

Goal 1: Numeracy

To improve children's ability to explore and understand their place and space in the world with specific focus on shape.

Challenge of Practice

If we increase our intentionally to plan for and provide numeracy experiences specific to shape, then we will increase children's ability to notice and understand the attributes of shapes.

Actions

Educator Capacity: Excel Educators capacity of children's numeracy sense with specific focus on shape, through professional readings and T&D to know where children are in their numeracy understandings and learning to scaffold for the next steps.

Pedagogy: Educators will draw on their expertise of teaching numeracy, by creating learning environments and intentional learning experiences which encourage children to explore properties of shapes (i.e., name, recognise, sort, match).

Ped Doc: Use Lisa Janes Numeracy Continuum as tool for collecting baseline data on children's numeracy sense. Documentation of children's learning in numeracy is of high quality, visible and evident of children's learning growth over time. Develop a whole site approach and agreements to Ped Doc that is contextual, evidence based and informative.

Evidence-Analysis-Data: Educators observe and analyse children's numeracy sense with specific focus on shape. This to be done through an inquiry-based approach using LDAR module and tools to inform planning for individuals learning growth and stretch specific to their ILP goals.

Success Criteria

Through our Observational data and Numeracy Continuum data we will see evidence of children's increased ability to: -use comparative language to describe and compare the aspects of 2D shapes of 3D objects -use properties of shape to make things fit, balance and transform -use position location, arrangement and movement of their self, others, objects for purpose.

Goal 2: Literacy

To strengthen children's ability to convey and construct meaning from text.

Challenge of Practice

If we intentionally plan for and provide opportunities for children to engage with familiar text, then we will strengthen children's ability to convey and construct meaning from text.

Actions

Educator Capacity: Build Educators capacity in intentionally planning for children to engage with text to infer and make meaning. Through engagement in T&D and professional readings to know where children are in their literacy understandings and learning to scaffold for the next steps.

Pedagogy: Drawing on their building expertise of literacy teaching and learning, Educators will plan for intentional literacy experiences (including, explicit teaching) of the conventions of text, with the use of well thought resources and materials which engage children in meaningful reading experiences.

Ped Doc: Documentation of children's learning in literacy is of high quality, visible and evident of children's learning growth over time. Develop a whole site approach and agreements to Ped Doc that is contextual, evidenced based and informative.

Evidence-Analysis-Data: Educators observe and analyse children's literacy learning with specific focus on ability to convey and construct meaning from text. This to be done using our collected Observational Data, Next steps listening and speaking map and PASM assessment tool.

Success Criteria

Through our Observational data and First steps Listening and Speaking Map data we will see an increase in children's ability to: -maintain reciprocal/shared conversations and understand what's being said. - demonstrate critical understandings of text -infer meaning from particular text.

Quality Improvement Plan



2022