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|  | Connectedness: Aboriginal and Torres Strait Islander Acknowledgement of Country  Video reflection resource |

This video reflection resource enables teachers and staff to:

* view intentional teaching practice in the learning and development area: Connectedness
* reflect on learning and make links to the *Queensland kindergarten learning guideline* (QKLG)
* reflect on current understandings and practice.

The resource supports teachers in their professional learning; in particular, meeting elements of Standards 1, 2, 3 and 6 of the Australian Professional Standards for Teachers, [www.aitsl.edu.au/australian-professional-standards-for-teachers](http://www.aitsl.edu.au/australian-professional-standards-for-teachers).

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|  | Suggestions for viewing   * View the video ‘Connectedness: Aboriginal and Torres Strait Islander Acknowledgment of Country’ [www.qcaa.qld.edu.au/kindergarten/qklg/learning-development-areas/intentional-teaching/connectedness](http://www.qcaa.qld.edu.au/kindergarten/qklg/learning-development-areas/intentional-teaching/connectedness) at least twice. This video provides a snapshot of ways that an Aboriginal and Torres Strait Islander Acknowledgment to Country may be incorporated into everyday practice and routines to engage with others’ cultures. * After viewing the video, use this reflection resource to record your observations, reflect on your practice and plan your next steps for continual improvement. |

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| **Reflecting on the learning: Connectedness** | | |
| **Key focus** | **Significant learnings** | What evidence of learning did you see in the video? |
| Showing respect for diversity | * responding to others with respect * developing awareness of bias * learning about others’ cultures | Click or tap here to enter text |

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| Reflecting on the video | |
| How are the learning experiences meaningful for young children? | Click or tap here to enter text. |
| What evidence did you see that cultural learning has been embedded in the kindergarten program and practices? | Click or tap here to enter text. |

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| Reflecting on practice | |
| How do you and your colleagues value and develop positive relationships in your diverse context? | Click or tap here to enter text. |
| How does your educational program honour the histories, languages and traditions of Aboriginal peoples and Torres Strait Islander peoples? | Click or tap here to enter text. |
| What resources are available (e.g. online, physical, community) that can assist you in planning and implementing respectful Aboriginal and Torres Strait Islander ways of knowing and being? | Click or tap here to enter text. |
| What questions do you have about implementing cultural learning at your kindergarten? | Click or tap here to enter text. |

### Next steps

**Action plan:** Reflective practice contributes to excellence in teaching and improved educational outcomes for all children. You can use your reflections from this professional learning to develop an action plan, using the action plan resource at [www.qcaa.qld.edu.au/kindergarten/planning-assessing-documenting/documenting](https://www.qcaa.qld.edu.au/kindergarten/planning-assessing-documenting/documenting), to support continual professional improvement. This could also assist in providing evidence for your service Quality Improvement Plan.

#### Links to the National Quality Standard

This professional learning can be linked to the following concepts under the National Quality Standard, Quality Area 1 (QA1) — Educational program and practice:

* QA1.1: Program — as it involves thinking about the kindergarten educational program
* QA1.2: Practice — as it involves analysing practice to identify where teachers could make improvements for children and families
* QA1.3: Assessment and planning — as it involves questioning how well the learning needs of all children are being planned for.