

Quality Improvement Plan Summary

Flinders View Preschool

Goals	Challenge of Practice	Success Criteria
<p>To build children’s ability to listen to and comprehend the ideas of others and for children to verbally contribute their own contextually appropriate ideas to clarify and generate stretch in their understandings.</p>	<p>If educators intentionally develop active listening skills and reciprocal conversational skills, children will improve their ability to comprehend the ideas of others to build on and extend their own ideas and share these verbally.</p>	<p>Through analysis of formative assessment, we will see children:</p> <p>Children will demonstrate they have made connections with others (comprehended them) by responding with contextually appropriate comments.</p> <p>Children will demonstrate active listening skills and behaviours when others are talking to them or when addressed as a group.</p> <p>Children will show they have made meaning by stating their inferences and/or are checking for understanding by asking appropriate questions.</p> <p>Children can repeat back what is said to them in coherent sentences as it was said or in their own words.</p> <p>Through analysis of formative assessment, we will see children:</p>
<p>To improve children’s ability to confidently count collections to 10 or beyond and subitise numbers up to 6 through play and intentional learning opportunities</p>	<p>If educators provide an environment with enriching number provocations and model exploration of number through teachable moments and intentional teaching, then we will improve children’s ability to count or know collections of numbers.</p>	<p>Children will count collections of objects up to 10 and beyond, using our standard number system.</p> <p>Children will use language to communicate thinking about quantities to describe attributes of objects and collections.</p> <p>Children will observe and ‘know’ small collections without counting, and trust ‘know’ correctly (subitising).</p> <p>Children will use quantification to describe and compare collections.</p> <p>Children will transfer knowledge of and using counting strategies (subitise, count all, count on) from explicit/embedded teaching during group times to their play experiences</p>

National Quality Framework Priorities	Key steps
<p>Develop positive relationships between educators and our preschool community, with particular focus on the engagement of and improved attendance of our 3-year-old enrolments to 80% or more of their sessions each term to allow them to establish strong foundations in their learning.</p> <p>Provide opportunities each term for families to come into the Preschool to engage with their child in the learning environment or engage with their child’s learning at home.</p> <p>Share information about Educational Program and children’s learning (making the learning explicit for families) shared fortnightly on the front entry display board, and via Seesaw.</p>	<ul style="list-style-type: none"> •AFLS to establish relationships and avenues for communication with families of 3-year-old children and to regularly check in to see how things are. •Families’ voice to be included in planning and programming. •Families of 3-year-old children to be regularly updated on their child’s progress. • Identify times and days for families to be involved. • Inform families through Seesaw. Calendar/notes sent home and on display board. • 3 x a term invite families to do an at home learning experience/challenge. Provide provocation via Seesaw or note home.
<p>Establish and implement a focus on sustainability/ environmental care to increase parental involvement (incorporating care of our garden and cooking program).</p>	<ul style="list-style-type: none"> • Induct families on the Educational Program and Preschool Processes through 1:1 interaction. • Fortnightly update the display board and shared posts on Seesaw. • As a team, discuss and agree upon a timeline of potential opportunities for families to support these (i.e. fortnightly, wks 3/6/9 each term, etc). • Distribute parent survey to gather idea of parent’s skills/ areas of support they can offer/ gauge interest from families about who would like to be involved. • Recipes from cooking program to be shared with families. Learning to be shared with all families by the end of the week.

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 Education Director

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 Governing Council Chair Person