2023

Quality Improvement Plan for Willunga Preschool

Site number:

3699





Service name

Willunga Preschool

Service address

Station Road Willunga

Service approval number

SE-00011126

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 respect to Elders, past and present and extend that respect to all Aboriginal peoples.

Service context

The town of Willunga is located south of Adelaide. It lies in the City of Onkaparinga local government area, 47 km from the Adelaide city centre. Willunga is considered part of the Adelaide metropolitan area. It is located within the McLaren Vale wine region and has a population of just under 4000 people. Willunga catchment area includes the localities of Tatachilla, Whites Valley, Willunga South, parts of Sellicks Hill, and The Range. The area is increasing in population density rapidly.

The Preschool is a stand-alone preschool, purpose-built and located next to Willunga Primary School, within the township.

The Preschool has two teachers, a Director, and one permanent ECW. Staffing is increased when required. The preschool has recently employed a bilingual ECW to support children and families within the community.

Willunga Preschool is committed to developing a culture of fostering a deep connection to the Country through a dedicated emphasis on nature play and nature-based learning, connection to the Kaurna language and culture, and project work that follows children's curiosity about the world we live in. The preschool, in 2023 will offer a playgroup program to build stronger connections within the community and support a more gradual transition to preschool. The program focuses on community education and relationship building while introducing the children and families to the pedagogy and philosophy of the preschool.

Recent data within the area has indicated a need for improvement in both receptive and expressive language development. The preschool improvement goal this year is to offer greater intervention and embedded pedagogy to support language development within the preschool. This supports previous improvement work around supporting children's agency and voice to increase child engagement in the curriculum.

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Statement of Philosophy

Willunga Preschool is a place where children feel heard, valued, and championed. Educators are sensitive to children's thoughts and feelings and support the development of a strong sense of well-being. In partnership with families, Educators give priority to nurturing relationships and providing children with consistent emotional support to assist children to develop the skills and understandings they need to interact positively with others.

We have a commitment to developing reciprocal and respectful relationships with Aboriginal and Torres Strait Islander peoples and communities. We endeavor to consult with and learn from Elders and knowledgeable Aboriginal people to enrich our work. This supports us to create sustainable relationships with people and environments to promote a sustainable and positive future.

Educators work alongside children in an Inquiry-based approach. We believe this learning approach is sensitive to and honors individual differences in abilities needs and motivations. It enables children to express their thinking, make connections between concepts, and test and refine their theories.

We believe in a play-based emergent curriculum. Play provides a supportive environment where children can ask questions, solve problems and engage in critical thinking. Educators are committed to working alongside children and families to develop a curriculum that is responsive to children's interests and meaningful, relevant and engaging for each child.

Reviewed 25th May 2022 Review Date 30th February 2023 Page | 4 Willunga Preschool

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

Practice is embedded in service operations

1.1 The educational program enhances each child's learning and development

All educators promote children's sense of wonder in both planned and spontaneous moments. Educators model wonder and inquiry using specific language (sustained shared thinking PQIP Challenge of Practise) and questioning to support children's sense of agency and to develop dispositions for thinking and learning. Educators research with children and act as co-learners so that the child is doing the "heavy lifting" when it comes to thinking.

Practice is informed by critical reflection

1.3.2 Critical reflection on children's learning and development, both as individuals and in groups, drives program and planning and implementation.

Educators use small group interactions to initiate conversations with children to gather data in the form of words, artifacts, photos and other evidence which can be used to create a platform for discussion about children's thinking. During team group planning sessions, Educators reflect on this data and this analysis informs the next steps in the emergent curriculum and our pedagogical responses. This process of pedagogical documentation enables our team to critically reflect and appropriately plan for children, families, and our community.

Practice is shaped by meaningful engagement with families/or the community

1.3.3 Families are informed about the program and their child's progress

Educators use a Facebook group and Seesaw app to share learning with families. Families provide regular feedback through both these platforms and educators use this feedback in group planning time to further develop the complexity of learning or to implement new experiences using information gathered from the communication with families. Our day is structured so that educators can have time to greet and engage meaningfully with families at drop-off and pick-up times. Families are invited to be part of our curriculum and share their experiences with the children.

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Strengths

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Quality Area 2: Children's Health and Safety

Practice is embedded in service operations

2.2.3 Management, educators, and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

As well as the child protection curriculum being taught every year all Educators consistently use characters and language from the Kimochis curriculum to support the social-emotional curriculum at our preschool. The language used in the Kimochis curriculum directly supports the themes in 'Keeping children safe", it also provides children with the tools and strategies to support children to recognise emotions in themselves and others and to respond appropriately and safely.

Practice is informed by critical reflection

2.1.2 Effective illness and injury management and hygiene practices are promoted and implemented.

Each family provides information about children's child's health needs on enrolment. Children with specific health needs meet with educators to discuss and develop health plans and risk assessments. Information is confidentially displayed along with risk minimisation plans that are developed with parents and displayed in the first aid folder and with their medication in the medication display bag.

Practice is shaped by meaningful engagement with families and/or the community

2.1.3 Healthy eating and physical activity are promoted and appropriate for each child.

Before children are enrolled, families are asked to view and support our healthy eating policy. To encourage children's healthy eating, we have a vegetable garden and fruit trees on site. We engage with children in projects to grow healthy food at our site and sell it at the local markets. We also have chickens at our preschool and children regularly engage in farm-to-table discussions. Families are invited to be involved in this initiative by helping in the garden and cooking with the children. Educators intentionally include the teaching of healthy eating in our work with children.

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Strengths

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Quality Area 3: Physical Environment

Practice is embedded in service operations

3.2.1 Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.

All Educators collaborate to design provocations and inviting learning spaces: small world play, designated dramatic play spaces, a variety of both small and large loose parts, and construction spaces. The outdoor environment is its own learning space with lots of places to invite and engage learners and it is this space that often provides the interest and provocation for ongoing inquiry projects.

Practice is informed by critical reflection

3.1.1 Outdoor and indoor spaces, buildings, fixtures, and fittings are suitable for their purpose, including supporting the access of every child.

Educators engage in ongoing reflective practice meetings and plan accordingly to support an emergent curriculum in which children's wonderings and interests are central to the learning experiences and environment offered.

Practice is shaped by meaningful engagement with families and/or the community

3.2.3 The service cares for the environment and supports children to become environmentally responsible.

Our outdoor learning environment has been designed and created in consultation with current families, and local Kaurna cultural custodian Karl Telfor and his family. Planning is shared with families, and resources have been donated by local people and businesses, such as branches donated to create Wadli's, plants donated by a local nursery, and logs from farmers. We are also working with a local horticulturist who volunteers at both the local Primary and High schools and is liaising on our behalf with local council groups to supply native plants as well as donating some from the high school. The space shows the connections between people, plants, and native insects and birds on Kaurna Land, and aims to promote an appreciation of and respect for the environment and develop children's understanding of environmental responsibility. Through ongoing work and consultation, it is becoming a natural and cultural space for children, staff, families, and the community to come together to learn with and from each other.

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Strengths

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Quality Area 4: Staffing Arrangements

Practice is embedded in service operations

4.2.2 Professional standards guide practice, interactions, and relationships

All educators work within the values and philosophy of our site. Respect, compassion, and connection are our core values and these can be consistently seen and felt in the ways that all staff conduct themselves in their everyday interactions with children, families, community members, and with each other.

Practice is informed by critical reflection

4.1.2 Every effort is made for children to experience continuity of educators at the service

In 2020 Educators reflected on their practice and felt that working with only one of the groups of children didn't support a whole site understanding and community of learners. Now all educators work with both groups of children to support a positive and respectful whole-site culture.

Practice is shaped by meaningful engagement with families and/or the community

4.2.1 Management, educators, and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.

Educators interactions with each other, children, and families consistently demonstrate mutual respect, equity, and recognition of each person's strengths and skills. All educators develop and sustain positive connections for children between their preschool and home environments. Educators use feedback from families to adapt their practices. When covid restrictions stopped families from entering the preschool building, educators reflected as a team, engaged in conversations with families, and developed ways of sharing children's learning, other than using the walls inside to display the learning journey. e.g. using electronic versions of documentation and sending these to families, and developing a closed Facebook group. This has provided a strong platform for an ongoing reciprocal conversation between staff and families directly related to children's learning.

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Strengths

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Quality Area 5: Relationships with Children

Practice is embedded in service operations

5.1.2 The dignity and rights of every child are maintained.

Educators support each child to build and maintain sensitive and positive relationships within the preschool environment. The Kimochis curriculum is used throughout the year to provide appropriate language and strategies to help children to interact and communicate. Educators introduce the concept of red and green choices, where green choices are helpful and kind, and red choices are unsafe and unkind. At the start of every year, the children are involved in creating group agreements for how we behave, treat each other, and care for the Preschool.

Practice is informed by critical reflection

5.1.1 Responsive and meaningful interactions build trusting relationships that engage and support each child to feel secure, confident, and included.

Educators are co-learners with children by working through inquiry processes. All educators promote wonderings – children's and adults' wonderings are non-threatening for children as they are not specific questions needing a correct answer. Educators aren't testing for content knowledge, instead engaging together as co-researchers to deepen thinking strategies. Educators plan, brainstorm construct, wonder, and investigate alongside children to support positive reciprocal relationships and strong dispositions for learning.

Practice is shaped by meaningful engagement with families and/or the community

5.2.1 Children are supported to collaborate, learn from, and help each other

All educators model collaborative learning and work alongside children within inquiry learning. Small group times are developed as safe spaces for children and educators to share ideas, wonderings, and understandings. Educators model respectful language and listening and provide a range of ways for children to express their ideas and understandings e.g. orally, with visual art, mark-making, and clay. This learning is shared with families and feedback is used to support the next stages of the process.

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Strengths

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- 2. Practice is informed by critical reflection
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Quality Area 6: Collaborative Partnerships with Families and Communities

Practice is embedded in service operations

6.1.1 Families are supported from enrolment to be involved in the service and contribute to service decisions.

All educators strive to develop and maintain a culture of learning with and from each other. Educators establish and maintain clear channels of communication between families and staff. The director supports each family individually to enrol their child and understand the preschool context. In term 3, families are invited to a presentation where they are given a welcome pack and an overview of everything they will need to know when they begin. They are invited to question and ask questions about their child's education and preschool journey and meet other families. Educators ask families to contribute to the term one project – 'Getting to Know You', through a child profile form for sharing interests and skills and developmental knowledge or aspirations. Information gathered from these forms is reviewed by the staff team and initial learning goals and term project ideas are developed. Family engagement in learning is ongoing throughout the year through our community Facebook group and Seesaw App which informs families of the learning and invites conversation and contribution from families.

Practice is informed by critical reflection

6.2.3 The service builds relationships and engages with its community.

Educators develop and maintain strong, positive relationships with families and incorporate the family's ideas, knowledge, and expertise into planned learning goals and experiences for their children. Educators acknowledge families as children's first and most influential teachers, we respectfully support families' involvement in the preschool in a variety of ways. Children, families, and educators learn and work together through inquiry practices. By documenting all stages of inquiries and the ongoing sharing of documentation of the learning processes with families, educators discover the intrinsic value of gaining family knowledge and perspective to drive deeper connections and maintain engagement in learning.

Practice is shaped by meaningful engagement with families and/or the community

6.1.2 the expertise, culture, values, and beliefs of families are respected, and families share in the decision-making about their child's learning and well-being

Children's first learning goals are developed in consultation with families and by using information gathered from families about their children. When reviewing this information staff analyse the data for common interests/strengths etc and plan on going inquiry projects where possible. A year-long garden inquiry was launched from information that a large group of families grew produce at home. The centre developed garden beds, and engaged community members and families in developing and ongoing maintenance and propagation of plants and vegetables.

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Strengths

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- 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

Practice is embedded in service operations

7.1.1 A statement of philosophy guides all aspects of the service's operation.

The site values of respect, compassion, and connection are the foundation of our philosophy and are consistently reflected in all interactions by staff with children, family, and community members. The philosophy is regularly referred to in ensuring decisions align with our values. The philosophy is reviewed regularly to reflect richly embedded pedagogy and practice.

Practice is informed by critical reflection

7.2.2 The educational leader is supported and leads the development and implementation of the educational program assessment and planning cycle.

All educators work with the educational leader to ensure pedagogical documentation is reflective and leads to the next steps of the emergent curriculum and processes of inquiry learning for children and educators. Staff attend reflective analysis and planning meetings each week. During these meetings, staff re-visit photos and jottings from the previous week through a process of pedagogical documentation and develop provocations and plans to extend the children's thinking.

Practice is shaped by meaningful engagement with families and/or the community

7.2.1 There is an effective self-assessment and quality improvement process in place.

The preschool has developed its own parent opinion survey which gathers a high number of responses from families with feedback regarding all aspects of the service. All staff analyse and use feedback from families in the design and implementation of the improvement cycle and service operations. Changes have been made to the 2023 session times and days after receiving feedback over the last few years that the half-day sessions do not support a lot of our families. Current and future families, staff, and governing council members were all involved in the consultation process. The changes that will be implemented next year reflect the feedback from families during this process.

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Learning Improvement Plan – Goal 1

STEP 1 Analyse and Prioritise

Site name: Willunga Preschool

Goal 1: To Strengthen Children's ability to use language to communicate their thinking, making their ideas visible.

STEP 2 Determine the challenge of practice

The challenge of Practice:

If educators model shared sustained thinking then children's ability to make their ideas visible will improve, as will children's communication, language, and cognitive skills

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

Through ongoing pedagogical documentation, we will see

Children engaging in reciprocal conversations with peers and educators

Using and responding to educator prompts of:

'What do you think?'

'I wonder what would happen if ...?'

'How do you know?'

'How could we find out?'

'What else do we need?'

'I wonder why ...?'

'What happened when ...?'

'Can you tell me more about that?'

'What else do you know about ...?'

Improvement in children's expressive language over time

Children communicate their thinking with others



STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Educators will engage with professional reading about sustained shared thinking and pedagogy of listening.	Quality Area 1	6/02/2023	Each person will engage with a range of texts. Texts will be chosen after critical reflection of	Click or tap here to enter text.

			goal progress and educator understanding.	
Educators will use specific language to encourage shared sustained thinking and reciprocal conversations.	Quality Area 1 1.3.1, 1.1.1	Click or tap to enter a date.	All educators will use language. Teachers will document and show language development in their written documentation and videos of children.	Click or tap here to enter text.
Educators will document children's thinking through stories that are shared with parents via journals and Seesaw.	Quality Area 1 1.3.1, 1.1.1	Click or tap to enter a date.	All teachers will document children's learning.	Click or tap here to enter text.

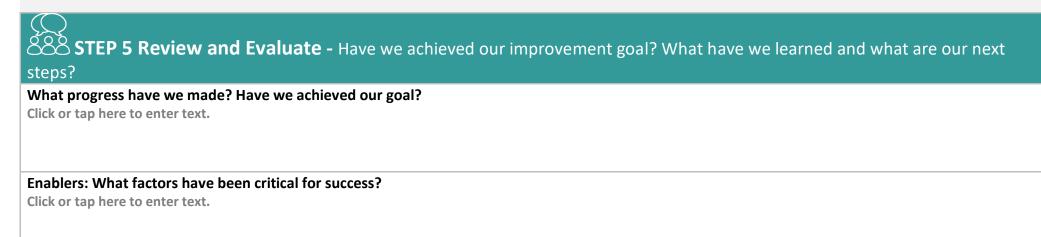
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Goal 1: To Strengthen Children's ability to use language to communicate their thinking, making their ideas visible.

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 Not on track Date your notes to ensure you track and monitor adjustments and progress of your plan	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?
Educators will engage with professional reading about sustained shared thinking and pedagogy of listening.	On track	Click or tap here to enter text.	Click or tap here to enter text.
Educators will use specific language to encourage shared sustained thinking and reciprocal conversations.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Educators will analyse and compare children's language growth over time	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Educators will document children's thinking through stories that are shared with parents via journals and Seesaw.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal	1:	To Strengthen	Children's ability	to use language to	communicate their thinking	making their ideas visible.
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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.

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National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
QA3 Physical Environment Develop a 'calmer classroom' by creating spaces that are more responsive to children with sensory sensitivities and support the transition from home. 3.2.1 1.1.3	Engage with children and families with the new design and reflect on previous designs T 1 Assess current lighting inside and outside	Term 1 onwards	Designs for living and Learning – Margie Carter Children, Spaces, Relations	The whole staff team to critically reflect on our space. Educators to survey and obtain feedback from families Educators invite other educators to visit the site and provide feedback.	
QA6 Collaborative partnerships with families and communities Practise is shaped by meaningful engagement with families and or the community. Educators, families and children will set up and have a stall at the Willunga Market 6.2.3	Liaise with Willunga Markets Volunteers to determine when we can hold our first stall and what community play experiences we can offer.	Term 2 onwards	Preschool community members, Willunga Market Volunteers	Amy V to engage with Willunga Markets	
QA6 Collaborative partnerships with families and communities Practise is shaped by meaningful engagement with families and or the community. The preschool will set up a playgroup to improve the transition and support families to access important services and support before entering preschool 6.2.2	Engage with site finance and Learning Together Community to create a preschool playgroup that can operate at our site on the days when	Term 3 onwards	Click or tap here to enter text.	Susan to engage with Learning Together Communities.	

kindergarten is not running.		

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Progress notes

reflections on the environment.

National Quality Standard priorities

Improve practice and monitor impact - Are we doing what we said we would do? Are we improving practice? How effective have our actions been? **Implementation** (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement. Impact for children and families (Are we improving practice and learning On track **Priority Next steps** outcomes?) Enter the evidence of impact of your Needs attention/work in progress actions for children and families Not on track Date your notes to ensure you track and monitor adjustments and progress of your plan **QA3 Physical Environment** Develop a 'calmer classroom' by creating spaces that are more responsive to children with sensory sensitivities and Children are very calm and settled in our support the transition from environment. We have posted our photos on home. our Facebook page and have received lots of **Educators have responded to** positive feedback. The calmer children are questions and responses Click or tap here to enter text. more engaged with routines and we are finding posed to children at the end that the energy levels seem lower and of 2022 and used this to engagement is higher. inform planning for the environment. Educators worked on selfassessment to ensure regulations etc were met before going deeper into their

As a result, some more homely and softer coloured materials were purchased for the site and softer lighting was installed.		
QA6 Collaborative partnerships with families and communities Practise is shaped by meaningful engagement with families and or the community. Educators, families and children will set up and have a stall at the Willunga Market Educators have begun to have discussions with children about where we live and the Willunga Market. Children are beginning to imagine what we can sell and thinking about a garden project.	Click or tap here to enter text.	Click or tap here to enter text.
QA6 Collaborative partnerships with families and communities Practise is shaped by meaningful engagement with families and or the community. The preschool will set up a playgroup to improve the transition and support families to access important services and support before entering preschool	Click or tap here to enter text.	Click or tap here to enter text.

Steps Communities to arrange next	
Steps	
Topic	

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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 Susan Sandow	
Date Wednesday, 22 February 2023	

Signature:

Endorsed by governing council chairperson

Name Tanya Dean Date Wednesday, 22 February 2023

Signature:

Endorsed by education director

Name
Ann Prime

Date
Wednesday, 10 May 2023

Signature:

