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| Video reflection: Stories for language and literacyQueensland kindergarten learning guideline 2024  |

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| **Communicating** | The video, *Stories for language and literacy*, provides an illustration of intentional teaching practice in supporting children’s learning and development forthe learning and development area: Communicating and the key focus: Building literacy in personally meaningful ways. It highlights how one teacher makes purposeful and thoughtful decisions about the stories used in the kindergarten program.[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, [*Stories for language and literacy*](https://www.qcaa.qld.edu.au/kindergarten/qklg/learning-development-areas/communicating/stories-language-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 phasein familiar situationswith explicit support | Exploring phasein familiar situationswith occasional support | Extending phasein new situationswith 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
 |
| makes connections between texts and personal experiences | * shares a personal connection to a familiar text
 | * considers connections between texts and personal experiences
 | * identifies connections between texts and personal experiences
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| 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
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### Reflection

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| How do the observable learnings in the continua phases support, decisions making about which stories/texts to read with children? |
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## Reflecting on principles

Consider the identified principle 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 |
| Critical reflection | How does the teacher reflect on child development to inform her decision-making when choosing stories? |       |

## Reflecting on practices

Consider the identified practice 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 |
| Engaging in responsive planning and decision-making | How does the teacher demonstrate responsive decision-making when selecting stories in the kindergarten context? |       |

## Next steps

Over time, collaboratively reflect with colleagues on why and how stories/ texts are selected and used in your context.

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| How do you decide whether to use familiar or unfamiliar stories/texts in your teaching? |
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| How do you use responsive decision-making practices to engage children with stories/texts? |
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| How can the stories/texts you use be extended on in play-based experiences to support 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.

## 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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