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|  | Identity: Supporting perseverance  Video reflection resource |

This video reflection resource enables teachers and staff to:

* view intentional teaching practice in the learning and development area: Identity
* 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 ‘Identity: Supporting perseverance’, [www.qcaa.qld.edu.au/kindergarten/qklg/learning-development-areas/intentional-teaching/identity](https://www.qcaa.qld.edu.au/kindergarten/qklg/learning-development-areas/intentional-teaching/identity), at least twice. This video provides a snapshot of how a teacher used marble play to support children in the QKLG learning for Identity: Acting with independence and perseverance. * 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. |

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| Reflecting on the learning: Identity | | |
| Key focus | Significant learnings | What evidence of learning did you see in the video? |
| Acting with independence and perseverance | * managing routines * developing agency in decision-making * being willing to keep trying | Click or tap here to enter text. |

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| Reflecting on the video | |
| How were individual/small-group/whole-group learning needs being supported in the video? *Consider learning environment and teaching strategies.* | Click or tap here to enter text. |
| The focus for learning in the video was Identity. Consider what other opportunities for learning were supported along with the focused learning. | Click or tap here to enter text. |

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| Reflecting on practice | |
| What skills do you think children need to develop independence and perseverance? | Click or tap here to enter text. |
| How do you support children in developing independence, perseverance and resilience through your educational program and practices? | Click or tap here to enter text. |
| What specific independence and perseverance skills are your children needing further support to develop? | Click or tap here to enter text. |
| How could you create environments that promote children’s learning in the areas of need you identified? | 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. Developing 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), can help identify ways to strengthen and improve your own practice in Identity: Acting with independence and perseverance, as well as support continual professional improvement. This could also provide 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.