

# Bute Rural Care QIP - 2020



## Our Challenge of Practice

*If all educators engage in and promote consistent, high quality interactions for all children, then children will develop their ability to communicate effectively.*



## Our Educator Actions

### Educators will:

- develop a shared understanding of TIER 1,2,3 vocabulary through using best advice reference materials and ongoing critical reflections during Staff Meetings. This will be prevalent in both the programming and learning environment.
- develop a shared understanding and consistent approach to non-verbal modes of communication (Key Word Signing). Educators will work in partnerships with families to strengthen this approach to communications/interactions.
- promote culturally inclusive language / communication within the Centre, including through 'Team Leader' responsibilities, signage throughout the physical environment & through intentional teaching/learning experiences.
- work in partnerships with families to promote verbal & non-verbal modes of communication, through the inception of the 'Bute Buddy' program and other forms of collaborative work.



## Our Success Criteria

- Children are using non-verbal and/or verbal modes of communication with peers and educators on a daily basis. This includes extended verbal interactions (1-2 word responses to extended sentences (e.g. "My toy" to "This is my new toy." Evidence from pedagogical documentation demonstrates this.
- Children are engaging in use of Tier 1, 2 and 3 Vocabulary. Evidence from pedagogical documentation (particularly Floorbooks and Learning Stories capturing children's voice) demonstrates this.
- Families are engaged with the Centre and are providing rich communication / language experiences for their children which reflect those used in the Centre. Evidence through the Bute Buddy program.

**Goal:** All children will develop and extend their ability to **interact verbally and non-verbally to understand and connect with their world.**