

"How do we create responsive and diverse learning environments for all learners?"

PRIORITY 1:

To create responsive learning environments where programs are tailored to individuals' developmental needs, learning styles, and community needs, and are reflective of pedagogical practices.

OUTCOMES:

- Educators will develop a deeper understanding about the Reggio Emilia principles and practices
- Numeracy and literacy underpins planning, programming and assessment for learning
- Program and service planning will be guided by and reflective of community needs

CONNECTIONS WITH:

DfE KEY PRIORITIES – LDAR Strategy – Numeracy and Literacy and Assessment, Fairness to All, Better Futures, Great Start
PARTNERSHIP STRATEGIC PLAN – LDAR Strategy – Numeracy and Literacy and Assessment, One Child One Plan, Embedding Continuous Improvement, Intervention for Learning, Enhance Leadership Capacity
NQS – Quality Area, Standard, Element [1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 3.2.1, 5.2.2, 6.1.1, 6.1.2]

HOW WILL WE KNOW we are improving?

- The environment and opportunities for learning will be consistent with Reggio Emilia practices and principles
- Through children's meaningful engagement and participation in numeracy and literacy based learning
- Attendance at programs and services and feedback is indicative of responsive program planning and implementation

2019 KEY IMPROVEMENT PRIORITIES

1. Responsive Learning Environments
2. Responding to Cultural Diversity
3. Continuity of Learning

PRIORITY 2:

To develop communication systems and strategies that are responsive to the changing cultural and diverse needs within our community.

OUTCOMES:

- Children will have access to intentional learning opportunities inclusive of the various cultures represented across the Children's Centre
- Culturally responsive techniques will be implemented to gain information and feedback to assist with reviewing communication processes and procedures

CONNECTIONS WITH:

DfE KEY PRIORITIES – Great Start, Learning in Partnership
PARTNERSHIP STRATEGIC PLAN – Intervention for Learning
NQS – Quality Area, Standard, Element [6.1.1, 6.1.2, 6.1.3, 6.2.3, 7.1.2, 7.1.3, 5.1.1, 5.2.1]

HOW WILL WE KNOW we are improving?

- Families readily engage in processes used to gather information and feedback
- Increased level of family engagement and participation across the Children's Centre

PRIORITY 3:

To build on and continue to embed the processes, procedures and practices implemented as part of the Wellbeing through Transition Project 2018.

OUTCOMES:

- Consistent transition processes will be at the core of pedagogical practices across the site
- Enhanced communication that results in the streamlining of transition processes

CONNECTIONS WITH:

DfE KEY PRIORITIES – Better Futures, Great Start, Learning in Partnership
PARTNERSHIP STRATEGIC PLAN – Learner Wellbeing Project 2018
NQS – Quality Area, Standard, Element [1.2.1, 1.1.2, 1.2.3, 3.2.1, 4.1.1, 4.1.2, 5.1.1, 6.1.3, 6.2.1, 6.2.3, 7.1.2, 7.1.3]

HOW WILL WE KNOW we are improving?

- Educators will automatically incorporate their understandings of transition and well-being in their work with children and families
- Consistent transition processes across the partnership