

Learning Improvement Plan – Goal 1



Goal

Site name:

Goal 1: Children will show curiosity and communicate their explorations with others, so that they can initiate and drive their own learning and understand the world around them.



Desired state for learners and learning

Children will....

- Follow and extend their curiosities with enthusiasm, energy and concentration
- Initiate investigative play to solve self-generated problems and discoveries
- Revisit previous learning experiences and plan new challenges
- Contribute their ideas and experiences in play
- Interact with other's to clarify and challenge thinking

Educators will....

- Provide children with resources that offer challenge, intrigue and surprise, support their investigations and share their enjoyment
- Model inquiry processes, including wonder, curiosity and imagination, try new ideas and take on challenges
- Engage in sustained conversation with children about ideas and experiences.
- Help and encourage children to make visible their theories and ideas to others



Intentional Actions

Actions	NQS Links	Timeline	Roles & Responsibilities	Monitor & Evaluate
Educator will intentionally design learning environments that spark children's curiosity and are relevant to their curiosities, discoveries, and theories.	1.2 Educators facilitate and extend each child's learning and development 3.2 The service environment is inclusive, promotes competence and supports	12/12/2025	Educator will seek information from families to assist with creating purposeful learning environments. Educator will tune into children's curiosity, discoveries, theories, perspectives, knowledge and skills. Educator will seek children's voice and agency to assist with	Strategies to achieve this through the planning cycle: Observation: regular observation of children in the learning environment to see how they interact with materials and each other. Take note of their interests, questions and the ways they explore their surroundings. Documentation: detailed records of children's activities-photos, videos and written notes in order to track progress and identify patterns in children's curiosities and discoveries. Establish the use of a floor book to have children take ownership of their learning.

	exploration and play-based learning		<p>design of learning spaces.</p> <p>Educator will be responsive and in tune with the child- knowing next steps and allowing children to be in charge of learning experiences.</p> <p>Educator will critically reflect on areas for improvements.</p> <p>Educator will conduct an audit of the current environment aligning to RRR environment scales (Exploratory, Pretend/Symbolic, Sensory/ Physical, Social) and assess effectiveness of learning environment.</p> <p>Educator will conduct an audit of current resources and align new purchases to philosophy statement.</p>	<p>Photographic evidence in floor book- from beginning of the year to the end to be shared with Leader during fortnightly meetings.</p> <p>Floorbook development/implementation- consider PD available through Briony Brooks, Gowrie, professional reading (Claire Warden), as well as use prior and upcoming learning from David Gilkes.</p> <p>Feedback: Engage with children to gather their thoughts and feelings about the learning environment. Ask open ended questions to understand their perspectives and insights and encourage SST.</p> <p>Reflective Practice: using observations and documentation to assess the effectiveness of the learning environment.</p> <p>Collaboration: Work with colleagues to share insights and strategies, with these discussions aimed at providing new ideas and perspectives on how to enhance the learning environment.</p> <p>Assessment Tools: use assessment tools that focus on children's engagement and learning processes to evaluate how well the environment supports curiosity and exploration. Use environmental scales to assess elements.</p> <p>Flexibility/Adaptability: adapt the environment, based on ongoing evaluations- introduce new materials, rearranging spaces, or modifying activities to better suit children's evolving interests.</p>
Educators will ask open-ended questions and encourage children to make visible their theories and ideas to others.	1.2.2 Responsive teaching and scaffolding	12/12/2025	<p>Educator will support children by providing positive reinforcements and affirmations to encourage children to explore and play.</p> <p>Educator will give wait time to allow children to respond</p>	<p>Strategies to monitor and encourage children to express their theories and ideas:</p> <p>Intentional questioning: to prompt children to think deeply and express ideas, encourage exploration and reasoning.</p> <p>Active listening: pay attention to children's responses to assist in understanding their thought processes and provides insight into their theories and ideas.</p>

		<p>Educator will re-frame the questions, asked by children back to the child/ children, so that they take ownership of their learning.</p> <p>Educator will acknowledge that silence is okay.</p> <p>Educator will use open ended questions to help children clarify, elaborate, and extend ideas. Including Tell me more... How do you know? How can we find out? How can you show me your idea/thinking?</p> <p>Educator will engage in questioning PD with David Gilkes.</p> <p>Educators will refine processes for documenting children's possible lines of inquiry, incorporating family voice and critically reflecting on educator practice.</p> <p>Leader will conduct observations/walk throughs to monitor and give feedback on the level of questioning, using RRR Scales (Quality interactions).</p>	<p>Documentation: use a variety of methods to assist in tracking how children's ideas develop over time.</p> <p>Reflective dialogue: engage children in reflective conversations about their ideas, encouraging them to explain their thinking and consider different perspectives.</p> <p>Reflective practice: educators to reflect on questioning techniques and their effectiveness in encouraging children to express their ideas. What works well? What needs adjustment?</p> <p>Peer sharing: create opportunities for children to share their ideas with peers to assist children in articulating their thoughts and learn from others.</p> <p>Visual representation: encourage children to represent their ideas through creative means to make abstract ideas more concrete and accessible to others.</p> <p>Feedback and encouragement: as children express their ideas, educator to acknowledge efforts and encourage further exploration.</p>
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