

Mitcham



Preschool
Centre

Mitcham Preschool Centre

Quality Improvement Plan 2017



Mitcham Preschool Centre

Statement of Philosophy

At Mitcham Preschool Centre we strive to provide excellence in preschool education – providing an innovative and challenging environment which fosters a desire to learn and which nurtures each child to their full potential.

- As skilled, professional educators, we aim to foster each child's love of learning, through creating an environment where they can laugh, play and enjoy being children.
- Our role is to provide a happy, safe, relaxed and enriching environment which challenges and stimulates each child's skills and abilities, extending their interests and facilitating wellbeing.
- Our educators acknowledge the importance of learning through play. Children develop social, emotional, cognitive, physical and creative skills through engaging in a play based curriculum.
- We are committed to building and maintaining positive, respectful relationships; between staff and children, children and children, and staff and families.
- The diverse needs of our community are reflected in our inclusive practices. We respect what each child brings to the Centre; values, beliefs and culture.
- Our curriculum is based on the Early Years Learning Framework which underpins our reflective practices and our commitment to continuous improvement.
- We value enquiry based learning as a way of broadening children's perspectives to facilitate deeper understanding.
- Staff and children work together to learn about and promote the sustainable use of resources and to develop and implement sustainable practices. These practices are embedded in daily routines and procedures at the service
- Staff encourage children to be independent, resilient, self-directed learners who develop positive interpersonal relationships, and acquire the skills and competencies that prepare them to be lifelong learners and active members of the community.



OUR SHARED VISION

Mitscham Preschool Centre is recognized within the community as providing excellence in preschool education – providing an innovative and challenging environment which fosters a desire to learn and which nurtures each child to their full potential

We will do this because of our commitment to:

- Equity and opportunity to access all aspects of the program
- valuing diversity & demonstrating multicultural perspectives
- valuing the importance of literacy & numeracy for every child
- learner health & wellbeing – wellbeing is the combined physical, social, emotional, cognitive & spiritual state of being
 - developing partnerships with parents and carers
- fostering community awareness and developing sustainable practices
 - strengthening liaisons with local schools and child care centre's
 - providing a play based learning program
 - provision of a safe environment
- providing the opportunity for each child to reach their full potential as confident, independent people who are willing to take risks

Our vision is based on the following qualities and principles shared by our preschool community

Equity,

caring, consideration & compassion,

honesty & integrity;

respect for self & others;

perseverance; tolerance; optimism; resilience;

responsibility; encouragement; self-belief; trust

Mitcham Preschool Centre

Quality Improvement Plan, 2017

Quality Area 1: Educational program and practice

Standard/ Element	Goal and Priority	Strategies	Evidence / Deliverables	Target Date	Progress / Status
1.1.1 Curriculum decision making contributes to each child's learning & development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators	As Educators focussed primarily on developing their knowledge and understanding on the numeracy indicators in 2016. In 2017, the goal is to <ul style="list-style-type: none"> • strengthen educator's knowledge and understanding of the literacy indicators. • To improve literacy practices • To implement pedagogical change 	Through PLC staff will explore <ul style="list-style-type: none"> • What does literacy mean in preschool context? • All aspects of the literacy indicators Staff undertake reading and professional development on literacy and the literacy indicators Educators reflect on current literacy practices through audit process and identify areas for pedagogical change	Educators demonstrate an improved understanding of literacy indicators Implement pedagogical changes	Term 1	"Literacy in the garden" term 1 focus of learning and incorporates all aspect of the literacy indicators Literacy Indicators photo wall has been established. Photos to be added throughout the term to provide information to parents on the literacy indicators and for staff to reflect on literacy practices Staff have participated in weekly PLC's exploring the literacy indicators

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<p>1.1.1 Curriculum decision making contributes to each child's learning & development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators</p>	<p><i>From the audit process undertaken in term 4, it was identified that "I analyse, read and organise the data in my world" from numeracy indicators requiring further review</i></p> <p>To strengthen our practice and programming in exploring "I analyse, read and organise the data in my world" to ensure all children are active participants in all 4 numeracy indicators</p>	<p>Through PLC process all staff, review the numeracy indicator "I analyse and read my world mathematically".</p> <p>Review current strategies</p> <p>Implement a range of strategies</p> <p>Monitor planning to ensure all 4 numeracy indicators are covered and inclusive of "I analyse and read my world mathematically"</p>	<p>Educators demonstrate an improved understanding of this indicator</p> <p>Weekly plans include reference / activities / experiences that reflect this indicator</p> <p>Monitor and Report on children's progress of all numeracy indicators, inclusive of "I analyse, read and organise the data in my world" through</p> <ul style="list-style-type: none"> • Work folders • Children's voice photos • Photo displays • Children's work (data collection) • Feed back to parents • Statements of learning 	<p>Term 1 and ongoing</p>	

Quality Area 1: Educational program and practice

Standard/ Element	Goal and Priority	Strategies	Evidence / Deliverables	Target Date	Progress / Status
<p>1.1.1 Curriculum decision making contributes to each child's learning & development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators</p>	<p>To continue the work of Results Plus" - Enact Change in pedagogical Practice</p> <ul style="list-style-type: none"> Implementing pedagogical practices that engage and intellectually stretch learners, develop resilience and growth mind sets and improve numeracy and literacy achievement 	<p>Through pupil free day</p> <ul style="list-style-type: none"> To be held prior to partnership day <p>The staff will use "Respect, Reflect, Relate" document will be used to reflect on practices</p> <ul style="list-style-type: none"> Focus on the "Active Learning Environment, Domain 1, Co-constructing meaning" Inquire into pedagogical practice in planning and learning using the numeracy indicators 	<p>100% staff attend pupil free day</p> <p>Pedagogical changes identified, planned and implemented</p> <p>Partnership pupil free day (June 13th) will share journey on reflective practice and moderation including</p> <ul style="list-style-type: none"> Thinking & learning that has occurred Processes undertaken Impact on children, families, staff What have staff noticed of the children and themselves Where to next? 	<p>Term 1 and ongoing</p>	

Quality Area 3: Physical environment

Standard/ Element	Goal and Priority	Strategies	Evidence / Deliverables	Target Date	Progress / Status
<p>3.2.1 <i>Outdoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments</i></p>	<p>Staff, children and community will work together to implement an outdoor area redevelopment that supports children's engagement in physical activity, exploration, problem solving and creative expression, with the focus on "Nature Play".</p>	<p>Landscaper has been appointed Plans have been developed</p> <p>Design & works to be approved by DECD & Mitcham Council</p> <p>Budget is allocated</p> <p>Work commences</p>	<p>Work commences on outdoor area redevelopment</p>	<p>term 2 & ongoing</p>	
<p>3.1.3 <i>Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use and interaction between indoor and outdoor space</i></p>	<p>To provide opportunities for open-ended experiences that support children's numeracy, literacy skills and growth mind set</p>	<p>Staff visits other centres and attend PD to investigate learning environments that offer open ended experiences.</p> <p>Staff attend PD at "The Nest" Alberton</p> <p>Information shared through PLC</p> <p>Staff identify areas for change</p>	<p>Staff work towards establishing areas within the centre that are open ended eg work station / children's shed, nature play (loose parts).</p> <p>Resources purchased</p>	<p>Term 2</p>	

Quality Area 5: Relationships with children

Standard/ Element	Goal and Priority	Strategies	Evidence / Deliverables	Target Date	Progress / Status
<p>5.1.2 <i>Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning</i></p>	<p>To build on strategies implemented in 2016 to</p> <ul style="list-style-type: none"> • engage and intellectually stretch learners, develop resilience and growth mind sets and improve numeracy and literacy achievement <p>To develop educators knowledge and understanding on “Executive function” and how this can be implemented to support the work on growth mindsets</p>	<p>A range of strategies will include</p> <ul style="list-style-type: none"> • Open ended tasks • Language of persistence, • Provide challenges – language of challenge and risk taking • Risk v benefit assessments <p>PD for preschool teams in term 3, to attend PD (either Ann Baker or Deb Lasscock) to develop knowledge and skills in stretching children in maths & numeracy</p> <p>Information sharing with parents through newsletters, displays, conversations</p> <p>All staff attend professional development / undertake reading</p> <p>Through PLC meetings we will unpack executive functions and determine processes for implementation</p>	<p>100% staff attend PD and demonstrate increased knowledge and understanding</p> <p>Strategies are implemented</p> <p>Children developing dispositions for learning and skills in perseverance in maths / numeracy (and all areas of the curriculum)</p> <p>Regular information shared in newsletters and 1:1 conversations with parents</p> <p>100% staff attend PD and demonstrate increased knowledge and understanding of executive function</p> <p>Implement strategies</p>	<p>Term 1 and ongoing</p> <p>Term 3</p>	

Quality Area 7: Leadership and management

Standard/ Element	Goal and Priority	Strategies	Evidence / Deliverables	Target Date	Progress / Status
<p>7.2 <i>There is a commitment to continuous improvement</i></p>	<p>A commitment to improve technology to support children's skills in literacy, maths & numeracy</p>	<ul style="list-style-type: none"> • A review of all technology • Determine technological requirements • Allocate Budget • Purchases made 	<p>New resources are purchased</p> <p>Children engaging with technology</p>	<p>Term 2</p>	
<p>7.2.2 <i>The performance of educators, coordinators and staff members is evaluated and individual development plans are in place to support performance improvements</i></p>	<p>To trial the performance plans for staff PDR as developed by the Mitcham Plains Partnership in 2016 PDR's aligned with</p> <ul style="list-style-type: none"> • Growth mind sets • Pedagogical change • Intellectual stretch • Literacy & numeracy indicators 	<p>To work with staff through PLC and individually to develop understanding of requirements of new proforma</p>	<p>100% staff using new proforma's to identify learning goals etc.</p>	<p>Term 1 & 3</p>	