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| Video reflection: Exploring interests in the environment  Queensland kindergarten learning guideline 2024 |

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| **Connectedness** | The video, *Exploring interests in the environment*, provides an illustration of intentional teaching practice for the learning and development area: Connectedness and key focus: Showing respect for environments. This learning experience highlights how a child explores the environment with teacher support for the significant learning:   * shows interest in the natural environment.   It explores ways to promote children’s interest in nature and community.  [QKLG pp. 29–34](https://www.qcaa.qld.edu.au/downloads/kindergarten/qklg_2024.pdf#page=32) |

## About this resource

This resource allows you to record your own reflections after watching the video, [*Exploring interests in the environment*](https://www.qcaa.qld.edu.au/kindergarten/qklg/learning-development-areas/connectedness/exploring-interests-environment). 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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| **Connectedness** | 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 |
|  | **Showing respect for environments** | shows interest in the natural environment | * follows directions to notice things of interest in  the natural environment | * notices things  of interest in  the natural environment | * shows interest  in the natural environment |

### Reflection

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| How does the teacher respond to children’s interest in the sunflowers found on their walk to plan for learning priorities? |
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| How does the teacher encourage children’s reflection on their own learning? |
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| How does the teacher utilise routines and transitions to support children’s learning for showing an interest in the natural environment? |
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| What assessment evidence could be collected to show what children know, understand and can do to follow directions to notice/notices/shows interest in the natural environment? |
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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 |
| Respectful relationships | How do positive interactions support children to also interact with environments? |  |
| 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 does the teacher stimulate conversation and invite children to wonder and inquire? |  |
| Facilitating play-based learning | What opportunities did you notice for children to be active learners and build connection to place? |  |
| Using intentional teaching strategies | Which strategies did you notice the teacher use in the video? How did these suit the learning? |  |

## Next steps

Individually or collaboratively reflect on your own context and consider planning for connectedness and showing respect for environments.

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| How do the transitions, routines and rituals embedded in your program support children to notice and show an interest in the natural environment? Make a list of these here. |
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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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