

Leading change:

Implementing the kindergarten guideline

Transcript of video (part 1 of 5)

This video is available from <http://www.qcaa.qld.edu.au/15544.html>

What are the main issues for your staff with the introduction of the QKLG?

Director-teacher:

The main issues for us with the introduction of the kindy guideline is where it sits in amongst the raft of changes. So we've got the new national curriculum, early years framework. We've also got quality standards that are being changed at the moment ready for next year. So getting to know where the kindy guideline sits in amongst that and having time to get to know that document.

It's like any change, I think you have to just be prepared to take your time, have a go, understand you're not going to get it all at the same time. But I guess as a staff we've got a real commitment to this, too. It's a great document, it's a working document. For us, we just see what we're doing makes such strong links to the document, so I guess we do feel a real connection with it.

Some of the hurdles that we've had to overcome with the kindy guideline are getting to know the curriculum, so getting to know what this document means, so time is huge. Also, trying to work out comfort levels of staff, and so being able to work together to think: Okay, this is what we're going to work on — what does this mean? And trying to make a match with where this sits with people's personal philosophies. Trying to get information to parents — so how can we do this? So using the noticeboards, using newsletter snippets and things. But again, it's time. I would think that time is probably our critical factor in looking at everything that we're doing at the moment.