

Quality Improvement Plan 2020: Overview for families and our community

This is an overview of our improvement goals and actions that we are working on together to improve the services we provide for children and families in the Pennington community. All early childhood and care services in Australia are assessed under the National Quality Standard, governed by the Australian Children's Education and Care Quality Authority. We reflect on our progress regularly against the National Quality Standards and National Regulations to ensure that we are continually improving and responding to our community and context. Input from children, families, staff and community members is key to this ongoing journey of improvement. Pennington Children's Centre is a place of learning for all and we are proud to share this quality improvement plan as it drives our vision of building a learning community together.

<p>Goal 1:</p> <p>To improve children's ability to process and produce complex sentences which describe and express their ideas</p>	<p>Goal 2:</p> <p>Increase all children's capacity to engage successfully with others in sustained, shared thinking</p>
<p>Oral Language & vocabulary</p> <p>We will update, implement and continue to review and revise our shared pedagogical agreement for oral language that outlines instructional strategies to be used by all educators in all interactions with children. We will use research to develop our understanding of key strategies to support and extend children's language development.</p> <p>Examples of actions include:</p> <ul style="list-style-type: none"> • Participation in a coaching model with Professor Alma Fleet to strengthen educators understanding of and use of pedagogical documentation (ped doc) as a process for improved learning design, assessment and reflective practice. The process of ped doc incorporates strategies to support children to build complexity in sentences used to share their ideas in their exchanges with others. • Identify and purchase resources needed in the environment to support an increase in the quality and quantity of sustained, shared interactions e.g. new books and cooperative games that support language development. This includes resources for families, for example videos of strategies and connection to Lizzie's Literacy messages (Paint the Westside REaD project) 	<p>Social and emotional regulation</p> <p>We will develop our knowledge of consistent scaffolds and strategies to support children's social and emotional regulation. With this information, we will implement a responsive pedagogy and learning environment that helps children engage with each other and their educators for sustained periods of time.</p> <p>Examples of action include:</p> <ul style="list-style-type: none"> • Build educator's capacity to identify children's current barriers to learning so that children have targeted plans and adjustments in place to support their full participation in our learning program • Use social stories and consistent visual resources across all programs to support predictable routines and emotional regulation • Improve spaces for 'retreat' within our environment – offer quieter spaces with sensory resources • Teach children and families self-regulation strategies such as breathing exercises • Plan for and regularly support gross motor learning opportunities within the school's yard e.g. basketball court, oval, hall, climbing playground and garden.