

Goal:

All children are supported to become Powerful Learners

Actions:

- Educators are developing their understanding of the pedagogical changes needed to ensure that all children are able to engage in activities to support powerful learning.
- Educators are committed to ongoing training with Professor Martin Westwell from Flinders University and will record their own learning journey as part of their performance development process.
- Educators are implementing their learning with the children, using the Community of Inquiry approach to ensure that all children have the opportunity to engage in deep level thinking, problem solving and respectful listening.
- Educators are using opportunities, planned and spontaneous, to develop children's noticing skills and to articulate what they notice through a variety of mediums - verbally, through their artwork and music

Goal:

We will develop processes to track and monitor each child's progress to improve learning outcomes for all children.

Actions:

- Curriculum planning includes a focus each term on a Numeracy and Literacy Indicator, EYLF Learning Outcomes and children's interests.
- Children's interests and intentional teaching opportunities are documented to provide meaningful data which will reflect each child's learning and progress.
- Educators use data from the Wellbeing and Involvement scale of the Reflect, Respect, Relate document to plan for individual children's learning.
- Data is collated each term to clearly identify progress and challenges.

Goal:

That sustainability practices are embedded in our program and children develop a sense of wellbeing through healthy eating practices, active lifestyles and connecting with their natural environment.

Actions:

- There is a curriculum focus each term that promotes healthy lifestyle choices and care for the environment.
- Educators continue to work with NRM and our local preschool and council network to develop our understanding of sustainability