



Quality Improvement Plan 2018

Improvement Plan for QA1 Educational Program and Practice

AREAS IDENTIFIED FOR IMPROVEMENT

1.2 PRACTICE As educators we seek to improve the balance we give to the pedagogical practices of intentional teaching (1.2.1) and responding to children's ideas and play (1.2.2)

1.3 ASSESSMENT AND PLANNING We want to improve our planning processes so that the ongoing cycle of planning for each child is evident.

Quality Area Concept	Goal or outcome	How will we achieve this outcome? (steps)	Success Measures	Progress Notes
1.2.1 Intentional teaching	Our curriculum planning shows deliberate, purposeful and thoughtful decision-making in the area of numeracy.	<ol style="list-style-type: none"> 1. Numeracy planning is done referring to the Numeracy Indicators, key elements & learning processes. 2. The planning documentation will reflect the background and reasons for the decisions. 3. The RRR Active Learning Environment scale to analyse and reflect on the effectiveness of our numeracy plans. 	Children's numeracy learning documentation includes explicit reference to the numeracy indicators, key elements and learning processes.	
1.2.2 Responsive teaching and scaffolding	Our educators see themselves as researchers of children as they play and explore, and use what we discover in our planning for children's learning.	<ol style="list-style-type: none"> 1. Use 'Reimagining Childhood' learning as the starting point for discussions about our practice – wk 0. 2. Educators give priority to closely listening to and observing children in their play. 3. Parent insights are sought to give additional understanding of what we observe at kindy. 4. Educators respond in the context, or reflect and plan as a team in curriculum planning meetings. 5. Further develop skills in open-ended questioning and giving feedback to children. 	Children's ideas and play are used to extend their learning. These, and parent insight and input, are evident in documentation about children's learning.	
1.3.1	The assessment and planning cycle is explicit in our curriculum planning	<ol style="list-style-type: none"> 1. Review current practice around the curriculum planning cycle and 	Children's documentation includes analysis of their learning, and	

Assessment and planning cycle	processes.	<p>set directions for 2018.</p> <p>2. Ensure that each child's learning and development is a focus.</p> <p>3. Continue to shift from recording observations through photos and descriptions to 'analysing children's learning'. "Less is more."</p>	reference to planning, implementation and reflection	
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Improvement Plan for QA3 Physical environment

AREAS IDENTIFIED FOR IMPROVEMENT				
<p>3.1 DESIGN Planning to improve the design of our outdoor learning spaces has been planned for several years. We would like to create outdoor learning spaces which will support and encourage optimal engagement, intellectual stretch and risk-taking while ensuring appropriate risk-management. Funds have been raised over this time to enable improvements to be carried out.</p>				
Quality Area Concept	Goal or outcome	How will we achieve this outcome? (steps)	Success Measures	Progress Notes
<p>3.1.1</p> <p>The design of the facilities is appropriate for the operation of a service</p> <p>Also links with QA 2.3</p> <p>Each child is protected</p> <p>Also links with</p>	<p>Children can stretch their intellectual and physical development through taking risks in a challenging and safe environment.</p> <p>Sustainability is considered and incorporated into design aspects.</p>	<ol style="list-style-type: none"> 1. Review concept plan and seek more input. Utilise advice from FM, Therese May and DECD Preschool Policy unit re NQS compliance. 2. Seek advice about incorporating best practice in relation to sustainability (e.g shade). 3. Obtain quotes from appropriately qualified contractors. Stage the work to minimise disruption. 4. Educators attend relevant professional development relating to outdoor learning, nature play, sustainability education. 5. Allocate funds in the budget for the 		

QA 3.3 The service takes an active role in caring for its environment and contributes to a sustainable future.		outdoor improvement project		
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Improvement Plan for QA 5 Relationships with children

AREAS IDENTIFIED FOR IMPROVEMENT				
5.2 RELATIONSHIPS BETWEEN CHILDREN As the year progresses, educators could support more children to collaborate and learn together Children’s self-regulation is still developing and we need to promote this in our everyday program.				
Quality Area Concept	Goal or outcome	How will we achieve this outcome? (steps)	Success Measures	Progress Notes
5.2.1 Collaborative learning	Children are working together, learning from one another and helping each other.	1. Educators model and encourage a culture of caring and empathy. 2. Learning opportunities are designed so that children work together. Team work is promoted. 3. Negotiation and decision-making among children is promoted and supported by educators.	Children are able to listen to one another’s ideas, negotiate roles and make collaborative decisions in their play. Documentation in their learning folders reflects this.	

5.2.2 Self-regulation	Children are supported by educators to learn to regulate their behaviour and respond appropriately to the behaviour of other children. They are supported to communicate effectively to resolve conflicts.	<ol style="list-style-type: none"> 1. Children's regulation of behaviour is supported by educators who are involved with children in play or in close proximity. Educators reflect with parents when appropriate. 2. Educators use the Safe Hands, Safe Feet, Safe Mouth strategy when needed. 3. Educators become familiar with and use other strategies which promote self-regulation, eg impulse inhibition (executive function) 	<p>Children's self-regulation increases.</p> <p>They are able to resolve conflicts effectively with communication.</p>	
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Improvement Plan for QA6 Collaborative Partnerships with Families and Communities

AREAS IDENTIFIED FOR IMPROVEMENT				
6.2 COLLABORATIVE PARTNERSHIPS We want to work increasingly closely with the schools to which our children transfer, to support smooth and successful transitions. We have changed our playgroup time and need to inform families in the local community.				
Quality Area Standard/element	Identified Issue What outcome do we seek?	How will we achieve this outcome? (steps)	Success Measures	Progress Notes
6.2.1 Transitions	Each child's transition is supported through collaboration between the kindergarten and the school	<ol style="list-style-type: none"> 1. Reception teachers and Deputy Principal from Seaview Downs Primary School work with our teachers to develop common understandings about early childhood pedagogy, with reference to learnings from the "Reimagining Childhood" conference. 2. Orientation visits at Seaview Downs Primary School are co-designed to promote children's successful participation and provide Reception Teachers with information about the capabilities of each child. 3. Staff from Support Services, preschool 		

		and school, with parents, collaborate to plan specific orientation programs for identified children. Meetings take place in a timely manner to ensure this.		
6.2.3 Community engagement	Families in our community engage with the kindergarten	<ol style="list-style-type: none"> 1. Develop strategies to connect with our local community and inform families about the need to enrol their child for preschool in the first half of the year. Promote monthly Kindy tours through the Seaview Downs Primary School newsletter. 2. Our playgroup is promoted locally. Consult preschool families and CAYHS about the most effective ways to make contact with other families with young children. 		

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