



How do we support children to be authentic and powerful learners?

Perspective looking in:

Program, practice &
pedagogy, assessment &
planning (QA1, QA3, QA4)

Performance and
development (QA7)

Collaborative partnerships
(QA6)

Self review (QA7)

Perspective looking out:

Physical environment (QA3)


Collaborative partnerships
(QA6)

Partnership/state priorities
(QA6)

Leadership (QA7)

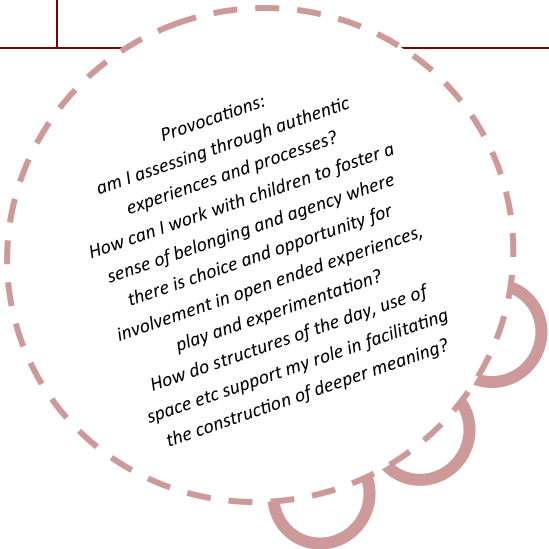
Professional learning
community (QA7)

2019 Improvement priority 1

Educators develop children's literacy competencies in authentic ways						
Objective (what)	Actions (how)	Success Measures		NQS/DFE	Who	Timeline
1.1 Educators will foster children's language capabilities for decoding texts as readers	<p>Participate in the Aboriginal Reading Project with a focus on text decoding ("cracking the code" of reading)</p> <p>Build a reading community in partnership with families to strengthen understanding of reading dispositions in everyday ways</p> <p>Engage with the Indicators for Preschool Numeracy and Literacy (IPNL) to analyse children's learning</p> 	<p>Engagement with state-wide professional development/ interactions with Learning Improvement Division</p> <p>Development and utilisation of social media platforms that inform; invite; celebrate reading and reading dispositions</p> <p>Educators able to plan, implement and articulate intentional teaching pedagogy that supports text decoding</p> <p>Family participation in local initiatives-LBBC; Let's Read; book swap</p>		<p>NQS 1.1.1; 1.1.2</p> <p>DFE Challenging learning (focus on high quality teaching and learning)</p> <p>Strong engagement (we work in partnership to support children and young people)</p> <p>Targeted resources (we provide resources for improvement and growth)</p> <p>PARTNERSHIP Improve reading achievement Improve learning outcomes for our Aboriginal learners</p>	<p>Director-Mim Inquiry leader-Megan MB South School reception teachers (Naomi, Krystina, Lauren) All educators as researchers and co constructors of learning Community staff including Community Development Coordinator, Family Practitioner and Occupational Therapist</p>	<p>Annual Termly meetings with Learning Improvement Division and South School staff) Reflections with site educators (3 times per term)</p>
1.2 Educators and staff to develop intentional literacy practices and use pedagogical documentation to analyse children's learning and develop responsive practices that are mindful and inclusive of children's developmental/ cultural contexts	<p>Staff participation in inquiry process using RRR relationships signal-quality verbal exchanges to collect, analyse, interpret data that informs practice</p> <p>Staff participation in EPOP partnership initiative-to collect and interrogate data through a process of moderation</p> <p>All educators-develop both a universal and targeted approach to effective learning design and implementation; quality formative assessment using IPNL informed by 2018 LDAR inquiry</p>	<p>Educators utilisation of Respect, Reflect, Relate (RRR) to design and assess learning environments in line with inquiry</p> <p>Utilisation of reflective journal that contributes to design; implementation and critical reflection of intentional teaching</p> <p>Participation in professional development and PLCs</p>		<p>NQS 1.1.2; 1.2.1; 1.3.1</p> <p>DFE Challenging learning (focus on high quality teaching and learning)</p> <p>Strong engagement (we work in partnership to support children and young people)</p> <p>PARTNERSHIP Improve reading achievement</p>	<p>All educators (reflective of role and capacity)</p>	<p>Regular planning cycle-daily, weekly, monthly, termly</p>

2019 Improvement priority 2

Educators align practice across the site to enhance each child’s learning capacity through collaborative and critical reflection (Pedagogy-practice/assessment and planning)						
Objective (what)	Actions (how)	Success Measures		NQS/DFE	Who	Timeline
2.1 All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning	Genuine analysis/audit of whole preschool with a focus on aligning practice Aligning planning cycle across whole of preschool Whole of staff engaging with the Occasional Care professional learning modules and critically reflecting on practice	Practice aligns with research/ evidence and DFE expectations The ‘third space’ reflects the image of the child/100 languages		NQS 1.1.3 DFE Challenging learning (focus on high quality teaching and learning)	All educators-teachers and co-educators Termly participation in ‘Continuity of Learning’ PLC (week 6) Termly participation in partnership PLCs ie teacher and early childhood workers Mim to engage staff in performance and development conversations (formal and informal) in a timely manner	Planning cycle (every 3 weeks) Termly participation in PLCs 6 monthly conversations as part of the performance and development process
2.2 Each child’s learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection	Collaborative partnerships exist to enhance children’s inclusion, learning and wellbeing (transitions; access and participation; community engagement)	Reflective journals reflect each educators connection the ongoing cycle Educators partnership with the wider community of educators		NQS 1.2.2; 6.1.2; 7.2.3 DFE Challenging learning (focus on high quality teaching and learning) Better support (we support children, young people, schools and preschools)	All educators-(teachers and co-educators) 	Initial exploration/niggles and wonderings term 1 2019 Inquiry design-term 2 2019



2019 Improvement priority 3

Educators amplify and honour children’s voice to make choices & decisions and to influence their world						
Objective (what)	Actions (how)	Success Measures		NQS/DFE/Partnership	Who	Timeline
3.1 Each child’s agency is promoted, developed and fostered within the learning environment	Targeted educators will participate in the partnerships Marte Meo professional development Targeted educators will participate in the Berry Street Education Model Responsive Relationships will continue to inform practice The outdoor learning environment will continue to evolve in order for it to be inclusive, promote competence and support exploration and play based learning Educators make children’s learning and thinking visible (each other and families)	Pedagogical practice that is informed by shared understanding of agency and embedded in the work of teaching/learning Educators engagement with RRR as part of the critical reflection process Presence of child voice in curriculum design and implementation Information about children’s sense of agency is evident in a range of documentation sources, including newsletters, social media; displays Family access to Storypark Educators pedagogical documentation and statements of learning Dialogue with Reggio Emilia100 languages		NQS 1.2.3; 3.2.1, 5.1.1; 5.1.2; 5.2.1; 5.2.2 DFE Challenging learning (focus on high quality teaching and learning) Strong engagement (we work in partnership to support children and young people)	All educators ie preschool/IPP/ Occasional Care	Weekly conversations integrated into non-instructional time Commitment to professional learning (x 6 days for Marte Meo with 2 days being whole of partnership; x 2 days for BSEM; 2 days site specific for Occasional Care Modules -term 1 and term 4)

