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| Video reflection: Extending on children’s ideas in play  Queensland kindergarten learning guideline 2024 |

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| **Practices** | The video, *Extending on children’s ideas in play*, provides an illustration of the practice: Using intentional teaching strategies. It shows one teacher actively utilising a variety of intentional teaching strategies to support children’s knowledge, perspectives, capabilities and interests in a play-based ‘treasure chest’ scenario.  [QKLG p. 15](https://www.qcaa.qld.edu.au/downloads/kindergarten/qklg_2024.pdf#page=15) |

## About this resource

This resource allows you to record your own reflections from watching the video, [*Extending on children’s ideas in play*.](https://www.qcaa.qld.edu.au/kindergarten/qklg/practices/using-intentional-teaching-strategies/extending-childrens-ideas-play) Throughout your reflection, you will have the opportunity to consider:

* the principles that underpin the illustration of practice in the video
* the practices that inform teaching and learning in the video
* the learning and development demonstrated in the video in relation to a significant learning
* next steps for your own practice.

## 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 feel confident and valued? |  |
| High expectations, equity and respect for diversity | How did the teacher hold high expectations to promote engagement for all children? |  |
| Effective pedagogies | How does play-based learning engage and stimulate children’s learning? |  |

## Using intentional teaching strategies

Individually or collaboratively consider and describe the variety of [intentional teaching strategies (p. 15)](https://www.qcaa.qld.edu.au/downloads/kindergarten/qklg_2024.pdf#page=18) the teacher used throughout this video.

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| --- | --- |
| Strategy | Example from video |
| Questioning |  |
| Challenging |  |
| Collaborating |  |
| Explaining |  |
| Identifying |  |
| Listening |  |
| Making connections |  |
| Negotiating |  |
| Reflecting |  |
| Scaffolding |  |

## Reflecting on learning and development

### Reflection

Using your [QKLG p. 23–54](https://www.qcaa.qld.edu.au/downloads/kindergarten/qklg_2024.pdf#page=26) read through the five learning and development areas.

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| Which significant learnings did the teacher support the children to engage with in this illustration of practice? |
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| Choose one of these and read through the continua phases for it. What levels, and frequency, of support were provided for the children to engage with the observable behaviours and develop their knowledge, skills and dispositions? |
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| What could be the next steps in planning to progress, enrich and/or consolidate what this group of children have been learning? |
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## Next steps

Individually reflect on your own use of intentional teaching strategies. Using the table below highlight the strategies you use the most often as you are working with children.

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Now look at the strategies you **did not** highlight.

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| Choose one strategy you use often. Write three ways you can include this in your practice in your next planning cycle. |
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| How do your environments, relationships, interactions and learning opportunities support children to pay attention, explore, reflect on and respond in this learning? |
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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.

## References

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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