CURRICULUM AND PEDAGOGIES FOR ENGAGEMENT
Our commonly agreed preschool values and beliefs about curriculum and pedagogy underpin our practice by:
- Adopting holistic approaches
- Being responsive to children
- Planning and Implementing learning through play
- Intentional Teaching

VALUES:
Care, Respect, Trust and Equity

3 YEAR VISION:
Children will achieve high learning outcomes supported by Early Childhood Professionals through a quality curriculum implemented in a stimulating play-based environment where children are actively involved.

BELIEFS about LEARNING:
- Learning is enhanced when the curriculum is differentiated through providing a variety of learning options to meet the individual needs of children.
- Children are more engaged in their learning when their curriculum is innovative, challenging, rigorous, relevant to their life experiences, connected to their world beyond the preschool and prepares them for lifelong learning.
- Learning is enhanced when children are provided with a variety of learning processes that actively engage them in deep creative thinking, skill development and problem solving.
- Learning is strengthened when children form positive relationships with peers, staff and families.

LITERACY
Our whole preschool approach delivers improved skill development and achievement in writing...
Through all staff working collaboratively to:
- develop the scope and sequence of writing skills (within appropriate genres for specific subject areas) and approaches to incorporate the explicit teaching of these skills in units of work/tasks differentiated to meet the range of student needs.

BEHAVIOUR LEARNING and ATTENDANCE
Our coherent and consistent implementation of children’s behaviour education across the whole preschool and effective monitoring of children’s attendance to support learner achievement and satisfaction
Through all staff working collaboratively to:
- implement agreed policy and practices in regard to behaviour and attendance.
<table>
<thead>
<tr>
<th><strong>Priorities:</strong></th>
<th><strong>Targets:</strong></th>
<th><strong>Strategies:</strong></th>
<th><strong>Evaluation Measures:</strong></th>
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</thead>
<tbody>
<tr>
<td>The two or three key areas for specific focus over the next 12 months, as determined from analysis of learner data and Self Review processes</td>
<td>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</td>
<td>The major actions that staff – teachers, ECWs, leaders – commit to do so that learners are supported to achieve the Targets</td>
<td>The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or effectiveness of Strategies</td>
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<td><strong>Literacy:</strong></td>
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| Oral Language | All children in their 4th term to have progressed by 2 levels of the Teacher Rating of Oral Language and Literacy (TROLL) document, measured by the 1+1+1* model. | - Gather baseline data against TROLL (1st term cohort)  
- Discussions with the speech pathologist re children in Accomplished Stage in 1st term) – ideas for further language development  
- Training and development – Oral Language  
- Monitoring1+1+1 children’s progress every 5 weeks (Director)  
- Focus on Rhyming | TROLL  
Pupil free day review for Annual Reporting processes  
Collect anecdotal observations |
| **Social Development - To be commenced in 2011** | | | Social Skills checklist  
*Reflect Respect Reflect - Relationships* |
1+1+1 model = 1 child (Emerging Stage), 1 child (in Developing Stage), 1 child (Well Developed/Accomplished Stage)