|  |  |
| --- | --- |
|  | Connectedness: Exploring environmentsVideo reflection resource |

The 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).

|  |  |
| --- | --- |
|  | **Suggestions for viewing*** View the video ‘Connectedness: Exploring environments’, [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 responded to children’s interests and planned opportunities for Connectedness learning that were meaningful to her kindergarten context and community.
* After viewing the video, use this video reflection resource to record your observations, reflect on your practice and plan your next steps for continual improvement.

  |

|  |
| --- |
| Reflecting on the learning: Connectedness |
| Key focus | Significant learnings | What evidence of learning did you see in the video? |
| Showing respect for environments | * caring for the kindergarten
* exploring interactions between people and environments
 | Click or tap here to enter text. |

|  |
| --- |
| Reflecting on the video |
| How are children actively contributing to the educational program? | Click or tap here to enter text. |
| What interactions between people and environments are explored in the video? How have these interactions informed the educational program? | Click or tap here to enter text. |

|  |
| --- |
| Reflecting on practice |
| What children’s strengths and interests could you draw on to inform the planning of your educational program? | Click or tap here to enter text. |
| How could you support children in your context to develop the knowledge, skills and dispositions needed to show respect for environments?*Consider learning contexts, experiences and resources.* | Click or tap here to enter text. |
| Which intentional teaching practices could be used to support the learning you identified above? | Click or tap here to enter text. |
| What other QKLG learning and development areas could support children to develop a deeper understanding of environments? | 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.