Response |
| Effective pedagogies | How do play-based learning in routines and transitions support children’s learning for identified priorities? |       |
| Critical reflection | How does the teacher respond to children to improve teaching, learning and/or relationships? |       |

## 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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| Practice | How is the practice evident in the video? |
| Practice | Question | Response |
| **Using intentional teaching strategies**  | Which strategies did you notice the teacher use in the video? How did these suit the learning? |       |
| **Engaging in responsive planning and decision making** | How did the teacher engage the whole group in focused learning? |       |
| **Interacting with and responding to children**  | How did the teacher respond to the group and individuals during interactions to support turn-taking and regulation? |       |
| **Facilitating play-based learning** | What intentional play contexts (places and spaces) and processes (ways of teaching and learning) did you notice supporting this numeracy learning? |       |

## Next steps

Individually or collaboratively reflect on the continua phases for develops awareness of number and counting and consider how you currently include number and counting games in transition/routine times.

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| Make a list of list games and play-based experiences you use or research some new ideas you could use to create a bank of number and counting games you can use for transitions and routines in your planning. |
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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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