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| Video reflection: Observing Nhi’s learning  Queensland kindergarten learning guideline 2024 |

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| **Practices** | The video, *Observing Nhi’s learning*, provides an illustration of teacher-initiated planning for engaging in responsive planning and decision making. It demonstrates responsive planning and decision making based on children’s interests to plan for learning priorities.  [QKLG p. 13](https://www.qcaa.qld.edu.au/downloads/kindergarten/qklg_2024.pdf#page=16) |

## About this resource

This resource allows you to record your own reflections after watching the video, [*Observing Nhi’s learning*](https://www.qcaa.qld.edu.au/kindergarten/qklg/practices/engaging-responsive-planning/observe-nhis-learning). Throughout your reflection, you will have the opportunity to consider the:

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

## Teacher reflection

Nhi selected a story and suggested we read it to everyone. The children were all excited by the pictures of the cloud shapes in the book. Nhi said that she could see shapes in the clouds outside. We built on this emerging interest to promote the opportunity for learning. The children went outside to look for shapes in the clouds. We used iPads to capture cloud shapes.

Nhi described one of the clouds as a ‘monster F’ and took a photo with her iPad. After looking at the clouds for a short time, Nhi announced: ‘I can see a tornado there!’ Remy asked Nhi about tornadoes. Nhi confidently explained, ‘a tornado is a wind that sucks up everything and it breaks when it is in’.

Nhi said she liked looking at the clouds and was very happy when she found a ‘monster F’. She explained that she knew about tornadoes after seeing one on TV and asking her dad about it.

## Reflecting on learning and development

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

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| **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 |
|  | Engaging with and  expanding language | expands vocabulary | * uses a small range of familiar words to express themselves | * uses an increasing range of words to express themselves | * uses phrases to express themselves |

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| **Active** **Learning** | 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 positive dispositions towards learning | uses technologies purposefully | * attempts to  use familiar technologies | * explores ways to use technologies purposefully | * uses technologies purposefully |

### Reflection

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| How does knowing the QKLG enable you to plan for learning priorities while maintaining responsiveness to children? Use the learning and development about to support your response. |
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| Analyse the learning in the video. How could the teacher gather evidence of what Nhi knows, understands and can do? |
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| What next steps could the teacher plan so that Nhi continues to expand her vocabulary and develop skills in how she uses digital technology with intent? |
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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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| **QKLG principle** | **How is the principle evident in the video?** | |
| Principle | Question | Response |
| Respectful relationships | How do positive interactions support children to appreciate learning with and from others? |  |
| Effective pedagogies | How do early childhood pedagogies support children to have agency in their own learning? |  |

## Reflecting on practices

Read the practice engaging in responsive planning and decision-making (QKLG p. 13) and consider the following.

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| How does the teacher focus on learning priorities for the group as a response to child-initiated opportunities? |
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| How does the teacher provide opportunities for children to play an active role in their own learning? |
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| If you were the teacher in this scenario, how could you share children’s participation and what they know, understand and can do from this experience with others? |
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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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| **QKLG practice** | How is the practice evident in the video? | |
| Practice | Question | Response |
| Facilitating play-based learning | What intentional play contexts (places and spaces) and processes (ways of teaching and learning) did you notice supporting this learning experience? |  |
| 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 consider intentional planning and decision-making and how children play an active role in their own learning.

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| How can you provide children with opportunities to play an active role in their own learning while maintaining the integrity of planned learning priorities? |
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| How can you engage children in reflection on their own 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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