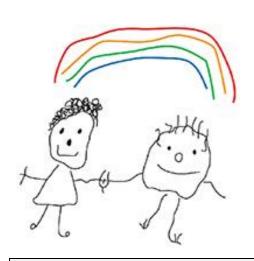
# **Quality Improvement Plan for** (Adams Road Children's Centre)

Site number:

2696





#### **Service name**

Adams Road Children's Centre

#### **Service address**

33 Adams Road, Craigmore 5114

#### Service approval number

SE-00010108

### **Acknowledgment 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.



#### **Service context**

Adams Road Children's Centre is a Metropolitan preschool in Craigmore, South Australia.

110 Children are enrolled, with a capacity of 60 children per session.

The community is ever developing, with Blakes Crossing and housing developments nearby, including new local schools and shopping precincts.

Playford Primary and Catherine McAuley schools are located across the road and take a majority of our enrolments. We are strengthening our connections with these schools and we now share a library on a fortnightly basis as well as other resources. Staff connect on a regular basis, documentation and data is also shared across sites to ensure continuity of learning for our children as they transition to school. We also have the Playford Community Library Bus visit us on the alternating weeks to the school library, the local health nurses who visit termly and the dentist yearly.

Over the past 6 Years there has been great progress at Adams Road, including upgrading facilities, processes to develop and embed educator confidence, voice, critical reflection, and collaborative decision making. Embedding processes to secure sound shared understandings, common and consistent agreements as well as approaches to teaching and learning. Our sites approach to continual improvement, decisions, how our goals and priorities have been developed is very strategic and reflect our context and the needs of our community.

Some of the most significant improvements include-

Children now attend one of two groups to provide consistent relationships, peers, and staff.

Facilities and equipment have been updated including the kitchen and educator workspaces, resources rejuvenated and replaced,

For the second year straight we are implementing intervention programs including what the buzz? Prelit and Heggerty to support our program on a weekly basis in line with our local government AEDC data, our observations, children's needs, and our multi-cultural community. We have children from many nationalities attending with rich linguistic diversity speaking 16 languages as well as English. We have over 30 families who have English as second language, including several families who have recently migrated to Australia for work. These improvements have further connected the site with the community and focus on Children as the centre of our curriculum. Trusting their capabilities, supporting their skills and interests as well as extending. We have a strong focus on providing a highly inclusive and supportive service for all families. This is reflected in the high number of enrolments of children with additional needs. These adjustments to our way of working and provisions of tailored and additional services allow us to secure the best outcomes for all children.

Learning spaces have been made more open ended, accessible, and inviting. This is continually evolving through our ongoing training and development supporting children's regulation and the role the environment has to play.

Playgroup Sessions started in 2020 and will continue during 2022 after high engagement and positive feedback from our community.

We also were successful in obtaining a grant for term 4 2020 to employ a Bilingual Support Worker to attend and assist with Playgroup, which was a huge success, and we hope will continue in to our third year.

As part of our program, we are also looking at exploring our eighth year of visiting Para Wirra. Children are trusted as capable and competent learners at Adams Road Children's Centre. This includes a strong value on outdoor, loose parts and nature play throughout the centre and Bush Kindy Program.

We have embedded processes involving the EYLF, exceeding themes and other self-evaluation tools to develop on going collaborative critical reflection as a staff team using data to inform planning and our improvement cycle, tracking our progress strategically towards our priorities.

# **Statement of Philosophy**

We acknowledge that we play and learn on Kaurna land. We promise to look after the land, the animals, and the people too. Hello land...hello sun...hello friends...hello me. Niina Marni.

A place and time to be, explore, create, and thrive.

Our vision for all children and educators is to engage in a flexible and enriched environment to explore and share lifelong learning.

#### We value

- -Natural learning environments to engage, explore and care for.
- -Time and space for children to make meaning of their world through free play, intentional teaching with targeted interventions.
- -Children's interests, culture, and context
- Child initiated learning, ideas and activities while respecting the rights of the child along with their dignity
- -Educators learning alongside children providing opportunities for all to self-regulate

#### We will

- -Encourage dispositions for learning including persistence, resilience, confidence, cooperation, respect.
- -Provide a rich natural, literacy and numeracy environment to foster curiosity, experimentation as well as a desire to learn.
- -Support children to initiate their own learning experiences and extend their skills and interests.
- -Work in partnership with children to make learning visible to caregivers and the community through different types of media and platforms.
- Celebrate achievements and promote positive attitudes to learning-
- Work in partnership with our community
- -Promote sustainability of time and resources through our curriculum.
- -Provide a safe, inclusive, and challenging environment for all
- -Provide high quality practice in the best interest of children's outcomes

Philosophy reviewed Term 3 2022

## **Strengths**

With reference to the three exceeding themes:

- 1. Practice is embedded in service operations
- 2. Practice is informed by critical reflection
- 3. Practice is shaped by meaningful engagement with families and/or the community

#### **Quality Area 1: Educational Program and Practice**

When writing your strengths:

- use clear and concise language
- reference the exceeding themes
- aim for 2 -4 points per theme
- document your greatest strengths (not expected or required practice) identified through critical reflection and informed by your self-assessment against the NQS and our preschool quality improvement planning cycle.
- -EYLF is embedded in our service with its principles and practices guiding our philosophy and our teams' interactions with children as well as families through critical reflection and meaningful engagement. This is evidenced in our ped doc (program) and two-way conversations using strategies including Kindyhub.
- -We provide the basis for educator's pedagogical decision making, including the experiences that are planned for children, their responsiveness to children and the teaching and learning that occurs daily. Our program is driven by being, becoming and belonging as we provide an inclusive preschool program for all catering for the unique community context and needs of our children. The current support team comprises of a balance between experiences and newer educators to the role to balance and meet the needs of children to support their engagement.

- -The children's voice, interests, thinking, and interactions are strategically noticed, tracked, and used in curriculum planning cycles that track and monitor growth and interests of children through weekly reflection times. The use of several tools and processes to collect data allow us to gather insight to better understand and meet the needs of the child and build on the unique interests and capabilities of all children and where they are. It also allows us to strategically plan for all children and implement interventions and stretch. Each child has an individual learning plan which is shaped by collaboration between educators and families.
- -Children are actively involved in curriculum decisions, sourcing their own learning, and providing feedback to educators and peers. Children are encouraged to explore and resource their own learning and ideas throughout the centre and share it with others. Our program and learning are meaningfully communicated throughout the centre in the form of newsletters, daily reports on the communication app, a parent board and children's learning journey book as an embedded way of engaging with families and our community.
- -Rich use of data is embedded to critically reflect and make informed decisions, actions and shift educator practices that contribute to improving provisions, practice, and outcomes for all children. An example of this is the use of Yacka Tracker for all children. This allows us to critically reflect twice a term on each child using targeted observations to gather data and use this to track each child's communication profile to inform our planning, to shift as well as enhance educator practice.
- -Staff meetings are embedded and used to share critical reflections, our practice, systems, and overall function of Adams Road Children's Centre and shaped by meaningful engagement of all staff. Successful outcomes and how to build on them are discussed as well as challenges and possible solutions. Conversations and agreed actions are documented on Microsoft teams to capture decision making processes and ongoing action as well as to enable review and critical reflection.
- -Longer days are embedded to meet the ongoing needs of our community after critical reflection and meaningful consultation through the continual engagement with our families and community to meet their needs.
- -Our philosophy prioritises building strong and respectful relationships as the foundation of getting to know each child and their family. The Adams Road Children's Centre team believes that getting to know the children and families well, from the start, is the key to developing and implementing educational programs for all children. This is embedded and begins prior to preschool through critical reflection and meaningful engagement with our families and communities through our established and embedded playgroup and transition processes. Our KindyHub communication app allows us to regularly share our program and learning meaningfully with families allowing children a prompt to share about their learning at preschool. This is also critically reflected and embedded in each child's individual learning plans and learning journey books.
- -Intentional and purposeful play strategies (our targeted small groups focus on children's needs and developmental stages) and systematic approach facilitating children's early phonological awareness and reading development. Active listening by educators working in partnership with families and children's voice leads to informed and considered decision making to support children's learning, development and growing overtime with tailored support, approaches and use of curriculum resources, fostering high quality practice in the best interest of children's outcomes.

With reference to the three exceeding themes:

- 1. Practice is embedded in service operations
- 2. Practice is informed by critical reflection
- 3. Practice is shaped by meaningful engagement with families and/or the community

#### Quality Area 2: Children's Health and Safety

#### When writing your strengths:

- use clear and concise language
- reference the exceeding themes
- aim for 2 -4 points per theme
- document your greatest strengths (not expected or required practice) identified through critical reflection and informed by your self-assessment against the NQS.

-Adams Road Children's Centre is well known within the community for championing children's rights. Upholding children's rights is a critical consideration in the services philosophy, which recognises and celebrates children's competence and capabilities and welcomes and respects their ideas and opinions. Working closely with families, IESP and other support agencies (internal and external) to advocate in the best interest of children.

- -Crisis care
- -Transition document and processes that are timely and capture information to support successful continuity of learning experience and support all developmental learning domains (social and emotional wellbeing).
- -There is a considerable variation in social and economic circumstances of families living in our community. This includes families who may be experiencing disadvantage as well as families from a range of diverse cultural backgrounds. Through meaningful engagement with our families and community and critical reflection we have embedded several practices within our service including connecting with bilingual educators and Aboriginal Education Community Officers in the local school who visit weekly, establishing of bilingual playgroup, DfE services, offering of breakfast each morning, healthy shared snack each afternoon, rolling lunch, termly child and youth health checks and yearly dental checks on site. -Children are trusted as capable and competent learners at Adams Road Children's Centre. This includes a strong value on outdoor, loose parts and nature play throughout the centre and Bush Kindy Program.
- -The implementation of self-awareness and regulation strategies, visuals, and other scaffolds (using a gradual release model) builds children's capacity and facilitates them to consider and make informed and increasingly independent decisions, plan, make safe choices, risk assessments, and begin to trust their judgements.
- -The focus on empowering children's emotional regulation awareness and development including self-monitoring and taking action to implement the zones of regulation to engage positively and safely in the preschool environment, e.g., identify and seek calming activity when highly stimulated reflected in successful social engagement, behavioural choices, and reduced incidents. Strategies are shared with families and vice versa.
- -Educators and children conduct risk benefit assessments as part of their play and exploration to facilitate safe play and promote skills for future learning. Our site works to promote healthy lifestyle choices throughout the centre, including eating, lifestyle choices, toileting support, opportunities for rest as well as relaxation.
- -Educators work with families, community, and services providers to critically reflect and embed opportunities to target and support self-regulation for all children throughout our routines and strategically embedded structured learning areas within our environment.
- -Staffing, training, and development accommodations are in place to ensure inclusion and access for children with complex medical needs and responsive processes to ensure effective hygiene, to meet Covid and other emerging directions and advice.
- -Positive feedbacks through internal and external audit processes

With reference to the three exceeding themes:

- 1. Practice is embedded in service operations
- 2. Practice is informed by critical reflection
- 3. Practice is shaped by meaningful engagement with families and/or the community

#### **Quality Area 3: Physical Environment**

When writing your strengths:

- use clear and concise language
- reference the exceeding themes
- aim for 2 -4 points per theme
- document your greatest strengths (not expected or required practice) identified through critical reflection and informed by your self-assessment against the NQS.
- -Adams Road Children's Centre has access to both large indoor and outdoor environments, making the most of all areas during the session to provide optimal space and variety for learning opportunities. We also make the most of these spaces for professional gatherings, such as team meetings, collaborative critical reflective practice meetings and professional learning sessions for educators and across our partnership.
- -The physical environment further extends the trust Adams Road Children's Centre has on children's capabilities as learners. The environment is natural. open ended, flexible, includes loose parts and access to resources at children's choice and needs. Children participate in the set up and clean-up of the learning areas and take pride in their learning spaces. This has evolved through our critical reflections on learning spaces, time and observations used as part of our ongoing development, which is shaped by meaningful engagement with families, community, and our governing council.
- -Educators and the environment promote resourceful choices in play and support children to know where to access the tools and resources they need for their learning. Our environment promotes capable and competent children who participate and resource their own learning.
- -Zones and settling spaces are available to provide secure places for settling children into the centre as they arrive, places to rest and withdraw, places to explore challenge and climb, space to create and spaces to play, act and move. The environment promotes sustainability and respect for the environment as children participate and engage in gardening, recycling, composting, repurposing, nature play, environment rejuvenation and the recent addition of our vegetable garden.
- -The Adams Road Children's Centre team is committed to caring for the environment and to sustainable practices and this is reflected in our service philosophy, the educational program, and daily practices. Our service has created a vegetable garden to be used all year round, worm farm, recycling stations and is also shaped by meaningful engagement with families donating books for our sharing trolley and changes of clothes for our wardrobe.
- -We offer an inclusive environment for all children and educators make intentional choices to promote children's active engagement and learning.
- -Critically reflecting on our preschool program, it has been shaped over time with meaningful engagement with families and the community as we embrace and extend our connections to the local and wider community. Examples include our long-standing connections with the Playford Community Library bus that visits fortnightly and our strong connection to Para Wirra.
- -We have a commitment as a site to caring for the Kaurna Land and supporting all children's sense of being and belonging, which is embedded as part of our daily Hello time each morning.
- -Enhance mentioning of the deliberate choices we are making and intentional teaching strategies, zones of regulation, consideration, and intentionality around choices regarding environment and resources.

With reference to the three exceeding themes:

- 1. Practice is embedded in service operations
- 2. Practice is informed by critical reflection
- 3. Practice is shaped by meaningful engagement with families and/or the community

#### **Quality Area 4: Staffing Arrangements**

When writing your strengths:

- use clear and concise language
- reference the exceeding themes
- aim for 2 -4 points per theme
- document your greatest strengths (not expected or required practice) identified through critical reflection and informed by your self-assessment against the NQS.

-Adams Road Children's Centre dedicates time on Tuesdays, Thursdays and during our fortnightly collaborative meetings on a Friday to critically reflect on our practice with reference to the overarching principles and practices contained within the Early Years Learning Framework (EYLF). This allows the regular opportunity to support educators to collaboratively share and engage in dialogue about documentation, insights, significant learning, information, data scans, screening, engagement, parent feedback, specialist reports and other observations to think more deeply about our current practice, progress, and priorities as well as an opportunity to reflect on our intervention groups and each child's individual learning plan.

-Our educators' responsiveness, respect, inclusion, and meeting children where they are allows us to nurture each on their unique learning journeys, putting in place adjustments and accommodations to make sure that every child has a strong sense of belonging, being and becoming.

-Our educators show trust and belief in the capabilities and potential of children through providing for and respecting their independence and capacity to make decisions. This includes allowing children to choose when they are hungry and when they can eat, allowing children to select and access resources as well as whether to explore inside and outside environments. There are strategically held meeting times through the day with these transitions meaningfully planned to optimise children's learning through play and to limit transition interruptions. Educators respect children's freedoms to form relationships with their preferred educators but all staff know and support building a picture of each child.

-Through intentionally deciding on, planning, and implementing actions for improvement strategically as a whole team allows us to be inclusive, collaborate as a team and critically reflect and share the decision-making process where needed. With respect we recognise and build on educator strengths, interest, experiences, and capacity to enhance their confidence, shared commitment, accountability, and sense of team. This has supported shared approaches and consistency. Using tools such as confidence surveys has guided our approaches when implementing new whole site strategies including Prelit, Heggerty, active supervision, collaborative meetings and changes to practices and approaches with the use of agreements and documentation. This is continually supported and critically reflected on as a team through regular professional development around sensory regulation.

-Adams Road Children's Centre makes deliberate decisions about the continuity of care for children and families to align with our service philosophy and the Early Childhood Code of Ethics. Decisions are also informed by the United Nations Conventions on the Rights of the Child, which state that "all organisations concerned with children should work towards what is best for each child".

-Additional staffing is utilised strategically after critical reflection of AEDC data, cohorts, observations and shaped by meaningful engagement with families, community, governing council and LET team. Staffing is utilised for Early Intervention groups and small group experiences with educators and children. The intentional organisation of staffing maximises children's access to the curriculum, environment and to develop meaningful relationships with educators and peers. Staffing arrangements promote access to whole site area and maximise access to learning spaces and educator ratios. Regular time is provided for educators to critically reflect on children's learning and progress as part of daily and weekly routines and meetings.

-Interactions and our work clarifying educators' roles, PDP, and communication processes to support educators to work effectively and maximise their opportunities to interact with children during face-to-face time.

With reference to the three exceeding themes:

- 1. Practice is embedded in service operations
- 2. Practice is informed by critical reflection
- 3. Practice is shaped by meaningful engagement with families and/or the community

#### **Quality Area 5: Relationships with Children**

When writing your strengths:

- use clear and concise language
- reference the exceeding themes
- aim for 2 -4 points per theme
- document your greatest strengths (not expected or required practice) identified through critical reflection and informed by your self-assessment against the NQS.

-Adams Road Children's Centre dedicates time on Tuesdays, Thursdays and during our fortnightly collaborative meetings on a Friday to critically reflect on our practice with reference to the overarching practices and principles contained within the Early Years Learning Framework (EYLF). This allows the regular opportunity to support educators to collaboratively share and engage in dialogue about ped documentation, insights, significant learning, information, data scans, screening, engagement, parent feedback, specialist reports and other observations to think more deeply about our current practice, progress, and priorities as well as an opportunity to reflect on our intervention groups and each child's individual learning plan.

-Our educators' responsiveness, respect, inclusion, and meeting children where they are allows us to nurture each on their unique learning journeys, putting in place adjustments and accommodations to make sure that every child has a strong sense of belonging, being and becoming.

-Our educators show trust and belief in the capabilities and potential of children through providing for and respecting their independence and capacity to make decisions. This includes allowing children to choose when they are hungry and when they can eat, allowing children to select and access resources as well as whether to explore inside and outside environments. There are strategically held meeting times through the day with these transitions strategically and meaningfully planned to optimise children's learning through play. Educators respect children's freedoms to form relationships with their preferred educators but all staff know and support building a picture of each child. Interactions throughout the daily routine are the foundation for positive and meaningful connections with our children.

-We are located opposite our two main feeder primary schools and have a strong, long standing relationship with both the schools. We access these sites regularly and share their library fortnightly. These schools have shared values. These values underpin our philosophy and our vision to provide a safe, nurturing, and inclusive environment and a sense of belonging for everyone.

-Trusting relationship supporting successful entry into kindy with settle spots with educators, small group opportunities and routines such as breakfast and literacy groups.

-Parent and child learning conversations occur throughout informal interactions daily at drop off/ pick up and more formal opportunities during the year. Meaningful communication platforms including KindyHub, and Facebook provide caregivers a way to provide feedback, stay informed and communicate to further support children learning and relationships with educators on a regular basis.

With reference to the three exceeding themes:

- 1. Practice is embedded in service operations
- 2. Practice is informed by critical reflection
- 3. Practice is shaped by meaningful engagement with families and/or the community

## **Quality Area 6: Collaborative Partnerships with Families and Communities**

When writing your strengths:

- use clear and concise language
- reference the exceeding themes
- aim for 2 -4 points per theme
- document your greatest strengths (not expected or required practice) identified through critical reflection and informed by your self-assessment against the NQS.

-Respectful relationships with children, families and communities are at the core of our philosophy. Our philosophy, routines and practice reflect this.

Our context recognises we are home to children and families from a range of diverse cultural backgrounds including Aboriginal families who are descendants of the Traditional Custodians of the local land and Anglo-Australian families, who have lived in the community for many years. The community's residents also include families who are new to the community, having immigrated to Australia and moved to the community to seek work.

-Families and caregivers are involved in shaping decision through governing council participation, feedback surveys and volunteer opportunities. As a result of survey feedback, we have had some positive improvements to our program and opportunities in the centre. This includes trial of Bush Kindy bus in 2020, playgroup for children prior to kindy years and families.

-Wider community professional learning includes various initiatives and connections with local excursions and community participation. Adams Road Children's Centre has connected with children, colleagues and community members and have helped shaped decision making, future ideas and connect learning in the site. Local community visits include activities at Resthaven aged care facility, the local school library, learning conversations with families, Cafhs and dental checks.

-Working in partnership across the portfolio and across the preschool networks, with the local feeder schools as well as service providers.

-Feedback from families, regarding processes when sharing children's learning and what is important to our families and work with agencies so we can advocate and support families e.g., trauma, navigating and accessing services.

With reference to the three exceeding themes:

- 1. Practice is embedded in service operations
- 2. Practice is informed by critical reflection
- 3. Practice is shaped by meaningful engagement with families and/or the community

#### **Quality Area 7: Governance and Leadership**

When writing your strengths:

- use clear and concise language
- reference the exceeding themes
- aim for 2 -4 points per theme
- document your greatest strengths (not expected or required practice) identified through critical reflection and informed by your self-assessment against the NQS.
- -Adams Road Children's Centre undertakes an annual review of our philosophy in conjunction with our new cohort, context statement and local AEDC data with educators, families, and the community at the beginning of each year to guide our practice. This is to ensure we maintain high quality practice, identify further quality improvements, and ensure that the philosophy reflects our current purpose, strengths and priorities including the guiding principles of the National Quality Framework and the Early Years Learning Framework. This is informed by critical reflection and shaped by meaningful engagement with educators, families, community and LET team.
- Site visits to partnership and portfolio preschools for feedback and planning have guided critical reflection and future planning and site connections. Site connections across the wider sector and networks including portfolio, PDA and Healthy Communities through the Playford Council.
- -Shared leadership roles have provided multiple perspectives and input, leadership development and capacity building.
- -Development of PQIP in collaboration with staff as weekly staff meeting agenda item, community, partnership, and leadership has provided clear direction for future years at Adams Road Children's Centre.
- Contributions and user of wider networks to contribute to our site and beyond. This includes preschool/ partnership work; work with the school to negotiate and share transition information and visits, staff to attend to support families and children for their first visit.
- -ARCC supports the leadership of other sites through sharing practice and expertise across sites including transition processes, self-regulation workshops, the improvement cycle, shared training and development, early years preschool leaders' hub to meet and connect.
- -Identify emerging strengths throughout the year, checking in on current strengths.
- Use of collaborative critical reflection processes, stop, start, continue, educators writing their own improvement stories, all educators involved in the evidence collation as to what quality education is with reflection on the PQIP, EYLF, NQS and quality areas.

# **Learning Improvement Plan – Goal 1**



STEP 1 Analyse and Prioritise

Site name: (Adams Road Children's Centre)

Goal 1: To develop and deepen children's understanding and application of quantification and the relationship to number to support secure mathematical foundations.

#### **D** STEP 2 Determine challenge of practice

#### **Challenge of Practice:**

If we strengthen our capacity and knowledge of number sense and children's mathematical development, and systematically apply evidenced based practices we will better observe, note, and intentionally design meaningful learning through play and explicit teaching that progresses children's numeracy learning.

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

Through ongoing analysis of our pedagogical documentation, we will see and hear children:

- -regularly use and apply number skills to describe and compare
- -express and contribute to discussion about (quantity and) number in a range of situations
- -recognise 'how many' in collections of objects (subitise) with increasing complexity
- using fingers and concrete materials, symbols and talk to describe, compare, and represent their mathematical understanding of counting, quantity, how many, the order, and the composition of numbers to 10.

#### **STEP 3 Plan actions for improvement**

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
maths readings and planning activity to share	QA1,3,4	Ongoing, week 0, term 1, term 2, term 3	All educators	Mathematics in the early year's education text
numeracy observations, educator observations and sharing *Link in with Woodside Preschool	QA1,3,4	Ongoing during small groups	All educators	Observation tracking tool
Maths's confidence survey	QA1,3,4	Week 0, Term 2, Term 4	All educators	Director survey
Further numicon training	QA1,3,4	Term 2	All educators	Numicon resources Kerry ECL to facilitate

Goal 1: To develop and deepen children's understanding and application of quantification and the relationship to number to support secure mathematical foundations.



# 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?

Actions		On track  Needs attention/work in progress	Evidence	What are our next steps? Potential adjustments?
		Not on track our notes to ensure you track	Are we doing what we said we would do?  Are we improving children's learning?  How do we know which actions have been effective?	
		nitor adjustments and progress plan		
maths readings and planning activity to share	Click of text.	or tap here to enter	Click or tap here to enter text.	Click or tap here to enter text.
numeracy observations, educator observations and sharing *Link in with Woodside Preschool	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Maths's confidence survey	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Further numicon training	Click of text.	or tap here to enter	Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: To develop and deepen children's understanding and application of quantification and the relationship to number to support secure mathematical foundations.

STEP 5 Review and Evaluate - Have we achieved our improvement goal? What have we learned and what are our next steps?
What progress have we made? Have we achieved our goal? Click or tap here to enter text.
Enablers: What factors have been critical for success? Click or tap here to enter text.
Inhibitors: What factors have impeded progress? How will we work through this? Click or tap here to enter text.
Recommendations: What are the next steps to take? Click or tap here to enter text.

# **Learning Improvement Plan – Goal 2**



STEP 1 Analyse and Prioritise

Site name: (Adams Road Children's Centre)

Goal 2: To support and deepen the development of children's capacity for self-regulation to foster their positive wellbeing and engagement in social play as well as learning.

#### **A** STEP 2 Determine challenge of practice

#### **Challenge of Practice:**

Educators will be more aware of the development, influences and able to tune-in to children's sensory and emotional state as well as needs. By intentionally scaffolding and supporting children to be aware and implement strategies to develop and manage their sensory needs to facilitate their wellbeing, engagement in social play as well as learning.

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

Children will use zones of regulation language, articulate their feelings, and move freely around the environment to meet their sensory needs as needed utilising the spaces created for them.

Children who are well regulated can be in the appropriate zone at the appropriate time.

Children will be successfully engaged in social play with improvements to children's overall levels of wellbeing and involvement (using Ferre Laevers WB and involvement scales from RRR)>

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#### STEP 3 Plan actions for improvement

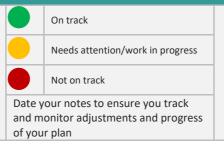
Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Continue with self-regulation service from 2022, Kathryn Mahadeva *Continue work with Craigmore Kindergarten	QA 1,2,3, 4, 5, 6	Click or tap to enter a date.	All educators	Click or tap here to enter text.
Apply for self-regulation grant to support further training and development, purchase resources	QA 1, 2, 3, 4, 5, 6	24/11/2022	Jo to apply for grant	Click or tap here to enter text.
2 x staff members to complete the Zones of Regulation 3-hour online training, reflect and share with staff	QA 1, 2,	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
3x90 minute follow up session with Kathryn and share with all staff	QA 1, 2	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 2: To support and deepen the development of children's capacity for self-regulation to foster their positive wellbeing and engagement in social play as well as learning.



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?

Actions



#### **Evidence**

Are we doing what we said we would do? Are we improving children's learning? How do we know which actions have been effective? What are our next steps? Potential adjustments?

#### (Adams Road Children's Centre)

Continue with self-regulation service from 2022, Kathryn Mahadeva *Continue work with Craigmore Kindergarten	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Apply for self-regulation grant to support further training and development, purchase resources	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
2 x staff members to complete the Zones of Regulation 3-hour online training, reflect and share with staff	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
3x90 minute follow up session with Kathryn and share with all staff	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 2: To support and deepen the development of children's capacity for self-regulation to foster their positive wellbeing and engagement in social play as well as learning.

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### $\overset{\circ}{\sim}$ **STEP 5 Review and Evaluate** - Have we achieved our improvement goal? What have we learned and what are our next steps?

What progress have we made? Have we achieved our goal?

Click or tap here to enter text.

**Enablers: What factors have been critical for success?** 

Click or tap here to enter text.

Inhibitors: What factors have impeded progress? How will we work through this?

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

# **National Quality Standard priorities**

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
Streamline documentation	QA 1,2,3,4,5,6,7	Effective collaboration to support critical reflection, staffing, ways of working, TEAMS	Check in termly using tracking and monitoring schedule	-TEAMS -Tracking and monitoring schedule -Our journey book	All educators
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# **Progress notes**

National Quality Standard priorities

		Implementation  doing what we said we would do?) our overall assessment of progress towards implementing actions for improvement.		
Priority		On track	Impact for children and families (Are we improving practice and learning outcomes?)	Next steps
		Needs attention/work in progress	Enter the evidence of impact of your actions for children and families	
		Not on track		
	Date yo	ur notes to ensure you track and monitor adjustments and progress of your plan		
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Review and Evaluate - Have we achieved our NQS priorities? What have we learned and what are our next steps?
What progress have we made? Have we achieved our priorities? Click or tap here to enter text.
Enablers: What factors have been critical for success?
Click or tap here to enter text.
Inhibitors: What factors have impeded progress? How will we work through this?
Click or tap here to enter text.
Recommendations: What are the next steps to take?
Click or tap here to enter text.

# **Endorsements**

#### Endorsed by director/principal

Name Click or tap here to enter text.	
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Date	T
Click or tap to enter a date.	Endorsed by governing council chairperson
Name	Signature:
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Name	Since the second
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