

2024

Service approval number: SE-00010170

Quality Improvement Plan Summary

Bertram Hawker Kindergarten

Goals	Challenge of Practice	Success Criteria
To support children to develop and express their thinking, theories and ideas.	If we intentionally model different ways for children to communicate through mark making, then we will support children to develop and express their thinking, theories and ideas.	Through our documentation we will see evidence that children will: <ul style="list-style-type: none">➤ use the creative arts, such as drawing, singing, role-playing to express ideas and meaning➤ combine talking and drawing/mark-making to explore ideas➤ engage in conversations with their peers about their mark making➤ develop an understanding of sound/symbol relationships➤ add symbols/writing to their drawings to express meaning

National Quality Framework Priorities

Engagement with all families to build our cultural responsiveness:
-Explore opportunities to develop trust and establish a culturally safe environment that reflects the practices, values and beliefs of all families.

-Invite parents to contribute to the educational program in ways that celebrate and share their strengths, beliefs and culture.

Aboriginal Cultural responsiveness:
- Maximise opportunities for each child's learning about Aboriginal and Torres Strait Islander histories, cultures and knowledge.

Key steps

Each educator will engage in two Early Years Learning Framework version 2 Professional Development Days to identify practices that will develop our own cultural understandings and responsiveness.

Designate time for critical reflection that responds to children and family's perspectives, challenges our assumptions and bias and examines our practice. Critical reflection questions: *How connected does every child feel to the kindy? How well do we know every family?*

Seek information in person, on Seesaw and through a questionnaire, from parents about their cultures-their languages, celebrations and traditions- and invite parents to share at kindergarten.

Collaborate with children and families to create displays/signs that reflect their family culture and the diversity of our community.

Critically reflect on how to develop our knowledge and understanding of Aboriginal and Torres Strait Islander relationships and connections to country.

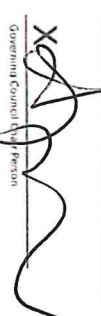
Regularly share information and examples with children of how Aboriginal and Torres Strait Islander peoples care for and sustain the land-connect with our philosophy and daily practice of caring for the environment.

Our Reconciliation Action Plan & Glen Osmond Primary School Buddy Program will incorporate Aboriginal & Torres Strait Islander learning throughout the year.

Ensure Aboriginal and Torres Strait Islander resources are genuine and represent urban, contemporary images and materials as well as desert or historical images.

17/04/2024

X 
Education Director

X 
Governing Council Member



Government of South Australia
Department for Education