

Quality Improvement Plan Summary

Frieda Corpe Kindergarten

Goals	Challenge of Practice	Success Criteria
Goal 1: To strengthen the children’s connection of the First Nations people of the land on which we live, through language and connection to country.	If educator’s embed practices to share knowledge about our First Nations and embed a culturally respectful learning environment, then we will see children develop a stronger sense of identity, respond to diversity with respect and develop a sense of belonging to the land on which they live.	That children further their learning about our First Nations culture, history and values as evidenced through pedagogical documentation of their conversations and play. Children use Kurna words as evidenced in their conversations and play. Families noticing their child’s growing awareness of Aboriginal, and Torres Strait Islander Cultures as evidenced in conversations and play at home.

National Quality Framework Priorities	Key steps
Educators regularly reflect, individually and with each other on theoretical and philosophical influences on their practice.	Sourcing relevant information. Everyone reading the information. Discussing updated EYLF Principles, Practices and Learning outcomes. Critical reflection with colleagues- how is this reflected in my practice? How is this supporting children’s learning? Focus on implementing play based learning with intentionality. RRR resource.
Educators draw inspiration from our unique geographical, cultural and community context of the service to facilitate and extend on children’s learning and development.	Connecting with families & community to share their knowledge and values. Brainstorm- Group discussion & planning for next steps re improvement. Implementing local walks. Connecting with Uncle Ivan and other Local Elders Professional Development Southern Cultural Immersion
Educators actively support families to build relationships with other families and with relevant community services to strengthen child, parent and family outcomes.	Planned transitions with families- building relationships. Open communication. Individual parent meetings/sharing about their child. Family sharing page. Parent goal page. Termly educator and parent meetings to discuss children’s learning, wellbeing and development, goals. Planning for individual learning. Supporting families with information about other service providers that can help support their child and family. Wholistic approach. New parent meeting and acquaintance night. Establishing our ne Governing Council/ Parent Voice. Site picnic gathering for families to connect. Source an appropriate app e.g., face book for families to connect and meet up in local areas. Share community services information with families personally, through Class dojo, newsletters & parent notice board.



	DFE support services visit and meet families. Local services come and chat with children/parents. Contact Onkaparinga Council to source other community services to share with families. Parenting groups/interest groups. Noarlunga Health, Aboriginal Health, CAFHS, Dentist Promoting services e.g OT, SP path and workshops at other local kindergartens and school. Positive Parenting, Circle of security. Aboriginal Health services.
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Education Director

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Governing Council Chair Person

