

Goals	Challenge of Practice	Success Criteria
<b>To develop and extend children's oral language with a focus on expressive language and vocabulary.</b>	If we intentionally scaffold and plan for reciprocal conversations with children, then we will extend their vocabulary and ability to express their thinking.	Through ongoing analysis of pedagogical documentation, we will see children regularly: <ul style="list-style-type: none"> <li>Using increasingly descriptive language when communicating their thinking with others</li> <li>Engaging confidently in reciprocal conversations with each other and educators</li> <li>Demonstrating greater use of tier 2 and 3 words in their communication with their peers and adults</li> </ul>
National Quality Framework Priorities		Key steps
<b>Explore DfE Music Education Strategy (MES) to support and enhance the development of children's oral language, communication and phonological awareness skills through music.</b>		<ul style="list-style-type: none"> <li>Engage Kristy Fudge (MES) for professional development</li> <li>Conduct an audit of our musical resources</li> <li>Teachers to begin musical sessions at selected group times and upskill other educators</li> </ul>
<b>Build educator capacity and understanding of trauma informed practices to best support children and families.</b>		<ul style="list-style-type: none"> <li>'Be You' online training</li> <li>Berry Street refresher training</li> <li>Allocated time for critical reflection of practices at staff meetings</li> </ul>
<b>Grow site capacity to be responsive to the needs of our local community through reflection on AEDC data.</b>		<ul style="list-style-type: none"> <li>Contact local Children's Centres to engage with programs on offer</li> <li>Survey families to find out what they are already accessing/would like to access</li> <li>Continue engagement with Marion Early Years Collective Impact Group</li> </ul>

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Education Director

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Governing Council Chair Person