

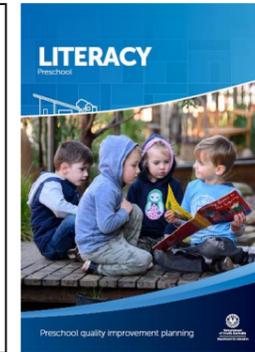


2021 Context

- All staff committed to further developing their skills in Pedagogical Documentation.
- All staff keen to participated in Coaching Conversations – site funding.
- Staff changes in Term 3 (Teacher and & ECW Occasional Care).
- Site at capacity in 2021 – 77 preschool children.
- Site selected to be involved in the National Music Teachers Mentor Program.
- Term 1 – Educators notice that large groups of children motivated by building and construction (especially sandpit and with boxes and adjuncts).
- Covid lockdown 1 week with parents restricted to drop-off & pick-up from gate – Term 3.

Key Actions

- Analyse current teaching practices to determine effective strategies – engagement.
- Extend upon FOUCS STORIES and PTWR approach to literacy learning.
- Educators continue to develop their understanding of Ped Doc as process of LDAR including analysis against success criteria and challenge of practice.
- Review, design & provide opportunities for families to engage with child's learning.
- Participate in Professional Development - coaching conversations & IWP.
- Develop and trial new planning format better to achieve coherence to Ped Doc.
- BIG IDEAS wall display with pockets to support the collection and sharing of documentation, presenting learning back to children and presenting displays at children level.



Focus areas for Literacy Learning

- 2.2 Developing speaking and listening skills
- 2.3 Engage children in meaningful reading experiences.
- 2.6 Fostering partnerships with parents.

Preschool Literacy Guidebook pp 10.

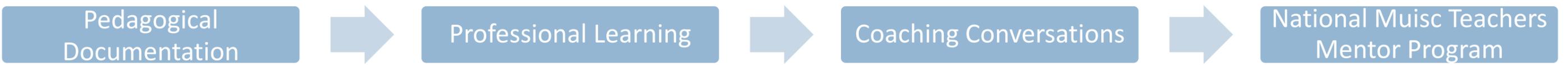
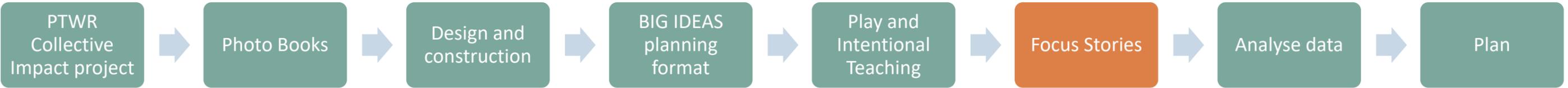


PHOTO BOOKS

For 3 years children have brought a family photo book at the beginning of Term 1. **Educators** made a purposeful decision to focus heavily on these in the first weeks of term by sharing them with individual children and in small groups and by making sure they were highly accessible throughout the day. They have helped educators connect with children and families, to support children who struggled with transition and as a tool for learning about children's language development.

Children have been very eager to share their albums with educators and have used them more than ever before in the building of relationships with one another. We observed them talking with each other about their family, friends, pets, holidays and celebrations. We have also noticed that the albums are playing a really important role in providing a few children a sense of security throughout the day. The albums are small enough to be carried easily and for those children who find a full day away from their family more challenging being able to carry their album with them wherever they go seems to be very comforting.

Evidence Ped Doc - A window into my world: Sharing our photo books. **Next Steps** – Embedded practice.



FOCUS STORIES

These stories were chosen for their capacity to support the planned curriculum through play and intentional teaching opportunities.

- Term 1**
Where is the Green Sheep **and** Wheels on the Bus
- Term 2**
Little Cloud **and** Go Home Cheeky Animals
We're Going on a Bear Hunt **and** Gingerbread Man
- Term 3**
Rosie's Walk **and** Brown Bear, Brown Bear
The Very Cranky Bear **and** Iggy Peck Architect
- Term 4**
Iggy Peck Architect **and** The Tomorrow Book

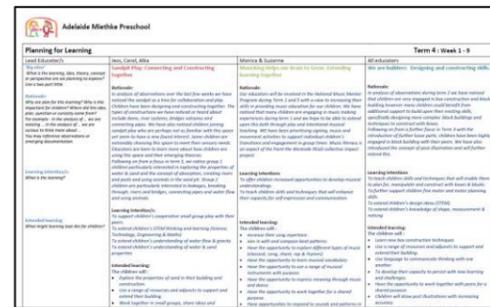
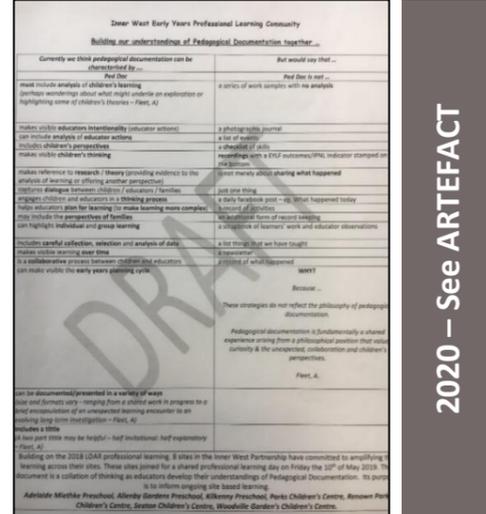
Next Steps - Embedded practice.

NATIONAL MUSIC TEACHER MENTOR PROGRAM

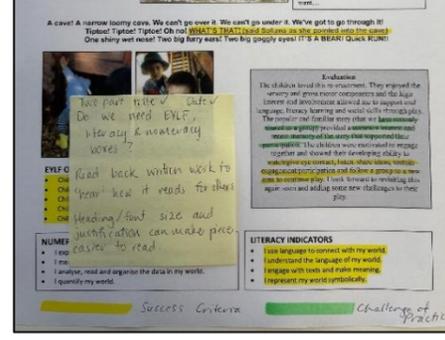
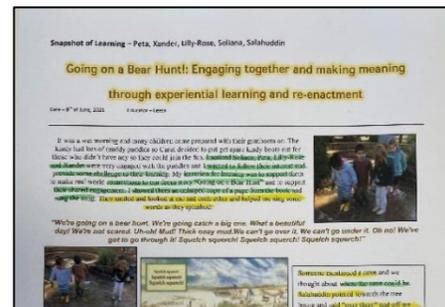
Involvement in the National Music Teachers Mentoring Program outcomes:
Educators are now more confident to implement music within the curriculum and have benefited greatly through opportunities to practice alongside our mentor, Susan and see the value in including more music within the program. Evidence of children making meaning through engaging together (QIP goal) has been documented and educators have made strong connections to the literacy & numeracy learning through music, specifically pattern.
Children have had opportunity to learn with an experienced music teacher. For each lesson we have come together in groups of 18-20 for a planned lesson. Lessons have included music concept knowledge and on a number of occasions have been linked to our wider planning, for example the Focus Story - Brown Bear, Brown Bear. The success criteria has been useful when analysing Ped Doc and has enabled educators to look for specific evidence. We have evidence of the children's increased learning in music, literacy and numeracy through music sessions and have seen children making connections in their learning. In music the children have needed to work and engage together as a group and we have again been able to see evidence against the extended list of success criteria.
Evidence Ped Doc - Musicking Helps our Brain to Grow: Extending learning together (1 & 2)
Next Steps - Educators are keen to undertake a second year in the NMTMP to continue to develop their capacity to implement music curriculum.



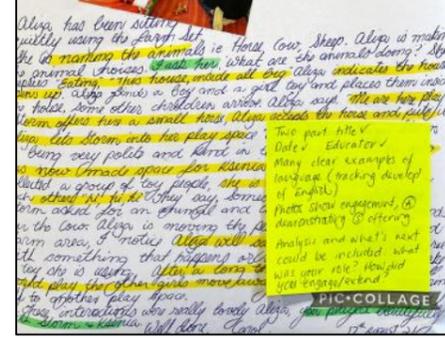
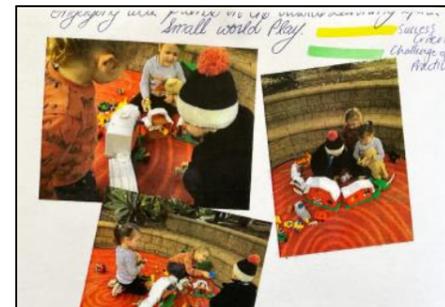
Step 4 – Improve practice and monitor impact



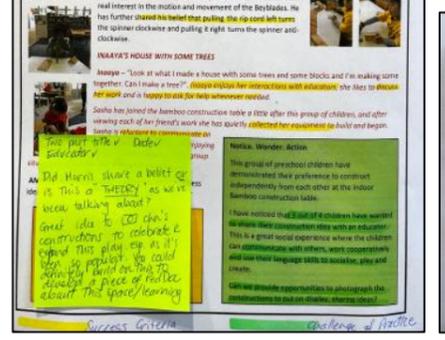
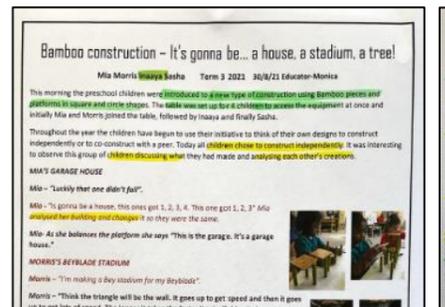
PLAN, GATHER DATA & SHARE



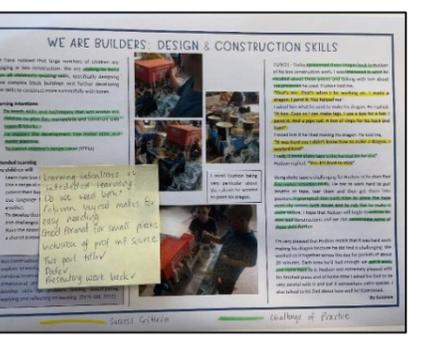
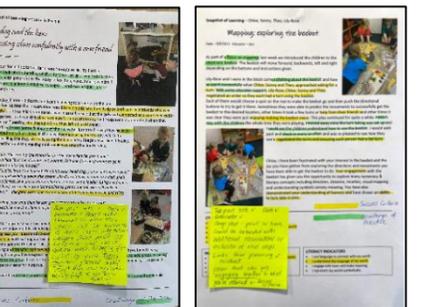
PLAN, GATHER DATA & SHARE



EXAMPLES OF ANALYSIS OF PEDAGOGICAL DOCUMENTATION - 2021



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Success Criteria
In the analysis of our pedagogical documentation we will see evidence of children expressing ideas and engaging together.

Challenge of Practice
Educators will further strengthen their pedagogical documentation to inform learning design.

CHILDREN

EDUCATORS

Progress against Success Criteria from analysis of Pedagogical Documentation

In analysis of our Pedagogical Documentation, we have seen that children have-

- developed a deep understanding of each of the FOCUS STORIES with increased understanding of new vocab, confidence in explaining focus stories in relation to story, character and setting and very high levels of engagement in associated play scenarios and deeper engagement in associated planned curriculum.
- been able to maintain high levels of engagement in shared learning such as building collaboratively and music lessons for extended periods of time 30-40 minutes.
- improved relationships and engagement in play through shared understandings evident across multiple play spaces.
- demonstrated high levels of social collaboration and stayed within play for longer periods of time.
- been observed to teach others new skills, especially noticeable in construction.
- greater capacity to listen to others and take on other children's ideas.
- Increased levels of engagement within both groups of children.

Progress against Challenge of Practice from analysis of Pedagogical Documentation

- Educator's intentionality is clearly evident in curriculum design and planning, Learning Stories and Ped Doc.
- Educators see increased importance in sharing Learning Stories and writing shared pieces of Ped Doc.
- Educators agree that they have increased confidence in relation to documentation. ECW's are documenting, sharing and collating very high quality observations which are used to support program reflections, Ped Doc and reporting.

In analysis of our Pedagogical Documentation, we have seen educators-

- planning for multiple entry points into the learning (play, intentional teaching & group times).
- referencing focus stories in multiple contexts over time.
- tracking children's learning and development and reflecting upon multiple pieces of data.
- planning to extend upon children's learning.
- develop increased knowledge and documentation about children's theories.

HIGHLY EFFECTIVE PRACTICES / HIGH IMPACT STRATEGIES

NEXT STEPS

- Educators engaging in play alongside children, inviting into play and scaffolding children's extended engagement.
- FOCUS STORIES provide children with multiple entry points through intentional teaching & planned play curriculum.
- Intentional teaching times have enabled educators to model and scaffold new learning in small groups.
- Sharing of observations & Ped Doc has ensured all educators are clear about learning intentions for each BIG IDEA.
- Educators planning collaboratively has supported shared thinking and greater coherence.
- Ped Doc and Snapshots of Learning are identifying and explaining learning for families.

- Document more clearly the literacy and numeracy learning evident as children make meaning and engage together.
- How do we better enable educators time to come together to write, provide feedback on and publish Ped Doc?
- How do we best share Ped Doc with families in a timely manner?
- Use RRR scales to gather base line data and prompt educator enquiry.
- Continue to extend the ways in which we present learning back to children as a way of learning about their learning.
- Educators develop further confidence in giving and receiving feedback about Ped Doc pieces & enquiring together.