

Elizabeth O'Grady Kindergarten 2021 QIP

Goal 1	Goal 2
To increase children's ability to understand and use language to connect with their peers and others	Increase children's ability to meaningfully engage with texts and represent their world symbolically.
Challenge of Practice	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	If we improve our ability to support each child in their reading and writing through intentional and explicit teaching, then we will increase children's ability to meaningfully engage with texts and represent their world symbolically.
Actions	Actions
Professional development to build educator capacity to follow Children as Inquirers process- to engage children in deep/critical/creative thinking	Professional learning- engaging in 'Children as Inquirers' training; reflective discussions in staff meetings & pupil free days
Educators to engage with children in dramatic play to gently nudge vocab development- using Strive for 5 strategy	Teaching strategies: educators continue to develop their ability to nudge children into their next ZPD when working with children; using core stack books during writing workshops to intentionally teach writing strategies that nudge children into their ZPD
Track and monitor growth using the First Steps Speaking and Listening Continuum	Create core stack of children's books. Identify characteristics to use for peer teaching. Create videos of children reading their books- share across groups
Build parent engagement in children's documentation through introduction of FROG- parents having faster to access documentation of children's learning and being able to respond/provide feedback	Connecting to families: using the newsletter to inform families of current literacy goals; educators using parent meetings as forum to discuss writing development; children sharing their books with families; sharing documentation through FROG
Success Criteria	Success Criteria
<p>-Educators will hear 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</p> <p>-Children's vocabulary increases in complexity as evidenced by First Steps continuum</p> <p>-Evidence of development in children's ability to play with words- rhymes, songs, initial sounds, syllables through observations, videos and documentation</p>	<p>Observations, anecdotal records and pedagogical documentation will reflect children's increasing ability to:</p> <ul style="list-style-type: none"> - create texts for a range of purposes - represent their ideas and theories in multiple ways - use a range of symbols to convey meaning - demonstrate emerging understanding of conventions of texts - model reading and writing to their peers - identify peers as experts and model from them in their reading and writing