

Preschool Quality Improvement Plan 2023

Barbara Kiker Memorial Kindergarten

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| <p>Literacy Goal: To strengthen children's ability to use expressive and receptive language skills to listen to and verbally respond to others (EYLF 5: Children are effective communicators, Literacy Guide Book: I use language to connect with my world)</p> | <p>Numeracy Goal: To strengthen children's understanding and use of number to quantify</p> |
| <p>Our challenge: If we collect evidence of children's ability for language understanding and use and implement strategies to support their development, then children's receptive and expressive language skills will improve over time.</p> | <p>Our challenge: If we plan for opportunities that provide scaffolded number sense experiences, then the children's use of number to quantify will strengthen.</p> |
| <p>How we will know we are successful: Through analysis of formal and informal data collection, we will show that children will</p> <ul style="list-style-type: none"> - Use increasingly sophisticated ways of communicating - Engage in reciprocal conversations - Be able to answer higher levels of questions | <p>How we will know we are successful: Through ongoing analysis of our pedagogical documentations and number sense data collection tool, we will see children:</p> <ul style="list-style-type: none"> - Count with 1:1 correspondence - Understand the concepts of more, less, same, - Know the number name sequence (forwards and backwards) 0 - 10 - Know and use a variety of counting strategies fit for purpose (subitise 0-5, count all 6 - 10 and 10 - 20, group/skip count) - Know and use symbols to represent quantity |
| <p>Through our actions we will:</p> | <p>Through our actions we will:</p> |
| <p>Build educator professional knowledge for understanding of language learning and development through professional learning with DfE Speech Pathologist and IESP ECW2 for levels of questions assessment resource.</p> | <p>Develop competencies through professional readings and staff PD to develop their knowledge about number sense and the understanding that concepts are both sequential and coexist within rich mathematical experiences</p> |
| <p>Develop language learning opportunities through age-appropriate play-based learning, small and large group learning, to extend children's language skills.</p> | <p>Staff provide intentional teaching in small & large groups and throughout the day utilizing knowledge of the continuum and how to move children to the next skill. Staff utilize pedagogies that have been researched as high impact on learning (explicitly teaching the skill, generalising, practising to embed skills using fun and engaging games and contextual activities).</p> |
| <p>Document evidence of learning using Ped Docs and assessment data</p> | <p>Use focused observations, informal and formal data (assessment tool) to assess children's learning.</p> |
| <p>Analyse data to inform planning for support and intellectual stretch for children's learning.</p> | <p>Staff use/develop a data collection tool and resources to assess children's conceptual understandings and skills for number sense. Data is collected each term and analysed to guide curriculum and pedagogical decisions.</p> |