

Summary of revisions

Draft revised Queensland kindergarten learning guideline
(version March 2024)

Background

The Queensland Curriculum and Assessment Authority (QCAA) is seeking stakeholder feedback on the revisions, repositioning and new additions to the draft revised *Queensland kindergarten learning guideline* (QKLG) (version March 2024). The QKLG has undergone revision to complement and align with the national learning framework *Belonging, Being & Becoming: The Early Years Learning Framework for Australia v2.0* (EYLF V2.0) and cater for three-year-olds accessing early education and care in kindergarten.

Stakeholders are encouraged to review the summary of revisions alongside the draft revised QKLG (version March 2024) and complete the survey at www.qcaa.qld.edu.au/kindergarten/qklg/qklg-review/consultation.

Summary of revisions

This table provides a summary of revisions to the draft revised QKLG (version March 2024).

QKLG section	Summary of revisions	
Purpose	What has been revised?	<ul style="list-style-type: none">• Vision statement<ul style="list-style-type: none">– updated to align with the EYLF V2.0– expanded to demonstrate the connection between the <i>Alice Springs (Mparntwe) Education Declaration</i> and the revised EYLF V2.0 vision.• Alignment with EYLF V2.0<ul style="list-style-type: none">– expanded purpose to clarify relationship between EYLF V2.0 and QKLG through updates to Table 2: Alignment of learning between EYLF V2.0 and QKLG.
	What has been repositioned?	<ul style="list-style-type: none">• Purpose clarified to include points previously in the Practice section.
	What's new?	<ul style="list-style-type: none">• Added Table 1: QKLG principles, practices and learning and development areas.
Principles	What has been revised?	<ul style="list-style-type: none">• Five principles updated<ul style="list-style-type: none">– Respectful relationships– Collaborative partnerships– High expectations, equity and respect for diversity– Effective pedagogies– Critical reflection.• Renamed Reflective practice and professional decision-making to Critical reflection.

QKLG section	Summary of revisions	
	What's new?	<ul style="list-style-type: none"> • Three new principles added <ul style="list-style-type: none"> – Aboriginal and Torres Strait Islander perspectives – Sustainability – Collaborative leadership and teamwork.
Practices	What has been revised?	<ul style="list-style-type: none"> • Expanded from three to seven practices <ul style="list-style-type: none"> – Adopting holistic approaches – Interacting with and responding to children – Engaging in responsive planning and decision-making – Creating inclusive learning environments – Facilitating play-based learning – Using intentional teaching strategies – Assessing children's learning. • Decision making <ul style="list-style-type: none"> – renamed to include Engaging in responsive planning and decision-making – advice updated. • Intentional teaching practices <ul style="list-style-type: none"> – renamed to Using intentional teaching strategies – advice updated. • Assessment <ul style="list-style-type: none"> – renamed to Assessing children's learning – advice updated to include Assessment for, Assessment of and Assessment as children's learning.
	What has been repositioned?	<ul style="list-style-type: none"> • Perspectives <ul style="list-style-type: none"> – moved to Practices – renamed to Adopting holistic approaches. • Developing learning contexts <ul style="list-style-type: none"> – moved from Decision making to become its own practice – renamed to Facilitating play-based learning. • Interacting with and responding to children <ul style="list-style-type: none"> – moved from Decision making to become its own practice.
	What's new?	<ul style="list-style-type: none"> • Added Creating inclusive learning environments.
Continua of learning and development	What has been revised?	<ul style="list-style-type: none"> • Structure updated to include two sub-elements <ul style="list-style-type: none"> – Phases of the continua – Using the continua. • Phases of the continua updated to describe the learning situations and level of support needed to demonstrate learning. • Using the continua updated to include making judgments during the learning process and when reviewing learning at a point in time. • Updated advice in Figure 2: Examples of the process for making 'more like' judgments.

QKLG section	Summary of revisions	
Learning and development areas	What has been revised?	<ul style="list-style-type: none"> • Significant learnings <ul style="list-style-type: none"> – merged with knowledge, skills and dispositions – updated. • Observable behaviours <ul style="list-style-type: none"> – renamed to observable learnings – updated. • Examples of children’s learning updated to align to continua phases. • Intentional teaching practices <ul style="list-style-type: none"> – renamed to Intentional teaching strategies to promote learning – suggestions updated.
	What has been repositioned?	<ul style="list-style-type: none"> • Structure updated so that <ul style="list-style-type: none"> – the table includes key focuses – Intentional teaching strategies to promote learning positioned below each key focus.
	What’s new?	<ul style="list-style-type: none"> • Added Critical reflection to each learning and development area.
Supporting transitions and continuity of learning	What has been revised?	<ul style="list-style-type: none"> • Renamed Supporting children’s transition to school to Supporting transitions and continuity of learning. • Updated advice relating to transition statements and consent forms 1 and 2.
	What’s new?	<ul style="list-style-type: none"> • Added advice to expand on the range of transitions children may experience.

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