

Quality Improvement Plan for

2020

Service name

Glandore Community Kindergarten

Service approval number

SE-00010379

Glandore Community Kindergarten



Acknowledgement of Country

We acknowledge the people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present, and extend that respect to all Aboriginal peoples.



Government
of South Australia
Department for Education

SERVICE CONTEXT

Glandore Community Kindergarten is a stand-alone Department for Education preschool located 5km from the Adelaide CBD.

Glandore Community Kindergarten is one of eight Department for Education services that host a Speech & Language Program. Up to seven children with significant communication needs may be enrolled in each of these programs. Speech Pathologists (private and public) are able to refer children (who meet the criteria) so that they may be considered by the intake DfE panels (during the year before the child's eligible year of preschool). The Speech and Language Program at Glandore kindergarten currently operates on Wednesday, Thursdays and Friday mornings.

<https://www.sa.gov.au/topics/education-and-learning/disability-and-special-needs/speech-and-language-impairments>

At Glandore Community Kindergarten educators value their growing partnership with families. Each year the educators develop the preschool educational program aiming to be responsive and relevant to their community and the family contexts of every child. The learning program reflects the current site philosophy. This philosophy is reviewed as part of ongoing reflective practices.

The design of the teaching and learning programs reflect the principles and practices described within our mandated framework : The Early Years Learning Framework 2009. 2021 will focus on key aspects of Literacy and Numeracy learning with intentional teaching throughout our services operations. Using the DfE Preschool Improvement Guides we will be developing intentional teaching practices where every educator will have shared mental and understanding about what the term looks like. We continue to value each educators professional growth because it will mean observable learning and growth over time for the children who attend our service.

We connect with families to plan together for children's growth and development over time. Glandore Kindergarten is connecting continually with its community. We do this through active relationships with organisations that support family engagement and belonging. For example local schools, councils, community arts and/or health services for example.

Currently (2020) children transition to several state and independent schools.

Our service is funded through the Department of Education.

Staffing to meet the required NQS ratios are the following.

1. Full time Director and teacher plus .5 Early Childhood Worker. In addition for 2021 there will be an additional Universal Access funded .5 teacher and .1 ECW. This additional funding gives children access to 15 hours of preschool each week.
2. The integrated S& L program is staffed with an additional .6 teacher plus a .4 speech pathologist

There are two distinct attendance groups

Group 1: Monday & Tuesday 8:45am - 2:45pm & either Wednesday or Friday morning 8:45am - 11:45am

1:11 staffing ratio for no more than 33 enrolled children

Group 2: Wednesday & Thursday 8:45am - 2:45pm & Friday morning 8:45am - 11:45am

1:11 Staff ratio for no more than 22 enrolled children

Additional funded staff for the S&L Program as well as through Preschool Support funding for children with additional rights occurs throughout each year.

Statement of Philosophy



OUR BELIEFS

- **Every child comes to kindergarten with capabilities and competencies**
- Development and learning occurs when children and families feel safe, secure, respected and supported.
- Families are considered as our partners so that their children will be positioned to learn with and from others. Every child will be able to co-construct learning
- The cultural competence of each educator is important. “Cultural competence is the ability to understand, communicate with and effectively interact with people across cultures.” *Early Years Learning Framework p16*
- Research underpins our planning for teaching and learning practices. Through play, **‘learning by doing’** the emergence and refinement of a wide variety of extraordinary competencies are shown by children. Play provides strength-based opportunities for children to discover, create, inquire and reason. Children take important risks, they improvise, imitate, approximate and imagine. When children play they are “realising achievements that will become their real actions and values in the future” - Vygotsky. Play is the place where literacy and numeracy capabilities are sensitively scaffolded, challenged (in just the right way so that there is intellectual stretch), and planned for. High quality play environments exist when every educator is collaborative, reflective, intentional and guided by the principles and practices from our mandated learning framework (EYLF 2009). Every child will be given agency to initiate and lead their learning. “They have the right to be active participants and decision makers in matters affecting them.” *Belonging, Being and Becoming: The Early Years Learning Framework for Australia, 2009, p12).*
- Each and every child will grow and develop when the educational program centres on holistic pedagogy and when it is child focussed.
- **Every child is capable and competent**

Strengths

Quality Area 1: Educational Program and Practice

With reference to the three exceeding themes

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/ or the community

Learning through play

Play provides opportunities for children to learn as they discover, create, improvise and imagine. When children play with other children they create social groups, test out ideas, challenge each other's thinking and build new understandings. Play provides a supportive environment where children can ask questions, solve problems and engage in critical thinking. Play can expand children's thinking and enhance their desire to know and to learn. At Glandore we (the teachers) will take on many roles **in** play with children. Using a range of strategies to support learning we will engage in sustained shared conversations with children to extend their thinking. We will provide a balance between child led, child initiated and educator supported learning. We will recognise spontaneous (emergent) teachable moments as they occur, and use them to build on what children know, understand and can do. We actively will support the inclusion of all the children in play, helping them all to recognise when play is unfair and to teach constructive ways to build a caring, fair and inclusive environment. We want every child to feel safe and secure.

Intentional teaching is deliberate, purposeful and thoughtful

At Glandore Kindergarten we are very aware of **the importance of intentional and explicit teaching that is responsive to children's interests and dispositions**. Recognising that learning occurs in social contexts and that interactions and conversations are vitally important for learning we actively promote children's learning through worthwhile and challenging experiences; as well as interactions that foster high-level thinking. We use strategies such as modelling and the demonstration of open questioning, noticing and wondering, speculating, explaining, engagement in shared thinking and problem solving to extend children's thinking. We monitor, assess, plan for and document children's learning in a number of ways (p 15 Early Years Learning Framework for Australia).

For each child there will be an ongoing documented pathway/s. The voices of the children, other educators/services and their families will be sought out and included. Much of this work will be held in a named accessible folder. There will also be digital documentation which will be shared with families and the children. Family and individual children's voice is continually included throughout the year. Our educational program and routines centre on **holistic pedagogy and are child focused**. Following learning needs and interests more closely, the daily routine has flexibility to meet children's needs at group times and eating opportunities for example. Modifications and adjustments are made to the program as necessary through **differentiated** learning. We provide a play based, intentional and responsive program for every kind of child. Our program incorporates planned, intentional and child lead experiences. Acknowledgement of County is embedded into the daily routine and is lead by children. Each educator has a specific group of children which they observe, assess, evaluate, report on and plan for on an ongoing basis.

As educators we challenge our own biases, have rigorous conversations together and engage in training and development opportunities to strengthen our own cultural competence and understandings. Through out the year the educators professionally share, reflect upon, analyse, discuss and challenge ideas and pedagogical practice in team discussions to improve the program and align our pedagogical approaches. Daily documented debriefing within our team is used to reflect and evaluate the effectiveness of learning experiences. Regular documented formal (staff meetings) and informal opportunities for the team to work collaboratively are utilised, to accommodate for critical reflection and to inform curriculum decisions. These opportunities include discussions, debates and sharing of information. Staff add into their pedagogical documentation their own critical reflections and document next steps for children that show pedagogical shifts. Crucial to reaching agreement about our shared goals are the formal processes where we make informed decisions that support our improvement work.

We build connections with families and knowledge of their unique situations during our parent information session held prior to the commencement of kindy. Each family is invited to participate in parent chats with their focus teacher. During these times parents/carers advise us and contribute to their child's learning goals. This then informs planning and programming. The planning that is developed from these conversations is documented in several ways. Our experiences in 2020 (re Covid-19) made us very skilled at communicating with families and children in very differentiated ways.

Each year brings new considerations and we will again adapt to establish useful responsive and valued ways to build relationships with every family. Our ongoing planning for learning Growth over time document is useful because it is versatile and adaptable. We intend to show Growth over time fro every kind of child using this format again in 2021.

Strengths

Quality Area 2: Children's Health and Safety

With reference to the three exceeding themes

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/ or the community

We support every child's right to a strong sense of wellbeing, to be protected and that their health and physical activity is promoted. Children's rights to rest and relaxation are provided for throughout the day through the provision of quiet spaces, cushions, rugs and activities that promote a relaxing atmosphere. Children can choose to sit or lay down and listen to quiet music, manipulate toys, listen to a story or share books together quietly when we all have a quiet time before lunch. Opportunities for physical activity are provided throughout the day with consideration of access for every kind of child. Educators supervise hand washing and toilet hygiene at transition times and as needed throughout the day. Unwell or ill children are monitored in a comfortable setting and parents are contacted when necessary. Healthy eating is promoted and staff promote and model safe and healthy practices around eating times. Children are supervised while they eat. Children's health and medical needs are understood by all staff and documents and medication are located within easy access. We plan for and enact procedures and ensure that specific health needs are met for those children with particular medical requirements. Incidents and accidents are recorded and filed. Emergency plans and procedures are discussed and practised twice every term with children. Staff are aware and trained in their roles and responsibilities in responding to abuse and neglect and follow set out protocols. Opportunities for explicit learning about health and well being are embedded in the curriculum program inclusive of the Child Protection Curriculum and safe environments. Red book of cleaning records and documents children's involvement in the the cleaning of all equipment and resources.

Educators adapt and change the daily routine where necessary to support every kind of child to maximise their safety, health and wellbeing. Daily documented debriefing within our team is used to reflect and evaluate the learning environment and routines around children's safety and health needs. Documented staff meetings provides opportunities for educators to discuss, analyse and refine procedures and practices. Risk/benefits assessments provides opportunities for staff to discuss and refine protocols.

Parents are involved in the planning of their child's health and wellbeing needs that are specific to them at the start of the year and revised as necessary. This information and planning is revisited regularly with staff, family and child. Where follow up is needed it is discussed on the day with parents and any changes are documented. Information around the health and safety needs of individual children are shared and recorded in staff meetings. Families that do not have a child with health needs are informed of potential health concerns that may be present at our site and how they can contribute to keeping every kind of child safe for example - no eggs in lunchboxes. Any incidents or accidents are notified and discussed with parents and relevant documents are signed and filed. Contact is made with families when children are ill or unwell. Ideas and suggestions for healthy eating choices form part of our conversations with parents as necessary and are ongoing. Families contribute to and have access to the curriculum program which is inclusive of Child Protection Curriculum and safe environments.

Strengths

Quality Area 3: Physical Environment

With reference to the three exceeding themes

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/ or the community

The physical environment both outside and inside our building as well as the flexibility of educators allows the provision of learning environments that are responsive to children's ideas and movements. The range of options available to educators and children in the arrangement of physical resources and placement of educators in these spaces allows for an active learning space where children have agency. We support children's risk taking for learning. Children are encouraged to persist and learn and productive struggle is supported as they refine skills, make decisions and develop their abilities. Free play opportunities with loose parts support children to set their own learning goals and challenges. The building and outside space is appropriate for a preschool centre. The grounds and building have open spaces which allow for adequate supervision, small group work, staff areas, meetings as well as visitors to the site. The indoor and most of the outdoor areas are physically accessible by all and changes may be made as needed as we aim to be inclusive to all children, families and educators. The spaces are uncluttered and allow for movement of children and are customised to support children's learning. Learning design in a practical and physical sense is considered every day. Resources and materials provided ensure multiple use and sufficient numbers to allow engagement by all children. The centre is cleaned by educators, children and contracted cleaners daily.

The physical design of indoor and outdoor spaces are reviewed, reflected upon, and adjustments are made. Educators reflect upon professional readings and research which drives changes to use of spaces. Workplace Health and Safety matters are discussed and minuted at every staff meeting and necessary action arising from identified issues are addressed. Resources are continually assessed for function, purpose and maintenance. Educators respond to cleaning needs throughout each day as necessary. Daily and quarterly safety checks are undertaken and discussed and inform us as to tasks needed to be done and how we may need to adjust our practice.

The physical environment promotes a sense of belonging by recognising and valuing each child as an individual, for example: each child has a name card, access to a locker for their bag and their own lunch box and water bottle provided by the centre. Each family has access to their information pocket and a communication diary for parents/caregivers to write down relevant information that educators need to know. Governing Council input on design changes to the physical environment and resources purchased is sought and given. Excursions utilise community environments including the park next door and we encourage exploration and connectedness to the wider community.

Strengths

Quality Area 4: Staffing Arrangements

With reference to the three exceeding themes

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/ or the community

Continuity of educators across our attendance patterns means that where educators are absent a familiar team member replaces them. For children this means that their relationships with trusted educators is continuous. This in turn enhances their development and ensures that the planning for or as learning that is documented is seamless. Every child's pedagogical documentation folder contains information from their focus teacher allowing regular relieving educators to access and support the child through identified next steps. Where regular staff members increase their time or swap roles the folder communicates relevant and significant information. In addition, the staff who work on different days meet in Week 4 and 8 each term to plan and discuss the teaching and learning program. There is always a contingency component of the budget so that staffing can be used to support children with ILP's for example. The ATSIL teacher standards connect us with the national professional guidelines and supports the growth of individuals through the connected domains and the descriptors of the professional career stages. All educators are committed to robust communications and advocacy for children's learning. Our STEM focus, both as a project site (DfE - Learner Improvement Division - Early Years) and within our partnership is now embedded and continues to inform our future teaching. Risk taking professionally occurs and involves each educator being a collaborative researcher who is able to test, trial and experiment. This is supported within the team. Differentiation occurs for all educators and all educators see challenges to practice as integral to their growth.

Our PLC's (Professional Learning Communities) both within our centre and with DfE partnerships connections encourage reflective and respectful challenges to practice, the regular review of our pedagogy, and the interpretations of the principles and practices that are described in the EYLF. Our participation in the PLC's directs educators to professional learning and research into practice that supports the improvement priorities for our preschool. Individual educators share and grow their proficiencies through participation in projects and personal learning. Our learning (on from 2016) has informed each subsequent years practice and given us our focus for improvement. We are comfortable as professional risk takers who examine and seek feedback about our professional practice from within our own team as well as externally..

Governing council committee members develop and ratify the centre budget each year. Within that budget is a provision for additional staffing above the ratio to plan for and ensure consistent staffing with relevant skills or expertise. Family members form part of the panel undertaking the selection process of a Director for this site. Feedback from families is valued and influences our processes and practices.(see QIP folders 2019). We are able to showcase this growth and development over time and we continue to refer to this longitudinal data set. The continuity of a focus teacher reinforces the strong relationship between educators and families. Documentation of families voice, input and responses are evident in learning statements, feedback and survey forms and pedagogical documentation.

Strengths

Quality Area 5: Relationships with Children

With reference to the three exceeding themes

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/ or the community

Children's voice is used to drive the curriculum and provides for meaningful conversations between children and educators. We have re-imagined our policies through the lens of a child. Staff and Governing Council policy developments and reviews refer to practices which demonstrate our understanding of the 'why.' Examples of this are that, previously we had a behaviour management policy, this is now called a 'Positive educator to child interactions' document and what we referred to as a toileting policy is called a 'Becoming independent and confident' document. These documents reflect our statement of philosophy as they support children to have agency and be supported as they learn together with others. The formalisations of expectations tell all stakeholders what practices and behaviours are expected at GCK. We want to build capacity in all children and show our thinking and belief that all children are capable and competent. We provide a program which is respectful and includes differentiated learning for every kind of child. Programs to support children's positive interactions with each other are embedded in staff language and practice within the kindergarten. Small groups, including, lunch groups, small focus learning groups and one on one activities, may take into consideration connections with others, physical abilities or communication similarities and differences.

The development of policies has been through staff critical reflection about why we have policies in place. For example, the rationale behind the development of the Positive educator to child interactions document is to have responsive and meaningful interactions with children which builds trusting connections. The intention of these relationships is to engage and support each child to feel secure, confident and included by both their peers and adults. Educators discuss and reflect upon individual children's relationships within their pedagogical documentation, planning meetings, staff meetings and daily reflections. Families contribute to our reflections of relationships with children through interviews and informal chats.

Together with families and external service providers, as educators we support children's learning, promote safe play, support health needs and positive interactions with their peers. Educators form strong relationships with families to facilitate open communication when supporting children's development and providing knowledge on child development and behaviour guidance. 'Beyond the kindy gate' and 'Kindy capers' builds meaningful relationships between families and educators. Connection between kindy and home is fostered through mutual understandings and consistency in practice.

Strengths

Quality Area 6: Collaborative Partnerships with Families and Communities

With reference to the three exceeding themes

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/ or the community

At Glandore our relationship with families begins from our very first contact. Information is provided to enrolling families formally at an information and enrolment evening each year. The design of this evening is to enhance the process of exchanging relevant information about children, family contexts, cultures and home languages. Families also share with our team, ask questions and organise times to plan individually for their child. We have shared with our 2020 families what they can expect as our valued partners; what we will communicate and forms this may take. Any accommodations are respectfully made so that each family's voice is heard, responded to and included in planning and feedback.

All teacher educators have allocated focus children for the purposes of pedagogical documentation, reporting and assessment responsibilities and partnering with families and care providers. We utilise our neighbourhood community parks and reserves as part of the learning program and for family events. We have a kindy BLOG which is available to every family. This has proven to be a good bridge between kindy and home for many families. The content is screened by the educational administrator of the BLOG. The posts are designed to complement the learning program and connect with the interests of children.

Educators use their knowledge of families' individual and unique circumstances to reflect upon how this may impact upon service accessibility and adaptations are made accordingly. Each families needs are considered during programming and planning sessions. Families individual circumstances are considered and alternative ways of participating and engaging are offered and discussed. Families and community members are invited to join the Governing Council to contribute to the decision making process. Child voice is used and documented to support links between home, community and kindy.

The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing. All staff support the growing of relationships with families and care providers. These relationships include parents, family day care workers, grandparents, neighbours, extended family member etc. 'Kindy Capers' is a Governing Council initiative which has been running for the past 2 years. It supports the development of relationships beyond the kindy gate between children, parents, staff and families. Participation rates have been significant and families, staff and community have made new friendships and connections. Educator knowledge of the local area and community is drawn upon to connect with families' experiences and potential opportunities. Our genuine and continuing connections to local feeder schools such as Black Forest for example provide a meaningful bridge for families during and inclusive of transition visits and enrolments. Reception teachers then have the opportunity to visit the Preschool to see children or discuss their prospective students with the Preschool teachers. Preschool data, family information and allocation of children into classrooms, strengthens continuity of learning for children and families. Educators attend transition visits to school where necessary to support children and families. Excursion and Incursion occur in relation to the children's interests, GC and family input and educator voice.

Strengths

Quality Area 7: Governance and Leadership

With reference to the three exceeding themes

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/ or the community

The Director has the overall responsibility of the centre ensuring that governance systems are effective. The full time teacher is an Advanced Skill Teacher 2 (AST2). This means that the teacher is required to take on leadership responsibilities. Some of these are shared with the Director. Our statement of philosophy developed by families and staff reflects all processes and risk management of the centre. Teacher educators share the lead teacher role; each having responsibility for the decisions made in relation to the program/routine and movement of staff and children one day each week. This involves liaising with staff, visitors and ensuring that each child's learning is supported through decisions made. It is recognised by all staff that each staff member has some level of leadership, whether it be practical/housekeeping, educational or financial. The role of the Director, GC and distributed leadership are clear and understood by all staff. Taking the lead in a particular area may mean leading discussions and researching for a presentation to staff. The leader guides the decision making and all stakeholders (parents, staff and children) are involved and invited to contribute their thinking as appropriate. It is understood that the GC and /or Director will make the best decisions with consideration of the contributions made by others. An example of this is that the AST2 has been the Educational Leader for the past 3 years. With negotiated support and regular consultation with the Director they provide curriculum challenges and opportunities for rigorous discussions through professional development, provision of readings based on current research and mentoring of other educators. All educators plan for their own learning and professional development. Informal chats along with planned 6 monthly formal meetings for the Performance Development process. This is formalised in a Performance Development Plan where improvements are shared and where goals are agreed on. These plans incorporate DfE improvements as well as site PQIP priorities and may also include the educator's own interests. The Director's PDP follows a similar process and is negotiated with their line manager - DfE Education Director Felixstow 1.

Every year all educators critically reflect on the statement of philosophy to ensure the purpose, priorities, values and approaches to pedagogy and practice are current and in alignment with the quality improvement processes. All site processes are regularly reflected on and changes made as appropriate to ensure the best outcomes for children and their families. Through the use of Performance and development plans, staff critically reflect upon their knowledge and goals for personal development. Preschool director regularly engages in professional development and reflection with peers and preschool leaders. QIP is shared and reflected upon by all educators and families. Quality Improvements against the National Quality Standard are reported to the Governing Council. Key improvements and decisions to enhance the improved outcomes for children and families are documented in our 'QIP Progress Notes'

The Governing Council (GC) members along with the Director meet twice each term to discuss improvement planning, review and make changes to policies and guidelines as appropriate. All families are encouraged to contribute in reviewing policies and providing feedback. Families are supported to participate meaningfully in the governance of the service. Together they also share responsibility for setting the budget and ongoing review of finance documents which are prepared by a Finance Officer. The GC applies for grants from local Councils and DfE as we support children and their families as learners. For example, outdoor yard development and Parents in Education Grant. Parent surveys and other feedback inform the Preschool's cycle of improvement and self-assessment processes, and where necessary, changes are made. The sites philosophy statement is developed after wide consultation with all families to help with development and review. The sites philosophy statement is reviewed in consultation with all families and children and educators sharing in this.

Quality Improvement Plan for 2021

Goal:

Support children to communicate their thinking in multimodal ways, make connections and transfer learning.

Challenge to practice:

If we strengthen our collaborative, reflective practices as a staff team, to notice, understand and effectively scaffold children's learning then we will support children to communicate their thinking, make connections and **transfer learning**.



NOTE: We are looking forward to placing our QIP in a folder format. That is it will become a functional journal for all staff to contribute to.

NOTE: Grey text is subject to significant review throughout term 1.

Quality Improvement Plan for 2021

Version March 2021

ACTIONS:	NQS LINKS	TIMELINE	RESOURCES and RESPONSIBILITY
<p>Action 1: Each educator will engage in collaborative reflection through our PLCs and pedagogical documentation to build a comprehensive picture of children's learning over time, drawing on multiple perspectives (children, parents and staff) to analyse growth.</p>	<p>1.1.1 1.1.2 1.1.3 1.2.1 1.2.2 1.2.3 4.1.1 4.2.1 4.2.2 5.1.1 7.1.1 7.2.2</p>	<p>Start beginning of term 1</p>	<p>Preschool Literacy and Numeracy Improvement Guidebooks Indicators of Preschool Numeracy and Literacy Respect Reflect Relate Educator PDP - focus on PQP and research into practice All educators to keep a journal (continuing on from LDAR work last year 5 each term formal times set for effective collaborating and learning from each other. Michelle and Margot to work with staff to review PLC norms annually as normal Regular interactions with families about knowledge and learning cared from kindy to home and home to kindy.(all educators) Budget for staffing to support research into practice</p>
<p>Action 2: Each educator will focus on building specific content knowledge in literacy and/or numeracy through engagement with professional learning to develop content knowledge and research into practice to reflect on effective pedagogical practices.</p>	<p>As above</p>	<p>End of term 1</p>	<p>Michelle and Margot to facilitate reflective audits (triaging) during the term Michelle, Margot and Nerrida to focus on Literacy and Irina, Rita and Debbie to focus on Numeracy Orbis training- Preschool Literacy Program T 3 and T 4 Michelle Regular interactions with families about knowledge and learning shared from kindy to home and home to kindy.(all educators)</p>
<p>Action 3: Each educator will develop consistent understandings of quality teaching practice through participation in the site based moderation (analysis of pedagogical documentation) processes.</p>	<p>As above</p>	<p>End of term 2/mid term 3</p>	<p>Continuing as above PLC's and time to work with assigned partner</p>
<p>Action 4: Each educator will actively contribute and reflect on the 'Growth Over Time' documentation for each child. Planned audit check-ins will demonstrate evidence of how we know each child is progressing against learning goals.</p>	<p>As above</p>	<p>End of term 3 /mid term 4</p>	<p>Orbis training- Preschool Literacy Program</p>
<p>Success Criteria:</p>	<p>We will see children developing an ability to repeat and practice the actions of others. We will see children using multimodal approaches to show their thinking and learning from one context to another. We will see children making connections between experiences, ideas, processes and practices. We will see children constructing multiple solutions to problems. We will see children applying their learning in new ways and grow their understanding/make meaning within different contexts.</p>		