|  |
| --- |
| Video reflection: Numeracy learning in kindergarten — Number and counting  Queensland kindergarten learning guideline 2024 |

|  |  |
| --- | --- |
| **Communicating** | The video, *Numeracy learning in kindergarten: Number and counting*, provides an illustration of intentional teaching practice for the learning and development area: Communicating and key focus: Building numeracy in personally meaningful ways. This whole group learning opportunity leveraged children’s interest in light and reflection from their light studio. This interest in reflective properties of materials supported children in mathematical problem-solving for the significant learnings:   * develops awareness of number and counting * develops mathematical problem-solving skills.   [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, [*Numeracy learning in kindergarten: Number and counting*.](https://www.qcaa.qld.edu.au/kindergarten/qklg/learning-development-areas/communicating/numeracy-learning-counting) 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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Communicating** | 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 |
|  | 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 |
| develops mathematical problem-solving skills | * follows directions to recognise everyday problems and seeks help to resolve them | * describes problems and attempts to solve them using mathematical thinking | * describes and solves problems using mathematical thinking |

## Reflecting on learning and development

The video relates to the following significant learnings from the QKLG 2024.

### Reflection

The teacher in the video is intentional when embedding mathematical problem-solving with number and counting.

Reflect on the learning and development of Communicating illustrated in the video by considering the following.

|  |
| --- |
| How did the teacher promote awareness of number and counting in this small group learning situation? |
|  |
| What levels of support did the teacher provide, and how frequently did they provide children with support to count and assess sizes of sets? |
|  |
| Analyse the learning for *develops awareness of number and counting* in the video. What other evidence would you need to gather to understand what children know, understand and can do? |
|  |
| What next steps could the teacher plan to progress, enrich and/or consolidate learning using counting to assess sizes of sets? |
|  |

## 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.

| Principle | How is the principle evident in the video? | |
| --- | --- | --- |
| Principle | Question | **Response** |
| Respectful relationships | How do positive interactions support children to develop confidence with number and counting? |  |
| Effective pedagogies | How does play-based learning, which leverages an existing interest, stimulate children’s mathematical 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 |
| Using intentional teaching strategies | Which strategies did you notice the teacher use in the video? How did these suit the learning? |  |
| Interacting with and responding to children | How were children supported to extend thinking through stimulating conversation throughout the learning? |  |
| Engaging in responsive planning and decision-making | How did the teacher prioritise learning and maintain responsiveness to children’s interests? |  |
| Facilitating play-based learning | What opportunities did you notice for co-constructing learning and being active learners? |  |

## Next steps

Over time, collaboratively reflect on your planning for building numeracy in personally meaningful ways to identify next steps in your planning for and assessing learning. Consider the following.

|  |
| --- |
| What do you and your colleagues understand about fostering children’s numeracy development? |
|  |
| How do these two significant learnings complement each other? |
|  |
| How do you plan for learning priorities which leverage children’s interest in building numeracy in personally meaningful ways? |
|  |

## 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)

[](https://www.qcaa.qld.edu.au/copyright) © State of Queensland (QCAA) 2025

**Licence:** <https://creativecommons.org/licenses/by/4.0> **| Copyright notice:** [www.qcaa.qld.edu.au/copyright](https://www.qcaa.qld.edu.au/copyright) —   
lists the full terms and conditions, which specify certain exceptions to the licence. **Attribution** (include the link): © State of Queensland ([QCAA](https://www.qcaa.qld.edu.au/copyright)) 2025 [www.qcaa.qld.edu.au/copyright](https://www.qcaa.qld.edu.au/copyright).