

# Quality Improvement Plan Summary

## JEAN HORAN KINDERGARTEN

Goals	Challenge of Practice	Success Criteria
<p><b>CHILDREN WILL USE COMPARATIVE LANGUAGE IN THEIR PLAY.</b></p> <p><b>NUMERACY INDICATOR – ‘I MEASURE AND COMPARE MY WORLD’</b></p>	<p>IF WE BUILD EDUCATOR CAPACITY TO PROVIDE NUMERACY PROVOCATIONS IN OUR ‘LEARNING THROUGH PLAY’ ENVIRONMENT AND EXPLICITLY TEACH COMPARATIVE VOCABULARY, THEN WE WILL HEAR CHILDREN SUCCESSFULLY USING THIS LANGUAGE MEANINGFULLY IN THEIR PLAY.</p>	<ol style="list-style-type: none"> <li>1. EVIDENCE DOCUMENTED IN CHILDREN’S LEARNING STORIES THAT DEMONSTRATE USE OF COMPARATIVE LANGUAGE IN THEIR PLAY (PEDOLOGICAL DOCUMENTATION TO REFLECT WHAT CHILDREN KNOW, DO AND UNDERSTAND).</li> <li>2. WE WILL SEE EVIDENCE OF CHILDREN’S GROWTH IN THE NUMERACY INDICATOR ‘I MEASURE AND COMPARE MY WORLD’.</li> <li>3. CHILDREN WILL COMMUNICATE MATHEMATICAL IDEAS USING COMPARATIVE CONCEPTS DURING THEIR PLAY – ‘INVESTIGATING, IMAGINING AND EXPLORING IDEAS AND CONTRIBUTING TO MATHMATICAL DISCUSSIONS AND ARGUMENTS’ (EYLF)</li> </ol>
<p><b>CHILDREN WILL DEVELOP THEIR EMOTIONAL VOCABULARY.</b></p>	<p>IF WE BUILD EDUCATOR CAPACITY TO DEVELOP CHILDREN’S EMOTIONAL VOCABULARY THEN THEY WILL BE BETTER ABLE TO COMMUNICATE THEIR FEELINGS TO AID THEIR SELF-REGULATION AND NEGOTIATION SKILLS.</p>	<ol style="list-style-type: none"> <li>1. LEARNING STORIES WILL DEMONSTRATE CHILDREN USING EMOTIONAL VOCABULARY IN THEIR PLAY AND NEGOTIATION WITH OTHERS.</li> <li>2. CHILDREN WILL PROGRESS IN THEIR ABILITY TO COMMUNICATE ABOUT THEIR FEELINGS</li> <li>3. CHILDREN WILL PROGRESS IN THEIR ABILITY TO SUCCUSSFULLY NEGOTIATE WITH PEERS USING EMOTIONAL VOCABULARY AND RESTORATIVE PRACTICE.</li> </ol>

Actions	
<p><b>ANALYSE DATA – MONITOR AND ASSESS:</b> Educators will analyse and monitor children’s knowledge of Comparative Language in the ‘learning through play’ environment</p>	<ol style="list-style-type: none"> <li>1. Find a <u>Measure</u> of Comparative language (consult with DfE Speech Pathologist – for positional concept words etc.) so that we can measure ‘before’ (Term 1) and ‘after’ (Term 3)</li> <li>2. Find a Measure of Emotional vocabulary (help from our DfE Occupational Therapist)</li> </ol>
<p><b>BUILD EDUCATOR CAPACITY – RESEARCH AND PD:</b> Educators will participate in PD and Research to generate Learning Design for the teaching of Comparative Language and Emotional Vocabulary.</p>	<ol style="list-style-type: none"> <li>1. All Educators to use the DfE Numeracy Guidebook and Numeracy Indicators to build knowledge, and do further research into the area of ‘I measure and compare my world’ Look for PD possibilities – ORBIS and PMA courses and others to be determined.</li> <li>2. Research ‘Emotional learning’ and the teaching of that vocabulary for preschool children – using our Portfolio OT – looking particularly at the scope and developmental sequence for self-regulation. Also looking at DfE RRR document for possible monitoring (in ‘Children’s Wellbeing’ section?)</li> </ol>
<p><b>IMPLEMENT INTENTIONAL TEACHING PROGRAM:</b> Educators will implement an intentional program of Vocabulary enrichment and numeracy provocations – Large and Small Group-times and in the ‘learning through play’ environment. Planning for stretch and targeted intervention as needed.</p> <p><b>ENGAGE PARENTS/CARERS:</b> Children’s learning will be supported by informing and engaging families in their children’s Numeracy and Emotional learning – and given home support.</p>	<ol style="list-style-type: none"> <li>1 Newsletter Content</li> <li>2 Children’s Learning Stories in their Individual Portfolio’s, and other pedagogical documentation</li> <li>3 Wall Displays</li> <li>4 White-board Information at Kindergarten Entrance.</li> <li>5 JHK See Saw content – and ‘At Home Learning’ Activities</li> </ol>



