

Documenting evidence

This is a sample of one early childhood teacher's evidence.

It is important to note that evidence may vary significantly from this particular sample due to the context of each early childhood setting and the practice of each individual teacher.

In this particular sample

- fictitious names have been used
- some standards have been addressed / reinforced by the mentor witnessing aspects of practice
- supporting documents such as a rubric of learning, checklists, portfolio evidence, photos and specialist reports were included as evidence but have not been reproduced here
- the documentation is annotated to indicate where there is evidence that each standard has been met.

This sample was submitted in 2015 and does not include specific reference to APST 1.3, 1.4 and 1.6. During 2015, these standards could be evidenced collectively under APST 1.5.

From 2016, specific evidence must be provided to show that all 37 standards have been met.

If a provisionally registered teacher undertaking the process does not teach children with special needs (disabilities) or children who are identified as Aboriginal and Torres Strait Islander children, the provisionally registered teacher should discuss with their mentor the strategies they would put in place should they be teaching learners with these characteristics.

This 'hypothetical' is best when it relates to learners who may be attending the early childhood service but not taught by the provisionally registered teacher (the question to be answered is: What would you do if you find out you are teaching that learner next year?).

The mentor may have a professional discussion with the beginning teacher about their approach and the mentor may direct them to some further reading or professional learning modules. The provisionally registered teacher should then document the strategies they would use to understand how this diversity of learner characteristics may affect learning and the teaching practices they would use to ensure participation in learning for these learners.

EARLY CHILDHOOD INQUIRY

EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

How do I manage children's behaviour during whole group learning experiences to ensure all children are engaged and learning occurs?

1. Content and context for child learning

1A. THE LEARNERS

My learners and reason/s I selected them (including those with a disability)

Our kindergarten is located in an isolated coastal and rural tourist destination. The majority of children who attend the kindergarten program are from low socio economic to middle class backgrounds; these backgrounds influence the skills and dynamics each child brings into the preschool context.

Our hours of operation (contact hours) are Monday to Wednesday 8:45am - 1:45pm. Our kindergarten is currently managed by a voluntary parent committee; this year many committee members are Primary and Secondary teachers.

Our staffing consists of one Kindergarten teacher, one Co-educator and one Administrative assistant.

Parents engage in our program on a daily basis as parent helpers; their assistance ensures our program runs smoothly with minimal interruptions.

Our current child population consists of 15 children: 10 children are female, and 5 children are male.

A Preschool Field Support Officer (PFSO) visits us on a regular basis to observe and provide strategies to manage and support three of the children.

During last term (Term 3), our learning focus was centered on friendship skills and social expectations during whole/small group experiences. The goal was to establish a more cohesive and engaged preschool environment, which would also equip the children with the skills, knowledge and understanding to engage positively within the preschool context.

Observations during term 3 revealed that although many children can communicate group time expectations, they are still engaging in off task behaviour (speaking when someone else is speaking/reading, waiting for a turn, prodding at each other and / or not engaging at all during whole group activities).

Reflection on these observations highlights an area of need for further social skill development within our program. Therefore, all the children in the group could benefit from this inquiry.

This term (Term 4), the children are engaging in a Kinder/School Transition Program, which will require children to engage in whole group literacy and numeracy activities within the school context for a duration of one hour, one morning a week. If this experience is to be a positive and enjoyable one, my Co-educator and I are responsible for equipping the children with the skills, knowledge and understanding to be active learners, who are engaged participants during whole group experiences.

This practice also links explicitly to the Victorian Early Years Learning and Development Framework (VEYLDF) objectives. For example:

- Children show an interest in other children and being part of a group (Identity);

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active civic participation (Community).

Due to this highlighted area of need, I am hoping that by constantly reflecting on my teaching practice both in action and on action, the children will benefit from my inquiry action plan and become active and engaged learners during group time activities.

1B. LEARNING CONTEXT

The range of learning levels of my selected learners and how I know this

Based on observations, assessment outcomes and professional feedback (PFSO), our child population consists of a diverse mix of abilities:

- One child (Emma) is in her second year of funded kindergarten and currently visits a psychologist due to anxiety and stress issues.
- One child's family is being encouraged to seek formal assessment for potential Autism Spectrum Disorder. Based on observations, the PFSO has recommended this child (Harry) has another year of preschool during 2016; however, the parents disagree with the formal assessment process and wish to send their child to school during 2016, which we respect.
- One child's age is impacting on his engagement; he does not turn five until April next year. He (Roger) is having a second year of funded kindergarten during 2016 to allow more time to mature across all developmental areas.
- One child (Rose) suffers separation anxiety.
- The remainder of the children demonstrate behaviours that are age / stage appropriate.

At present, we have no English as Additional Language children; however, we do have many children whose parents have diverse heritage backgrounds which include Polish, Slovakian, Irish, Dutch and Portuguese.

Factors affecting learning of my selected learners and how I address in my planning

Reflecting on group observations it is evident that a significant proportion of the children have difficulties in the following areas:

- Self-regulating/managing their emotions when things don't go their way.
- Following directions - "on their own agenda" (PFSO,2015).
- Talking in turn.
- Engaging in activities for the duration.
- Taking turns while speaking and listening.

Through reflection based on parent, colleague/s and PFSO conversations / observations; combined with my own knowledge based on observations and assessment outcomes, some factors that may be impacting teaching and learning are:

- Learning styles / preferences.
- Additional learning needs.
- Cultural backgrounds and beliefs - ways of being and doing.
- Social skills.
- Maturity level.
- Frequency of attendance.

All the suggestions made by our visiting PFSO in relation to supporting all the children in the group, behaviour management strategies and resources have been discussed, included and implemented in the learning program. (Appendix 7: PFSO Report).

I have encouraged parent suggestions, ideas and feedback to ensure we are providing access for their child/children to participate in our learning program. This way I have been able to incorporate the interests of the children into the learning program and make it more relevant for them.

To cater for the range of diversity within the group, we also include a range of learning activities based on Howard Gardener's Multiple Intelligences to cater for the range of learning styles: visual/spatial, bodily kinesthetic, musical, linguistic, logical-mathematical, interpersonal and intrapersonal.

Other characteristics that may impact on teaching and learning includes one child who is potentially on the Autism Spectrum. Regularly, this child displays off task behaviours such as yelling out during group experiences and occasionally hitting out at other children who are within his vicinity. To ensure these behaviours have limited impact on teaching and learning, we work closely with his parent/s and PFSO to ensure we are competently implementing teaching and learning that supports his learning and developmental needs.

Furthermore, one of our younger children, who will be returning again during 2016 for a second year of funded kindergarten, regularly displays off task behaviours of yelling out and disrupting other children when he is tired. More often than not, his behaviour can be managed with rule reminders so he remains on task.

1C. CONTENT FOR THE PROGRAM OF LEARNING

My annotated program of learning (showing curriculum / development, requirements, literacy / numeracy development, incorporation of ICT and understanding of ATS / histories, cultures and languages where relevant)

Attached is an annotated sample of the structure of our weekly program (Appendix 6).

Please note: when the children transition from our outdoor to indoor program, they engage in a whole group learning experience that usually incorporates a song, a storybook experience and some physical activity. These experiences are centred on planned and spontaneous topics reflecting the interests and needs of children.

This particular component of the program, will provide a structured daily morning timetable of learning to intentionally target my action plan to investigate my question of inquiry.

The content for our program of learning is shaped by the principles embedded within National Quality Standards (NQS), and the learning outcomes within the Victorian Early Years Learning and Developmental Framework (VEYLDF), which falls under the overarching umbrella of the Early Years Learning and Developmental Framework (EYLF) and overlaps into AusVELS.

Working within these frameworks enables us to highlight areas of need, whilst providing a quality and holistic program to meet the needs of the individual child. Through careful daily observation and assessment, we are able to identify levels/stages of learning across the five outcomes within the VEYLDF: Identity, Community, Wellbeing, Learning and Communication.

These observations provide evidence of the children's learning progression and highlight areas of interest, which informs our future planning for the content of our weekly program. These observations also provide assessment evidence for aligning developmental learning progression against the framework outcomes within each individual child's portfolio. This program is adjusted weekly and the outcomes are chosen based on the observed needs and interests of each child as they emerge throughout the term.

Our kindergarten philosophy is that a child's family is the primary educator and socializer. Therefore, we strive for families and teachers to work as one to enhance children's overall development. This process, combined with reflection on formative and summative assessment information, provides clarity so the uniqueness and potential of each child is recognised. This information enables us to plan a program of learning at the level of the child's understanding, which is also founded on their interests. This feedback is then integrated into our learning program, and is aligned with the outcomes in the VEYLDF.

1D. MY EVIDENCE OF PRIOR LEARNING OF LEARNERS

My Term 3 observations highlighted a need for the children to be actively engaged during whole group learning experiences, which include story book reading experiences and shared story telling experiences where the children are required to listen.

Midyear reports highlight a need for the children to develop their social skills so they become active and engaged learners during group activities. A recent observation (14/10/2014) from an experienced Prep teacher also highlighted that the children need to develop their skills in sitting, listening and waiting for their turn to speak during group activities.

During Term 3 our PFSO suggested that while the children are transitioning into being active participants in whole group experiences, many are still learning the skills of sitting still, listening, waiting their turn and staying engaged for the duration of a group experience.

When reflecting on the overall development of the children, midyear Brigance Screening Tests (Appendix 5) identified that:

- 8 children had slightly above average academic levels for their age
- 4 children had just below average academic levels for their age, and

- 3 children were at the median standard
- For language skills, 14 out of 15 children fell into the average to above average percentile.
- For fine/gross motor skill development 7 out of 15 children fell below the average percentile range.

However, a writing sample collected during July/August provided evidence that many children were competent using a pincer grip when writing their names; they were also competent using their fine motor skills to manipulate tools to create artworks.

Overall, this data combined with observations provides feedback to inform future learning activities and link learning outcomes that further develop what the children know and are able to do.

(Also refer to Unit Plan and Weekly Reflection Appendix 2 for evidence).

1E. LEARNING OUTCOMES FOR THE PROGRAM OF LEARNING

Outcome 1: children have a strong sense of identity

- 1.1 Demonstrate increasing awareness of the needs and rights of others.
- 1.2 Increasingly cooperates and works collaboratively with others.
- 1.3 Initiate negotiating and sharing behaviours.
- 1.4 Show interest in other children and being part of a group.

Outcome 2: children are connected with and contribute to their world

- 2.1 Cooperate with others and negotiate roles and relationships in play episodes and group experiences.
- 2.2 Listen to others' ideas and respect different ways of being and doing.
- 2.3 Practice inclusive ways of achieving coexistence.
- 2.4 Participate with others to solve problems and contribute to group outcomes.

Outcome 3: children have a strong sense of wellbeing

- 3.1 Children increasingly cooperate and work collaboratively with others.
- 3.2 Combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity, including dance, creative movement and drama.

Outcome 4: children are confident and involved learners

- 4.1 Persist even when they find a task difficult.
- 4.2 Use reflective thinking to consider why things happen and what can be learnt from these experiences.

Outcome 5: children are effective communicators

- 5.1 Engage in enjoyable reciprocal interactions using verbal and non-verbal language.
- 5.2 Contribute their ideas and experiences in play and small and large group discussion.
- 5.3 Attend and give cultural cues that they are listening to and understanding what is said to them.
- 5.4 Sing chant rhymes, jingles and songs.
- 5.5 Explore texts from a range of different perspectives and begin to analyse the meanings.
- 5.6 Use the creative arts, such as drawing, painting, sculpture, drama, dance, movement, music and story-telling, to express ideas and make meaning.

Please Note: These learning outcomes build on children's prior learning, they are both achievable and challenging for our children.

My plan for

Learners who need extension beyond the general learning outcomes

- Give children more challenging roles during drama experiences based on our book focus.
- Ask more challenging questions during book reflections.
- Brain Gym - engage children in more challenging actions - for example: holding Hook-Ups for a longer period of time and placing hands under chins, as opposed to in laps.
- Challenge children to investigate and / or add 'other languages' to our Hello Song.

- Give engaged children leadership roles during whole group activities.
- Encourage children who have advanced writing skills to scribe their words. Also, scribe children's understanding for them onto a separate sheet of paper and then allow them to copy the words to communicate their understanding for their book focus reflection.

Learners who need support or modification of teaching strategies to meet the learning outcomes

- Modify roles to suit the developmental needs of the individual child during drama experiences.
- Brain Gym - modify actions to suit the developmental needs of individual children.
- Book reflection - children draw a picture of their understanding.
- Modification of time spent engaging in group time activities may be required for two children.
- or one child, a sensory item (fiddle toy) may be required to maintain his concentration.
- Model the activity, and provide clear, short and concise explanations surrounding the learning activity.

2. The Inquiry Question

2A. THE INQUIRY QUESTION

My inquiry question and how it relates to improved learning

How do I manage children's behaviour during whole group learning experiences to ensure all children are engaged and learning occurs?

2B. PROFESSIONAL LEARNING

When I've observed the teaching practice of others (at least one observation)

Date

22/10/2015

Who and what I observed

Mrs Samantha Irving (Primary Prep to Year 2 Teacher)

I observed two of Samantha's classes, one was a math's class (Prep students), and the other was a Literacy class (Prep to Year 2).

What I saw / heard / experienced

Maths: 24 Prep students were in Samantha's math's class. Samantha mentioned that some students are very engaged learners; however, a number of them are considered to be developmentally immature and can be easily disengaged from the learning taking place. Another teacher also assists Samantha during this class to provide support for teaching and learning.

The learning focus for this session was on division. At the beginning of the lesson, Samantha sang a song and then asked the children to do some Cross Crawling (Brain Gym Action). A drama activity then followed to hook students in with the learning that was going to take place. The drama was based on driving in a car, stopping to buy apples, and then using concrete materials (wooden apples) to share among friends (students). The class were very engaged during this activity, the teacher displayed enthusiasm for the learning that was taking place.

When students displayed off task behaviour during whole group experiences, Samantha tactically paused (stopped speaking and looked at the student/s), and then once certain she had their full attention continued the lesson. Samantha also asked students who were engaging in off task behaviour to explain the learning that was currently taking place. Rules were also displayed on the wall; Samantha used these rules as reminders for the expectations surrounding engagement. Samantha also clapped a beat to get students' attention, as opposed to using her voice. When Samantha clapped a beat, the students then clapped the same beat back, continuing for several rotations until she had all of the students' attention.

When explaining learning activities Samantha's instructions were short, clear and concise. Samantha, then questioned the students to check for task understanding. Samantha also adjusted her voice tone, speaking softly to bring the noise level down during whole group activities, and at times, speaking firmly and assertively to command attention.

Literacy: During literacy, Samantha used similar strategies as she did for maths; however, she used a lot of singing and humour in her teaching to gain students' attention, which appeared to work well. Visuals (pictures) were also used to demonstrate the task at hand so students were aware of the expectations surrounding the task. Rules were also reflected on if students were engaging in off task behaviour. Samantha also asked the student/s who were engaging in off task behaviour if they were making good choices, and what would be a good choice? Reflection on learning occurred at the end of the session.

What I learnt

Drama, singing, physical movement and using humour are an effective way to engage students in their learning.

Having rules on display is useful for reminding students of classroom expectations. Asking students if they are making good choices promoted opportunities for students to engage in self-assessment and reflective thinking processes.

Tactically ignoring off task behaviour, as long as everyone is safe, and praising positive behaviour is a strategy that appeared to work well in this context.

Adjusting voice tone and clapping a beat are effective tools for attracting students' attention. Concrete materials are effective for engaging students in learning, and visual cues are effective for communicating the expectations surrounding the task at hand.

How does this help me address my inquiry?

Observing Samantha's lessons provided effective management strategies for managing students' behaviour and keeping students engaged during whole group learning activities.

Professional Conversation One

Date

22/10/2015

Who I talked with

Mrs Lisa Brown (Primary Art Teacher)

What we discussed

How Lisa manages the student's behaviour and engages students during whole group art activities.

What I learnt

Lisa uses the WALT (We Are Learning To) and WILF (What I'm Looking For) framework so her students are aware of the expectations surrounding their learning Lisa believes using this framework allows students to understand what they are learning, why they are learning, and what success looks like.

To gain student attention, Lisa uses a small bell. Lisa also claps a beat to focus children. If students are engaging in off task behaviour, Lisa points to a seating location and asks them to move to that location. At the beginning of a session, Lisa also asks students to turn on their listening ears and mouths and does actions for these commands. Lisa praises students when they are engaging in positive behaviour.

How this helped me address my inquiry

This conversation has provided tools to add to my teaching tool box, which can contribute to promoting positive behaviour.

Professional Conversation Two

Date

14/10/2015

Who I talked with

Mrs Samantha Irving (Primary Prep to Year 2 Teacher)

What we discussed

How Samantha manages the students' behaviour and engages students during whole group math's and literacy activities. I also spoke to Samantha about how challenging behaviour is managed when students refuse to engage in activities.

What I learnt

Samantha finds drama, singing, visuals, and concrete materials effective for engaging students.

Seating is also an essential consideration for preventing off task behaviour and promoting engagement. When engaging students during story telling experiences Samantha finds large books, short stories, rhyming and repetitive and / or counting books are effective for engaging students in story telling experiences.

When students are refusing to engage in activities Samantha gives them choices with consequences. If the student/s continue to display off task behaviour Samantha actively ignores the behaviour and praises students who are engaged and who are making good choices.

Collaborative rule making is key for students to have ownership surrounding behaviour expectations.

For good behaviour and active engagement, Samantha rewards students with praise and at times, stickers.

Samantha also suggested that consistent routines were essential so students are aware of the expectations on hand. Samantha also commented that during the past when she has been teaching kindergarten aged children for whole group learning, she would usually include a song with actions and a book focus. Samantha also implements many Brain Gym Actions in her teaching to focus and / or calm children.

How this helped me address my inquiry

This conversation has provided me with effective strategies and considerations to implement in the preschool room during whole group learning experiences.

(Review additions in Unit Plan as a result of engagement in these processes).

Other professional learning I undertook to support my learners in relation to my question for inquiry

Reading and reflecting on the content embedded within our Behaviour Guidance Policy, Inclusion and Equity Policy, Code of Conduct Policy and Interactions with Children Policy, combined with professional conversations with parents and professional reading from various educational texts regarding behaviour management has provided me with guidelines and appropriate strategies to manage behaviour, which will be intentionally considered and incorporated to promote a positive learning environment.

The following strategies are based on this professional learning, which will help address my question for inquiry:

- Classroom environment - consider temperature, light, reduce clutter, consider seating arrangements, and include visual prompts (pictures and text) surrounding group time expectations (Marsh, 2009).

- Responsibilities, Routines, Rules, Rights and Rewards - Collaboratively brainstorm rights and rules for group time activities, and then collaboratively decide on expectations, rewards and consequences. These collaborative processes allow children to have ownership over their behaviour; these processes also provide a consistent visual rule reminder for children to reflect on, self-assess and self-regulate (Rogers, 2007).
- It is also important that rewards are not handed out in excess, they must have a purpose. Kohn (2003) suggests that if teachers are continually praising, handing out stickers or reward items, children will become less motivated, and in some cases, children are less interested in the task at hand and more dependent on teacher approval. Learning styles will be considered to ensure activities cater for a range of intelligences within the learning context. Linking drama, singing, puppetry and felt board activities to literacy experiences (book reading) scaffolds children's learning and promotes active engagement and positive behaviour (Marsh, 2009).
- Use visual timers (sand timers) so children can visualise the duration of the activity (Early Childhood Education Journal, 2014; PFSO, 2014).
- A weekly book focus, combined with large book reading experiences, can be effective resources for engaging children in learning (Early Childhood Education Journal, 2014).

Professional Development: *Brain Gym - For Reducing Challenging Behaviours and Promoting Positive Engagement.*

This professional development provided rich information surrounding exercises to implement in the learning environment. These exercises are designed to calm behaviour while preparing children's internal systems for active engagement and optimal performance in the following areas:

- Intellectual - Academically - Cognitive and Executive Functioning.
- Coordination - Gross and fine motor activity.
- Personal - Confidence and self-esteem.
- Interpersonal - Social skills and relations.
- Creativity - Style / Flair and Imagination.

Engaging in this professional development has equipped me with skills, knowledge and understanding surrounding physical exercises, routines, games and songs, which will be useful tools to incorporate as preparation for learning and calming down activities during our whole group learning activities (Hocking, 2014).

The Singing Classroom Workshop: This professional development equipped me with a toolbox of useful songs and actions to engage children in learning. Engaging in this professional development equipped me with knowledge surrounding Welcome Song/s. These songs will be useful to incorporate into the beginning of our Morning Indoor Program so the children know that learning will be commencing after singing of the song/s occurs.

Early Childhood Educators Professional Development Day - Supporting Children's Behaviours and CALO Cultural Awareness

This professional development day enabled me to reflect on our learning environment and my pedagogical approaches. This professional development equipped me with a number of strategies and tools to manage the learning environment to promote engagement:

- Teacher tone (quiet voice = quieter learning environment).
- To focus children with challenging behaviours - use visual equipment (sand timers, stickers on clock) so they can visualise the duration of the learning activity.
- Seating and spaces - defined seating spaces when children are sitting on the floor so they are not squashing or leaning on each other. Defined spaces are useful for managing behaviour because they provide opportunities to seat children next to peers who are less disruptive.
- Reducing the number of displays / art on walls reduces an overload of sensory stimulation; children are then more focused on their learning.

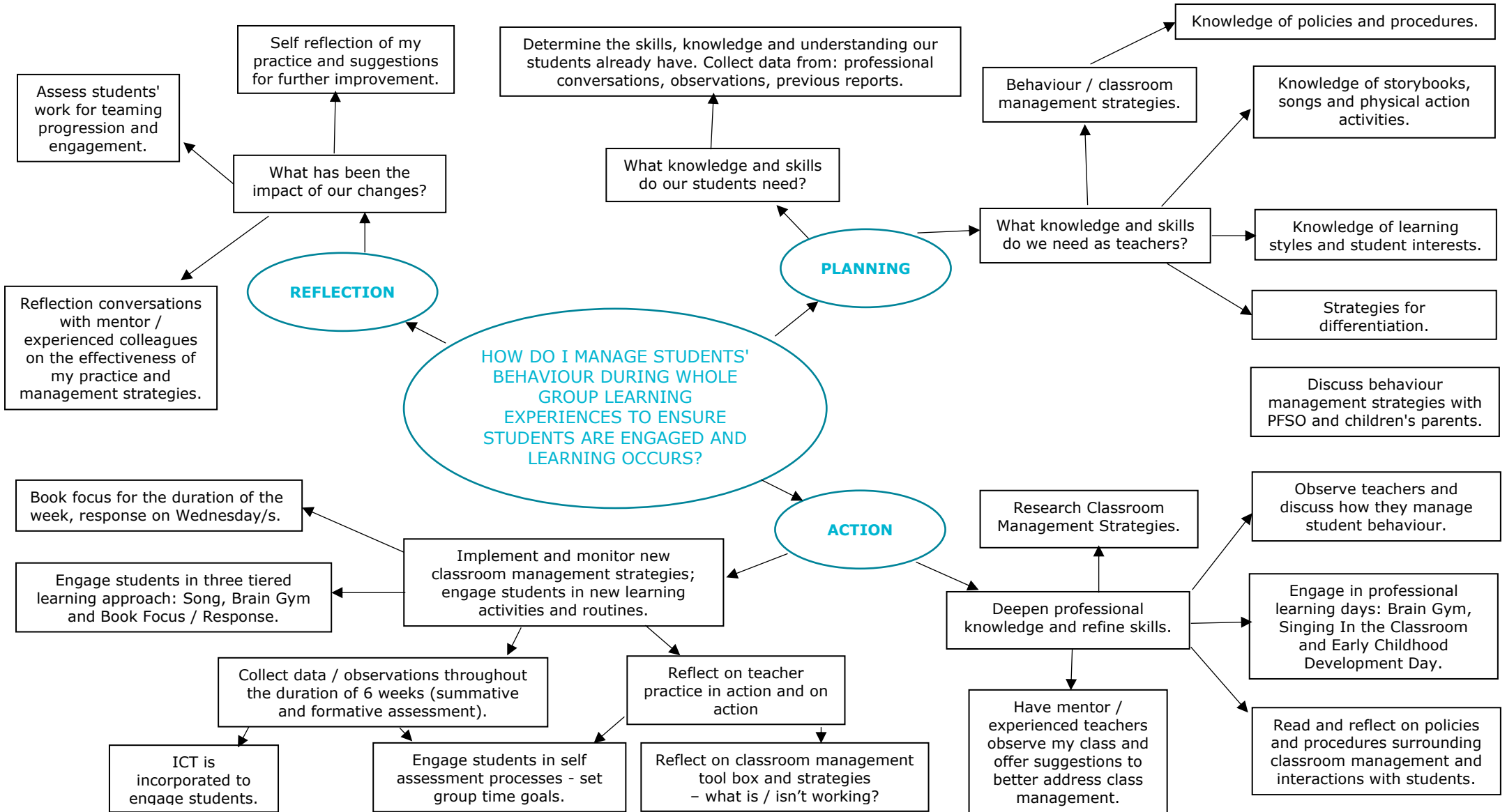
- Whole Group Activity Routine (visual timetable) promotes a visual tool so children understand what stage of the activity we are working within and what activities are scheduled until the experience finishes.

Professional Conversations with Parents

Engaging in professional conversations with children's parents has provided a wealth of information surrounding strategies that might promote active group time engagement. Some of this feedback has been based on types of rewards (dinosaur stickers), and types of books to promote engagement based on the child's current interests or events occurring in their lives. Using management strategies in which the child is familiar, "You have until 5 to join us - then count backwards from 5 - if the child then doesn't engage - reinforce the expectation and follow through with consequences" (Peta).

Overall, professional development and research has enabled me to rethink my management of the learning environment, the learning environment and the content embedded within learning activities. Professional development has also equipped me with a range of new teaching tools to bring into the learning context to manage behaviour during whole group learning experiences so children are engaged and learning occurs.

ACTION PLAN



3. The Action Plan

3A. THE ACTION PLAN

Documentation of

- *my action plan to address the learning outcomes arising from my question for inquiry, including timelines and activities*
- *learning outcomes modified for particular learners and reasons for this*
- *specific learning resources, practices and activities I used to support learners, including those I used to meet individual learning needs*
- *assessment tasks I used to assess learning and provide formative and summative feedback to learners*
- *where I have applied my new knowledge to my teaching practice*

Inquiry unit plan

Throughout this inquiry I will be focusing and reflecting on my behaviour management strategies to ensure I am providing clear, defined and supportive foundations, which ensure all children are engaged and learning occurs. To document learning progression and ensure learning is occurring, assessment evidence will be collected when children engage in a consistent three tiered group time activity approach which consists of:

- Welcome Song/s (2)
- Brain Gym Actions
- Weekly Book Focus / Reflection / Response

Learning outcomes modified from your original plan of learning

- Children demonstrate their comprehension of a text, including the way it is structured (beginning, middle and end), through creative arts: drama and drawing (Learning Outcome 5.3). A weekly book response where children identify the beginning, middle and end of a story, or a character from the story, has been included to promote thinking, engagement and provide concrete assessment of learning.
- Children use feedback from themselves and others to revise and set goals (Learning Outcome 4.3). This has been included so children can engage in self-assessment processes to set goals relating to active group time engagement.
- Children explore and communicate mathematical ideas and concepts (Learning Outcome 4.2). This has been included to strengthen children's mathematical knowledge and promote active engagement and thinking.
- Children combine gross and fine motor movement to achieve increasingly complex patterns of movement during Brain Gym Activities (learning Outcome 3.1). This has been included as a calming and focusing tool.
- Children use information and communication technologies to access information, investigate ideas and represent their thinking (Learning Outcome 5.4). This has been incorporated to promote further engagement and enhance children's knowledge and understanding.

Specific learning resources, practices and activities put into place to support children

- Numerous management strategies are included in the program to promote positive behaviour and engagement (strategies are documented in my Action Plan).
- Inclusion of Brain Gym Program to promote structure and active engagement, this program is also recommended for supporting children who have additional learning needs.
- Using ICT where possible so children stay engaged with the book focus for the duration of the week.
- Linking art activities with the weekly book focus to further enhance children 's knowledge and understanding.
- Having puppets which link to the weekly book focus to further enhance knowledge and understanding.

- Having a consistent framework of routine learning activities within our morning group time session.
- Specific song focus, beginning of morning group time session, used as a cue to communicate that learning is commencing.
- Explaining the what, why and how of the task so children understand what they are learning, why they are learning and how they will know if they are successful.
- Collaboratively establishing rules, rights, responsibilities and routines so children have ownership over learning environment expectations; these are then used for reminders.

(Also refer to Classroom Management Strategies in Action Plan for evidence)

Differentiation activities

Some children may have difficulties completing all Brain Gym Actions. If so, I will modify the actions to suit the needs of the individual learner. For example, for children who are having difficulties Cross Crawling, I will use stickers on opposite hand and knee to support their learning.

Some children may find the Brain Gym Actions easy. If so, I will challenge them to combine actions with eye tracking, and or more challenging actions.

Book Responses - some children will draw pictures to communicate understanding; however, to challenge more advanced children I will encourage them to scribe their words to communicate their understanding.

During drama activities I will differentiate the task to suit the need of the individual learner. Advanced learners will be given leadership roles so they can model the activity/expected behaviours to peers.

Additional assessment practices / tasks put in to place to provide feedback to children

- Intentional self-assessment opportunities have been put in place so children can engage in reflective thinking processes and set goals for themselves.
- A weekly book response assessment task has been put into place to monitor children's learning and provide evidence of engagement (listening) during whole group learning activities.
- Visual rewards (names on Friendship Tree and in Treasure Chest) for positive behaviour and engagement. This is used to reflect on learning progression during group time activities and for goal setting (challenging children to have their names on a leaf or in the treasure chest).
- Our book focus goes for the duration of the week (Monday - Wednesday), as opposed to only one day, and children engage in a comprehension assessment task relating to the book focus on Wednesdays.
- Our book focus during our morning session is planned; the book selection is planned and intentional (as opposed to spontaneous).
- Intentional formative feedback on Brain Gym Actions; to further enhance learning.

(Review to Unit Plan for further evidence)

How I have applied new knowledge to the action plan (please note this is in my Action Plan below)

Child specific aims

Behaviour is managed during whole group learning experiences; all children are engaged and active learners.

Below is an overview of a structured Indoor Morning Transition Program (whole group learning activities) children will engage in for a duration of 6 weeks which links directly to the VEYLDF.

Please note: the week prior to implementing my action plan I showed the children the 'Speaking Stone' and discussed its purpose. Children passed the stone around to each other. They decided that the only person allowed to speak during group time was the person who was holding the Speaking Stone.

ACTION PLAN

Curriculum: Victorian Early Years Learning and Development Framework (VEYLDF) OUTCOMES	KEY COMPONENTS OF OUTCOMES	EVIDENCE OF LEARNING Students:
1. IDENTITY Children have a strong sense of identity	Children feel safe, secure and supported (L01.1)	<ul style="list-style-type: none"> • demonstrate awareness of the needs and rights of others (LO1.1)
2. COMMUNITY Children are connected and contribute to their world	Children develop their emerging autonomy, inter-dependence, resilience and sense of agency (L01.2)	<ul style="list-style-type: none"> • demonstrate collaborative behaviours such as negotiating and sharing during whole group activities (L01.2)
3. WELLBEING Children have a strong sense of their wellbeing	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active civic participation (L02.1)	<ul style="list-style-type: none"> • practise inclusive ways of achieving coexistence when they listen to other students' ideas and respect ways of being and doing (L02.1) • contribute to democratic decision-making about matters that affect them (L02.1) • cooperate with others and negotiate roles during whole group experiences (L02.1)
4. LEARNING Children are confident and involved learners	Children take increasing responsibility for their own health and physical wellbeing (L03.1)	<ul style="list-style-type: none"> • combine gross and fine motor movement to achieve increasingly complex patterns of movement during Brain Gym Activities (L03.1) • cooperate and work collaboratively with others (L03.2)
5. COMMUNICATION Children are effective communicators	Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity (L04.1)	<ul style="list-style-type: none"> • persist even when they find a task difficult (L04.1)
	Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating (L04.2)	<ul style="list-style-type: none"> • communicate mathematical ideas and concepts (L04.2)
	Children resource their own learning through connecting with people, place, technologies and natural and processed materials (L04.3)	<ul style="list-style-type: none"> • use feedback from themselves and others to revise and set goals (L04.3)
	Children interact verbally and non-verbally with others for a range of purposes (LO5.1)	<ul style="list-style-type: none"> • contribute their ideas during large group discussions (LO5.1) • attend and give cultural cues that they are listening to and understanding what is said to them (LO5.1)

	Children engage with a range of texts and get meaning from these texts (L05.2)	<ul style="list-style-type: none"> display positive communication skills (speaking, listening and singing) when they engage in activities and whole group discussions (L05.2) recognise and engage with written and oral culturally constructed texts (L05.2)
	Children express ideas and make meaning using a range of media (L05.3)	<ul style="list-style-type: none"> demonstrate their comprehension of a text including the way it is structured (beginning, middle and end), through language and the creative arts: drama and drawing (L05.3)
	Children use information and communications technologies to access information, investigate ideas and represent their thinking (L05.4)	<ul style="list-style-type: none"> engage with information and communication technology to access information and to make meaning (L05.4)

Classroom management strategies to promote positive behaviour and student engagement

Standard 1: Know students and how they learn - uses research and collegial advice about how students learn to structure teaching programs.

Standard 4: Manages challenging behaviour by establishing and negotiating clear expectations with students and addresses discipline issues promptly, fairly and respectfully (Also refer to Mentor Teacher Feedback - Appendix 1).

Reinforce Key Tag System already in place for overall engagement throughout the day (Prior management tool - see Appendix 4).

- Remove excess clutter from the room prior to commencing inquiry process to reduce sensory overload.
- Brainstorming - rule expectations for group time (rules will be displayed). (Support student learning).
- Use laminated name templates to organise seating - monitor what works and what doesn't.
- Use rules as a reflection for engagement and as a rule reminder for behaviour.
- Discussion - purpose of visual timers (Sand timer). This can be used for students to visually monitor their time for engagement, or as a tool to refocus (students sit quietly for the duration of the sand timer) (Applying new knowledge to action plan).
- Clap a beat or ring bell to draw students' attention as opposed to using language. (Applying new knowledge to action plan).
- Tactically ignore off task behaviour, providing everyone is safe.
- Reorganise room - we have recently removed the couch from group time; we will also remove the cushions as a classroom management strategy.
- Make sure temperature of the room is not too hot or cold.
- Make sure classroom lighting is adequate.
- To bring students into an orderly group whilst sitting on the floor, use the following strategy: Using arms I make a V shape if the students are not sitting in the V they can't see me, so ask them to move so they are sitting in the V. (Strategy I observed a Principal using to calm and gain attention).
- Waterfall action (Strategy I observed a principal using to calm and gain attention).
- Deep breathing (Belly breathing) to calm and settle. (Applying new knowledge to action plan).

- Speaking Stone, whoever has the stone is the person who is speaking, and everyone else remains silent and listens. (Applying new knowledge to action plan).
- Adjust voice tone; quieter voice to bring noise levels down.
- Rewards: Large Treasure Chest (under Friendship Tree) - student names will be scribed on a diamond or star paper and placed in the Treasure Chest Children will receive a reward half way through my inquiry and then at the end of this inquiry.
- For outstanding engagement - students' names will go on a 'Special Lear, which will be added to the Friendship Tree for students to observe.
- Reinforce to students that at our preschool we don't reward bad behaviour (Mentor Teacher Suggestion).

INQUIRY UNIT PLAN

Our Whole Group Activity Structure will focus on a consistent 3 tiered routine approach for the duration of this inquiry

- Welcome Song/s (2)
- Brain Gym Program
- Book focus and Book response (response will occur on Wednesdays)

WEEK 1

What we are learning: This week we are establishing classroom rules and expectations, we are learning some words to the song People From all Around The World, we are learning a Brain Gym Action (Brain Buttons) and we are engaging in book focus and response activities.

Teacher practice: Model activities and expected behaviours -attract student attention - clapping a beat, ringing a bell, tactically pausing or adjusting voice tone. Maintaining student engagement - using: sand timer as a visual tool. varying group time with a range of singing and physical actions.

Resources: The Very Hungry Caterpillar, Treasure Chest, Paper Leaves, Sand timer, CD (Music), Bell to draw attention.

MONDAY	TUESDAY	WEDNESDAY
<p>LEARNING OBJECTIVE/S Students share ideas, engage in decision making processes and respect others ideas when they engage in discussions and decision making processes to establish a positive learning environment (L02.I).</p>	<p>LEARNING OBJECTIVE/S Students demonstrate active group time engagement when they sing, and practise Brain Button actions (LO3.1 and 5.2).</p> <p>Students display active group time behaviour when they actively listen and share their ideas surrounding our book focus (LOS.2).</p>	<p>LEARNING OBJECTIVE/S Students demonstrate active group time engagement when they sing and practise Brain Button actions (LO3.1 and 5.2).</p> <p>Students demonstrate their comprehension of a text, including the way it is structured (beginning, middle and end), through language and the creative arts: drama and drawing (L05.3).</p>
<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Fungai Alafia • Introduce song: "Hello - From People Around the World" • Introduce Brain Gym - Brain Button activity • Brain storming - rule expectations for group time (rules will be displayed) • Discussion - purpose of visual timers (Sand timer) and Speaking Stone during whole group activities • Discuss Rewards: Large Treasure Chest (under Friendship Tree) student's names will be scribed on a diamond paper and placed in the Treasure Chest • For outstanding engagement, students' names will go on a 'Special Leaf that will be added to the Friendship Tree for all to observe • Formative Assessment: Questioning for understanding 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Fungai Alafia and Hello song • Reflect on learning from Monday • Practise Brain Buttons • Book focus and discussion - The Very Hungry Caterpillar 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Fungai Alafia and Hello song • Reflect on Rule Reminders (check for understanding) • Book focus and discussion - The Very Hungry Caterpillar Dramatic whole group story telling
<p>FORMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> • Observation on student feedback surrounding expectations 	<p>FORMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> • Song participation - did students engage? • Brain Gym - can students do the action? • Are students actively listening, responding and engaging appropriately during the book reading experience? 	<p>FORMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> • Song participation - did the students engage - learning progression? • Brain Gym - can students do the action/s? • Did students actively engage during book reading experience?

		<ul style="list-style-type: none"> • Reflect on classroom management – how rules, routines and rewards are working. • Assessment: Evidence of students' engagement and learning - Book comprehension question sheet (L05.3)
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WEEK 2

What we are learning: This week we are reflecting on our progress and engagement during group time activities. Brain Gym - we are learning how to do Hook ups and combining this action with Brain Buttons. Our Book focus is Where The Wild Things Are; we are learning to identify the beginning, middle and end of the story. For our Hello Song, we are learning a new word 'Ahoy'.

Teacher practice: Model activities and expected behaviours. To attract students' attention use the following strategies: clapping a beat, ringing a bell, tactically pausing or adjusting voice tone.

Resources: Where The Wild Things Are, Treasure chest, Paper Leaves, Sand timer, CD (Music), Brain Gym Poster, Speaking Stone, Resources for What's In The Box.

Please note: Select 2 students who are modelling good group time behaviour for Guess What's In The Box Describing: Activity'.

MONDAY	TUESDAY	WEDNESDAY
<p>LEARNING OBJECTIVE/S Students reflect on group time expectations (LO4.3). Students demonstrate active group time engagement when they sing, do Brain Gym Actions (LO3.1 and 5.2) and cooperate collaboratively with others during What's in The Box (LO3.2).</p>	<p>LEARNING OBJECTIVE/S LEARNING OBJECTIVE/S: Students reflect on group time expectations and demonstrate active group time engagement when they sing, and practise Brain Button actions (LO3.1, 4.3 and 5.2).</p> <p>Students display active group time behaviour when they actively listen, answer questions without calling out, and share their ideas during oral storytelling experiences (LOS.2).</p>	<p>LEARNING OBJECTIVE/S Students demonstrate positive group time engagement when they sing and actively engage in Brain Gym action activities (LO3.1 and 5.2).</p> <p>Students demonstrate their comprehension of a text, including the way it is structured (beginning middle and end), through language and the creative arts: drama and drawing (LOS.3).</p>
<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Reflect on classroom expectations and Friendship Tree additions • Fungai Alafia and Hello song (New word- 'Ahoy' (Slovakian for Hello)) 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Fungai Alafia and Hello song • Reflect on Friendship Tree additions and / or Treasure Chest additions; praise good behaviour • Brain Gym - Brain Buttons and Hook ups 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Fungai Alafia and Hello song • Reflect on Friendship Tree additions for this week • Brain Gym - Brain Buttons and Hook ups

<ul style="list-style-type: none"> • Brain Gym - Brain Buttons and Hook ups, include Eye tracking for students who need extending • Book focus - Where The Wild Things Are. Prior to commencing storytelling - What's In The Box? Mentor teacher's suggestion (Wild Thing Character) 	<ul style="list-style-type: none"> • Book Focus - Where The Wild Things Are. Prior to commencing storytelling - hooking in activity - What's In The Box? (Wild Thing Character) 	<ul style="list-style-type: none"> • Book Focus - Where The Wild Things Are - Dramatic Puppetry Storytelling experience • Comprehension activity - drawing and / or scribing understanding of events in book - beginning, middle and end (LOS.3)
<p>FORMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> • Observe song participation - did the students engage? • Observe Brain Gym actions - can students do the Brain Button action and / or Hook ups? • Are all students engaged (actively listening and responding appropriately) during book reading experience? • Observe what classroom strategies are working well? What isn't working well? 	<p>FORMATIVE ASSESSMENT (Observations and questioning)</p> <ul style="list-style-type: none"> • Song participation, are students engaging? • Are all students actively engaging in group reading experience: listening, not talking • during oral storytelling, answering questions when asked? • Are students responding to classroom management strategies - What's working well; what isn't? 	<p>FORMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> • Song participation - did the students engage? • Brain Gym - can students do the action/s, are they engaged in the learning? • Are all students on task during dramatic storytelling activities? • Reflect on students' comprehension (drawings) to demonstrate that learning has occurred from book focus. • Reflection on classroom management strategies: Are all students engaged (actively listening, responding and engaging appropriately) during whole group experiences - what is working? What isn't? What additions or changes will I make so students are engaged and their behaviour is better managed?

WEEK 3

What we are learning: This week we are reflecting on our progress and engagement during group time activities and setting goals. Brain Gym - we are practising Brain Buttons, Hook ups and learning to Cross Crawl. Our Book focus is The Book With No Pictures we are identifying characters in the book. For our Hello Song we are learning a new word "Teshch" (Polish for hello).

Teacher practice: Model activities and expected behaviours. To attract students' attention use the following strategies: clapping a beat, ringing a bell, tactically pausing, adjusting voice tone and / or hopping down on the floor with students, as opposed to sitting in chair (Mentor teacher's suggestion). To settle class breathing exercises while quietly viewing the sand timer. To organise seating. draw circles on the carpet and label with name tags (New strategy).

Resources: The Book With No Pictures (Mentor teacher's suggestion), Treasure chest, Paper Leaves, Sand timer, CD (Music), Brain Gym Poster, Speaking Stone, Resources for 'What's In The Box'.

Please note: Select 2 students who are modelling good group time behaviour for "Guess What's In The Box?' Describing Activity'.

MONDAY	TUESDAY	WEDNESDAY
<p>LEARNING OBJECTIVE/S Students demonstrate active group time engagement when they sing, do Brain Gym (LO3.1 and 5.2) and cooperate collaboratively with others during Book focus activities (L03.2).</p>	<p>LEARNING OBJECTIVE/S Students reflect on group time engagement, identify areas for improvement and set goals (L04.3). Students demonstrate active group time engagement when they sing, do Brain Gym (LO3.1 and 5.2) and cooperate collaboratively with others during Book focus activities (L03.2).</p>	<p>LEARNING OBJECTIVE/S Students demonstrate active group time engagement when they sing and practise Brain Button actions (LO 3.1 and 5.2). Students engage with JCT to make meaning of a text, they then demonstrate their comprehension through creative arts: drawing (LO 5.3). Student reflect on group time engagement, identify areas for improvement and set goals (L04.3).</p>
<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Fungai Alafia and Hello song - inclusive of "Ahoy" and "Teshch" (Polish for hello). • Reflect on classroom expectations and Friendship Tree additions. • Brain Gym - Brain Buttons, Hook-Ups introduce Cross Crawling (Cross Crawling difficulties ·use stickers on opposite hand and knee to support learning). For students who require extension include eye tracking combined with actions. • Book Focus - The Book With No Pictures. Prior to commencing storytelling ·hooking in activity • What's In The Box? (sheet of paper with text) 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Classroom warm up focus for engagement - Brain Gym Actions. Reflection on Brain Gym progress (self assessment opportunity and formative feedback). • Book Focus - The Book with No Pictures. Prior to commencing storytelling· hooking in activity -What's In the Box? (A picture I have designed based on a character embedded within the book). <ul style="list-style-type: none"> • Book Reflection 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Fungai Alafia and Hello Song • Reflect on Friendship Tree additions for this week • Brain Gym Actions ·Reflection on Brain Gym progress (self assessment opportunity and formative feedback) • Book Focus -The Book with No Pictures: ICT - You Tube storytelling and discussion experience (L05.4). Prior to commencing storytelling - hooking in activity - What's In the Box (A picture Helene has designed based on a character embedded within the book) • Comprehension Activity - Draw a picture to accompany the text in the book.
<p>FORMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> • Observe song participation - did the students engage? 	<p>FORMATIVE ASSESSMENT (Observations and questioning)</p> <ul style="list-style-type: none"> • Reflection on participation during group activities - what are we/I good at? How can 	<p>FORMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> • Reflection on classroom management strategies: Are all students engaged (actively listening, responding and engaging appropriately) during whole group experiences

<ul style="list-style-type: none"> • Observe Brain Gym Actions - can students do the actions? • Are all students engaged (actively listening, responding and engaging appropriately) during the book reading experience? • Observe what classroom strategies are working well? What isn't working well? What can I do differently if certain strategies aren't working? 	<p>we/I improve? How can we/I do this task better?</p> <ul style="list-style-type: none"> • Song participation - are students engaging? • Are all students actively engaging in group reading experience: listening. not talking during oral storytelling, answering questions when asked as opposed to yelling out their thoughts? <ul style="list-style-type: none"> • Are students responding to classroom management strategies - What's working well; what isn't? 	<p>- what is working? What isn't? What additions or changes will I make so students are engaged and their behaviour is better managed?</p> <ul style="list-style-type: none"> • Comprehension Activity - Collect drawings as comprehension evidence <p>REWARDS - students will receive a pencil with animal eraser to congratulate them for good behaviour.</p>
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WEEK 4

What we are learning: This week we are reflecting on our goals, progress and engagement during group time activities. Brain Gym - we are practising Brain Buttons, Hook ups, Cross Crawling and learning how to do Thinking Caps. Our Book focus is The Frog Who Wouldn't Laugh (Tiddalick The Frog) we are learning to identify the beginning, middle and end of the story. This book also provides opportunities for students to engage with written culturally constructed texts (Aboriginal Story Telling). For our Hello Song we are learning a new word from the Warlpiri People.

Teacher practice: Model activities and expected behaviours to attract students' attention use the following strategies: clapping a beat, ringing a bell, tactically pausing or adjusting voice tone. To settle the class, sit on the floor and do breathing exercises with students while quietly viewing the sand timer or do Hook ups while quietly sitting. To organise seating, draw circles on the carpet and label with name tags. Addition - (Include Bear Emotion Card as a visual tool surrounding displayed student behaviour during group activity).

Resources: The Frog Who Wouldn't Laugh (Tiddalick the Frog Book) and YouTube clip, Treasure chest, Paper Leaves, Sand timer, CD (Music), Brain Gym Poster, Speaking Stone and Laptop.

Please note: Select 2 students who are modelling good group time behaviour for "What's In The Box Describing Activity"

MONDAY	TUESDAY	WEDNESDAY
<p>LEARNING OBJECTIVE/S Students reflect on group time engagement and goals and identify areas for improvement (LO4.3).</p> <p>Students demonstrate active group time engagement when they sing, do Brain Gym (LO3.1 and 5.2) and cooperate collaboratively with others during Book focus activities (LO3.2).</p>	<p>LEARNING OBJECTIVE/S Students reflect on group time engagement for Brain Gym (LO3.1 and 4.3).</p> <p>Students demonstrate active group time engagement when they sing, do Brain Gym (LO3.1 and 5.2) and cooperate collaboratively with others during Book focus activities (LO3.2).</p>	<p>LEARNING OBJECTIVE/S Students demonstrate active group time engagement when they sing and practise Brain Button Actions and persist even when they find the task difficult (LO3.1, 4.1 and 5.2).</p> <p>Students engage with ICT to make meaning of a culturally constructed text (LO5.4 and 5.2), they then demonstrate their comprehension of a text</p>

<p>Students engage with written culturally constructed texts and make meaning from the messages embedded (LO5.2).</p>	<p>Students engage with written culturally constructed texts and make meaning from the messages embedded (LO5.2).</p>	<p>(beginning, middle and end) through creative arts: drawings (LO5.3).</p>
<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Reflect on classroom goals, expectations and Friendship Tree additions. Discuss areas for improvement. Use Bear Card/s to provide visual and language feedback on storytelling • Songs: Fungai Alafia and Hello Song (Include Warlpiri Language) • Brain Gym - Brain Buttons, Hook ups and Cross Crawling (if students are having use stickers on opposite hand a knee to support their learning). Introduce thinking caps. • Book Focus and Discussion - Tiddalick The Frog. What's In The Box (Frog); prior to storytelling. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Fungai Alafia and Hello song • Brain Gym Actions from Monday • Book Focus and Discussion - Tiddalick The Frog, What's in the box (Wombat); prior to storytelling 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Fungai Alafia and Hello song • Reflect on Friendship Tree additions for this week; discuss how we can or have improved our group time behaviour • Brain Gym • Book Focus - ICT: Tiddalick The Frog Story. What's in the box (Kangaroo) - prior to storytelling • Book Focus Comprehension Activity - identifying an event in the book - drawing either the beginning, middle or end (LOS.3)
<p>SELF ASSESSMENT AND FORMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> • 	<p>SELF ASSESSMENT AND FORMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> • Reflection on Brain Gym progress -what am I good at? Where can I do better? How can I improve? • Brain Gym Learning Progression - Using Checklist 	<p>FORMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> • Reflect on students' comprehension (drawings) - does comprehension activity evidence demonstrate learning is occurring. • Reflection on classroom management

WEEK 5

What we are learning: This week we are reflecting on our engagement during group time activities and setting learning goals for the week. Brain Gym - we are incorporating all our newly learned actions and practising them in align with instructions on the Brain Gym Song CD. Our Book focus is The Wonky Donkey, we will identify how many legs the Donkey has and identify the beginning, middle and end of the story. This week we also incorporate all the Hello Song Words and practise singing the complete song.

Teacher practice: Model activities and expected behaviours - attract student attention - clapping a beat, ringing a bell, tactically pausing or adjusting voice tone. To organise seating. draw circles on the carpet and label with name tags. Emotion Bear Cards.

Resources: The Wonky Donkey, Treasure chest, Paper Leaves, Sand timer, CD (Music); Brain Gym Poster and Laptop.

Please note: Select 2 students who are modelling good group time behaviour for "Guess What's In The Box Describing Activity".

MONDAY	TUESDAY	WEDNESDAY
<p>LEARNING OBJECTIVE/S Students reflect on group time engagement, identify areas for improvement and set learning goals (LO4.3). Students demonstrate active group time engagement when they sing, do Brain Gym (LO3.1 and 5.2) and cooperate collaboratively with others during Book focus activities (LO3.2). Students practice inclusive ways of coexistence when they listen to other students ideas (LO2.1).</p>	<p>LEARNING OBJECTIVE/S Students reflect on group time engagement (LO4.3). Students demonstrate active group time engagement when they sing, do Brain Gym and cooperate collaboratively with others during Book focus activities and persist throughout even when they find task/s difficult (LO3.1, 4.1 and 5.2).</p>	<p>LEARNING OBJECTIVE/S Students demonstrate active group time engagement when they sing and practise Brain Gym Actions and persist even when they find the task difficult (LO3.1, 4.1 and 5.2). Students engage with ICT to make meaning of a text (LOS.4), they then demonstrate their comprehension using mathematical ideas and concepts embedded within their artworks, and through answering a questionnaire (LO4.2 and 5.3).</p>
<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Fungai Alafia and Hello song • Brain Gym - with Brain Gym CD. Cross Crawling (use stickers on hand and knee to scaffold learning) • Book focus - The Wonky Donkey. What's in the box (Donkey) - prior to storytelling • Reflection on learning 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Fungai Alafia and Hello song • Brain Gym - with Brain Gym CD. Brain Buttons, Thinking Caps, Eye tracking Cross Crawling (use stickers on hand and knee to scaffold learning). • Book focus - The Wonky Donkey (CD combined with story book). What's in the box (Puppet Donkey) - prior to storytelling • Reflection on learning 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Fungai Alafia and Hello song • Brain Gym - with Brain Gym CD. Brain Buttons, Hook Ups, Thinking Caps, Eye tracking Cross Crawling (use stickers on hand and knee to scaffold learning). • Reflect on Friendship Tree additions for this week. • Book Focus - JCT: The Wonky Donkey Story. What's in the box (Pictures of Helene's Donkeys)- prior to storytelling. <p>Final inquiry Comprehension Activity: identifying features of the character/s in the book; identifying the number of legs, eyes etc. the Wonky Donkey has.</p>
<p>FORMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> • Self assessment opportunities for students to reflect and provide feedback on ways they can improve their engagement in group time activities. Give students a 	<p>FORMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> • Observation for whole class engagement. Are classroom management strategies working? If not, what strategies can I implement that promote engagement? <ul style="list-style-type: none"> • Brain Gym progress - checklist 	<p>FORMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> • Observe and provide students with feedback from the verbal challenge (goal) from Monday. • Reflect on students' comprehension from questionnaire - does comprehension activity evidence demonstrate learning is occurring?

(verbal) challenge or goal, which they can work on this week.		
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WEEK 6

What we are learning: Summative Assessment of Inquiry Process

Resources: Christmas Books. Treasure chest, Paper Leaves, Sand timer, CD (Music), Brain Gym Poster and Laptop.

Please note: Select 2 students who are modelling good group time behaviour for "Guess What's In The Box Describing Activity".

MONDAY	TUESDAY	WEDNESDAY
<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Fungai Alafia and Hello song • Brain Gym - Can complete a cycle of actions in relation to Brain Gym CD • Book focus - Christmas books / stories 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Fungai Alafia and Hello song • Brain Gym - Can complete a cycle of actions in relation to Brain Gym CD • Book focus - Christmas books / stories 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Fungai Alafia and Hello song • Brain Gym - Can complete a cycle of actions in relation to Brain Gym CD <p>Book focus - Christmas books / stories</p>
<p>SUMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> • Portfolio of comprehension of text evidenced in drawings, questionnaires, photographs and observations. Align evidence with rubric. • Standard 5: Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning (LO1.1, 2.1, 4.1, 2.1, 5.2, 5.3 and 5.4) 	<p>SUMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> • Actively engages in group activities; competently sings the Hello Song and Fungai Alafia. • Combine evidence, use a rubric to identify overall achievement. Also, record performance and combine as reflection evidence. (LO1.1, 2.1, 3.2, 4.1, 4.3, 5.1 and 5.2) 	<p>SUMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> • Actively engages in Brain Gym Song and Actions and persists even if he/she finds the actions difficult. • Use checklist, to assess overall achievement (LO1.1, 2.1, 3.1, 3.2, 4.1 4.3 and 5.1)

4. Implementing your action plan

4A. PROVIDING FEEDBACK ON THE ACTION PLAN

Based on at least three visits. You may record these separately or consolidate them into one entry.

Mentor / experienced colleague visits

Jade - 4/11/2015, 11/11/2015, 12/11/2015

Leeanne - observed teaching 1/12/2015

Signature (mentor / experienced colleague): [Jade's signature]

Summary of discussion and actions arising

Prior to Jade's visit on the 4/11/2015, she suggested a great hooking in activity 'What's in The Box' so children are engaged and inquisitive. I included this activity in my group time and it has worked amazingly! I also decided to select two children who were engaging in on task behaviour during group time to stand up the front, peak in the box and then describe to their peers what was hidden, so their peers could answer the "What's in the Box?" question. This strategy has promoted on task behaviour and active group time engagement.

Mentor Visit one with Jade (4/11/2015)

From this visit, I learned that the current strategies I am implementing are positive and most importantly they are working. Jade suggested linking elements from our book focus to engage children could also be beneficial - for example, when reading *The Very Hungry Caterpillar*, hop on the floor with the children, use a quiet voice tone, hold out arms as a non-verbal gesture to draw children in, and then ask them to curl up into little balls, like the egg that lay on the leaf.

Furthermore, this visit was a fantastic opportunity to discuss my weekly comprehension assessment process for my inquiry. Jade asked me how I would set up the tables for assessment, how I would organise seating, how will I support children when first introducing them to more formal assessment processes, how I will model the activity so the children have understanding regarding the assessment This discussion was great because it made me reflect on the strategies I am going to implement.

Talking about my ideas and receiving feedback also provided me with confidence that my expectations for this group of children, although challenging, are appropriate and achievable.

Action: Link physical elements from the book focus to engage children in learning. Have a visual representation for assessment expectation and discuss processes with children.

Mentor Visit Two with Jade (11/11/2015)

From this visit Jade highlighted how many times I had to stop my teaching to speak to Harry for his off task behaviour during our group time session; it was six. Jade suggested that this disrupts the learning of the other children If everyone is safe, ignore Harry for his off task behaviour and continue on with teaching.

Jade also highlighted how the children are becoming familiar with our routines, which is supporting their awareness of the duration of activities and expectations. Jade also congratulated me for including Helene (Co-Educator) in our routines and learning. Jade commented, "This helps the children to respect and listen to all adults, not just the teacher in charge."

Jade thought the Speaking Stone was an effective tool for reminding children of the rules regarding who should be speaking and who should be listening. She also liked how the Friendship Tree provided a visual representation for the children to monitor their engagement and set learning goals.

Action: Ignore off task behaviour as long as everyone is safe. Continue to implement the strategies already in place to manage behaviour.

Mentor Visit 3 with Jade (12/11/2015)

From this visit I learned that the positive feedback I am giving in relation to good choices is empowering and engages children in their learning. Beginning to sing our Welcome Song, even if some children are talking, engages them in the task at hand straight away, and saves using the teacher voice for reminding them of the task at hand.

Jade commented that she could see an obvious improvement in the children's engagement. Using my whispering voice is proving effective for lowering noise levels. Jade also commented that stating why I am choosing particular children for the "What's In The Box Activity" is very powerful and motivates children.

Ignoring off task behaviour is proving to be effective. Jade highlighted how using drama to explain to the children why the helper chairs were removed was a successful strategy.

Jade's observations regarding my assessment processes also gave me the confidence to ensure that what I am implementing is an engaging and valid form of assessment.

Jade also highlighted how even though the children were quite noisy during assessment processes, the discussion was all about the work they were creating for the assessment. Jade commented, "Sometimes as teachers we hear the noise and not necessarily the content which is embedded within the noise."

Jade also commented that my "Reflective manner is outstanding and a quality that belongs to the best educators. I really think the children are benefitting from your routine, structure and behaviour management strategies. Keep it up."

Action: Continue to implement the strategies already in place to manage behaviour, to remain consistent and to continue to follow through.

Gathering other evidence

Not all descriptors of the standards may be demonstrated in your inquiry process.

Your mentor / experienced colleagues may have witnessed actions or practices you used that could evidence a standard or descriptor. Where standards descriptors have not been evidenced in the documentation of your inquiry into practice, this additional evidence can be used.

This section should be completed by your mentor and / or experienced colleague where you wish to provide additional evidence. Specific details of your actions or behaviour need to be documented.

APST 3.4 Select and use resources

Sharon has used a range of resources to engage students in their learning.

The Treasure chest, 'What's in the box', the friendship tree and the Speaking stone have all been very effective in promoting an environment where all students are engaged in learning.

She has selected appropriate Books, JCT (laptops and u-tube clips), music and posters to engage the students in their learning and tailored the selection to the interest of the students. The resources she used to support the learning activities enhanced learning.

APST 3.5 Use effective communication with learners

Sharon has incorporated several visual cues for classroom management for children to address their own time management and clear visual cues that can be used as a whole group reminder.

These have obviously been effective as there was definite progress in the behaviour of the group and they responded well to the structures that were put in place. Sharon restates classroom expectations, which have been collaboratively developed and she has managed this well, stepping into the class half way through the year a new standard of behaviour and expectations has been clearly defined and accepted by the children.

APST 3.7 Engage parents / carers in the educative process

Parent's feedback was regularly sought by Sharon, and parental involvement was encouraged and welcomed. The learning focus was always displayed clearly for families, and with parents contributing on duty during the program there were many opportunities to engage families in conversations, aside from the brief greetings during pick up and drop off. Though not included in the focus of this inquiry, Sharon has managed to excel in her communication with parents and it has been noted how satisfied they were after meeting with Sharon to discuss transition statements for primary school.

APST 4.4 Maintain safety of learners

Sharon is very aware of the policies within the preschool and inspects equipment daily to ensure the environment is safe. Sharon has ensured that the children 's behaviour is creating a safe environment for all of the members of the group. During this Inquiry period Sharon has

demonstrated that she works within the values of The Victorian Teaching Professional Code of Ethics and Conduct.

APST 5.3 Make consistent and comparable judgements

Sharon frequently meets with the co-educator to review learning documentation and to establish consistent reporting to parents. She has collaborated with other teachers to develop assessment tools for mapping learning outcomes and planning for learning progression and produced a learning progression that shows how children might demonstrate growth and development over time.

APST 7.4 Engages with teaching colleagues, professional networks and the broader community

During the brief time that Sharon has been at the Preschool she has willingly collaborated with families, PFSO, colleagues, Primary/Secondary school teachers and Principals. She has worked with all committee members effectively and even contributed to community fundraising efforts, 60th Anniversary celebrations and working bees. She is engaged with the Preschool community and is competently assisting with leading the community and its staff.

APST 4.5 Uses strategies to promote safe, responsible, ethical use of ICT

When Sharon incorporated ICT activities within her teaching she was able to clearly discuss what appropriate safety is required when using laptops. This clear instruction helped to ensure that everyone remained safe and learning occurs.

APST 7.1 Meets professional ethics and responsibilities

Sharon respects confidentiality and privacy, maintaining all personal details, observations and paperwork appropriately. She has shown that she consistently works cooperatively with colleagues (Co- Educator, PFSO, committee members, other teachers) in the best interest of her learners. She has also sought assistance as required and utilised external expert support services.

APST 7.2 Complies with legislative, administrative and organisational requirements

Sharon has worked continuously to be aware of all relevant departmental policies. The preschool even received a surprise compliance visit from DET and Sharon 's compliance and professional conduct received positive feedback. She regularly refers to policy and procedures to guide her practice.

5. Evaluating the effectiveness of practice

5A. ASSESSING THE LEARNING OF CHILDREN

Annotated samples of work from my learners and discussion of achievement of learning outcomes

- Rubric of learning, observations and checklists attached
- Portfolio evidence, pictures and observations attached
- Work samples attached

All children achieved the desired learning outcomes.

Their learning levels increased across all developmental areas within the VEYLDF. Their literacy knowledge and understanding has also been further enhanced: they can now identify the beginning, middle and end of a story; they can also identify characters within a story. Nearly all of the children can complete a full cycle of Brain Gym. However, there are several children who require more opportunities to develop their eye tracking skills for Brain Gym.

Many children have consistently demonstrated on task behaviour during group time activities. Nevertheless, there were days when some children who engaged in off task behaviour. On these occasions, the strategies I had in place provided a consistent framework for rule reminders to encourage them to get back on task. This process worked well for all children, although I had days when Roger and Harry were off task for the duration of our group time activities. Emma also had several days where she was off task, although Emma's father had informed me that this was to be expected due to a lot of changes occurring in Emma's home environment.

5B. EVALUATING THE EFFECTIVENESS OF PROFESSIONAL PRACTICE

Prior to my inquiry the children could communicate behaviour expectations; however, they did not actively engage in routines and / or learning activities consistently.

I believe the introduction of collaborative decision making processes, planning and implementing consistent learning routines, combined with consistent behaviour management strategies, inclusive of following through on consequences, has provided clarity for all the children to become active participants within the learning community.

Providing opportunities for peer teaching and self-assessment processes has also enhanced the children's engagement and learning.

Overall, believe my research has provided supportive foundations to establish a productive, cohesive, consistent, safe and secure learning environment where all children are valued members within the community of learners. As a result of this research, I now feel I have an abundance of behaviour management skills, in my teaching tool box, to manage both behaviour and engagement.

Observations, checklists and formal assessment tasks provided evidence that all the children had engaged with the learning content and progression in learning had occurred.

This inquiry process has also allowed me the opportunity to further research and reflect on my behaviour management strategies and teacher practice. Such processes have given me confidence in my ability to engage in professional decision making processes, and implement effective teaching and learning programs that cater for all learners within the learning environment.

I also have confidence that my behaviour management strategies and teacher practice are based on the values that underpin the teaching profession: integrity, respect and responsibility.

To support the learning of the children I teach I will

- Continue to use the strategies that I already have in place as a result of my inquiry. I will also continue to engage in professional development and research to enhance present and future teaching and learning.
- Continue to collaborate with families, colleagues and professionals to ensure I am implementing and providing a teaching and learning program to suit the needs of individual children.
- Continue to engage with professional networks.
- Keep up to date with current research surrounding effective behaviour management strategies that support learning and promote engagement.
- Continue to observe and engage in discussions with experienced teachers, to ensure I continue to expand my teaching tool kit.

For future teaching situations, I will continue to apply the behaviour management strategies I already have in place. However, adjustments will be made to suit the needs of the individual and the culture of the learning environment. I also believe teacher collaboration is essential, as is professional research and development.