

Queensland kindergarten learning guideline

Professional development | Resources



Cultural and linguistic diversity case study: Overview

This resource provides an overview of a case study on cultural and linguistic diversity in kindergarten. 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).

The case study includes:

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

Allow approximately 30 minutes per resource to read or view and reflect on the information provided.

These resources support teachers to meet the following *Australian professional standards for teachers*:

- Standard 1: Know students and how they learn
- Standard 3: Plan for and implement effective teaching and learning.

Background

This case study was drawn from a stand-alone kindergarten program using the *Queensland kindergarten learning guideline (QKLG)*. The children at this kindergarten come from diverse cultural and linguistic backgrounds and require intentional teaching strategies to develop their communication in SAE. This is particularly important for children who learn SAE at kindergarten and speak their first language with parents/carers at home.

This case study provides an example of one child's learning across the kindergarten year and highlights strategies the teacher used across the *QKLG* learning and development areas: identity, connectedness, wellbeing, active learning and communicating.

Resource: Video — Annelle

The examples in the video highlight Annelle's learning throughout the year. Annelle comes from a French-speaking family and had very limited English when she began the kindergarten year.

Annelle's parents both speak French at home and were also learning English when this case study was developed.

The footage was taken at two points in the year, February and December. This provides an opportunity to view Annelle's learning and development at both the beginning and end of the kindergarten year. The video includes the kindergarten teacher discussing strategies to support Annelle.



Resource: Intentional teaching

The kindergarten teacher employed intentional teaching strategies to provide Annette with opportunities to develop her communication in SAE. The resource describes 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 intentional teaching strategies described may be applied in other contexts where teachers are supporting children who come from diverse cultural and linguistic backgrounds and speak limited SAE.

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.
- The *Australian professional standards for teachers* are available at www.teacherstandards.aitsl.edu.au/OrganisationStandards/Organisation.