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| Video reflection: Reading stories to build literacy  Queensland kindergarten learning guideline 2024 |

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| **Communicating** | The video, *Reading stories to build literacy*, provides an illustration of intentional teaching practice for the learning and development area: Communicating and the key focus: Building literacy in personally meaningful ways. This is an intentional, whole group learning experience where the teacher also discusses how she engages children in read aloud experiences through the intentional teaching strategies she uses.  [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 from watching the video, [*Reading stories to build literacy*](https://www.qcaa.qld.edu.au/kindergarten/qklg/learning-development-areas/communicating/read-stories-build-literacy). 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 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 |
|  | Building literacy in personally meaningful ways | engages with a range of texts for purpose and meaning | * responds to familiar texts | * explores and responds to a range of texts | * engages with a range of texts |
| builds awareness of ways images add meaning to print | * begins to notice images in texts | * recognise images in texts | * identifies images that add meaning to a text |

### Reflection

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| How did the teacher promote children’s growing awareness that images add meaning to print? |
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| What types of support did the teacher use for the children to notice, recognise and identify that images add meaning to a text? |
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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 does the teacher demonstrate positive interactions/ foster positive interactions to support children to appreciate learning with and from others? |  |
| Critical reflection | How does the teacher reflect on the use of questioning to identify ways of improving teaching and 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.

| QKLG 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 does teacher-initiated planning allow the teacher to target strategies to suit the learning priorities? |  |
| 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 reflect on the range of intentional teaching strategies you use when reading stories in your context.

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| Provide examples of questions you use for the following. | |
| To introduce a story |  |
| During a story |  |
| After a story |  |

## 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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