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|  | Connectedness: Building positive relationships through transition  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: Building positive relationships through transition’, [www.qcaa.qld.edu.au/kindergarten/qklg/learning-development-areas/intentional-teaching/connectedness](https://www.qcaa.qld.edu.au/kindergarten/qklg/learning-development-areas/intentional-teaching/connectedness), at least twice. This video provides a snapshot of how a teacher uses transition experiences to support children’s learning in the QKLG learning and development area: Connectedness. * 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? |
| Building positive relationships | * connecting with and relating to others * understanding rights and responsibilities | Click or tap here to enter text. |

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| Reflecting on the video | |
| How can relationships, such as the relationships Max developed in the video, be supported and sustained? | Click or tap here to enter text. |
| Which intentional teaching practices did Ali implement to support Max in reflecting on transition and new relationships? | Click or tap here to enter text. |

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| Reflecting on practice | |
| How do you intentionally support children to develop the skills they need to build positive relationships with others? | Click or tap here to enter text. |
| What opportunities could you provide to enhance children’s learning about building positive relationships?  *Consider learning opportunities, intentional teaching practices and resources.* | Click or tap here to enter text. |
| What evidence of learning could be collected to assess what children know and can do when building positive relationships? | Click or tap here to enter text. |
| How could you work with school communities to actively build positive relationships for children? | 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.