



## Using the QKLG professional development materials

This document helps individual teachers, service leaders and professional development facilitators to plan their time and ways to engage with the *Queensland kindergarten learning guideline (QKLG)* professional development materials.

The professional development materials are designed for kindergarten teachers, and are likely to also interest early years educators and leaders working in prior-to-school settings.

While kindergarten teachers are encouraged to complete all the modules, other team members may wish to engage with only some of the module content or resources. Teachers will benefit from opportunities to engage in professional conversations with other teachers as they work through the modules, activities and tasks.

### Meeting NQS and QCT standards

Working through all sections of the modules and completing the activities and reflection tasks for their professional practice folders will help teachers to meet the National Quality Standards set out in the *National Quality Standard (NQS)*. It will also help them to meet the Professional Standards for registration or registration renewal with the Queensland College of Teachers (QCT).

Links to the *National Quality Standard* and *Professional Standards for Queensland Teachers* are identified in each module overview.

### Module design

The modules are designed to be completed in order from Module 1 to Module 5. The five modules each have the same sections:

Overview >	Explore >	Examine >	Engage >	Extend ■
Outlines the module's suggested time allocations, participants, and links to National Quality Standards and QCT Professional Standards.	Participants make links between the QKLG and their current practice.	Participants examine their thinking and/or practice and identify implications for changes to practice.	Participants complete a professional practice activity linked to National Quality Standards.	Teachers and leaders extend their learning by engaging with professional readings and resources.

The sections of each module are designed to be completed in sequence. Participants may move through the sections at different rates, depending on their level of professional experience and/or engagement in other related professional development activities.

Some participants may engage with only some sections of each module. For example, the kindergarten team may complete only the "Explore" section of each module, while the teacher completes all sections of each module.

In addition, there is a handy list of all the resources referred to within the module document list. This section is accessible from all parts of the module.

## Resources

Common resources are listed separately, organised by:

- Templates and completed samples
  - usable and adaptable templates for documenting plans, observations and transition statements
  - samples of completed templates, demonstrating their use
- Professional topics
  - a range of resources on a variety of topics.

## Module summary

### Module 1 — Getting started

Module 1 introduces the *QKLG* and identifies links between the guideline, the *Early Years Learning Framework (EYLF)* and the *National Quality Standard (NQS)*.

	Section	Participants	Time
<b>Explore</b>	<b>A vision for the early years</b> Participants will: <ul style="list-style-type: none"><li>• explore the vision for the early years.</li></ul>	Teachers Early years educators Directors/leaders Support personnel	15 mins
<b>Examine</b>	<b>Introducing the guideline</b> Participants will: <ul style="list-style-type: none"><li>• build knowledge of the guideline</li><li>• make links to national initiatives.</li></ul>	Teachers Early years educators Directors/leaders Support personnel	30 mins
<b>Engage</b>	<b>Embracing the vision in our service</b> Participants will: <ul style="list-style-type: none"><li>• explore how their service does and will embrace the vision for the early years.</li></ul>	Teachers Early years educators Directors/leaders	45 mins
<b>Extend</b>	<b>Leadership: Embracing quality</b> Participants will: <ul style="list-style-type: none"><li>• focus on pedagogical leadership to improve the quality of early childhood programs.</li></ul>	Teachers Early years educators Directors/leaders	30 mins

## Module 2 — Knowing children, families and communities

Module 2 explores responsive practice and what it means to understand children within their family and community contexts. It focuses on valuing diversity, promoting cultural competence and improving outcomes for Aboriginal children and Torres Strait Islander children.

	Section	Participants	Time
<b>Explore</b>	<b>Knowing children and embracing diversity</b> Participants will: <ul style="list-style-type: none"> <li>• build understandings of children as members of their family and community</li> <li>• make links to the inclusive vision for the early years.</li> </ul>	Teachers Early years educators Directors/leaders Support personnel	30 mins
<b>Examine</b>	<b>Making connections</b> Participants will: <ul style="list-style-type: none"> <li>• examine the factors that influence how teachers view and respond to diverse children, their families and communities</li> <li>• explore ways to enhance inclusive practices and build cultural competence.</li> </ul>	Teachers Early years educators Directors/leaders Support personnel	30 mins
<b>Engage</b>	<b>Action plan: Valuing children, families and communities</b> Participants will: <ul style="list-style-type: none"> <li>• plan ways to reflect, value and respect the cultural diversity of children, families and their community.</li> </ul>	Teachers Early years educators Directors/leaders	30 mins
<b>Extend</b>	<b>Building connections</b> Participants will: <ul style="list-style-type: none"> <li>• select an aspect of inclusive practice to explore in depth.</li> </ul> Choices include: building cultural competence; embedding Indigenous perspectives; understanding Indigenous ways of knowing and being; and building connections with families.	Teachers Early years educators Directors/leaders	30 mins

## Module 3 — Planning for learning and development

Module 3 provides practical advice about the process of planning to promote children’s learning. It explains how to:

- involve children in planning
- use children’s interests as a starting point for emergent curriculum
- support emergent curriculum planning through intentional teaching practices.

	Section	Participants	Time
<b>Explore</b>	<b>Planning for learning</b> Participants will: <ul style="list-style-type: none"> <li>• explore effective planning using an emergent curriculum approach</li> <li>• consider features of short- and long-term planning</li> <li>• look at ways to document planning</li> <li>• identify intentional teaching practices to support children’s involvement in emergent curriculum.</li> </ul>	Teachers Early years educators Directors/leaders Support personnel	25 mins
<b>Examine</b>	<b>Planning using emergent curriculum</b> Participants will: <ul style="list-style-type: none"> <li>• read about emergent curriculum planning</li> <li>• discover ways to involve children in planning</li> <li>• consider how to plan using an emergent curriculum approach that draws on children’s interests.</li> </ul>	Teachers Early years educators Directors/leaders Support personnel	50 mins
<b>Engage</b>	<b>Planning from a child’s interests</b> Participants will: <ul style="list-style-type: none"> <li>• create an emergent curriculum plan by using a child’s interests</li> <li>• reflect on this process in terms of their current practice.</li> </ul>	Teachers Early years educators Directors/leaders	25 mins
<b>Extend</b>	<b>Making learning visible: The place for documentation</b> Participants will: <ul style="list-style-type: none"> <li>• consider how documenting children’s learning makes learning visible</li> <li>• plan to use documentation as a tool for communicating with families, for teacher reflection, professional growth and accountability.</li> </ul>	Teachers Early years educators Directors/leaders	20 mins

## Module 4 — Observations to guide decision making

Module 4 focuses on the importance of observation as a tool to:

- know and understand individual children
- plan meaningful experiences that support children’s learning
- document children’s learning progress
- make learning visible to children and their families.

	Section	Participants	Time
<b>Explore</b>	<b>Exploring observations</b> Participants will: <ul style="list-style-type: none"> <li>• reflect on the process of observation and why it is important</li> <li>• consider skills required for effective observation</li> <li>• explore ways of documenting observations (including samples and templates).</li> </ul>	Teachers Early years educators Directors/leaders Support personnel	20 mins
<b>Examine</b>	<b>Examining observation practices</b> Participants will: <ul style="list-style-type: none"> <li>• engage in reflection using a case study of one teacher’s observation practices</li> <li>• identify processes for interpreting and analysing observations to support children’s learning.</li> </ul>	Teachers Early years educators Directors/leaders Support personnel	40 mins
<b>Engage</b>	<b>Observation in practice</b> Participants will: <ul style="list-style-type: none"> <li>• document, analyse and reflect critically on an observation</li> <li>• complete an action plan to further develop observation skills.</li> </ul>	Teachers Early years educators Directors/leaders	40 mins
<b>Extend</b>	<b>Engaging partners in observation</b> Participants will: <ul style="list-style-type: none"> <li>• consider how to engage partners in observation, in particular the role of parents in observation.</li> </ul>	Teachers Early years educators Directors/leaders	20 mins

## Module 5 — Continuity and reflective practice

This module explores two aspects of professional practice:

- promoting continuity in learning, by using the *Continua of learning and development* and sharing information about children’s learning, including creating a transition statement
- the important role that reflection plays in professional learning and practice.

	Section	Participants	Time
<b>Explore</b>	<b>Continuity of learning and development</b> Participants will: <ul style="list-style-type: none"> <li>• explore how the <i>Continua of learning and development</i> and transition statements can be used to promote continuity in learning.</li> </ul>	Teachers Early years educators Directors/leaders Support personnel	20 mins
<b>Examine</b>	<b>Promoting continuity and reflection</b> Participants will: <ul style="list-style-type: none"> <li>• examine ways to use the continua and effectively summarise a child’s learning</li> <li>• examine ways to summarise children’s learning.</li> </ul>	Teachers Early years educators Directors/leaders Support personnel	40 mins
<b>Engage</b>	<b>Continuity and reflection in practice</b> Participants will: <ul style="list-style-type: none"> <li>• <b>either</b> use the continua to make judgments about a child’s learning</li> <li>• <b>or</b> create a transition statement</li> <li>• <b>and</b> reflect on the process they used during the chosen task and their own learning.</li> </ul>	Teachers Early years educators Directors/leaders	40 mins
<b>Extend</b>	<b>Leadership: Continuity and reflective practice</b> Participants will: <ul style="list-style-type: none"> <li>• reflect on practices related to promoting continuity</li> <li>• explore frameworks for reflection.</li> </ul>	Teachers Early years educators Directors/leaders	20 mins

### Overview of the related standards

	Module 1	Module 2	Module 3	Module 4	Module 5
<b>NQS — Standards and Elements</b>	1.1 4.2 7.1 7.2	1.1.2 1.2  6.1 6.2 6.3	1.2 1.2.1 1.2.2 1.2.3	1.2 1.2.1 1.2.2 1.2.3	1.2.3 1.2.4  4.2
<b>QCT — Professional Standards</b>	1 3 4 10	1 4 8 10	1 3 8 9 10	5	5 9 10