

Queensland kindergarten learning guideline

Professional development | Resources



Cultural and linguistic diversity case study: Intentional teaching

This resource is part three of a case study on cultural and linguistic diversity in kindergarten. The case study includes:

- Cultural and linguistic diversity case study: Overview
- Cultural and linguistic diversity case study: Video — Annelle (AV)
- Cultural and linguistic diversity case study: Intentional teaching (this document).

The case study focuses specifically on strategies one teacher used to support the learning and development of a child who started kindergarten with limited Standard Australian English (SAE).

Case study

The communication skills of a kindergarten child who speaks English as an additional language may differ from those of a child who has been learning SAE since birth. Teachers require specific strategies to support the learning and development of children with limited SAE.

The video in this case study provides an opportunity to view Annelle's learning throughout the year. Annelle comes from a French-speaking family and had very limited English when she began kindergarten. Annelle's parents both speak French at home and were also learning English when this case study was developed.

Intentional teaching

The kindergarten teacher took an active role in Annelle's learning by making deliberate, well-planned decisions to use specific intentional teaching strategies. These strategies provided Annelle with opportunities to develop her communication in SAE and supported her engagement across the *Queensland kindergarten learning guideline (QKLG)* learning and development areas: identity, connectedness, wellbeing, active learning and communicating.

By providing opportunities to become involved in play, the kindergarten teacher supported Annelle's learning through social interactions with peers and staff. These interactions enabled Annelle to extend her knowledge, skills and dispositions and build confidence in connecting with others. By creating a welcoming and inclusive environment, the teacher was also able to build a strong relationship with Annelle's family.

Table 1 describes intentional teaching strategies used in the video and shows how these align with the key focuses and significant learnings which underpin the *QKLG* learning and development areas. The strategies may be applied in other contexts where teachers are supporting children who come from diverse cultural and linguistic backgrounds and speak limited SAE.

Table 2 provides examples of visual cue cards which the teacher used in the video as one strategy to support Annelle's learning and development.

Table 1: Intentional teaching strategies used in the video

Learning and development area	Key focus	Significant learnings	Teaching strategies
Identity	Building a sense of security and trust	A sense of being safe, accepted and supported	<ul style="list-style-type: none"> • Building a relationship with Annelle's family by engaging in personal conversations where appropriate
	Acts with increasing independence and security	Organise self and belongings and managing routines	<ul style="list-style-type: none"> • Intentionally teaching and reinforcing routines to Annelle with the use of visual picture cue cards, e.g. handwashing • Revisiting and revising routines throughout the year, e.g. brushing feet • Extending Annelle's participation in daily routines, e.g. encouraging her to verbalise names of peers when able
	Building a confident self-identity	Confidence in themselves as learners	<ul style="list-style-type: none"> • Supporting Annelle's confidence by making connections between home and kindergarten through the use of a combination of French and SAE
Wellbeing	Building a sense of autonomy and wellbeing	Delight in making decisions and choices (agency)	<ul style="list-style-type: none"> • Providing Annelle with the opportunity to make choices about her learning through offering a selection of photographs of possible spaces for indoor and outdoor play
Active learning	Increasing confidence and involvement in learning	Confidence, interest and involvement in learning	<ul style="list-style-type: none"> • Providing multiple opportunities for Annelle to engage in learning • Scaffolding to enable Annelle to access the learning, e.g. allowing Annelle to observe others before trying a new skill or routine • Responding to Annelle's interests, e.g. talking on the telephone in dramatic play

Learning and development area	Key focus	Significant learnings	Teaching strategies
Communicating	Exploring and expanding ways to use language	Spoken and nonverbal communication	<ul style="list-style-type: none"> • Recognising and responding to Annelie's non-verbal cues, e.g. gesturing for help • Modelling use of SAE throughout the kindergarten day, e.g. transition from outdoor play • Encourage the use of SAE during interactions between Annelie and her family, e.g. in the car on the way home from kindergarten • Supporting Annelie's transition to Prep, e.g. noting on her transition statement that she is bilingual
		Using language for a range of purposes	<ul style="list-style-type: none"> • Integrating Annelie's home language with SAE, e.g. how to say "hello" in different languages
		Skills for listening and taking turns in conversations	<ul style="list-style-type: none"> • Providing the opportunity for Annelie to finish a sentence, e.g. "Put your hat in your?" [bag]
	Exploring and engaging with literacy in personally meaningful ways	Positive engagement with a variety of print and multimedia texts and the arts	<ul style="list-style-type: none"> • Challenging Annelie to recognise her name in a variety of contexts, e.g. name cards with her picture next to it, visual prompts for meal time
		Exploring symbols and patterns in language	<ul style="list-style-type: none"> • Modelling through words and actions, e.g. miming having a drink of water after outdoor play in conjunction with a visual picture cue card

Table 2: Intentional teaching strategies: Visual cue cards

Cue cards	Response
	
	

More information

- English as an additional language
A suite of three resources providing strategies for teachers to support children who speak English as an additional language is available on the QCAA website at www.qcaa.qld.edu.au/12974.html. The series includes:
 - English as an additional language: Building literacy learning partnerships
 - English as an additional language: Examples of observable behaviours
 - English as an additional language: Intentional teaching strategies.
- Inclusion and diversity Additional information and resources about inclusion and diversity are available at www.qcaa.qld.edu.au/12974.html.
- The *Queensland kindergarten learning guideline (QKLG)* is available at www.qcaa.qld.edu.au/10192.html.