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| Video reflection: Learning through inquiry Queensland kindergarten learning guideline 2024  |

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| **Active learning** | This video, *Learning through inquiry*, provides an illustration of intentional teaching practice for the learning and development area: Active learning and key focus: Showing confidence and involvement in learning. In this practice example, the teacher responds to child-initiated learning to promote positive dispositions toward learning and inquiry processes in the significant learning:* develops awareness of inquiry processes.

[QKLG 41–46](https://www.qcaa.qld.edu.au/downloads/kindergarten/qklg_2024.pdf#page=44) |

## About this resource

This resource allows you to record your own reflections after watching the video, [*Learning through inquiry*](https://www.qcaa.qld.edu.au/kindergarten/qklg/learning-development-areas/active-learning/learning-inquiry). 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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| **Active Learning** | Key focus | Significant learnings | Emerging phasein familiar situationswith explicit support | Exploring phasein familiar situationswith occasional support | Extending phasein new situationswith occasional prompting |
|  | **Showing confidence and involvement in learning** | develops awareness of inquiry processes | * shows curiosity about what is happening around them
 | * suggests an idea to explore
 | * hypothesises and tests ideas
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### Reflection

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| How does the teacher’s responsiveness to children’s interest support intentional teaching for learning priorities? |
|       |
| What types of support, and how frequently does the teacher support the child to show curiosity/explore/hypothesise and test ideas? |
|       |
| Analyse the learning for develops awareness of inquiry processes in the video. What do you think the child knows, understands and can do? |
|       |
| What could be the next steps in planning to progress, enrich and/or consolidate children’s awareness of inquiry processes? |
|       |

## 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 develop confidence to show curiosity and explore with others? |       |
| Effective pedagogies | How does inquiry-based learning provide children with agency in their own 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? |       |
| Engaging in responsive planning and decision-making | How are children supported to play an active role in their learning? |       |
| Facilitating play-based learning | What opportunities did you notice for co-constructing and enhancing critical and creative thinking skills? |       |

## Next steps

Individually or collaboratively reflect on inquiry in kindergarten and how it supports learning and development across the QKLG.

Consider what you might need to know or actions you could take to intentionally plan for and assess children’s learning and development through inquiry.

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| How does inquiry provide an effective mechanism to engage children with learning priorities from the QKLG? |
|       |
| How do you support children to ask questions that may prompt inquiry for individuals, small groups or whole groups? |
|       |
| How do you collect evidence of children’s learning and development in relation to the inquiry process? |
|       |

## 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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