

QKLG 2024 familiarisation and planning

Self-paced learning package: Workbook

December 2024

Module 2: Exploring revisions to the QKLG continua, learning and development areas and transitions

Use this workbook in conjunction with:

- Module 2 slideshow with notes
- Insights and reflection sheet.

Activity 1: Reflect on the continua

Consider how you include the continua in your teaching, learning and assessment.

Rank the key advice for using the continua (QKLG p.19) on a scale of 1 to 4, where 1 represents frequent use of the continua and 4 represents infrequent use of the continua.

Rank	Key advice for using the continua in practice
	observe and document learning, identifying the learning situation and level of support
	use evidence to inform planning and intentional teaching strategies
	review evidence of learning collected over time
	describe and share information about learning, development and wellbeing

Consider your least frequent use of the continua. Describe ways you could use the continua for that purpose, and how you would benefit from its use.

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Activity 3: Understanding situation and support

Highlight in different colours:


- the learning situation in each phase of learning
- the support offered to the child in each phase of learning.

 Communicating	Significant learnings	Emerging in familiar situations with explicit support	Exploring in familiar situations with occasional support	Extending in new situations with occasional prompting
	develops awareness of patterns	notices simple patterns <ul style="list-style-type: none"> • e.g. pays attention to the patterns of bricks in the environment when directed by the teacher 	notices and copies simple patterns <ul style="list-style-type: none"> • e.g. collects and arranges natural items to copy a pattern modelled by the teacher with support to notice the sequence of repeating elements 	describes created patterns <ul style="list-style-type: none"> • e.g. recognises patterns they see, feel or hear in the environment and describes the sequence of repeating elements, with prompting

Activity 4: Examples of learning

In the table below, write your own examples of how a child may develop awareness of patterns over time using one of the following areas as a basis:

- music or movement
- texts
- built or natural environments.

 Communicating	Significant learnings	Emerging in familiar situations with explicit support	Exploring in familiar situations with occasional support	Extending in new situations with occasional prompting
	Develops awareness of patterns	notices simple patterns • e.g.	notices and copies simple patterns • e.g.	describes created patterns • e.g.

Activity 5: Comparison of Communicating description

Key	same/refined	merged	new	(KF) Key focus	(SL) Significant learning
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Note: The key applies to the description, key focuses and significant learnings.

QKLG 2018	QKLG 2024
<p>The foundation for children becoming effective citizens is their development of language, literacy and numeracy. Being able to communicate is fundamental to children’s everyday lives, including their ability to express their ideas and feelings, to question, to learn, to connect and interact with others. Children feel a strong sense of identity and connectedness when their ways of communicating are valued in the kindergarten environment.</p> <p>Exploring and engaging with literacy through reading, viewing, listening, writing, speaking and creating in personally meaningful ways supports a kindergarten child to become an effective communicator. Numeracy is the capacity, confidence and disposition to use mathematics in everyday situations.</p>	<p>The foundation for children becoming effective citizens is their development of language, literacy and numeracy. Being able to communicate, including their ability to express their ideas and feelings, to question, learn, connect and interact with others, is fundamental to children’s everyday lives.</p> <p>Children feel a strong sense of identity and connectedness when their diverse communication skills are valued in the kindergarten environment. Children may communicate through Standard Australian English (SAE), home language/s, signed language/s, visual communication such as gestures, or augmentative and alternative communication (AAC). (From (KF) Exploring and expanding language)</p> <p>Building language and literacy capabilities — including self-expression, comprehension, vocabulary, and phonological and phonemic awareness — supports children to become effective communicators. Children interact, listen, speak, create, write, view and engage with a range of texts in personally meaningful ways to make meaning from the world around them.</p> <p>Building numeracy capabilities supports children’s capacity, confidence and disposition to use mathematics in everyday situations. Exploring mathematical ideas such as number, patterns, measurement, space and spatial relationships in everyday situations supports children in their practical application of mathematical concepts, fostering numeracy development. Engaging in problem-solving with children provides meaningful opportunities to use mathematical thinking in real life contexts. (From (KF) Exploring numeracy in personally meaningful ways)</p> <p>Kindergarten children who are becoming effective communicators are:</p> <ul style="list-style-type: none"> • engaging with and expanding language • building literacy in personally meaningful ways • building numeracy in personally meaningful ways. <p><u>Critically reflecting on Communicating, teachers and educators may consider:</u></p> <ul style="list-style-type: none"> • <u>how they promote children’s communication skills and vocabulary development</u> • <u>the opportunities provided for children to engage with a range of texts</u> <p><u>opportunities to build mathematical understandings and confidence to support children’s mathematical thinking through play-based learning.</u></p>

Activity 6: Key focuses of learning and development

Language and literacy focus

Now you have read through the description section of the summary document, think about the key differences between language learning and literacy learning.

Connect the significant learnings to the key focus they support.

Engaging with and expanding language

builds awareness of ways images add meaning to print

engages with a range of texts for purpose and meaning

interacts by communicating and responding purposefully with others

develops writing behaviours

builds awareness of sounds and letters

communicates verbally and non-verbally with others

expands vocabulary

makes connections between texts and personal experiences

Building literacy in personally meaningful ways

