Queensland kindergarten learning guideline
Professional development | Module 1: Explore

Key messages: A vision for the early years

What is the relationship between national and Queensland kindergarten initiatives?

The National Quality Standard and Early Years Learning Framework are used in Queensland early years settings.

<table>
<thead>
<tr>
<th>National Quality Standard (NQS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• for all early years service providers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Early Years Learning Framework (EYLF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• for all early years educators</td>
</tr>
<tr>
<td>• for children from birth to five years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Queensland kindergarten learning guideline (QKLG)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• based on EYLF</td>
</tr>
<tr>
<td>• more specific advice for Queensland teachers</td>
</tr>
<tr>
<td>• for Queensland kindergarten programs</td>
</tr>
<tr>
<td>• for children in the year prior to the Preparatory Year</td>
</tr>
</tbody>
</table>

The QKLG is used in Queensland early years settings where a kindergarten program is provided. The QKLG guides curriculum decision making and promotes each child’s learning in the five EYLF outcomes (listed over the page).

In Queensland, a kindergarten program provided by a qualified teacher using the QKLG:

- meets the Office for Early Childhood Education and Care criteria for their service to be recognised as an approved kindergarten program provider
- helps services meet the National Quality Standards.

Note: The QKLG can be used in services that provide a kindergarten program that is not led by a qualified teacher, but the service will not meet the criteria to become an approved kindergarten program provider.
How do elements of the QKLG and EYLF align?

**QKLG and EYLF:**

- embrace the same vision that ‘all children experience learning that is engaging and builds success for life’ (*EYLF*)
- share an image of the child as ‘rich in potential, strong, powerful, competent, and most of all connected to adults and other children’¹
- have the same intent in their principles and practices. They both promote:
  - secure, respectful and reciprocal relationships
  - respectful relationships
  - high expectations and equity
  - respect for diversity
  - holistic learning approaches
  - continuity in learning
  - shared decision making
  - inclusive partnerships
  - responding to children’s ideas and interests
  - creating engaging and inclusive learning environments
  - learning through play, real-life engagements, routines and transitions
  - responsive intentional teaching practices
  - assessment for learning
  - reflective practice
- have aligned focuses for learning.

<table>
<thead>
<tr>
<th>EYLF outcomes</th>
<th>QKLG learning and development areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children have a strong sense of identity</td>
<td>Identity</td>
</tr>
<tr>
<td>Children are connected with and contribute to their world</td>
<td>Connectedness</td>
</tr>
<tr>
<td>Children have a strong sense of wellbeing</td>
<td>Wellbeing</td>
</tr>
<tr>
<td>Children are confident and involved learners</td>
<td>Active learning</td>
</tr>
<tr>
<td>Children are effective communicators</td>
<td>Communicating</td>
</tr>
</tbody>
</table>