

# Learning Improvement Plan



**Goal 1:** To improve children's ability to express their ideas and to successfully engage in quality interactions through inquiry.

**Challenge of practice:** If we develop our understanding of oral literacy and incorporate strategies for sustained shared thinking and problem solving alongside and with the children - then we will improve the children's ability to express their ideas and interactions with others .

Actions	NQS links	Timeline	Resources	Responsibility
Educators to gather data on children's verbal exchanges through the use of RRR observational scales. Educators to collaboratively reflect on this data and use it to inform practice.	1.2.1 - intentional teaching Element 1.3.1 Assessment and planning cycle 4.2.1 Professional collaboration 1.3.3 - feedback to families	by the end of term 1, preschool educators will have completed a selection of RRR obs scale.	video camera, tools for documentation, time together to discuss	lead by Beck, completed by Preschool educators. Occasional Care educator to be involved in analysis and planning. Occasional Care children are welcome to be involved in the inquiry.
Educators to research and implement strategies that extend children's conversations and thinking. Strategy 2.2 Developing speaking and listening skills - Preschool Literacy Guidebook.	1.2.1 - intentional teaching/critical thinking 1.2.2 responsive teaching and scaffolding 1.3.2 Critical reflection 4.2.1 Professional collaboration	by the end of first term, educators will have completed a self assessment. Will have identified next steps using sprint process.	Video camera, tools for documentation, time together to discuss.	lead by Beck, completed by Preschool educators. Occasional Care educator to be involved in analysis and planning. Occasional Care children are welcome to be involved in the inquiry.
Educators research effective pedagogies that promote oral language and critical thinking growth. Educators to adopt think aloud processes and effective questioning to support children's thinking.	1.2.1 intentional teaching 1.3.2 - critical reflection 1.1.2 Each child's knowledge is foundation of program	term 2 - focus	video camera, tools for documentation, time together to discuss Access to T&D - Kath Murdoch, Readings - Lillian Katz, Alma Fleet	lead by Beck, completed by Preschool educators. Occasional Care educator to be involved in analysis and planning. Occasional Care children are welcome to be involved in the inquiry.
Educators to use the process of pedagogical documentation to identify children's current understanding, inform challenging learning design and to track and monitor children's growth.	1.2.1 intentional teaching 1.2.2 responsive teaching and scaffolding 1.2.2 Responsive teaching and scaffolding 4.2.1 Professional collaboration 1.3.1 assessment/planning cycle	by the end of term 4	video camera, tools for documentation, time together to discuss	Lead by Beck, completed by Preschool educators. Occasional Care educator to be involved in analysis and planning. Occasional Care children are welcome to be involved in the inquiry.
<b>Success criteria</b>	children will: <ul style="list-style-type: none"> <li>Clearly express their ideas and reasoning</li> <li>Engage in extended conversations</li> <li>Ask questions to build their understanding</li> </ul>			

## National Quality Framework priorities

Priority	NQS links	Key steps	Timeline	Resources	Responsibility
Develop an embedded integrated approach to our preschool and Occasional Care program, including having representation of Occasional Care families in Governing Council. review Enrolment pack and enrolment processes.	QA 4.2.1 QA 3.2.1  QA7 - 7.1.3 7.2.1 7.2.3	Plan program together - consistent format	enrolment pack and processes updated T3 2021	Will our current planning cycle work?	Wendy and Beck
		Establish Roles and responsibilities	term 1 2021 - review site specific policies - ensure considerations given to Occasional Care. end of term 1 - GC to approve. add to website	Documentation resources	completed January 28 2020
		Regular critical reflection - feedback from families	attempted to change occ care day to fit with Baby bounce - families surveyed Term 2 chose to keep as is.	Reflection/debrief book Survey Monkey	
Self review - break up Quality Areas over year to ensure we are meeting standards. Reflect on how we are currently exceeding and discuss areas of improvement.	7.2.1	Set aside twice a term staff meetings for review. Select a QA to review. Document changes as we go. 1 year in reflect how this has changed.	to be completed in 2021 term 1-2	Staff meeting QIP	Lead by Beck - all areas
Environment - review how our site is integrating Occasional Care.	QA 3.2.1  7.2.1/7.2.3	Weekly reflection using end of week reflection guide. What worked/what didnt, changes for next week.		Reflection Guide (Nikki Buchan)	ALL EDUCATORS
		Wendy (and Beck?) to visit other sites to review programming and environment	Term 2/3 - wendy visited Kimba in 2020. Need to visit other sites to observe documentation.	relief teacher Travel plan	
		Wendy will also be using her educator sprints/PDP to document changes to her practise/learning environment, her priorities and reflections.	Trm 1,2,3,4 wk5 Trm 1-4 wk 10	Sprints PDP proforma	