Professional practice task

Complete one of the two tasks.

Task 1: Use the Continua of learning and development to make consistent judgments about learning

1. Select at least three samples of collected evidence of one child’s learning that relate to one learning and development area.
2. Review the evidence and record your interpretations:
   - What does the evidence tell you about this child’s learning?
   - Why is the learning significant?
3. With a colleague (e.g. assistant or director):
   - review the continua for the chosen learning and development area
   - discuss which focuses and significant learnings are evident.

Note: Key focuses and significant learnings are presented in Table 3: The relationship between EYLF learning outcomes on pages 32 and 33 of the Queensland kindergarten learning guideline (QKLG).

4. Review Figure 2: Examples of the process for making more-like judgments on page 3 of the continua, and decide which phase of learning the child’s learning is ‘more like’ by considering:
   - whether the learning occurred in familiar or new situations
   - the level of support the child required.
5. Review the teacher-contributed examples of observable behaviours provided in the continua for the chosen learning area. Identify any examples that support your judgment, or review your judgment so it is more consistent with the examples provided.
6. Record your judgment about the child’s phase of learning for later reference, e.g. as a dated note in their folio.
7. With a colleague/s, discuss possible ways to promote this child’s future learnings. Refer to the relevant learning and development areas in the QKLG as necessary.
8. Reflect on the process and record your responses to the following questions in your Professional learning log:
   - What did you find familiar or challenging about using the continua to make a more-like judgment about learning that is consistent with other teachers?
   - How will judgments about a child’s learning inform future decisions?
   - What skills or understandings do you have and/or need to develop to help you make professional and consistent judgments about children’s learning?
• What support do you need to develop this aspect of your professional practice?

Task 2: Create a draft transition statement to summarise a child’s learning in at least two learning and development areas

1. Select and download a transition statement template from the Resources on the QKLG professional development site.

2. Choose a child from your class whose learnings you are familiar with.

3. If possible, ask a colleague (e.g. assistant or director) to work with you.

4. Discuss with your colleague what you (and they) know about the child’s learning and development. Refer to the child’s folio/collected evidence of learning to support your comments.

5. Refer to the list of key focuses and significant learnings presented in Table 3: The relationship between EYLF learning outcomes on pages 32 and 33 of the QKLG.

6. Using your professional judgment of the collected evidence, write a statement to summarise the child’s learning in at least two learning and development areas at this point in time.

7. Note: You may find it helpful to refer to the following documents, which are available in Resources:
   • Transition statement samples
   • Summarising learning on a transition statement
   • Examining practice: Summarising children’s learning.

8. Reflect on the process and record your responses to the following questions in your Professional learning log:
   • What did you find familiar or challenging about writing clear, focused learning summaries that a parent and/or other educator will find useful?
   • How might the learning summaries change if the perspectives and priorities of the child and parent were also included?
   • What skills or understanding do you have and/or need to develop to help you write effective learning summaries to promote continuity of learning?
   • What support do you need to develop this aspect of your professional practice?