

# Making connections

Queensland kindergarten learning guideline and Early Years Learning Framework V2.0

---

## Introduction

The *Queensland kindergarten learning guideline* (QKLG) 2018 is currently being revised to align with the *Early Years Learning Framework V2.0* (EYLF V2.0) and to cater for three-year-olds accessing early education and care in kindergarten. While the review is in progress, teachers and services will continue to implement the QKLG. They can be confident they are using a contemporary guideline that supports quality practice and broadly connects to the EYLF V2.0.

This document highlights the connections between the QKLG and EYLF V2.0.

## Connections between the QKLG and EYLF V2.0

The updated EYLF V2.0 provides an opportunity to recognise the rigour and strengths of the QKLG in supporting quality teaching and learning in kindergarten. It also provides an opportunity to reflect on ways the QKLG might be strengthened in areas where there have been key EYLF updates.

The table below outlines the key updates in the EYLF V2.0 and how they are broadly represented in the current QKLG.



## Key updates in the EYLF V2.0 and connections with the QKLG 2018

'What's changed?' EYLF V2.0 key updates	Connections with the QKLG 2018
<p><b>New principle: Aboriginal and Torres Strait Islander perspectives</b></p> <p>This principle values and describes the importance of meaningful learning opportunities that embed cultural knowledges and experiences of Aboriginal Peoples and Torres Strait Islander Peoples. It promotes respectful partnerships and community connections to understand and celebrate the rich diversity of Aboriginal and Torres Strait Islander cultures.</p> <p>Aboriginal and Torres Strait Islander perspectives have been strengthened across all elements of the EYLF V2.0, including cultural safety and responsiveness, and a commitment to ongoing professional learning and practice that is respectful of all cultures and diversity.</p>	<p>Aboriginal and Torres Strait Islander perspectives are embedded through interconnected elements of the QKLG emphasising cultural diversity, collaboration and communication with children, families and community partners. The QKLG promotes understandings of individual diversities and cultural and social experiences to inform curriculum decision-making and strengthen children's wellbeing, sense of identity and pride in their cultural heritage.</p> <p>The QKLG Principles, Practice and Learning and development areas (including significant learnings) promote respectful partnerships, cultural awareness, confident self-identities and Aboriginal and Torres Strait Islander ways of knowing and being and connection to Country.</p> <p>Connections include:</p> <ul style="list-style-type: none"> <li>• Principles <ul style="list-style-type: none"> <li>– High expectations, equity and respect for diversity</li> <li>– Collaborative partnerships</li> <li>– Reflective practice and professional decision-making</li> </ul> </li> <li>• Practice <ul style="list-style-type: none"> <li>– Decision-making</li> <li>– Intentional teaching practices</li> </ul> </li> <li>• Learning and development areas <ul style="list-style-type: none"> <li>– Identity</li> <li>– Connectedness.</li> </ul> </li> </ul>
<p><b>New principle: Sustainability</b></p> <p>This principle recognises that learning about sustainability is multidimensional and includes interrelated social, economic and environmental understandings. It recognises children as active and informed citizens connected to their world.</p>	<p>Sustainability and sustainable living include social, economic and environmental dimensions, which are included in a number of QKLG elements. The QKLG recognises how children's learning about connectedness to their world over time supports them to think about their world as 'global citizens'.</p> <p>The QKLG Principles and the Learning and development areas (including significant learnings) support children to respectfully connect with and relate to others, develop resilience, understand their rights and responsibilities, and show respect for environments.</p> <p>Connections include:</p> <ul style="list-style-type: none"> <li>• Principles <ul style="list-style-type: none"> <li>– Respectful relationships</li> <li>– High expectations, equity and respect for diversity</li> </ul> </li> </ul>

'What's changed?' EYLF V2.0 key updates	Connections with the QKLG 2018
	<ul style="list-style-type: none"> <li>• Learning and development areas               <ul style="list-style-type: none"> <li>- Wellbeing</li> <li>- Connectedness.</li> </ul> </li> </ul>
<p><b>New principle: Collaborative leadership and teamwork</b></p> <p>This principle highlights leadership and teamwork as a collective professional activity of all teachers and educators to improve educational programs and practices.</p>	<p>The QKLG recognises the role of collaboration, communication and reflection in professional practice and communication to improve teaching and learning.</p> <p>The QKLG Principles and Practice guides teachers to engage in respectful, collaborative processes and share decision-making with partners to plan future teaching and learning.</p> <p>Connections include:</p> <ul style="list-style-type: none"> <li>• Principles               <ul style="list-style-type: none"> <li>- Collaborative partnerships</li> <li>- Reflective practice and professional decision-making</li> </ul> </li> <li>• Practice               <ul style="list-style-type: none"> <li>- Decision-making</li> <li>- Assessment.</li> </ul> </li> </ul>
<p><b>Updated principle: Secure, respectful, and reciprocal relationships</b></p> <p>Relational and place-based pedagogies have been included to promote understandings of children's connections to people and places to support learning, development and wellbeing. The updated principle highlights the important role of positive relationships and interactions in teaching and learning.</p>	<p>The QKLG recognises the importance of relationships and context in children's learning and development as well as the influence different relationships have on children's learning and experiences.</p> <p>The QKLG Principles, Practice and Learning and development areas (including significant learnings) provide a framework to support teachers to be intentional in the way they interact with children and parents/carers, and develop meaningful learning contexts to enhance learning outcomes.</p> <p>Connections include:</p> <ul style="list-style-type: none"> <li>• Principles               <ul style="list-style-type: none"> <li>- Respectful relationships</li> </ul> </li> <li>• Practice               <ul style="list-style-type: none"> <li>- Decision-making</li> <li>- Intentional teaching practices</li> </ul> </li> <li>• Learning and development areas               <ul style="list-style-type: none"> <li>- Identity</li> <li>- Connectedness</li> <li>- Wellbeing.</li> </ul> </li> </ul>

'What's changed?' EYLF V2.0 key updates	Connections with the QKLG 2018
<p><b>Strengthened principle: Equity, inclusion and high expectations</b></p> <p>Advice on high expectations and equity has been strengthened to promote inclusive learning practices and environments for all children to access, participate and engage in early learning.</p>	<p>The QKLG recognises children as competent and creative learners with diverse identities and backgrounds. It highlights the knowledge that children's learning and progress are enhanced when all partners hold high expectations and promote equity and success for all.</p> <p>The QKLG Perspectives, Principles and Practice provide a framework that respects diverse ways of being and knowing to make inclusive decisions when planning for learning, interacting and communicating with children.</p> <p>Connections include:</p> <ul style="list-style-type: none"> <li>• Perspectives</li> <li>• Principles <ul style="list-style-type: none"> <li>- High expectations, equity and respect for diversity</li> </ul> </li> <li>• Practice <ul style="list-style-type: none"> <li>- Decision-making</li> <li>- Intentional teaching practices.</li> </ul> </li> </ul>
<p><b>Strengthened advice: Assessment and the planning cycle</b></p> <p>Advice on assessment and the planning cycle has been strengthened to provide clearer explanation of the planning cycle elements that support planning and assessment of children's learning and development. Descriptions of assessment types, evaluation and critical reflection have been updated.</p>	<p>The QKLG describes the planning cycle as the process of assessing and monitoring children's learning and development by gathering and analysing information, planning next steps for learning, intentionally implementing plans and engaging in reflection.</p> <p>Assessment advice in the QKLG includes:</p> <ul style="list-style-type: none"> <li>• Practice <ul style="list-style-type: none"> <li>- Assessment</li> </ul> </li> <li>• Continua of learning and development.</li> </ul>
<p><b>Updated practice: Play-based learning and intentionality</b></p> <p>Play-based learning and intentionality have been combined to clarify expectations that teachers and educators are intentional in all aspects of their professional practice. This highlights the intentional roles educators and children have in play-based learning experiences to support and extend children's learning through play.</p>	<p>The QKLG identifies play as an important context and process for meaningful learning that promotes children's agency and, with the guidance of teachers, extends language, communication and thinking skills.</p> <p>The QKLG Principles and Practice provide advice on pedagogy and practice to support all children's learning.</p> <p>Connections include:</p> <ul style="list-style-type: none"> <li>• Principles <ul style="list-style-type: none"> <li>- Effective pedagogies</li> </ul> </li> <li>• Practice <ul style="list-style-type: none"> <li>- Decision-making</li> <li>- Intentional teaching practices.</li> </ul> </li> </ul>

## References

Australian Children's Education and Care Quality Authority 2023, 'What's changed?' fact sheet for the EYLF V2.0, ACECQA, [www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks](http://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks).

 © State of Queensland (QCAA) 2023

**Licence:** <https://creativecommons.org/licenses/by/4.0> | **Copyright notice:** [www.qcaa.qld.edu.au/copyright](http://www.qcaa.qld.edu.au/copyright) — lists the full terms and conditions, which specify certain exceptions to the licence. | **Attribution** (include the link): © State of Queensland (QCAA) 2023 [www.qcaa.qld.edu.au/copyright](http://www.qcaa.qld.edu.au/copyright).