

Preschool Quality Improvement Plan Summary

Salisbury Heights Preschool



Goals	Challenge of Practice	Success Criteria
<p>Goal 1: To develop children’s growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination, and reflexivity.</p>	<p>If we provide a learning environment that is flexible and open ended. If we model through sustained shared thinking inquiry processes such as wonder, curiosity, imagination, and trying new things. Then we will improve each child’s growth mindset and learning dispositions.</p>	<p>Success Criteria (what children know, do, and understand):</p> <ul style="list-style-type: none"> Children engaged in sustained and reciprocal conversations with peers and educators. Children use positive self-talk when trying to overcome a problem or setback Children use play to investigate, experiment, test hypotheses, imagine and explore ideas Children revisit previous learning experiences and plan new challenges Children use their senses to play, explore and try new things and talk about what is happening in their brain when they are learning new things. <p>This learning will be evidenced in observational data, learning stories and pedagogical documentation presented in children’s portfolios, the floor book and shared in programming meetings.</p>
<p>Goal 2: To develop a culturally responsive literacy program, that supports children’s phonological awareness learning.</p>	<p>If we explicitly and intentionally teach phonological awareness through exploring different models such the education music strategy with a focus on active listening, beat and rhythm and the creative arts, and combine this with evidence-based practice within the PreLit program. Then we will improve children’s phonological awareness and Tier 2 vocabulary.</p>	<ul style="list-style-type: none"> Children engaged during small and large group times actively listening and participating in group time experiences Children using phonological awareness in play. For example, clapping syllables reciting rhyme in play Children using Tier 2 vocabulary in play and in their conversations with educators and peers. <p>This learning will be evidence through observational data, pedagogical documentation, learning stories, PASMS and quantitative data.</p>

National Quality Framework Priorities	Key steps
<p>Cultural Responsiveness</p>	<p>Develop our Reconciliation Action Plan</p> <p>Use our year of cultural responsiveness diary to document and reflect on our practice.</p> <p>Connect with Early Childhood leader. Connect with Preschool leaders in our portfolio/partnership</p>
<p>Sustainability</p>	<p>Use our year of Sustainability Diary to document and critically reflect on sustainable practices</p> <p>Revisit and update our Sustainability Strategy</p>

Click or tap to enter a date.

X _____
Education Director

X _____
Governing Council Chair Person

