

# Elizabeth O'Grady Kindergarten 2022 QIP

## Goal 1

To improve children's "understanding of what it means to be a mathematician".

### Challenge of Practice

If we notice and identify numeracy in children's play and make children's mathematical thinking visible to the children then we will improve children's ability to understand what it means to be a mathematician.

### Actions

Mentor to advise us on ways to make children's mathematical thinking more visible and on developmentally appropriate data collection methods

Educators will intentionally nudge children's mathematical vocabulary in play situations

Rubric to be developed to:

- provide a tool to monitor children's mathematical development
- provide educators with consistent language to use with children
- provide educators with a tool to provide nudges appropriate to each child's ZPD

- Analyse data in LOBs and through rubric
- Data analysis used to make decisions about programming and how to set up a maths environment
- Data to be used in parent/teacher meetings to develop learning goals for children

### Success Criteria

Evidence of improvement in learning will be seen through:

- pedagogical documentation which will show an increase in children's ability to use mathematical language in context
- observations of children's play will show children increasingly incorporating mathematical concepts in their play and using mathematical language (i.e. related to measurement, data, number, spatial sense)
- data to show children's development across a range of mathematical areas

## Goal 2

To increase children's ability to "understand and use language" to connect with their peers and others

### Challenge of Practice

If we develop and implement a team approach to supporting children's vocabulary and phonological awareness through open ended questioning and sustained shared thinking, then we will increase children's ability to understand and use language to connect with their peers and others

### Actions

Educators supporting each other's growth by engaging in reflective and collaborative practice; exchanging thoughts/wonderings/noticings about children's language development; planning for children's nudges

Educators to engage with children in dramatic play to gently nudge vocab development- using Strive for 5 strategy

Educators to collect data (using First Steps and Phonological Awareness mapping tools) on words used in dramatic play

- Using First Steps oral language development map and Phonological Awareness mapping tool) to track children's development in terms 1 and 3
- Analyse data in terms 2 and 4 and use this to determine actions needed for programming
- Educators ability to engage in dramatic play with children and intentionally build vocab to be assessed through RRR data in late term 3
- Data to be used in parent/teacher meetings to develop learning goals for children

### Success Criteria

-Evidence of improvement in learning will be seen through:

- educators hearing children using increasingly sophisticated language to connect and communicate, this will be reflected in data collected by the end of term 3 and through pedagogical documentation
- children's vocabulary increasing in complexity as evidenced by First Steps continuum
- children's ability to play with words and use more complex vocabulary (using rhymes, songs, initial sounds, syllables) - to be collected through observations, videos, documentation and using the Phonological Awareness mapping tool