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| Video reflection: Planning with small groups of children Queensland kindergarten learning guideline 2024 |

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| **Practices** | The video, *Planning with small groups of children*, provides an illustration of the practice: Engaging in responsive planning and decision-making. It highlights opportunities to create time and space for children and teachers to engage in sustained shared thinking.[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, [*Planning with small groups of children*](https://www.qcaa.qld.edu.au/kindergarten/qklg/practices/engaging-responsive-planning/planning-small-groups). 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
* next steps for your own practice.

## Responsive planning and decision-making

The illustration featured is a small group planning meeting. Here children are provided with an opportunity to discuss learning spaces, tools and resources available for them to plan their learning. The teacher facilitates the discussion. Note, the children not involved in this small group planning session are involved in another meeting, facilitated by an educator, allowing teachers and educators to focus on one small group at a time.

After group planning, the children are invited to go into their *thinking bubbles*, to allow a quiet moment to clarify their thoughts and plan their play and learning. Children then communicate through mark-making in their planning journals to share their ideas and intent with others.

## 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.

| 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 others? |       |
| High expectations, equity and respect for diversity | How does the teacher promote equitable access, participation and engagement for all children? |       |
| Effective pedagogies  | How does play-based learning engage and stimulate children’s agency in their own learning? |       |
| Critical reflection  | How does the teacher respond to children to improve teaching, learning or relationships? |       |

## Reflecting on practices

### Engaging in responsive planning and decision-making

This illustration of practice demonstrates one services-planned approach to focusing on learning priorities, learning environments and contexts for small groups. In this example, the teacher models medium-term decision-making through her planned approach to guiding the small group planning meeting.

Consider the reflection of prior teaching and learning the teacher demonstrates in her discussion with the group.

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| How is the teacher flexible and responsive to child-initiated learning in planning? |
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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.

| QKLG practice | How is the practice evident in the video? |
| --- | --- |
| Practice | Question | Response |
| Adopting holistic approaches  | How does the teacher view children as competent and creative meaning-makers? |       |
| Interacting with and responding to children  | How does the teacher actively listen and respond to children?  |       |
| Facilitating play-based learning | What opportunities did you notice for co-constructing learning and sharing decision making? |       |
| Using intentional teaching strategies | Which strategies did you notice the teacher use in the video? How did these suit the learning? |       |

## Next steps

Consider teacher decision-making for building children’s knowledge, perspectives, capabilities and interests in your current context.

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| How can you provide children with opportunities to participate in collaborative decision-making for their own learning? |
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| How can you engage children in reflection of 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 the educational program enhances each child’s learning and development
* QA 1.2: Practice — as educators facilitate and extend each child’s learning and development.
* QA 1.3: Assessment and planning — as educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

## 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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