

## Goal - Literacy & Pedagogical Documentation

For children to see themselves as confident and capable communicators.

### Issues and Opportunities

- Staff have keen interest in children's literacy and are motivated to extend upon 2018 work in focused way.
- Staff are very keen to embed book making, using story stones and extend use of songs & rhymes.
- Staff understand the importance of oral language as the foundation of children's future language development.
- Staff confidence with PedDoc is at varying levels but all are willing to improve their skills in this area.
- Staff struggle to find time to complete quality PedDoc.
- Staff have found Learning Sprints a useful tool in focusing upon curriculum improvements.
- Time to work together as PLC is considered important.
- Scheduling time in advance for PLC work is a priority.

| Challenges of Practice<br><br>What do we have to do differently?                                       | Action Strategies for Improvement<br><br>How will we do it?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Success Measures/<br>Criteria<br><br>How will we know?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Timeline & Resource Allocation<br><br>(GANTT chart)<br>What will we need and when?                                                                                                                                                                                                                                                                                                                                        |
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| Educators will embed agreed whole site strategies to document and extend children's literacy learning. | <ol style="list-style-type: none"> <li>1. Implement Paint the Westside REaD focusing on monthly messages. <ul style="list-style-type: none"> <li>• Link monthly messages to term literacy plan.</li> <li>• Embed literacy messages with children &amp; families.</li> </ul> </li> <li>2. Using term literacy focus staff will <ul style="list-style-type: none"> <li>• Review a related article.</li> <li>• Document as team what educators may <i>notice</i> in this literacy area with a link to the DfE literacy indicators.</li> <li>• Undertake a learning sprint related to the focus area using the Simon Breakspear format during T 1 - 3.</li> </ul> </li> <li>3. Improve educator confidence in pedagogical documentation and implementing learning sprints <ul style="list-style-type: none"> <li>• Collect video evidence to be used for staff reflection and to support shared pedagogical documentation during T 1- 3.</li> <li>• Document a detailed learning story for each child on focus topic 1 x term.</li> <li>• Director &amp; teachers to attend PD supporting Learning Sprints model of professional learning.</li> </ul> </li> </ol> | <p>Monthly messages will be displayed throughout centre and shared with families. Events and program links will be evident.</p> <p>Literacy Plan will be developed.</p> <p>Staff will have read a related article and brainstormed key aspects of children's learning that could be evident during focus teaching.</p> <p>A learning sprint will have been planned and actioned to extend teacher practice.</p> <p>Video evidence will have been shared and PedDoc developed.</p> <p>Each child will have a detailed learning story each term.</p> <p>Staff will have increased understanding go learning sprints and implemented 3 across the year.</p> | <p>Monthly Messages determined.</p> <p>Develop literacy plan and determine links with MM's.</p> <p>Select articles for sharing.</p> <p>PLC mtg to review against LI. Suzanne/Jess/Mandy to plan each term.</p> <p>Document learning sprint /term.</p> <p>Release staff member /term to take video.</p> <p>PLC mtg to watch video and develop shared piece of PedDoc each term.</p> <p>Learning Sprints PD - March, 19</p> |

## Goal - Support for children with special rights

Improve the capacity of children with special rights to engage in the learning program.

### Issues and Opportunities

- Staff have a high degree of willingness to work with children with special rights.
- Centre has increased numbers of children with special rights enrolling at AMK.
- Opportunities for children to learn & play in outdoor learning space is focus.
- Opportunities for longer periods of uninterrupted play is prioritised.
- Staff are flexible to adjust routines according to children's needs.
- The processes of referral for Support Services is embedded.
- PSP funding is used directly to support children with special rights.

- Family Friday Program provides weekly support for up to 7 children and families.
- Staff support families' to understand children's needs & with grief.
- Varied level of staff experience at working with children with special rights.
- Need to ensure ALL staff know about children's needs & agreed strategies.
- Could display children's planning matrix and goals for staff.
- Extend planning matrix questions - What are child's motivators? What provides comfort? What helps child regulate if upset? How could we best support them to do this?
- Access additional professional learning related to Autism in particular.

### Challenges of Practice

What do we have to do differently?

### Action Strategies for Improvement

How will we do it?

### Success Measures/ Criteria

How will we know?

### Timeline & Resource Allocation

(GANTT chart)

What will we need and when?

Educators will extend their knowledge and skills about Autism and incorporate pedagogical practices that support children's participation and engagement.

1. Professional Learning
  - Introception training (other staff)
  - Introduction to Autism (Autism SA/Adelaide West/SE)
  - Communication
  - Termly meeting with Autism SA
2. Implement Introception-101
3. Documentation of children's needs
  - Extend staff capacity to complete PSP documentation such as Planning Matrix & Referral.
4. Embedded use of lanyards & visuals
  - Timetable / Use of 'fist... then...' etc.
5. Extended use of positive behaviour management strategies
  - Whole site approaches to use of language
6. 'Quiet time' offered prior to Art Show

Staff will have attended a range of professional learning and worked with the centre's Special Educator (or other) to implement some targeted/agreed strategies.

e.g. Introception

Key teachers will have completed planning matrix with families.

All staff will use lanyards & visuals as part of everyday teaching.

Staff will develop agreed language use guidelines and induct new staff in this expectation.

Families will have the opportunity to attend Art Show in supportive way.

Identify and schedule PD  
Schedule termly mtg with Autism SA in advance.  
Purchase additional sensory toys.  
Release key educator to plan for the introduction of Introception.  
Allocate 2 TRT days & work with SE.

Release key educators in Term 1 to develop planning matrix for identified children.

Release staff member to review and update lanyards for all staff and make additional visuals as required.  
Consult with Adelaide West &/or SE for advice.

Inform families of earlier time.

## Goal - Cultural Competence (First year of a long term goal)

Improved engagement and sense of belonging for children, families and community.

### Issues and Opportunities

- AMK has a culturally diverse community that includes Aboriginal families.
- Families tend to make strong connections with educators and other families.
- Families enjoy opportunities to come together and celebrate children's learning.
- Staff have a willingness to extend their own understandings and work with others.
- Opportunities exist to extend Aboriginal perspectives throughout the program and centre operations.
- Working families have not always had time to be involved in the kindergarten program.
- Staff are not always confident or informed about how best to include cultural perspectives into the preschool program.
- Documentation of children's learning in this area can strengthen community understandings.
- Opportunities exist for staff to tap into educators and/or community members to work in our program to enhance learning.
- Opportunities exist for us to make links with Aboriginal perspectives through Nature Play.

| Challenges of Practice                                                                                                                                                                                           | Action Strategies for Improvement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Success Measures/<br>Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                       | Timeline & Resource Allocation                                                                                                                                                                                                                                                                                                                                                                          |
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| What do we have to do differently?                                                                                                                                                                               | How will we do it?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | How will we know?                                                                                                                                                                                                                                                                                                                                                                                                                                                   | (GANTT chart)<br>What will we need and when?                                                                                                                                                                                                                                                                                                                                                            |
| <p>Educators will develop their social and cultural competence and create welcoming and culturally safe environments that focus on strengths and a respect for Aboriginal Cultural practices and worldviews.</p> | <p><b><u>Aboriginal Cultural Practices</u></b></p> <ol style="list-style-type: none"> <li>1. Conduct Aboriginal perspectives audit and reflect for planning.</li> <li>2. Staff to attend cultural competence training.</li> <li>3. Staff to engage indigenous educator/s to work with us 3 times in 2019. <ul style="list-style-type: none"> <li>• Focus could include - Storytelling, Art, Fire, Bush-tucker.</li> </ul> </li> <li>4. Embed acknowledgement of country with children and families.</li> <li>5. Explicitly plan for Aboriginal perspectives to be regularly included in program.</li> </ol> <p><b><u>Multicultural Practices</u></b></p> <ol style="list-style-type: none"> <li>1. Connecting with families through parent survey/conversations.</li> <li>2. Audit of books &amp; images to ensure representation of many cultures.</li> <li>3. Develop list of important cultural events to celebrate at preschool.</li> <li>4. Cooking focus, inviting families to join and sharing recipes.</li> </ol> | <p>Survey will identify what we are already doing and some areas upon which to focus. PD will build upon staff understandings and knowledge. Linking with indigenous educators will support program.</p> <p>Acknowledgment of country will become part of all events.</p> <p>Consideration of how to include Aboriginal and other cultural perspectives will be a feature of planning.</p> <p>Families will have had opportunities to share within the program.</p> | <p>Staff meeting - early Term 1.</p> <p>Scheduled PD</p> <p>Staff to link with indigenous educator and plan opportunities that link with program goals.</p> <p>Daily and when groups meet.</p> <p>Document within program.</p> <p>Parent questionnaire Term 1.<br/>Parent chats Term 1<br/>Audit - Term 2</p> <p>List of events - Term 1 - ongoing.</p> <p>Plan to link with cultural celebrations.</p> |