|  |  |  |
| --- | --- | --- |
|  |  |  |
|  | Queensland kindergarten learning guideline  Professional development | Resources |  |
|  | Intentional teaching in action: The superhero play | |

## Record of professional learning

|  |  |
| --- | --- |
| Date | Name and signature of teacher |
| Click here to enter  a date. | Click here to enter text. |
| Date | Name and signature of director |
| Click here to enter  a date. | Click here to enter text. |

The purpose of this professional learning is to create an opportunity for teachers and staff to view and discuss examples of intentional teaching in action and how these relate to the *Queensland kindergarten learning guideline (QKLG).*

We are now going to complete a task designed to identify intentional teaching strategies in action. There is a transcript of the instructions and voices in the audiovisual segment available below the screen.

1. First, take a moment to view and enjoy the audiovisual segment Intentional teaching in action: The superhero play’ (1 minute 3 seconds).
2. Now that you have viewed the short audiovisual segment, read the intentional teaching strategies listed on pages 63 and 64 of your *Queensland kindergarten learning guideline (QKLG)*.
3. Watch the audiovisual segment a second time. Using the list in Table 1, identify the intentional teaching strategies the teacher, Lisa, uses to support children’s play.
4. Finally, answer the set of five reflective questions in Table 2, which are based on the audiovisual segment. Share your answers, listen to others and discuss your observations and learning.

## Table 1: Intentional teaching strategies

|  |  |
| --- | --- |
| Challenging | Making connections |
| Collaborating | Modelling |
| Encouraging | Negotiating |
| Explaining | Providing for choice |
| Identifying | Questioning |
| Imagining | Researching |
| Instructing | Revisiting and revising |
| Listening | Scaffolding |

For further detail, see *Queensland kindergarten learning guideline*, pages 63–64.

## Table 2: Reflective questions

|  |  |  |
| --- | --- | --- |
|  | Reflective questions | Your responses |
| 1 | What did the teacher do to support Hayden’s inclusion in the play? | Click here to enter text. |
| 2 | How did she encourage the other boys playing the superhero play to be accepting and inclusive when Hayden attempts to join in? | Click here to enter text. |
| 3 | What kind of learning does this audiovisual segment capture? | Click here to enter text. |
| 4 | What links can you see between the strategies used to support the superhero play and the *QKLG* learning and development areas? | Click here to enter text. |
| ***Note:*** Learning and development areas are listed on pages 32 and 33 of the *QKLG*. |
| 5 | What principles for practice were evident in the film segment?   * High expectations and equity * Respect for and response to diversity * Holistic learning * Respectful relationships * Continuity in learning * Shared decision-making * Intentional teaching * Reflective practice | Click here to enter text. |