

Bishopdale Community Preschool

Kotahi mano kaika, ko tahi mono wawata!

A thousand homes achieving a thousand
aspirations!

2016–2018

Strategy/Rautaki

A Summary

Between 2013-15 the preschool was located in a temporary site within the Breens Intermediate School. We spent most of this time focused on ensuring the preschool had a sustainable future in this community by committing our resources to building a new preschool. We officially opened our new building on the 27th February 2016, with a celebration of our community's resilience and connectedness.

As we enter into this new and exciting phase in the history of BCP, it is also a time to reflect on the fifth anniversary of the earthquakes that instigated this significant shift for our community. Even though these years have been at times extremely challenging, it is important to also acknowledge the positive things that have come out of this disaster for our communities. ECE and schools have been referred to as part of the glue that holds a community together and we have been truly privileged to experience this first hand as we have all come together to make sure this valuable service stays in this community.

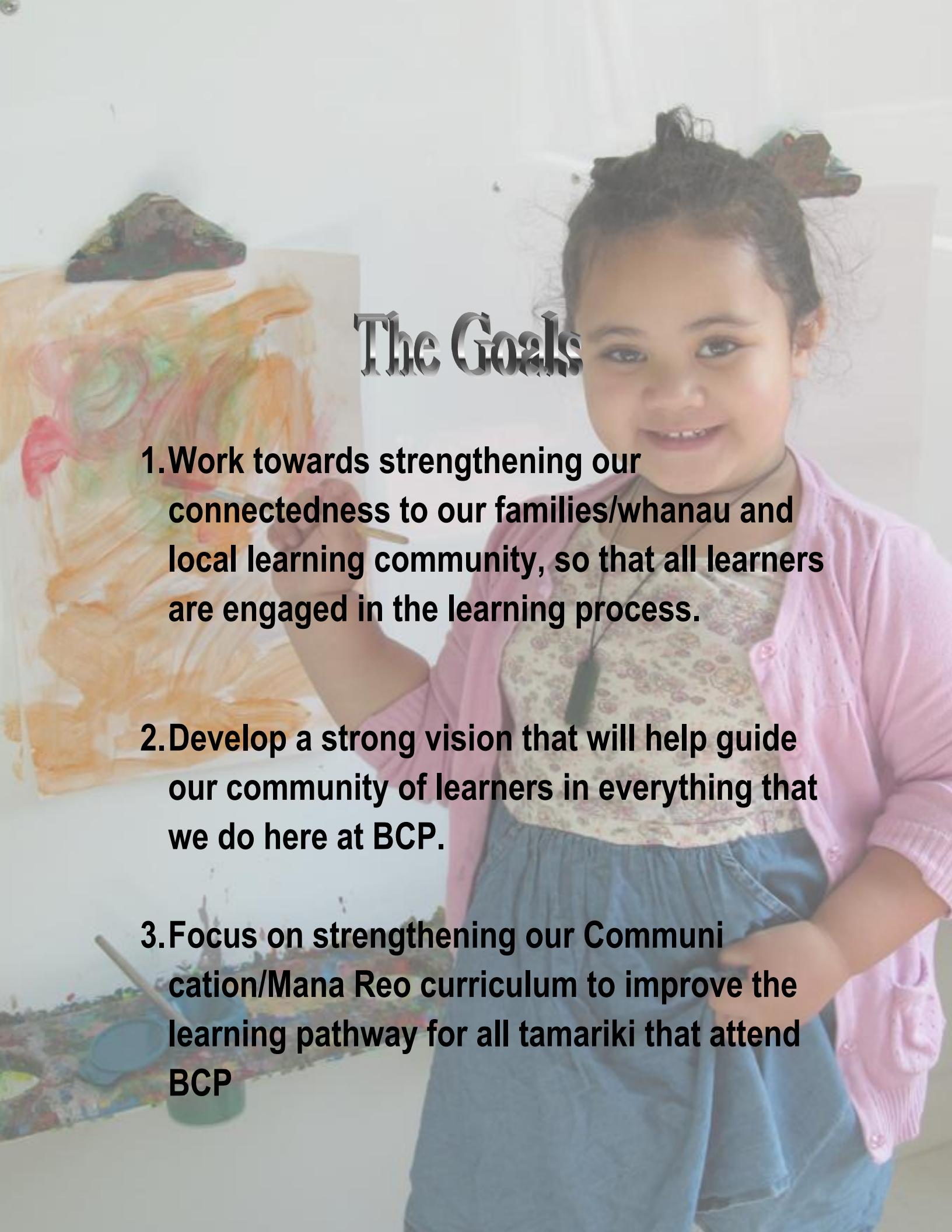


Now we have come together again to develop this plan which began with an idea of insuring that we don't lose this valuable connectedness that has developed since the earthquakes. It is clear that everyone in this community can see the advantages our young learners have from the preschools involvement in the wider community of learners.

We all also saw this as a new beginning for the preschool and as such it was important to include a focus in this plan on our vision and culture. We want to work together to develop a vision and culture for the preschool that everyone can relate to, understand, and be part of.

Lastly, it was important to continue to develop a quality curriculum and we saw that our next steps were in the areas of literacy and peer learning.

This plan has been developed in consultation with the children, parents, teachers and management of our learning community.

A young girl with dark hair tied back is smiling at the camera. She is wearing a pink cardigan over a patterned top and blue jeans. She is holding a paintbrush and is in the process of painting a colorful landscape on a large sheet of paper. The painting includes a green house on a hill and various other elements in yellow, orange, and red.

The Goals

- 1. Work towards strengthening our connectedness to our families/whanau and local learning community, so that all learners are engaged in the learning process.**
- 2. Develop a strong vision that will help guide our community of learners in everything that we do here at BCP.**
- 3. Focus on strengthening our Communication/Mana Reo curriculum to improve the learning pathway for all tamariki that attend BCP**

The Strategies

Goal One: Work towards strengthening our connectedness to our families and local community.

Plan	Action
Continue our collaborative work with the Hereora Cluster	<ul style="list-style-type: none"> ➤ Continue to contribute to the cluster plan through the Future Focused management forum. ➤ Participate in all relevant professional learning groups, eg: Culturally responsive practice, tekkie, Early Years, Youth leadership. ➤ Participate in the Cluster achievement challenge.
Use IC technology to extend our learning relationships with parents/whanau within our community.	<ul style="list-style-type: none"> ➤ Explore the options and benefits of commercial software packages that enable online profiles. ➤ Prepare and evaluate a cost analysis of implementing a preferred software package. Including teacher PLD. ➤ If feasible implement the online profile books
Build on our relationships within our local community, eg: local support services, libraries, fire, ambulance etc	<ul style="list-style-type: none"> ➤ Create an up-to-date resource of all community services that we can connect with. ➤ Develop our teacher knowledge and confidence to access these services. ➤ When planning our learning programmes, ensure we consider our local community services that could support the learning.



Since moving onto the Breens School site we have all become very aware of the many wonderful learning opportunities that our tamariki have access to, because of the relationship between the school and preschool. Also for the last 3 years we have been involved in the Hereora Learning Cluster and through this have extended our teachers professional practice and worked collaboratively to enrich learning for all learners within the cluster.

Through this goal we hope to ensure that we continue this wonderful work and extend our relationships to the wider community and better engage with our immediate parent community.

The Strategies

Plan	Action
Consult with our community	<ul style="list-style-type: none"> ➤ Work with our community to gain an understanding of the key things we value in ECE. ➤ Explore with the community what these mean to us as teachers, parents, caregivers. ➤ Discuss and review with the community ways to express this and work through a draft process.
Develop the plan and share with our community	<ul style="list-style-type: none"> ➤ Write up the Vision and the principles that inform the statement. ➤ Share this final copy with the community, celebrating this achievement. ➤ Up-date all advertising and centre forms with the new vision.
Live the vision	<ul style="list-style-type: none"> ➤ Embed the vision into everything we do by ensuring it is constantly understood and used by everyone in the community



Goal Two: Build a strong Vision for the preschool community.

As we begin our journey in our new environment we believe that it is a perfect opportunity to review our vision for the preschool and ensure that we have a collaborative understanding of the purpose and principles of our learning community. It is our aim to provide our community with the highest quality environment for learning that will take our tamariki through the 21st century and beyond. In order to do this we need to all be working towards a common vision, which is based on our collective beliefs, values and knowledge of teaching and learning for young children.

The Strategies

Plan	Action
Learn how to better scaffold peer learning.	<ul style="list-style-type: none"> ➤ Implement an Inquiry into how we scaffold children's peer relationships. ➤ Use the inquiry process to develop our teaching strategies ➤ Implement new teaching strategies into our curriculum.
Enhance the literacy curriculum for all learners, with a special focus on our priority learners.	<ul style="list-style-type: none"> ➤ Implement an inquiry into early literacy learning at BCP. ➤ Use the inquiry process to develop and extend our current practices. ➤ Share our findings with our Cluster as part of the achievement challenge. ➤ Review and evaluate using data from the achievement challenge and own data.



Goal Three: Focus on strengthening our Communication Curriculum

As we continue the journey to providing a quality curriculum for our tamariki, we have selected to focus on the area of early literacy over the next three years.

We will be using a robust evidence based approach to review our Literacy curriculum and teaching practices. Last year our teachers were involved in some professional development that helped them to understand how to complete an inquiry investigation. We will use this approach to develop our curriculum, along with participating in the Cluster wide achievement challenge on Literacy and writing.

The Plan: The strategies outlined in this plan cannot all happen at once. As we work together over the next 3 years we will discover which initiatives are successful and which need to be amended.

	Work towards strengthening our connectedness to our families and local community.	Build a strong Vision for the preschool community	Focus on strengthening our Communication Curriculum
2016	<p>Work with the Cluster to develop the achievement plan document and submit it to MOE.</p> <p>Begin inquiry of achievement challenge data collection</p> <p>Continue to participate in all PLD groups that we are currently involved in.</p> <p>Prepare an analysis of current online profile software packages available.</p> <p>Develop a resource of community services that can support our curriculum.</p>	<p>Hold consultation meetings to explore with the community what sort of vision we should have.</p> <p>Collate information from all sections of the community; children, parents, teachers and management.</p> <p>Share drafts with community.</p> <p>Select a single statement and set of principles.</p>	<p>Begin an inquiry into teacher roles in building peer learning relationships.</p> <p>Collect data on Peer relationship inquiry.</p> <p>Analyse the data and form a plan/prototype of teaching strategies that work to support peer relationships.</p> <p>Begin an inquiry into early literacy learning</p> <p>Induct any new teaching staff into the inquiry.</p>
2017	<p>Continue with Cluster Achievement Challenge Inquiry project and PLD groups</p> <p>implement online profiles and teacher PLD</p>	<p>Share our vision statement with the community through our documentation and displays.</p> <p>Develop set of practices that support the values and principles.</p>	<p>Implement planned strategies to support peer learning into our teaching practices.</p> <p>Evaluate progress and results of changes in teaching practices.</p>
2018	Continue with relationship building within the community	Implement the values, principles and practices	Modify any plans necessary to improve pedagogy.

“Education is not preparation for life; education is life itself.”

John Dewey