



THE BRIARS

.....a specialised early years site for children with disabilities
and complex communication needs.

Quality Improvement Plan 2025

Service Approval Number: SE-40017312

Service Context:

The Briars is a purpose-built centre designed to provide a preschool educational setting for young children with a disability or significant developmental delay and complex communication needs. The Briars was opened in May 2000 and won a prestigious worldwide Design Share Award in 2002 for excellence in design.

The program provides families with a preschool education option for their child where the staff have specialised education, knowledge and expertise.

Children require intensive support with curriculum modifications to attend, access and engage in a preschool program. Children have a Negotiated Education Plan and goals in an Individual Learning Plan. Children from across the greater metropolitan area attend our preschool at the recommendation of the Support Services Intake Panel process. Therefore, The Briars does not have a feeder school and children attend various schools across Adelaide. They are supported through The Special Options process to access the recommended educational pathway for school. We offer Early Entry sessions in Term 4 prior to their eligible preschool year. The team of educators at The Briars consist of The Director, 2 Full-Time Teachers, 5 Part-Time Teachers, 8 Early Childhood Workers- (on floor and administration).

Our site is located at 5 Briar Road, Felixstow next to The Felixstow Community School. We belong to The Campbell Partnership and have a strong relationships with Variety SA and the St Peters Rotary Club. Working in alignment with The Early Years Learning Framework and The National Quality Standards, educators are guided by Principles, Practice and Learning Outcomes in EYLF and Descriptors and Quality Areas in NQS. This underpins the development of teaching strategies and also sets the benchmark for working to standard in supporting pedagogy and curriculum decision making as to how each child learns and why.

The Briars operates an Advisory service that is a state-wide support service coordinated by highly experienced teachers in Special Education, AAC, Communication Assistive Technology, Marte Meo Technique, Inclusion, Intensive Interactions, DIRFloortime, etc. Their expertise is in communications, disability, and inclusive practices in early childhood education.

Acknowledgement of Country:

We acknowledge the Kaurna people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present and extend that respect to all Aboriginal peoples.



Statement of Philosophy:

The Briars proudly meets the needs of our diverse community as a specialised early education centre with a focus on communication. We provide quality programs that support children with disabilities and their families, offering supported playgroup, a 3-year-old program and preschool. Children engaging in our holistic programs experience an authentic early childhood experience.

Children come to us as unique individuals, deserving of understanding, inclusion and respect. We are committed to ensuring that we develop strong, positive, and trusting relationships with our children through quality interactions.

Our educators have specialised knowledge and pedagogy that supports our community of learners. We support social and emotional connection and communication with children through Augmentative and Alternative Communication (AAC) and Marte Meo. Our professional learning communities enable critical reflection as we strive to provide the best possible outcomes for each child.

At The Briars we empower children to actively learn and connect with their world. Our educators are committed to recognising and nurturing each child's strengths, interests and needs. Our curriculum is informed by the Early Years Learning Framework for Australia, and is intentionally designed to be meaningful, individual, and flexible for each child. We believe that play provides the ideal platform for young children's learning and encourage our children to lead this.

The Briars team values families as their child's first teachers and recognise the knowledge they bring and advocacy for their child. We welcome families, external providers, and the broader community, to actively foster a sense of belonging through strong and supportive relationships.

Our Values:- Relationships, Respect & Commitment.



Strengths

Quality Area 1: Educational Program and Practice

1. Use of informing the parents of the EYLF through learning journals, learning stories, play pages and One Plan meetings. NQS 1.1 ET 1, 2, 3
2. Educators understand all children are knowledgeable, competent learners and plan against the 5 Learning Outcomes. NQS 1.1 ET 1, 2
3. We are curriculum decision makers to improve learning outcomes for all children with disability and complex needs for inclusive learning. NQS 1.1.3 ET 1, 2
4. Information is gathered with family at One Pan enrolment meeting to share specific and comprehensive strengths, interests and culture to be built into the program. NQS 1.3.1 ET 1, 3
5. Educator's value spontaneous play based learning opportunities and working with a child's individual goals included in ILP's such as independence and routine. NQS 1.2.3 ET 1, 2
6. Educators observe and document children's engagement in curriculum using pedagogy and photo and video evidence. NQS 1.3, 1.3.1 ET 1, 2
7. Baseline data is collected to foster critical reflection for monitoring and assessment purposes such as Literacy and Numeracy Assessments and Statements of Learning. NQS 1.3.1 ET 1, 2
8. The Briars has developed and implements The Briars Adjusted Indicators of Preschool Literacy and Numeracy. Our educators recognise children with disability and complex physical and intellectual needs will demonstrate their knowledge and understanding of the Indicators with a difference yet equally inclusive. NQS 1.3.2 ET 1, 2
9. Educator's practice includes networking and creating strong relationships with Psychologists, Therapists, families and carers to extend each child's learning and development. NQS 1.2, 1.3.2 ET 1, 3
10. Children's interests are incorporated into the learning program through planned and spontaneous experiences contributing towards ongoing cycle of planning. NQS 1.3.1 ET 1, 2, 3
11. Children's interests, learning journey, curriculum and program information is shared with families during their day, kinderloop app. and in regular communication platforms. NQS 1.3.3 ET 1, 2, 3
12. Use of PLOD's/Children's wondering's in the documentation cycle to help enhance the curriculum and future planning. NQS 1.1.2, 1.2.3, 1.3.1 ET 1, 2
13. Kinderloop App. used to communicate, seek feedback and document children's learning with families. NQS 1.2.2, 1.3.3, 6.1.1, 6.2.3 ET 1, 2, 3
14. Marte Meo video analysis of intentional teaching, child's development, critical reflection, assessment and planning. NQS 1.2.1, 1.3.1, 1.3.2 ET 1, 2

Strengths

Quality Area 2: Children's Health and Safety

1. Adhere to children's OEDCP, TPCP and Seizure Management Care Plans and Medical authorisations.. NQS 2.1.1 ET 1, 3
2. Staff: Child ratio 1:3. Ratio adjusted accordingly 1:2 or 1:1 for safety and/or trauma. NQS 2.2.1,2.2 ET 1, 2
3. Individual One Plans completed upon enrolment with family, Director and Teacher promote child's health, comfort, wellbeing, rest and learning needs. NQS 2.1, 2.1.1 ET 1, 2, 3
4. Appropriate practices when administering medication and record keeping upon administering. NQS 2.2.2 ET 1,2, 3
5. Workable incident reporting processes e.g. ABC Charts, DfE and Briars internal incident reporting forms. NQS 2.2.2 ET 1, 2
6. Health Support, Sun and Wet Weather, Emergency and Fire Evacuation Policies in place. Flexible implementation required due to individual children's sensory needs e.g intolerance to wearing a hat or individual eating habits. NQS 2.2 ET 1, 2, 3
7. Children introduced to calm sensory restful experiences such as music therapy for relaxation. NQS 2.2.1 ET 1, 2, 3
8. Training offered and funded by site to all staff such as Seizure Management, Asthma and Anaphylaxis and First Aid. NQS 2.2.2 ET 1, 2, 3
9. Daily Communication Channel meeting at the start of each day. NQS 2.1, 2.2.2 ET 1, 2
10. Risk Benefit Assessments forms are filled out for all necessary situations. NQS 2.2.1, 2.2.2 ET 1, 2
11. Educators demonstrate capacity to identify child at risk/neglect. NQS 2.2.3 ET 1, 2
12. Procedures embedded for informing parents around infections/diseases. NQS 2.1.2, 2.2.2, 2.2.3 ET 1, 2, 3
13. Educators understand their professional responsibility in implementing Child Protection into curriculum to support keeping children safe. NQS 2.2.3 ET 1,2
14. Educators form relationships with and learn from expertise from Health and Safety professionals e.g. Health Support Officers, Nurses and IERU. NQS 2.1.2, 2.2.1 ET 1, 2, 3
15. Emergency disability friendly system for the site. NQS 2.1, 2.1.2, 2.2.2 ET 1, 2, 3

Strengths

Quality Area 3: Physical Environment

1. Structures (including portable shade, swings and platforms) and fences maintained and secured, all gates securely closed with `clicker' strap. NQS 3.1.2 ET 1, 2
2. Variety of swings available (incl. under cover), all suspension points checked. NQS 3.1.2 ET 1, 2
3. Daily playground safety checklist conducted outdoors and indoors. NQS 3.1.1 ET 1, 2
4. Change table maintained and cupboards fitted with child safety locks. NQS 3.1 ET 1, 2
5. Indoor spaces well lit including Sensory Room with resources for shared sensory play. NQS 3.2.1 ET 1, 2
6. Indoor and outdoor wall space allows for child access to communication tools indoors and outdoors. NQS 3.2 ET 1, 2, 3
7. Learning spaces allow for access to all rooms with well - maintained floor coverings. NQS 3.1.2 ET 1, 2
8. Resources and furniture allow for visibility, portability and child adjustment levels. NQS 3.2.2 ET 1, 2, 3
9. Modified equipment and specialised tap handles provide child inclusive access. NQS 3.2.1 ET 1, 2, 3
10. Gates and doors modified with hooks and straps, keys and keypad access for opening and closing mechanisms. NQS 3.1.1 ET 1, 2
11. Grass paddock provided for children to freely access Sustainable Nature Play. NQS 3.2.3 ET 1, 2
12. Centre is equipped with wide carpark. A sliding automatic door that meets current Safety Standards has been installed to allow ambulance and wheelchair access to building. NQS 3.1, 3.1.2 ET 1, 2
13. Indoor learning environment equipment and sensory room equipment. NQS 3.2.1, 3.2.2 ET 1, 2, 3
14. 2023: Upgrade of Outdoor learning environment- All children can access the equipment and resources. NQS 3.1, 3.1.1, 3.2.1, 3.2.2 ET 1, 2, 3

Strengths

Quality Area 4: Staffing Arrangements

1. Staffing arrangements support adequate supervision of all children: DfE ratio formula 1:3. NQS 4.1.1 ET 1, 2
2. Needs of individual children and the greater cohort is regularly revised with consideration given to an increase for 1:2 or 1:1 support if possible for e.g. trauma affected children and for safety. NQS 4.1, 4.1.1 ET 1, 2, 3
3. Organisation of Briars educators with higher staff: ratio allows children to be continually supported through-out the day including times of transition, during routines such as nappy changing and for staff lunch. NQS 4.1, 4.1.1 ET 1, 2
4. Prompt response to challenging behaviours often related to Autism and/or high numbers of children currently on OEDCP Plan do often require provision of a higher staff: child ratio. NQS 4.1, 4.1.1 ETE 1, 2, 3
5. The Briars staffing arrangement also supports inclusive practice, promoting engagement of every child in curriculum for successful learning and healthy development. NQS 4.1, 4.1.1 ET 1, 2, 3
6. After Intake Panel Process, children and families are allocated a Reporting Teacher for continuity of educator especially for monitoring and assessment process. NQS 4.1.2 ET 1, 2, 3
7. Familiar regular relief staff replace core staff when absent to build trust, relationships and wellbeing consistently between educators and children. NQS 4.1.2 ET 1, 2,
8. Management, educators and staff work together as a cohesive team. We adhere to The Code of Ethics for all children and families inclusively. NQS 4.2.2 ET 1, 2, 3
9. Skills, strengths and expertise of colleagues are respected. An address to colleague's wellbeing is included the opening agenda of our weekly staff meetings. NQS 4.2.1 ET 1, 2
10. Professional standards guide educator's professional practice such as in developing relationships and for teaching and learning. NQS 4.2.2 ET 1, 2
11. All staff involved with a PDP process (2x a year) linked to the QIP goals. NQS 4.2.1, 4.2.2 ET 1, 2
12. Teachers involved with Collaborative Inquiry Teams to share practice, discuss readings/articles, challenge beliefs philosophies and drive the PQIP Improvements. NQS 4.2.1, 4.2.2 ET 1, 2,
13. All staff are involved with Professional Development that link to the site priorities/PQIP/Inquiry Work. NQS 4.2.1. ET 1, 2, 3

Strengths

Quality Area 5: Relationships with Children

1. The interactions between educators and each child are warm and responsive. NQS 5.1 ET 1, 2
2. Educators support each child to feel secure and included in trusting relationships. NQS 5.1.1 ET 1, 2, 3
3. Each child's dignity and rights are maintained, awareness of abilities and uniqueness. NQS 5.1.2 ET 1, 2, 3
4. Physical environments and programs are created to offer children time for positive interactions with their peers and educators. NQS 5.2.1 ET 1, 2, 3
5. All educators support children to explore reciprocal rights and active community engagement. NQS 5.2.2 ET 1, 2, 3
6. We promote social skills around children's interests with periods of uninterrupted play. NQS 5.2.1 ET 1, 2
7. Children are encouraged to play together, socially interact and form friendships. NQS 5.2.1 ET 1, 2, 3
8. Our educators challenge stereotypes and biases in promoting inclusiveness. NQS 5.1 ET 1, 2, 3
9. Staff interact with children using positive language and listening to their voices. NQS 5.1.1 ET 1, 2
10. Children are comforted when distressed. NQS 5.1.1 ET 1, 2, 3
11. Educators reflect on ways to manage challenging behaviour. NQS 5.2.2 ET 1, 2, 3
12. Learning program includes The Child Protection Curriculum supporting children's understanding of their feelings and emotions and how to learn to self-regulate and through Marte Meo technique. NQS 5.2.2 ET 1, 2, 3
13. Educators support all children to achieve their Individual Learning Goals. NQS 5.1.1 ET 1, 2, 3
14. Educators value transitional routines and processes for transitioning to school. NQS 5.1, 5.1.1 ET 1, 2, 3

Strengths

Quality Area 6: Collaborative Partnerships with Families and Communities

1. Educators have positive relationships and communicate daily with families NQS 6.1 ET 1, 2, 3
2. Educators have strong relationships with Speech Pathologists, Therapists & Kilparrin NQS 6.2.3 ET 1, 2, 3
3. All families given opportunities to engage in One Plan upon enrolment with Leadership and Reporting Teacher NQS 6.1.1 ET 1, 2, 3
4. Creating ILP's in collaborative inclusive partnerships with family and service providers. NQS 6.1.2 ET 1, 2, 3
5. Parent views are respected, educators and family working in collaboration about child's learning and well-being NQS 6.1.2 ET 1, 2, 3
6. Mother's Day Celebration, Father's Day Celebration, Book Week, Christmas Festive Week and Art Show is an opportunity for children to engage with our family community NQS 6.2.3 ET 1, 2, 3
7. Parent Opinion Surveys distributed to all families as we value and respect their opinion and support of our service. NQS 6.1.2 7.2.1 ET 1, 2, 3
8. Governing Council and Annual General Meeting hours tailored to suit the family needs of our cohort of children Governing Council meet twice a term discussing what is currently happening and ideas for future direction. NQS 6.2 ET 1, 2, 3
9. Advisory Services/AAC/CCN networking with other sites and off site, across Partnership curriculum site visits. NQS 6.2.3 ET 1, 2, 3
10. Transition Meetings and processes embedded with local schools. NQS 6.1.2, 6.1.3, 6.2.1 ET 1, 2, 3
11. Enrolment packs are always accessible to community members and information on the website. NQS 6.1.1, 6.2.2, 6.2.3 ET 1, 2, 3
12. School and special School visits and connections. NQS 6.2.1, 6.2.2, 6.2.3 ET 1, 2, 3
13. The "Briars Bus" picking up and dropping off service for our most vulnerable families, community engagement and excursions (daily life opportunities and experiences). NQS 6.1.1, 6.2.3 ET 1, 2, 3

Strengths

Quality Area 7: Governance and Leadership

1. Governance supports Alternative and Augmentative Communication and other inclusive education practices such as Kilparrin visits for Briars learners
NQS 7:1 ET 1, 2, 3
2. Service adheres to Statement of Philosophy in working in close partnership with family and community to maximise opportunities for all children to reach their full potential. NQS 7:1:1 ET 1, 2, 3
3. Parent and Governing Council feedback used to enhance the programs, curriculum and changes. NQS 7.1, 7.2.1 ET 1, 2, 3
4. Critical reflection of educational programs and cycles of planning are embedded with whole team in Curriculum Meeting led by Educational Leader(s). Children's Program and Curriculum Overview formulated three weekly NQS 7.2.2 ET 1, 2, 3
5. Educators view the increased involvement from Educational Director and Early Childhood Leader as valuable to site NQS 7:2 ET 1, 2, 3
6. Staff are supported who includes having a primary focus on ALL staff having the opportunity to upskill their capacity to increase site capacity and maintain a valued role on the team NQS 7.2 ET 1, 2, 3
7. Our service, leadership, governance and staff team work together and are committed to analysing challenges in our practice, planning the actions for improvement and staying on task in making progress for IMPROVEMENT. All staff involved with a PDP process (2x a year) linked to the PQIP goals and site priorities. NQS 7.1.2, 7.1.3, 7.2.1 ET 1, 2
8. Teachers and ECW's involved with CIT's to share practice, discuss readings/articles, challenge beliefs philosophies and drive the QIP Improvements. NQS 7.2.1, 7.2.2, 7.2.3 ET 1, 2
9. Eduportal Systems (staff records) are up to date and maintained. All records are kept on premises in line with DfE policies and procedures. NQS 7.1.2, 7.2.3 ET 1, 2
10. Staff well-being questionnaire is held in term 3 (Perspective Survey) with results shared at staff meeting. NQS 7.2 ET 1, 2, 3

Goal:
To Improve children's
ability to communicate
with others.

Challenge of Practice:
If we implement a consistent, whole-site approach to using AAC-PODD, Marte
Meo Approach and incorporating the Berry Street Model, then we will
improve children's ability to communicate with others.

CIT's

Marte Meo

AAC- PODD Focus

Berry St Model

DfE Strategy:
Equity & Excellence

DfE Strategy:
Effective Learners

DfE Strategy:
Wellbeing

Actions:
Professional Learning

Actions:
Intentional Teaching

Actions:
Connections with Family
& Community

Actions:
Pedagogical
Documentation

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: The Briars

Goal 1: LITERACY - To improve children's ability to communicate with others.



STEP 2 Determine challenge of practice

Challenge of Practice:

If we implement a consistent, whole-site approach to using AAC- PODD, Sign, Marte Meo Approach and incorporating the Berry Street Model, then we will improve children’s ability to communicate with others.

Success Criteria (what children know, do, and understand):

- Success will be measured by: - 85% of the children showing an increase in two of the domains in the Roadmap of Communicative Competence data collection from term 1 to term 4.
- CIT’s Analysis of our Ped. Doc around the increase in children's communication and connection with others- Marte Meo Technique/AAC- PODD Focus and Sign Focus
 - 2x CIT’s Collaborative Inquiry case study show an increase in the children’s communication and connection with others. (AAC and Marte Meo)



STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
<p><i>Professional Learning:-</i> Educators will engage in AAC- Two Way Street Professional learning to refine and consolidate understandings. Continue the Berry St PD with Lead teachers completing Masters level.</p>	<p>1.1.2, 1.2,1.2.1 1.2.2, 1.3.2 5.1, 5.1.1, 7.2, 7.2.1, 7.2.2 7.2.3</p>	<p>Terms 1- 4</p>	<p>Gordon will organise T&D sessions for PD and Pupil Free Days for 2025. Sally, Cate and Danielle will lead each CIT</p>	<p>ICT Information Booklets, PILNS, PLNI, Prof. Development Budget \$5,000 ICT Filming documentation Reflection notes/Feedback notes Filming documentation AITSL PILNS Marte Meo Checklists</p>

<p><i>Intentional Teaching:-</i> Educators will intentionally plan, review and reflect, through Collaborative Inquiry Processes, around naming initiatives, attentive waiting, linking up and positive leading.</p> <p>Educators will implement techniques with children, as appropriate, using their professional judgement and feedback from colleagues.</p> <p>CIT's will implement a Collaborative Inquiry process to review, reflect and plan in a three week cycle- case study</p>	<p>1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 4.2.1, 4.2.2, 5.1.1, 5.2.1, 7.1.3, 7.2.1, 7.2.2, 7.2.3</p>	<p>Terms 1-4 CIT's Collaborative Inquiry Sessions weeks 3, 6, 9</p>	<p>Gordon will continue to lead the Collaborative Inquiry process to support CIT's.</p> <p>CIT's will continue to review, reflect and plan in a three-week cycle</p> <p>CIT's will continue case studies: 6 children per CIT each cycle (starting from Early Entry through to their last term in Preschool)</p>	<p>ICT Filming documentation Marte Meo Checklists Reflection notes/Feedback notes Filming documentation AITSL PILNS/Leading Practice Paper-Intentional Teaching.</p>
<p><i>Connections with Families and Communities:-</i> Staff team will create opportunities for families to increase engagement as partners in children's communication development using the Marte Meo technique, AAC development and Berry St Practices through:</p> <ol style="list-style-type: none"> 1. workshops 2. information sessions 3. articles 4. documentation mediums and ongoing formal and informal conversations 	<p>1.3.3, 6.1, 6.1.2, 6.1.3, 6.2.2, 6.2.3, 7.1.3, 7.2.1, 7.2.2, 7.2.3</p>	<p>Terms 1- 4</p>	<p>Sally and Cate will continue the workshops or information sessions for families (lined with Governing Council sessions)</p> <p>Teachers will continue the opportunities through interviews/informal meetings to share CIT focusses and developments with families.</p>	<p>Kinderloop/feedback survey/PIE grant information/ICT/Filming documentation.</p>
<p><i>Pedagogical Documentation (evidence improvement):-</i> PLC's will critically reflect, analyse and review pedagogical documentation through the lens of improvement of children's communication through the use of the Marte Meo technique, development of AAC and Berry St Practices.</p> <p>Educators will reflect upon the evidence to inform next steps.</p>	<p>1.3, 1.3.1, 1.3.2, 1.3.3, 4.2.1, 4.2.2, 7.1.3, 7.2.1, 7.2.2, 7.2.3</p>	<p>Terms 1-4 CIT's Inquiry sessions weeks 3,6 9</p>	<p>PLC's will implement a Collaborative Inquiry process to review, reflect and plan in a three week cycle- case study</p> <p>Gordon will collate this information across the year to identify educator strengths to celebrate and possible next steps for increased focus in 2026.</p>	<p>DfE Preschool resources Updated EYLF/ACEEQA resources Readings Video Provocations</p>

Goal 1: LITERACY - To improve children's ability to communicate with others.



STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving children's learning? How effective have our actions been?

<p style="text-align: center;">Actions</p>	<table border="1"> <tr> <td style="text-align: center;">●</td> <td>On track</td> </tr> <tr> <td style="text-align: center;">●</td> <td>Needs attention/work in progress</td> </tr> <tr> <td style="text-align: center;">●</td> <td>Not on track</td> </tr> <tr> <td colspan="2">Date your notes to ensure you track and monitor adjustments and progress of your plan</td> </tr> </table>	●	On track	●	Needs attention/work in progress	●	Not on track	Date your notes to ensure you track and monitor adjustments and progress of your plan		<p style="text-align: center;">Evidence</p> <p>Are we doing what we said we would do? Are we improving children's learning? How do we know which actions have been effective?</p>	<p style="text-align: center;">What are our next steps? Potential adjustments?</p>
●	On track										
●	Needs attention/work in progress										
●	Not on track										
Date your notes to ensure you track and monitor adjustments and progress of your plan											
<p><i>Professional Learning:-</i> Educators will engage in AAC- Two Way Street Professional learning to refine and consolidate understandings. Continue the Berry St PD with Lead teachers completing Masters level.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>								
<p><i>Intentional Teaching:-</i> Educators will intentionally plan, review and reflect, through Collaborative Inquiry Processes, around naming initiatives, attentive waiting, linking up and positive leading.</p> <p>Educators will implement techniques with children, as appropriate, using their professional judgement and feedback from colleagues.</p> <p>CIT's will implement a Collaborative Inquiry process to review, reflect and plan in a three week cycle- case study</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>								

<p><i>Connections with Families and Communities:-</i> Staff team will create opportunities for families to increase engagement as partners in children’s communication development using the Marte Meo technique, AAC development and Berry St Practices through:</p> <ol style="list-style-type: none"> 1. workshops 2. information sessions 3. articles 4. documentation mediums and ongoing formal and informal conversations 	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p><i>Pedagogical Documentation (evidence improvement):-</i> PLC’s will critically reflect, analyse and review pedagogical documentation through the lens of improvement of children’s communication through the use of the Marte Meo technique, development of AAC and Berry St Practices.</p> <p>Educators will reflect upon the evidence to inform next steps.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>