



# Preschool Quality Improvement Plan

(AKA our PQIP)

## Riverbanks College B-12

Our goal is to develop children's ability to engage in shared sustained thinking and express themselves with clarity.

### So, what is shared sustained thinking?

*“Researchers on the project coined the term ‘sustained shared thinking’ to describe the kind of interactions that best supported and extended children’s learning. The formal definition of sustained, shared thinking is ‘when two or more individuals work together in an intellectual way to solve a problem, clarify a concept [or] evaluate an activity ... Both parties must contribute to the thinking and it must develop and extend the understanding’ (Sylva et al., 2004, p. 6). Put more simply: sustained, shared thinking involves children and educators working together in conversations which provide opportunities to discuss and think about problems or challenges in a serious, extended way. In everyday reality, many of the conversations that we have with children are superficial (a quick hello or passing comment) or directive (telling them what to do or how to do it). There is a time and a place for both of these ‘passing conversations’. But, if that is the limit of our interactions with children, then we have little opportunity to connect seriously with children’s learning and thinking. Sustained, shared thinking reminds us of the importance of making time for open-ended and exploratory conversations. For us as educators this means not just being involved in children’s play, but using this shared experience to take advantage of opportunities to extend and enhance children’s thinking. By engaging children in deep conversations about what they are doing; by asking open-ended questions to encourage their thinking; and by supporting them to reflect on and evaluate the success or otherwise of their efforts, we can help children to begin to think in more sophisticated and abstract ways.” (ACECQA, 2012)*

### How are we planning on achieving this?

Educators will use an ongoing visible cycle of planning to plan for each individual child. This will be informed by data and monitoring progress through enrolment, observations, targeted and spontaneous pedagogy, small groups, screening tools, and sharing learning with families.

Daily routines, planned experiences and the environment will be intentionally reflected upon and planned for to embed quality interactions.

Educators will engage meaningfully with families and the local community to plan for and provide enriching opportunities that support children to engage in shared sustained thinking with members of the Riverbanks and Angle Vale community as well as their sense of identity and belonging, through inquiry and project learning.

Educators will strengthen connections with families by improving our processes for sharing learning with families and seeking meaningful connections.

### What are some of our other priorities for the year?

Build a partnerships with Learning Together to establish a Playgroup and Parenting Programs at our site, to engage meaningfully with families from birth with the aim to give each child the best possible start.

Develop a Reconciliation Action Plan to further deepen connections with our First Nations people.

Develop a statement of literacy to support quality induction and continuity.

Ensuring accessibility and inclusion of the service’s physical environment to promote high involvement of all Preschool (particularly IPP) children.