



*Glencoe and District Kindergarten*

*Quality Improvement Plan*

*2018*

*Submitted by Jes Cook (Director)*

### *Vision*

*To enable each child to be the best they can be throughout their life.*

### *Values*

- ★ Respectful Relationships – alongside our learning community we build trust, honesty and compassion through open communication*
- ★ Building Connections – with community and environment*
- ★ Lifelong learners*

## *Our Philosophy*

*At Glencoe Kindergarten all children are seen as unique individuals. We respect where they have come from and where they are going taking into account their own interests, experiences, knowledge, dispositions, skills and processes for lifelong learning.*

*We promote a culture of respect and trust with children, educators, parents and other caregivers. We aim to provide a safe, secure and positive learning environment which values the participation of the child's family and the wider community in their learning.*

*As educators we value the opportunity to build deep connections and relationships with the child. Through noticing, engaging and listening our planning for learning document evolves to provoke opportunities and experiences to encourage further discovery, exploration and wondering; reflective of current interests and developmental needs through play. We endeavour to provide a learning environment which is inspiring, dynamic, engaging, challenging and open ended. The environment that is created by working alongside the child is one that nurtures their creativity, imagination, individuality and curiosity to thrive.*

## Service Details

<b>Service Name</b>	<b>Service Approval Number</b>
Glencoe and District Kindergarten	SE-00010382
<b>Primary Contact at Service</b>	
Jes Cook – Director	
<b>Physical Location of Service</b>	<b>Physical Location Contact Details</b>
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<b>Approved Provider</b>	<b>Nominated Supervisor</b>
Primary Contact: Department For Education - Ann-Marie Hayes Telephone: 08) 8226 3463 Mobile: N/A Fax: 08) 8226 0159 Email: DECD.NQFEnquiries@sa.gov.au	Name: Jes Cook (Director) Telephone: 08 8739 4050 Mobile: 0432 766 758 Email: <a href="mailto:jes.cook@sa.gov.au">jes.cook@sa.gov.au</a>
<b>Postal address ( if different to physical location of site)</b>	
PO Box 66 Glencoe SA 5291	

# Operating Hours

	Monday	Tuesday	Wednesday	Thursday	Friday
Session Times		<b>Kindy</b> 9-3pm  <b>Occ. Care</b> 9-12pm	<b>Kindy</b> 9-12pm  <b>Occ. Care</b> 9-12pm	<b>Kindy</b> 9-3pm  <b>Early Explorers</b> (3 year old program) 9-3pm	<b>Supported Playgroup</b> 9-11.30am

## Additional Information

Glencoe Kindergarten is a co-located preschool sharing the site with Glencoe Central Primary School.

Glencoe kindergarten is open during school terms only on Tuesday, Wednesday and Thursday. The Director also works additional days to this to complete administration tasks.

An Occasional Care program is provided for 2 sessions per week; this is an integrated program that runs concurrently with the kindy program. There are 8 places available for each Occasional Care session that is offered with 2 emergency places available if and when required. An ECW is employed to oversee this program.

Parking is available at the front of the kindergarten, with kindy designated parking to the left of the gateway.

A supported playgroup operates out of the centre every Friday morning during school terms from 9am till 11.30am.

We are operating under the Same First Day policy. This year children are receiving 15 hours of kindergarten per week over 4 terms.

# Strengths Summary for all Quality Areas

## Quality Area One: Educational Program and Practice

At Glencoe Kindergarten children have the opportunity to learn through play, with the learning environment changing and evolving around the individual child's interests and needs to promote and provoke deeper wonderings, discoveries and exploration. Children can be seen independently managing their own learning and the environment we create alongside is one that is inspiring, dynamic, engaging, challenging and open ended to nurture children's creativity, imagination, individuality and curiosity. As a result, the kindy program heavily reflects on the children's interests, wonderings and discoveries and is the basis for any new learning and extended learning opportunities. Educators engage with children and support them with their spontaneous explorations and ideas to further their learning and provide extended opportunities. Children's responses to questions, experiences and discoveries are recorded and are reflected on. Possible Lines of Development (PLODs) are designed and implemented accordingly. Individual learning styles are noticed and catered for and group learning projects are explored deeply to support the development of skills and dispositions for lifelong learning. Educators systematically reflect on practice and observations of children verbally and this is documented as part of the program planning and reflection, this occurs weekly and as required.

We provide a safe, secure and positive learning environment and value the participation of the child's family, cultures and beliefs and the wider community in their learning, respecting where they have come from and where they are going. Building relationships with children's families and connecting to share children's interests, cultures and knowledge is valued and contributed. Through building connections and talking with families, observations, sharing with educators and reflections, decisions are made in regards to supporting individual children in the program. When required, referrals are made to DECD Regional Support Services in order to further support and assist these children to access and participate in the kindy program. Support and information from other outside agencies involved with the child at the time such as Autism SA, Occupational Therapy and private specialists is sought. We use a variety of communication devices/strategies to support children's speech and language development when required and children requiring additional support are supported by a funded ECW.

The Early Years Learning Framework (EYLF) 'Belonging, Being, Becoming' is embedded in our programming, practice and reporting. Literacy and Numeracy Indicators are referred to and are becoming more evident in our Planning for Learning Document. The indicators are used as a way of reporting on literacy and numeracy development to parents through their use in learning stories and are reflected on through the termly statements of learning. Through the use of our Planning for Learning Document, the individual child's voice, noticing's and wonderings along with group experiences are documented. Collective knowledge is shared -PLODs and provocations are designed / implemented to scaffold, inspire and extend children's wonderings and learning based on their

responses. The child's voice is the underpinning of our program. Educators listen to, engage with and notice each and every child, recording and reflecting on their individual responses / interests and plan accordingly.

Children have opportunity to benefit from uninterrupted play experiences with routines being flexible to allow deeper learning and engagement. Having this flexible time allows educators to be responsive to children's needs, maximising opportunities throughout the entire kindergarten program. Educators also recognise that curriculum incorporates everything that occurs during the kindergarten day including routines, planned and spontaneous learning experiences, valuing children as capable and competent learners.

We use a variety of ways to document each child's learning. Our Planning for Learning Document (PLD) records the child's voice, wonderings, interests and ideas. All educators are involved in writing both individual and group learning stories which highlight the child's dispositions and learning in regards to connections with the EYLF and Literacy and Numeracy Indicators, wall displays, talking walls and thinking trees containing the children's voice and photographic material, provocations extending to include children's wonderings and discoveries, The Wonder of Me Wall to create a strong sense of identity and connection to the space for both children and families, floor books, communication pockets and newsletters. Each child has an individual learning portfolio available at all times for families to access, updated on a regular basis and sent home at the end of each term – enabling families to share and reflect on their child's growth and learning. Educators reflect on the above documentation and plan experiences and provocations to scaffold and extend their learning further. Educators also take into account the families input and voice and reflections noted within the child's termly statements of learning.

## *Quality Area Two: Children's Health and Safety*

Site policies and procedures are regularly reviewed and updated on an annual or a needs basis. Where necessary certain policies and procedures have been developed in conjunction with the school. Policies and procedures are reviewed on a regular basis with educators, reviewed with governing council and communicated to parents through the use of newsletters or attached to other important documentation going home, such as the Families Information Booklet. The site's Policies and Procedures folder is stored in the office and smaller copies are available in the parent information area for families to access.

Each child's health needs are supported through obtaining the necessary information on children's health and medical conditions at the time of enrolment at our centre or as they are required. All educators are made aware of these; individual health care plans are obtained and securely stored with the child's medication and enrolment information. There is a written process for administration of medication and all medication and health care plans are monitored to ensure they are kept up to date.

The site has 2 first aid kits, one for use on site (located on wall next to office) and the other portable (located on back of office door) for use off the kindy grounds and for excursions. First Aid records are kept and drawn to the attention of adults for their signature. Parents are notified in person if more serious injury occurs and educators follow IRMS process to inform the department of more serious cases of injury or illness. Our first aid kits and asthma kits are regularly updated and maintained by Mount Gambier Safety Supplies. All educators have an approved and current first aid, anaphylaxis and asthma qualifications and will seek further training in regards to an individual's health needs when required.

All children's immunisation information is updated regularly and is recorded on EYS as sighted along with date noted on enrolment form when original documents were shown. Policies and procedures are in place to maintain a safe environment and to stop the spread of infection- notifying parents and providing relevant information from You've Got What? For those children who aren't immunised; families are notified as soon as possible when a notifiable disease has been identified and using the Health SA guidelines information is given on exclusion times if required.

Cleaners are employed each day the kindy is operational and educators ensure the ongoing cleanliness of the environment and personal hygiene throughout the day. Explicit teaching in reference to the application of sunscreen, hand washing and disposal of used tissues supports children's health and reduction of disease. The bathroom area is cleaned by an educator during lunchtime on our full days or when the need arises and again by the cleaners at the end of each day.

Rest and relaxation time is programmed into our day and occurs straight after lunch. Each child is allocated a swag for the term in which to use for rest and relaxation time; each family then takes their swag home at the end of term for washing or if/and when the need arises. A safe sleeping space is suggested for those that may fall asleep during this time, in our meeting space area. Music and other restful techniques such as yoga are employed to support children to rest during this time. Educators recognise for some children other activities such as reading a book, completing a puzzle can support their bodies to rest and take a quiet moment. There is also a quiet relaxation area set up in the kindy which children can freely access at any time of the day; allowing them to read quietly in the tepee, observe our tortoise, complete a puzzle or engage with the light panel. Opportunities for rest and relaxation in our outdoor area are also available as educators often encourage the cushions to be taken outside. Educators are aware of children's energy levels and monitor and evaluate the program and make changes when necessary.

Children are encouraged to bring their own water bottles however, a drinks station providing clean fresh rainwater is available to the children at all times. Planned cooking experiences are based on healthy eating options. Eat a Rainbow has been a focus over recent years and is often referred back to when discussing healthy eating with the children and families. The kindergarten vegetable garden grows produce which can then be used in healthy cooking experiences at kindy with recipes and excess produce sent home with the children. The children are heavily involved in all stages of the garden – planting, harvesting and preparing the food to eat/cook with. Assisting the children to learn about growing food, eating healthy, appreciate nature and value sustainability. The kindy also has a number of fruit trees in the outdoor learning environment and the kindy children often visit the school's bigger vegetable

garden and fruit orchard. Healthy snack occurs in the morning, where children are encouraged to eat a piece of fruit or vegetables. Families are educated on what a healthy snack option is through newsletters, governing council and discussions with families.

Our immediate kindy grounds as well as being able to access the school's facilities provides many opportunities for planned and incidental physical activity which is promoted during all sessions; with regular use of the school oval to provide more space for running, setting up obstacle courses, running up and rolling down the 'rolly polly' hill, climbing trees, swinging and nature walks around our community. Obstacle courses promoting the growth of gross motor skills are regularly set up by and for the children. The Kindergarten also participates in the school's sports day on an annual basis with time for skills development.

Educator supervision is ensured at all times both within the inside and outside learning environments, during in/excursions and educators are employed accordingly. Risk assessments and risk benefit assessments are carried out and reviewed on a regular basis as well as dynamic risk assessments done at the time of the experience. Children are also encouraged to self-risk assess when climbing a tree, using the hot glue gun or when using loose parts. The kindy has policies and procedures in place to ensure children and families are informed when accidents and serious incidents do occur.

All educators/ staff are required as part of their employment to be trained in reporting and managing abuse and neglect related incidents. A criminal screening check database has been established to maintain an up to date record of staff and volunteers on site.

### *Quality Area Three: Physical Environment*

Glencoe kindergarten offers a warm, inviting, aesthetically pleasing and organised space where a sense of belonging can be developed for all children, families and community members. Learning spaces are designed and planned for in response to children's ideas and wonderings offering playful experiences, in which children can develop learning dispositions, encourage choice, take risks, play and explore. Our learning environments both inside and out support children's independence and interdependence as children have the opportunities to work alone, work with others, in groups and with an educator. Children also simultaneously have access to the indoor and outdoor environment which promotes competence, independent exploration and learning through play.

Children are explicitly taught to use real resources to interact with the environment (vices, shovels, spades, wheelbarrows, rakes, glue guns, secateurs, saws etc.) enabling the children to actively use the learning environment safely. Equipment provided for use by children can be used in multiple ways (woodworking tools used for cubby building and gardening). Educators collaborate with children to set up the environment for open ended playful learning and ensure it caters for different skill levels.



We have introduced a range of loose parts to our kindy environment both for use indoors and out, both big and small. These loose parts materials can be moved, carried, combined, redesigned, lined up, taken apart and put back together in multiple ways. They are materials with no specific set of directions that can be used alone or combined with other materials. Our play environment promotes and supports imaginative play through the provision of 'loose parts' in a way that doesn't direct play and play opportunities, but allows children to develop their own ideas and explore their world. We have also encouraged families to support our loose parts play through our loose parts library; where families are invited to leave any items that the children can then access for whatever purpose they see fit.

At Glencoe Kindergarten children are given opportunities to care for our kindy animals by providing them a safe, warm place to sleep, food and fresh water. We have sustainable practices in place which includes the composting of our garden clippings, animal bedding and food scraps which can't be fed to the kindy chooks. Educators encourage 'Litter less' lunchboxes. A solar panel has been installed to power the rock pool pump which helps lessen water consumption at the rock pool and a rainwater tank has been installed to catch water off the cubby house for use at the mud kitchen. The bathroom taps in the children's bathroom are on a timer to limit the water wastage, our air-conditioning and heating turns itself off when the double glass doors are opened, lights are turned off when not required and the children have access to our kindergarten vegetable garden to grow and use their own fresh produce. We encourage the use of natural and recycled materials where possible (woodworking, mud kitchen utensils, small world play areas) and we are a part of the school's recycling system which aids in the promotion and education of children in recycling.

A Preventative Maintenance Schedule and Breakdown Procedure are in place through DECD for all facilities. Educators have procedures in place to ensure furniture and equipment are kept clean and well maintained. Educators utilize an end of term and end of year cleaning checklist to ensure equipment is clean and maintained along with the day to day cleaning requirements. Daily hazard checks are conducted to ensure environment is safe with potential hazards recorded and dealt with as soon as possible.

## *Quality Area Four: Staff Arrangements*

All educators at Glencoe Kindergarten have completed their qualification requirements which meet the expectations of NQS. Educator-to-child ratio is maintained at all times to ensure the required supervision, safety, welfare and wellbeing of all children whilst at kindy. Ratios are adjusted as required for higher risk activities, such as excursions. Educators work collaboratively and affirm, support, learn from and challenge each other. This builds on the benefits of an effective educator team that actively and regularly plan to ensure children's learning, development, and wellbeing are a priority. With 2 educators working across all programs and present at all times the centre is open communication is high and information is shared on a day to day basis. Roles tend to be shared to ensure smooth and efficient running of the centre.

Where possible continuity of educators is maintained to ensure continuity and familiarity for children, families and other educators, this includes using regular TRT's ( temporary relief teachers / ECW's). When possible changes in educators for the day is communicated to families prior to the event or families

are informed on arrival to the centre if short notice has been given. Induction to the centre prior to working at the site for the first time is encouraged. An induction folder supports new employees and a copy is given for the employee to access when required.

All educators are mandatory notifiers and update their skills through regular professional development. All educators are trained in Apply First Aid/ Asthma/ Anaphylaxis. Educators are encouraged to regularly attend training and development within our region to update their current knowledge and understanding of early childhood pedagogy. Educators attend regular staff meetings where successes and challenges are discussed. Educators who have attended professional development share their new learning with others. Educators are also involved in small hub groups aligned with the SECAV and sites priorities and focuses as well as educator interests.

Interactions between educators convey mutual respect, equity and recognition of each other's strengths and skills. Educators are open to change and embrace any new opportunities and possibilities that will enhance children's learning. Educators have collaboratively developed an essential agreement in which we abide by when working together and during times of reflection.

All educators are aware of the grievance procedure and educators are willing to address any grievances or conflicts that may arise with respect and work towards a positive resolution. Processes are in place to celebrate educator's success.

## *Quality Area Five: Relationships with Children*

Educators promote interactions with each child that build warm, responsive and trusting relationships. Each child and their family are greeted upon arrival and educators ensure their availability if families need to speak to an educator or support a child who is experiencing separation anxiety. Again at the end of the day educators are available to speak with the families and highlight key learning experiences their child was involved in during the day. Each child is supported to feel safe, secure and confident through building positive relationships with educators and forming a secure attachment to at least one. Educators support the children's development of positive relationships amongst their peers, again building on the child's sense of belonging.

Educators are guided by the EYLF to develop a child's sense of belonging. Educators develop trusting relationships with children and their interactions with the children are responsive. Our program supports and encourages collaboration amongst children and educators. Children are encouraged to share their knowledge, ideas and wonderings in small group discussion times. Using our Planning for Learning document and floor books; listening to children's voice plays a major role. In a setting where we have a number of programs running in conjunction with each other, this enables all educators to develop relationships with the children across all programs. This is beneficial when it comes to points of transition such as playgroup to occasional care, occasional care to early explorers, and early explorers to kindy and kindy to school. Sound relationships have already been developed making these points of transition easier and smoother for all involved.

Educators are aware that learning occurs in social contexts. Educators utilise planned and spontaneous experiences to support children's play and interactions with others. Educators reflect on observations and interactions to extend children's thinking and educators model wonder, investigation, reasoning, predicting and reflective processes and language. All educators are responsible for observing, monitoring, planning and assessing for children's learning. Dispositions for learning play a key role in educator's interactions and observations of the children and are used to support and extend children's development in these areas.

Children are supported to manage their behaviour and keep themselves safe. We hope that by providing an engaging, collaborative and stimulating program disengaged behaviours are at a minimum. Educators continually reflect on behaviours presented by children and consider the needs of that child and how they can best cater for them. At kindy we have the saying 'Take care of yourself, take care of others and take care of our environment'. Children's relationships are supported by educators through observations and encouragement. When children have concerns or issues educators assist them to help resolve their problems. Educators actively seek children's perspective and assist them to explain the difficulty or misunderstanding. Through restorative questioning educators support building agency and strong relationships by focusing on clear supportive communication including identifying challenging behaviour and the feelings of the injured child.

Educators work to ensure the dignity and rights of all children are upheld at all times. Educators respect the rights of the child and practices ensure children's physical and mental wellbeing is upheld. Educators use positive language, guiding children's behaviour, working with families, allowing children to have a say and make choices. Each child's right to a voice in the program is nurtured, respected and celebrated. Children's engagement and wellbeing is a focus within our programming. Educators regularly reflect on our program and practices to ensure the rights of all children are being met and upheld.

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

Currently, in conjunction with the kindergarten program we also offer 2 sessions of Occasional Care per week, a 3 year old program 'Early Explorers' a day a week and a supported playgroup at the centre every Friday to build relationships and engage with local families. It is from these associated programs and the early relationships established that we are able to make connections with our community and the families within. Most if not all our kindergarten enrolments come from families accessing these associated programs.

Educators promote open communication, family involvement and decision making through creating a welcoming atmosphere, being accessible, communicating respectfully, responding in a prompt and respectful manner and sharing information about their children's progress. Each child has an individual portfolio which is easily accessible and families are encouraged to share them with their child at any time. The portfolios invite parent input into their child's learning journey and parents are invited to participate in and celebrate their children's learning. The children's portfolios are given out at the end

of each term, so the child's learning can be shared and celebrated with other family members and extended family and friends who don't get the opportunity to visit regularly.

Families are kept informed and are invited to participate on all levels of decision making with opportunities extended for families to be involved in Governing Council which includes representatives from kindy, early explorer's, occasional care, playgroup and other interested community members. During governing council, site policies and procedures are reviewed and amended, site philosophy is reviewed, kindergarten finances decided and discussed, quality improvement plans discussed and the seven quality areas reported on each meeting. Surveys, questionnaires and quick polls are used when required to obtain community feedback in relation to the program and its operation.

Current information is shared and readily available to families through regular newsletters, frequent notices home and posters displayed in the welcome area. Every attempt is made to ensure our wall displays are dynamic and ever changing to demonstrate children's learning occurring. An updated Family Information Booklet is given to each family either on enrolment or at the beginning of each year for those children continuing on which provides key information for families about our service, programs offered and general information.

Relevant community events are promoted through flyers and the notice board. There is a developing resource rack by the front door with other services material for parent use and information in regards to outside agencies. The service collaborates with other organisations and service providers on a needs basis such as Child and Youth Health, Families SA and Community Health.

We have a strong connection with the Millicent Library where they visit our centre twice a term to deliver a new collection of books for our reading corner and engage with the children over a story and activity. In recent times, the library has invited us to be a part of the Little Investigators program they have running which sees the library educator visiting the kindy for 5 weeks working through a series of experiences which allows children to notice our environment.

The kindergarten director is also a member of the Glencoe town planning group advocating for the children in our community and supporting community to understand what they can do to support children in our area.

Educators also look to families and community members who may have an area of expertise which in turn supports our children's current line of interests and wonderings. These families and community members are encouraged to engage with our current kindy program adding value and expertise when needed.

Educators engage locally with neighbouring preschools/ Early Years Educators through training, results Plus Cluster Groups, Reggio Emilia network Group and informally to support each other's programs to facilitate DECD/NQF outcomes. At point of transition from kindy to school, information is shared with relevant educators through children's statements of learning, general discussions and when required more formal meetings with all stakeholders involved (kindy, school family). The children's transition is supported through year long connections with the JP class through playful learning times, joint projects and inclusion in school events such as sports day, book week and outdoor learning days.

## *Quality Area Seven: Governance and Leadership*

Appropriate governance arrangements are in place to manage the service and information is available about relevant structures including our site philosophy and governing council constitution. Families are invited to join the governing council and meetings are scheduled to encourage attendance with representatives from all kindy programs and other interested community members. The governing council meets twice per term and all parents are informed of decisions and actions through having access to the minutes or newsletter updates. Each of the seven quality areas are reported against at each governing council meeting and open for further discussion if required. The educators and Governing Council have a commitment to continuous improvement. There is an induction folder for Governing Council members to better help them understand their role and responsibilities on Governing Council.

Glencoe Kindergarten has a stable team of educators, even though; all apart from the Director are on yearly contracts. Curriculum development is done as an educator team. All staff are encouraged to undertake professional development to further their skills and understandings around the site's priorities or an area of learning that interests them. Educators are encouraged to attend 2 playful learning training and development sessions a year which in the past have included limestone carving, wire sculpting and learning the ukulele. Staffing arrangements are organised to promote continuity at the service to ensure continuity for children's learning and wellbeing. Performance meetings are held and documented twice a year and are used to plan professional development and identify areas within our QIP that may need addressing further.

Our Planning for Learning document is developed / reviewed / reflected upon each week in collaboration with all educators. Our planning cycle is continually reflected on in regards to its effectiveness on a daily, weekly and term basis.

This site has systems in place to ensure it meets all its legal and administrative responsibilities. The site uses IT systems developed by the DECD that are password protected for HR matters, finance information and budgeting, recording children's enrolment and attendance and for reporting incidents or changes of service. Incidents and complaints are reported to ACEQA via DECD IRMS. Educators are aware of their obligation to notify the relevant regulatory bodies when significant issues arise. All educators at the service are fit and proper to fulfil their roles and responsibilities.

A quality improvement process is in place, including a site self-review process where our strengths are reflected on our areas of improvement highlighted. Educators reflect on the QIP on a regular basis with progress notes updated accordingly.

## 2018 Quality Improvement Plan Glencoe Kindergarten

<b>Improvement Priority</b>	<p>Big Idea:</p> <h3 style="margin: 0;">Making Learning Visible</h3> <p>Inquiry Question</p> <p><i>How can documentation make learning visible for child, educator, families and the wider community?</i></p>
<b>Goal 1</b>	<p>Educators have a clear understanding of what documentation is, whom it is for, why it is used and how to use it in order to make learning visible.</p>
<b>Goal 2</b>	<p>Educators using the process of documentation to deepen the understanding of educator's intentionality.</p>
<b>Strategies How will we get to this outcome?</b>	<p><b>Goal 1</b></p> <ul style="list-style-type: none"> <li>□ Collaboratively educators review current making learning visible practices. <ul style="list-style-type: none"> <li>○ Our Journey of Documentation book to record thinking and build shared understanding amongst the team.</li> <li>○ Educators reading and reviewing practices, determining areas of strength and growth using Document 11 Assessing Learning in the Early Years Companion Guide.</li> <li>○ Using <a href="http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/05/EYLF_planning_documenting_and_assessing_childrens_learning.pdf">http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/05/EYLF_planning_documenting_and_assessing_childrens_learning.pdf</a> as another tool</li> </ul> </li> <li>□ Documentation is a focus in all educators PDP and is supported through training and development. <ul style="list-style-type: none"> <li>○ Educators encouraged to join results + hub group around documentation which meet twice a term</li> <li>○ Educators encouraged to attend Reggio Emilia Network meetings once a term with a focus this year around documentation <ul style="list-style-type: none"> <li>▪ Educators meet after hub/ Reggio meetings to discuss further and document thinking, ideas, thoughts, wonderings in the documentation learning journey floorbook discussed at meetings and how we could improve, implement this in our own site.</li> </ul> </li> <li>○ Educators encouraged to use the information gained and take action. <ul style="list-style-type: none"> <li>▪ Educators are supported to trial new ways of documentation</li> </ul> </li> </ul> </li> </ul>



	<div><div><input type="checkbox"/> Educator floorbook documenting educator journey. Showing critical reflection and progress around documentation and intentionality.</div><div><input type="checkbox"/> Self – review document will demonstrate improvement in the area of visible learning through documentation.</div><div><input type="checkbox"/> Family voice captured and analysed and data used to improve family feedback.</div></div>	
Progress Notes		
Date	Strategies Implemented / Data & Feedback Collected	Analysis
Term 1	<div><div><div>Educator Book Club – Reading and in depth discussions around In the Spirit of the Studio</div><div>Educators attended results + hub group and Reggio Emilia Network meetings</div><div>Recording of individual noticing’s has been adapted to be more user friendly</div><div>Documentation floorbook started to record educator journey</div><div>Jes and Melissa attended Seeman and Slattery conference – Curriculum and Documentation</div></div></div>	<div><div>Ongoing</div><div>Commenced</div><div>Ongoing</div><div>Ongoing</div></div>
Term 2	<div><div><div>Educator Book Club – Reading and in depth discussions around In the Spirit of the Studio</div><div>Educators attended results + hub group and Reggio Emilia Network meetings</div><div>A date made for visits to other kindy’s to view documentation processes. Visited Millicent North Kindy ( Jes &amp; Melissa) to view how documentation works in their centre.</div><div>Educators reflecting on intentional teaching and how its documented ( based on Reggio Emilia Network Tools)</div><div>Individual noticing’s and how they are recorded to again be adapted</div></div></div>	<div><div>Ongoing</div><div>Commenced</div></div>
Term 3	<div><div><div>Individual noticing’s and how they are recorded to again be adapted - individual page for each child with goal, evidence and follow up thinking.</div></div></div>	<div><div>Commenced / ongoing</div></div>
		<div><div>Commenced / ongoing</div></div>
Recommendations for 2019		



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Improvement Priority	<p>Big Idea:</p> <p><b>Building confident and curious learners</b></p> <p>Inquiry Question</p> <p><i>How do we further develop a child's sense of agency to enable them to become more confident and curious learners?</i></p>
Goal 1	Build educator capacity to design a learning environment that fosters confidence and curiosity in children.
Strategies How will we get to this outcome?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Educators have a clear understanding of what self-agency is and its impact on child development. <ul style="list-style-type: none"> <li>○ Engage educators in dialogue to build shared understandings</li> <li>○ Professional Readings</li> <li>○ Create planning for learning document in relation to the big idea: building confident learners</li> <li>○ Attending Professional Development Opportunities ( Jane Lemon, Matt Glover)</li> </ul> </li> <li><input type="checkbox"/> Educators are responsive to children's thoughts and ideas to nurture and develop children's curiosity. <ul style="list-style-type: none"> <li>○ Attendance at Seeman and Slattery PD <ul style="list-style-type: none"> <li>▪ Critical reflection on how we develop children's thinking. As well as educator's reflecting on their own practices.</li> <li>▪ Change to our Planning for Learning Document</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Educators supporting children to feel confident in taking risks to enable them to explore their own ideas and thoughts.</li> <li><input type="checkbox"/> Educators including children in conducting risk benefit assessments. Children's voice is included when setting boundaries.</li> <li><input type="checkbox"/> Using the RRR active learning environment and involvement scale with a lens of confidence and curiosity to improve the learning environment and educator practices.</li> <li><input type="checkbox"/> Educators involved in professional readings around the notion of building confidence and curiosity in children.</li> </ul>

	<div><input type="checkbox"/> Educators engaging in conversations with families about what their children are curious about at any given time.<div><div></div><div>○ The need to record these conversations with family in our Planning for Learning Document</div></div></div> <div><i><b>*Underpinning this big idea is the notion that Educators see themselves as researchers. Engaging in professional learning to enhance their own growth and learning development to improve that of the child's.</b></i></div>						
Links to the Elements	QA 1	QA 2	QA 3	QA 4	QA 5	QA 6	QA 7
	1.3.2 1.3.1 1.2.2 1.2.3	2.1.2	3.2.1 3.2.2	4.1.1 4.2.1	5.1.1 5.2.1	6.1.2 6.2.3	7.2.3
Success Measures	<div><input type="checkbox"/> Educators seen working with children dynamically and intentionally planning the learning environment to support the development of children’s thoughts and ideas.<div><div></div><div>○ Demonstrated through reflection using the RRR (filming, checklist)</div></div></div> <div><input type="checkbox"/> Educators working collaboratively to support responsiveness to children.<div><div></div><div>○ Evidence of this within our planning for learning document</div></div></div> <div><input type="checkbox"/> An increased children’s drive for learning which is self-initiated, with opportunities to explore deeply and make connections to their own ideas and thoughts<div><div></div><div>○ Evidence of this within our planning for learning document, children’s learning stories, wall displays, RRR reflection</div></div></div> <div><input type="checkbox"/> Increased resources, materials and time to allow children the opportunity to explore deeply<div><div></div><div>○ The provision of a wider range of loose parts with open access to all resources.</div></div></div>						
Progress Notes							
Date	Strategies Implements / data & Feedback Collected						Analysis
Term 1	<div><div><div>• Introduced ‘Our book of Wonder’ to gather children’s voice around things that they were interested in to support provocations and to use as a tool for re-launching.</div><div>• Intentional teaching and provocations provided for the children to develop their sense of identity and connection to place.</div></div></div>						<div>Ongoing</div> <div>Commenced</div>

	<ul style="list-style-type: none"> <li>• Attendance at professional learning opportunities – Jane Lemon</li> </ul>	
Term 2	<ul style="list-style-type: none"> <li>• Videoing in regards to RRR scales of involvement and active learning environment.</li> <li>• Attendance at professional learning opportunities – Matt Glover</li> <li>• Attendance at professional learning opportunities – Seeman and Slattery Curriculum &amp; Documentation.</li> <li>• Changes to the Planning for Learning Document</li> <li>• Changes to the environment to allow increased agency</li> </ul>	Commenced
Term 3		Commenced / ongoing
		Commenced / ongoing
		Commenced / ongoing
		Commenced / ongoing
Recommendations for 2019		