

Mitcham Preschool Centre

Quality Improvement Plan, 2019

Quality Area 1: Educational program and practice

Standard 1.2 Educators facilitate and extend each child's learning and development

| Element | Goal and Priority | Strategies | Evidence / Deliverables | Target Date | Progress / Status |
|--|--|--|--|-------------|-------------------|
| <p>1.2.1 <i>Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.</i></p> | <p>To continue the work on intellectual stretch</p> <ul style="list-style-type: none"> Continuing to build on educators questioning strategies <p>supporting children to</p> <ul style="list-style-type: none"> identify and build on their theories and ideas | <p>We will continue the work embedded in the curriculum, on challenges, hard work, and persistence.</p> <p>We will also introduce</p> <ul style="list-style-type: none"> concepts of "theories and ideas" children are able to express / describe their theories children are supported to be researchers brainstorming activities reviewed and changes occur <p>Questioning strategies-</p> <ul style="list-style-type: none"> what makes you think that how do you know <p>Staff to watch videos on listening to children (From LDAR 2018)</p> | <p>All children are involved in a wide range of experiences that support intellectual stretch and build their critical thinking skills,</p> <p>Brainstorming occurs in 2 groups to allow increased participation. Collaborate responses to inquiry questions</p> <p>Staff have increased awareness of the value of really listening to children's ideas and theories</p> | Term 1 | |

Quality Area 1: Educational program and practice

Standard 1.3 Educators and co-ordinators take a planned and reflective approach to implementing the program for each child

| Standard/ Element | Goal and Priority | Strategies | Evidence / Deliverables | Target Date | Progress / Status |
|---|---|--|--|---------------|-------------------|
| <p>1.3.1 <i>Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.</i></p> | <p>To continue to the work from the LDAR project in 2018, to improve the quality of formative assessment and pedagogical documentation of children's numeracy and literacy using the IPNL</p> | <p>To participate in partnership PD – "Assessment for learning and Pedagogical Documentation"</p> <p>Staff to attend the partnership pupil free day, led by Leanne Lovett on her journey with documentation</p> <p>Develop an inquiry question and action plan, using literacy / numeracy indicator, based on site issue / niggle</p> <p>Participation in site based action / reflection through our professional learning community (PLC)</p> | <p>Chris Catt to attend partnership PD and facilitate / work with staff the assessment for learning and documentation</p> <p>All staff attend PD</p> <p>Staff to gain increased understanding of Pedagogical documentation</p> <p>Observations, action research, reflections guide changes in practices (IPNL), formative assessment and pedagogical documentation</p> | <p>Term 1</p> | |

Quality Area 3: Physical environment

Standard 3.2 The service environment is inclusive, promotes competence and supports exploration and play based learning

| Standard/ Element | Goal and Priority | Strategies | Evidence / Deliverables | Target Date | Progress / Status |
|--|--|---|--|---------------|-------------------|
| <p>3.2.1 <i>Indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments</i></p> | <p>To review the resources and indoor play spaces.</p> <p>To develop small play spaces - To maintain large spaces but to also include small intimate / quiet play spaces that are aesthetically “pleasing”</p> | <p>Survey children</p> <p>Staff to have common understandings of the purpose & establishment of the indoor environment</p> <p>Purchase resources</p> | <p>Changes occur in the indoor environment</p> | <p>Term 2</p> | |
| <p>3.2.2 / 3.2.3</p> <p><i>Resources, materials and equipment allow for multiple uses, are sufficient in number, enable every child to engage in play-based learning.</i></p> <p><i>The service cares for the environment and supports children to become environmentally responsible</i></p> | <p>For staff to develop their understanding of nature play and loose parts, to allow common understandings of what this means for our site.</p> <p>Development and implementation of a curriculum that is inclusive of nature play and loose parts</p> | <p>All staff to attend PD through “ Nature Play SA”</p> <ul style="list-style-type: none"> • half day work shops • Pupil free day for all staff to attend conference (term 2) <p>PD will support staff in</p> <ul style="list-style-type: none"> • Reviewing statement of philosophy to include nature play / loose parts play • Review practices in incorporate nature play / loose parts • Determine / purchase resources <p>To provide a curriculum inclusive of nature play / loose parts. This will include</p> <ul style="list-style-type: none"> • Explicit / intentional teaching • Information sharing with parents | <p>Staff have a common understanding of Nature Play and loose parts.</p> <p>Statement of Philosophy, resources, practices and curriculum reflect staffs increased knowledge and understanding,</p> | | |

Quality Area 6: Collaborative partnerships with families and communities

Standard 6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role.

| Element | Goal and Priority | Strategies | Evidence / Deliverables | Target Date | Progress / Status |
|--|---|---|--|---------------|-------------------|
| <p>6.1.1 <i>Families are supported from enrolment to be involved in the service and contribute to service decisions.</i></p> | <p>Following feedback from parents, review communication processes / information sharing with parents</p> | <p>Visit sites to explore their use of social media as a means of communication</p> <p>Survey Parents - to evaluate current communication strategies</p> <p>Staff evaluate current communication strategies</p> <p>Through PLC staff to discuss / determine</p> <ul style="list-style-type: none"> - Social media options - Manageability of using Social Media - How often, when, what is shared <p>Develop a Social Media Policy with support of Governing Council</p> | <p>The outcome of surveys, staff evaluations, investigations of other centres and discussions with Governing Council will determine how we proceed with communication / information sharing options.</p> | <p>Term 2</p> | |