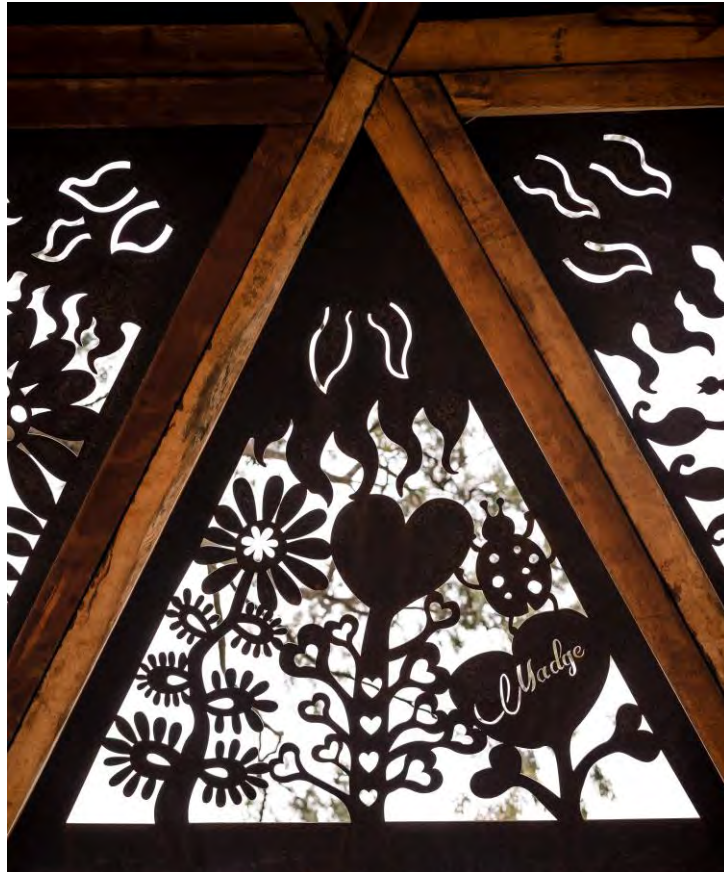


Madge Sexton Kindergarten
2018 Quality Improvement Plan



MADGE SEXTON
KINDERGARTEN

Inspire – Create – Belong

QUALITY IMPROVEMENT PLAN 2018

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SERVICE DETAILS

Service name		Service approval number			
Madge Sexton Kindergarten		Service Approval No: SE-00010593 Provider Number: PR-00006069			
Primary contact at service					
Leanne Lovett (Director)					
Physical location of service			Physical location contact details		
Street:	249 Main Road		Telephone:	(08) 8323 8684	
Suburb:	McLaren Vale		Mobile:		
State/territory:	SA		Fax:	(08) 8323 9913	
Postcode:	5171		Email:	dl.3647.leaders@schools.sa.edu.au	
Approved Provider			Nominated Supervisor		
Primary contact:	DECD Ms Anne-Marie Hayes		Name:	Leanne Lovett	
Telephone:	(08) 8226 3463		Telephone:	(08) 8323 8684	
Mobile:			Mobile:	0450785272	
Fax:	(08) 8226 0159		Fax:	(08) 8323 9913	
Email:	DECD.NQFEnquiries@sa.gov.au		Email:	Leanne.Lovett932@schools.sa.edu.au	
Postal address (if different to physical location of service)					
Street:	As Above				
Suburb:					
State/territory:					
Postcode:					
Operating Hours					
	Monday	Tuesday	Wednesday	Thursday	Friday
Opening time	8.45	8.45	8.45	8.45	8.45
Closing time	3.00	3.00	3.00	3.00	3.00

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ADDITIONAL INFORMATION ABOUT YOUR SERVICE

Provide additional information about your service-parking, school holiday dates, pupil-free days etc.

Madge Sexton Kindergarten is located on the grounds of McLaren Vale Primary School in McLaren Vale, South Australia. It is a Department for Education and Child Development (DECD) service which operates a preschool program five days a week. At the end of 2015, the service was invited to be a part of a South Australian Government school/preschool project entitled *The South Australian Collaborative Childhood Project* and is now one of six DECD Reggio Emilia prototype sites. In 2015, the service also became one of the first *DECD Preschool Outdoor Learning Area Demonstration Sites*, where nature play professionals, along with children and the community were involved in redesigning the outside learning environment. These two projects have supported the embedding of practices that promote a strong image of the child as competent and capable and guide the culture of Madge Sexton Kindergarten.

Parking is located at the Kindergarten.

School holidays are aligned with SA School Term dates.

Student Free Days have not been determined as yet.

How are the children grouped at your service?

Group 1: Monday 12.30-3.00, Tuesday 8.45-3.00, Wednesday 8.45-3.00

Group 2: Thursday 8.45-3.00, Friday 8.45-3.00, Monday 8.45-11.15

There is no cross-over between groups. We have designed the groups in response to community's needs (surveys) and also to promote strong connections and a sense of belonging, as well as continuity of learning.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan

Leanne Lovett, Director

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SERVICE STATEMENT OF PHILOSOPHY

At Madge Sexton Kindergarten we are committed to providing a high quality, flexible educational program that is inclusive, equitable and accessible for all children. The Early Years Framework for Australia, "Belonging, Being & Becoming" is our guiding curriculum and the learning outcomes we develop learning programmes around are: children have a strong sense of identity; children are connected with and contribute to their world; children have a strong sense of wellbeing; children are confident and involved learners; and children are effective communicators.

Staff at Madge Sexton Kindergarten are inspired by principles of the Reggio Emilia philosophy and nature play, which we implement, interwoven with other excellent early childhood education practices.

We are strong advocates of nature play as we see firsthand everyday its benefits; children are developing their learning dispositions of imagination, curiosity, confidence, persistence, resilience, concentration; as well as developing their skills in problem solving, self-regulation, resourcefulness, collaboration and ability to self-assess risk.

Respect for the child is evident in the way we strive to create engaging learning experiences and beautiful, respectful learning environments for the children. We believe that every child has the right to beauty and our environment reflects this. We believe our environment fosters a smoother transition for children between home and Kindergarten, as the Madge Sexton Kindergarten environment reflects the aesthetics of their home environments.

We recognise that every child is unique. We promote a strong self image of the child and see each child as strong, capable and competent. We encourage children to share their experiences, ideas, working theories and curiosities, and explore these with other children. We encourage all children to be creative, challenge themselves and support them to take risks in their learning within the indoor and outdoor learning environments. We value the children's "voice". The children understand that they are valued as we listen to their individual needs, their interests, their prior knowledge and let their voices guide our learning journey(s).

We recognise that the child has "one hundred languages and more", and provide opportunities for each child to express themselves and learn through a myriad of experiences including through the use of "loose parts" in our indoor and outdoor learning environments. We have set up an atelier (art room) with atelierista's (art teachers) giving children wonderful opportunities to create and engage with interesting materials and unique experiences. We foster the whole child; their social, emotional, physical and spiritual wellbeing and provide opportunities to maximise their potential while they are in our care at Madge Sexton Kindergarten.

We believe that children learn best through play and in a fun environment where children feel safe, secure and free to express themselves, take risks, challenge themselves, problem solve, explore and build resilience and persistence. We strive to find ways for children to connect to their natural environment and learn about sustainable practices.

We value relationships with children, families, staff and the wider community. We recognise parents as their child's first educator and promote a nurturing, welcoming learning environment of trust and confidence where families feel comfortable to leave their children in our care. We strive to ensure that each child feels a strong sense of belonging to the Kindergarten environment and the peers and educators within it. We value parent and community "voice" and strive to make connections and develop authentic relationships with them. We aim to develop partnerships with parents and caregivers, not just superficial parental involvement.

We value staff diversity and recognise that all of our staff members are highly competent, passionate, dynamic and professional early childhood educators. We work together to embed a culture of equity, collaboration, openness, honesty, innovation and cohesion with a shared workload towards shared goals and vision.

We foster a culture of learning, respect and growth for parents of young children and ourselves, and for ongoing dynamic and lifelong learning.

Our Statement of Philosophy was first developed in 2012 involving a very lengthy process of collaboration and discussion with staff, children, Governing Council Committee and families. Being the first Statement of Philosophy it took a period of a few months until we were satisfied with it, in terms of that it represented who we are from all perspectives of our MSK community. We used this opportunity to revisit our MSK logo including the picture and value words. The removal of an adult drawn child that depicted a 'cute, weak' child was replaced with a symbolic tree made up of many people which represents nurturing, growth, fusion and harmony amongst our Kindergarten family, deep roots to the community and thriving balance of strength and support. The staff and Governing wanted to choose some words to represent our values and give an overview of our Statement of Philosophy, after surveying and working with staff and families we chose three words 'Inspire, Create, Belong' from a list of 35 words. Every year since then, processes are in place for staff, Governing Council Committee, families and children to review our Statement of Philosophy including: Week 0 staff meeting reflection, first Governing Council Committee meeting discussion, inclusion for feedback in newsletter for feedback and mat time discussion with whole group (x2) with children about what MSK is all about and anything they would add, etc.

This year the children were very taken with two key themes; one being the picture of the tree in our logo and related to it strongly with our 'MSK Belonging Tree' with which they have their own leaf with their name on it symbolising their belonging to MSK; and the other with who Madge Sexton was, they were intrigued with her having children and think that she is a very important person. These discussions with the children really emphasised and supported the importance of children having a strong sense of identity, connection and belonging to their environment and the people connected with it.

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The Statement of Philosophy is communicated, displayed and promoted with families, children, educators and community in many ways including: displays within and around the centre, in enrolment packs, in Parent Handbooks, on website, values within promoted in all of the learning documentation that is produced including in learning folders and on our Facebook page, etc.

Statement of Philosophy is used in decision making as this is a true, authentic, living and breathing document that underpins everything that we do.

STRENGTHS SUMMARY

Our self review processes included:

- Review of 2017 QIP undertaken at 2 x Staff Meetings each term.
- Review of 2017 QIP with planning for 2018 began in Term 4.
- Week 0 – 2 planning days focusing on 2018 QIP.
- 2018 QIP staff team planning in first 3 staff meetings of Term 1, 2018.
- 2017 Governing Council Committee meetings reviewed and discussed QIP at one meeting each term.
- 2018 Governing Council Committee- discussion of 2018 QIP in first meeting and presentation of 2018 final QIP in second meeting of Term 1, 2018.
- Parent perspectives gathered through ILP conversations, newsletters, informal conversations, whiteboard survey where they were invited to prioritise.

Our evidence of progress collected included:

Data considered in review processes and tools used included:

- Self review discussion record based on NQS guide.
- AEDC data discussed at SVP meetings.
- Parent surveys and conversations.
- Statements of learning written for all children at the end of the previous year.
- Partnership priorities.

Through documenting these processes all staff are able to articulate our self review processes and are authentically involved in the improvement process and working collaboratively to achieve shared goals for the children and families.

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QA1 Educational program and practice- Strengths

Theme 1: Practice is embedded in service operations.

A real strength of Madge Sexton Kindergarten is its' team of educators. Not just because they are all professional, creative, researching, reflective and amazing educators each with their own strengths and areas of expertise, but because of the way they work together as an authentic, cohesive, critically reflective team all on the same page, with a shared vision and philosophy working towards shared goals for the children, families and wider community. This structure where each staff member is an equal member of the team regardless of role title has meant that we have been able to progress in leaps and bounds with our educational program and practice including:

- Every educator has a deep understanding of the standard, the concepts and the component elements, and a commitment to high quality practice at all times. Staff are highly competent in terms of pedagogical knowledge, we spend a lot of time working on whole staff understanding around children's learning, both formally and informally. Every educator is committed to and wants to learn and continuously learn. We work as a team to develop deep understandings together.
- All educators work collaboratively to consistently make curriculum decisions, including the organisation of daily routines that maximise learning and development outcomes for every child in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. Routines are in place to support children and being continuously improved upon and that place each child at the centre of decision making and maximise opportunities for learning. This is something that we review regularly and staff have used Reflect, Respect, Relate in the past in their action research which has resulted in less transition points for children throughout the day. We are now able to work in a deeply reflective way every day and use this skill to make these decisions.
- All educators are consistently deliberate, purposeful and thoughtful in all of their decisions and actions that impact on children's learning and development. Madge Sexton Kindergarten staff value all children as competent and capable and this is reflected in the way we work with children, the expectations we have on children, the experiences, materials the children are exposed to; the indoor and outdoor learning environments and the dispositions for learning that we focus on with the children to work towards all children having a strong sense of identity, feel connected with their community, have a strong sense of wellbeing, be confident learners and be able to communicate effectively.
- All educators work collaboratively with the educational leader to consistently develop and implement a purposeful and responsive educational program that reflects and builds on the knowledge, strengths, ideas, culture, abilities and interests of each child. We have a flexible approach to teaching, adaptability, this is necessary when listening to the child's "voice", we "loosely" plan learning possibilities and intentions but the direction that the journey takes is determined by the children. Children know that they are able to make decisions about their learning and about the way we work and operate at their Kindy. All educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
- All educators confidently make curriculum decisions throughout the day, week or month to ensure each child's learning and development is maximised, and ensure each child's participation, learning and development is facilitated and extended. In 2015, Madge Sexton Kindergarten became one of five sites in the first round of DECD "Preschool Outdoor Learning Area Demonstration Sites." We were fortunate to have the opportunity to work with "nature play professionals" and our children and community to further enrich on our already beautiful, natural yard. At Madge Sexton Kindergarten, we hold a very strong image of the child as competent and capable, so from this belief we decided to use this project to focus on providing our children with more opportunities to explore risk and challenge themselves. In our upgraded outdoor environment you will find huge logs, tree stumps, boulders and ropes for climbing and balancing in many areas throughout the space as well as many other features. Everyday our educators learn more and more from our Kindergarten children, we are getting better at taking a step back and letting the children guide their own learning journeys, independently self assess risk, connect with nature and develop their full potentials. We are there for them, knowing when to step in to support or extend, but every day they prove to us again and again that they truly are AMAZINGLY competent and capable young individuals. All educators are able to explain how their approach to curriculum decision-making, educational practice and assessment and planning connects to: The Early Years Learning Framework and enhances learning and development for each child; and MSK Statement of Philosophy and supports MSK's broader vision for quality.
- All educators consistently and respectfully respond to each child's ideas and play to facilitate and extend each child's participation, learning and development. Knowledge of children, their strengths and interests are included in the learning programme. Each child has an Individual learning plan with individual learning goals, these goals are displayed on a whiteboard in the staff room so every educator knows and works on these goals with the children.
- All educators consistently take every opportunity to extend each child's learning through open-ended questions, interactions, feedback and the provision of resources. Every child is supported to participate in the program, staff are committed to this. High levels of engagement from all children through a whole staff intent to connect with each and every child, connect children to each other and to listen to the "child's voice" and build on children's interests and needs. Children are part of the decision making process around their individual learning goals, of which they are supported and

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expected to be actively engaging in achieving their own learning goals and supporting their peers to achieve theirs as well.

- All educators consistently consider and promote the agency of each child, and support each child to make a range of choices and decisions to influence events and their world. In 2015, Madge Sexton Kindergarten proudly accepted an invitation from the Honourable Jay Weatherill, the former, Premier of South Australia, to become one of only six DECD South Australian Government school/preschool “Reggio Emilia Prototype Sites.” This is part of a bigger project called “The South Australian Collaborative Childhood Project” which was created in response to the recommendations provided by former thinker in residence, Professor Carla Rinaldi through her report, Re-Imagining Childhood: The Inspiration of Reggio Children education principles in South Australia. As a ‘prototype’ site, the Madge Sexton Kindergarten staff, children and families lead and participate in ongoing research, engage with other services identified as ‘prototypes’ including independent and catholic education sites, Art Gallery of SA, State Library of SA, and the SA Museum to develop a strong learning community and advocate for children’s rights from birth. We are still very excited about this opportunity and are proud to have been recognised and acknowledged for our existing work since 2012, being inspired by the principles of the Reggio Emilia philosophy to support successful learning outcomes for our children. Madge Sexton Kindergarten staff see inquiry and research as a part of what we do every day. Recent research saw us working with the children effectively as co-researchers and children working as co-researchers with each other. Each year we work with the children on ‘community research walks’ which take the children into their local community and researching and sharing their ideas, knowledge and working theories as well as promoting their competent and capable selves, advocating for children in their own way, currently we are building on our work with the children in the community as researchers and looking at how the children can become active citizens with rights in their community, and being able to influence the world around them.
- All educators consistently engage in planned and spontaneous critical reflection on children’s learning and development, as individuals and in groups. Staff meetings and Student Free Days are used for critical reflection as well as the use of professional development to inform the improvement of processes for children’s learning outcomes. Staff access professional development in many ways, using outside resources but often learning through individual staff member’s expertise, improving learning outcomes for children is at the centre of everything we do.
- All educators consistently draw on their insights to make changes to the design and implementation of the program. Because of the way that staff work in equity, without hierarchy it enables every educator to be able to do this, as well as instilling a sense of ownership which fosters a want to do this. Because of this we have a very flexible, innovative learning program that supports the uniqueness of every child, every day.
- All educators work collaboratively to assess or evaluate each child’s learning and development as part of an ongoing assessment and planning cycle that drives development of an education program that enhances and extends each child’s learning and development. An efficient and effective holistic system for planning, assessment, documentation, evaluation and planning is in place and is constantly monitored and evaluated and improved upon where necessary. Planning processes achieve continual improvement for each child in each of the five learning outcomes. A termly curriculum overview is planned, worked on, monitored and evaluated and connected to many other planning, assessment and reporting practices to ensure the continual improvement for each child in each of the five learning outcomes.
- All educators consistently engage meaningfully with children’s families to inform them about the educational program and their child’s participation, learning and development. In the first few weeks of the year, families are invited to come in and have conversations to help form children’s individual learning goals around learning dispositions. Family books and family photo frames are in place where each child shares their unique culture with staff and children, an open invitation to families to have input / share culture at any time in any way is promoted, early in the year open mornings are held inviting all families and friends to join in sharing culture and making culture together, continuously looking for other processes to develop to inquire about children’s culture. Tailoring learning experiences based on individual needs through data collected from parents, staff observations, specialist agencies reports, children’s Individual learning goals from Individual learning plans, etc.
- MSK’s approach to curriculum decision making, facilitating and extending children’s learning and development and assessment and planning consistently aligns with our Statement of Philosophy and demonstrates a strong commitment to the principles and practices of The Early Years Learning Framework. There is documentation to reflect this work and commitment.

Theme 2: Practice is informed by critical reflection.

- Critical reflection is part of our everyday processes, it is embedded in the way we work at Madge Sexton Kindergarten. We view ourselves as teacher researchers and therefore our practice is guided by our critical reflection. We have an ongoing staff joke that we are “now very comfortable with always feeling uncomfortable or uncertain” as we know that to learn and grow we need to try new things, take risks in our own learning and continue to question and challenge our current thinking and working theories about why and how we do things. Collaboration and input from all staff into

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programming based on EYLF five outcomes, principles, practices, QIP and Sea and Vines Partnership plan, we work as a cohesive, connected, diverse, strength based, non-hierarchical, supportive, inspiring team.

- Processes and support is in place to support each staff member to be critically reflective including: every day every staff member meets at the “Learning Journey Wall.” Here staff critically reflect on the day’s learning and events in relation to individual children and groups of children, and this guides the way we work with the children in their next session. We use a “launch pad” for each group of children to record our thinking and learning intentions which are shared with the children each morning at our “morning meeting” and children are included as part of this process, being a part of forming the learning intentions and sharing our learning at the end of the day formally, as well as informally throughout the day.
- As a staff team, time is timetabled for in staff meetings to reflect on children’s learning and development, Student Free Days are also used for this, and release time is budgeted for, as we see it as core to all of our work.
- Individual learning goals for every child is visible for every staff member to be able to take equal ownership for and therefore individual staff members are given strategies to critically reflect on children’s learning goals each day.
- When making decisions about curriculum it is embedded in our culture that all educators engage in robust debate discussion and collaboratively plan together. Because our staff team is all on the same page, and all have equal say, participate equally in their work with the children and know each of the children so well it ensures we have a rich, informed plan for learning provocations that will lead to high engagement and developmental learning outcomes for children.
- Every staff member engages in professional development to learn how to be critically reflective and practice this skill together through embedded processes as a staff team as well as individually. Staff engage in critical reflection around: opportunities to strengthen the educational program and practice; implementation of changes to the program to enhance and extend children’s learning and development outcomes, including through organisation of daily routines; evolving knowledge, strengths, ideas, cultures, abilities and interests of the children and how these inform the educational program; social justice and equity implications of curriculum decisions to ensure that the program considers circumstances and the rights of every child; opportunities to cultivate deep respect for and knowledge of the cultural diversity of broader community including Aboriginal and Torres Strait Islander people; theoretical and philosophical influences on their curriculum decisions including those in the Early Years Learning Framework; and how we draw on theoretical and philosophical influences and how they have influenced our practice over time.
- Because MSK Staff team work as an authentic, cohesive and collaborative team, any changes to our approach to facilitating and extending children’s learning and development is decided on together and understood by all and implemented appropriately, and is informed by current recognised guidance/research.
- This year, our staff team have committed to engaging in shared, collaborative performance management practice, showing our commitment to critical reflection. Together each staff member will reflect individually and with each other on: their educational practice approach to facilitating and extending children’s learning and development; alternate practice approaches to facilitating and extending children’s learning and development; implementation of changes to strengthen their practice over time; social justice and equity implications of their educational practice to ensure that practice considers the circumstances and rights of every child at the service; opportunities to cultivate deep respect for, and knowledge of, the cultural diversity of the broader community in educational practice, including Aboriginal and Torres Strait Islander histories and cultures; theoretical and philosophical influences on their practice, including the theoretical perspectives identified in The Early Years Learning Framework; how they draw on theoretical and philosophical influences and how they have influenced practice over time.
- The staff team have worked collaboratively together to put in place a MSK Planning, Assessment and Reporting Policy and Processes which we review at regular intervals to ensure it is still meeting the needs and expectations of the children, families and educators. During the initial construction and during review processes the staff team critically reflected and engaged in robust debate and reflection on past incidents, and were informed by current recognised guidance. Because of this process, every staff member was involved and had input, therefore any changes to the assessment and planning approach is understood by all and implemented appropriately. Part of the review is educators actually reflecting on their own approach to assessment and planning to consider whether it supports the best outcomes for children and families; engagement with families and whether communication of the education program and children’s participation, learning and development is accessible and understandable; alternate assessment and planning processes, and making changes where opportunities for improvement are identified; social justice and equity implications of their assessment and planning to ensure that practice considers the circumstances and rights of every child at the service; theoretical and philosophical influences on their assessment and planning, including the theoretical perspectives identified in The Early Years Learning Framework; and how they draw on theoretical and philosophical influences and how they have influenced practice over time.

Theme 3: Practice is shaped by meaningful engagement with families and/or the community.

- MSK has an unofficial motto which is committed to in our Statement of Philosophy, “we are committed to authentic partnerships with parents, not just superficial parental involvement” and because of this value we hold as a staff team

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and a community all of our curriculum decision making, approach to facilitating and extending children's learning and development, and assessment and reporting practices reflects the unique geographical, cultural and community context of Madge Sexton Kindergarten. All of our practices and processes are critically reflected on with this in mind. The staff team draw inspiration from the local context to enhance children's learning and development and to facilitate and extend on children's learning and development. Our educational practice and MSK Planning, Assessment and Reporting Policy reflects this.

- We value parents/caregivers and view them as their child's first educator. Our commitment to embedding a strong sense of identity and belonging in children leads us to strong ties to our local community. Our commitment and shared goals of continuity of learning for our children leads us to shared projects with educators in our local DECD Partnership, schools and preschools. From working in this way we welcome, respect and draw on the voices, priorities and strengths of the children, families, and MSK community.
- All educators consistently and meaningfully engage with children's families and community to: promote strong connections between each child's various learning environments; draw on family and or community understanding of each child's knowledge, strengths, ideas, culture, abilities, interests and learning and development in order to develop a child-centred educational program, facilitate and extend children's learning and development.
- Throughout the day, educators actively seek out the voices, perspectives and views of children and draw on this input to develop a child-centred educational program, enhance children's learning and development, guide ongoing assessment and planning, and facilitate and extend children's learning and development. We view the child as competent and capable and as active citizens with rights in their community and therefore educators consistently support children to participate in assessing and planning their own learning and development.
- As part of our MSK Planning, Assessment and Reporting Policy we have critically reflected on our communicating and reporting practices with families and the community and ensure that we regularly communicate about the educational program and children's evolving knowledge, strengths etc. outcomes to support continuity of learning and development across children's various learning environments in many ways including: ILP conversations to set learning goals with parents/caregivers; engaging with families about their child's progress in ways that are tailored to individual families' circumstances and ways of connecting, for example engaging with families using respectful and culturally safe practices.
- Proactive connections and processes are in place to ensure effective communication and goal setting with support services and external support agencies; effective communication and relationships with external care settings including child care centres and OSHC.
- Excellent outcomes and feedback about learner achievement has been received each year from parents/caregivers through Individual Learning Stories sent home, informal chats, Governing Council Committee meetings, parent opinion surveys, etc. The Governing Council Committee is encouraged and supported to be strong advocates for the children and families at Madge Sexton Kindergarten and are highly engaged in decision making.
- Effective processes are in place including: Individual Learning Plan conversations with families to support staff in developing authentic learning goals for the children and develop partnerships with parents and caregivers in their children's learning; development of Individual Learning Plans for every child; Individual Learning Portfolios for every child including individual documentation for each child; and Preschool End of Year Learning Statements for every child. Documentation for each child is easily accessible and clear for families in Individual learning folders and around the Kindergarten on the walls, and is also sent home to ensure all families have access. This year we are further improving on our communication practices and are trialling the use of a digital application that will allow us to report and share more frequently about the children's learning.

QA2 Children's health and safety Strengths

Theme 1: Practice is embedded in service operations.

- All educators demonstrate a deep understanding of the requirements of the standard and its component elements, and a commitment to high quality practice at all times including; being consistently attuned to and respond to children's changing health and physical activity requirements throughout the day; providing a range of opportunities to effectively address and respond to children's needs for sleep, rest and relaxation throughout the day, individually and in groups; expertly managing and supporting children's health and medical needs in line with established best practice at all times.
 - All educators: actively promote healthy eating, physical activity, and effective hygiene practices in the delivery of the daily program; provide regular opportunities for explicit learning about health and wellbeing; and respond confidently to the daily events that impact on children's health and activity needs.
 - All educators: ensure that children are supervised effectively at all times; are consistently attuned to the needs of all children to ensure each child's safety at all times; are aware of and act on their responsibilities for ensuring children's safety at all times, including in relation to child protection, and are able to articulate these responsibilities; proactively identify and manage risks and take precautions to protect children from harm and hazard; and identify and respond confidently to changes in the service environment throughout the day, adjusting practice where necessary to ensure that children are safe and effectively supervised at all times.
- This approach to supporting and promoting children's health and physical activity consistently aligns with the design and

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delivery of the educational program and service philosophy and demonstrates a strong commitment to the priorities, principles and practices of the approved learning framework and reflects a commitment to the prevention of illness and injuries and this is evident in the service's approach to reporting and responding to health and illness-related incidents.

- Ongoing risk assessment and management is built into day-to-day operations across the service to ensure a consistently safe environment.
- Effective plans to manage incidents and emergencies are developed and reviewed in consultation with relevant authorities and are practised regularly.
- Our approach to supporting and promoting children's safety consistently aligns with the design and delivery of the educational program and service philosophy and demonstrates a strong commitment to the priorities, principles and practices of the approved learning framework.

Theme 2: Practice is informed by critical reflection.

- All educators: systematically and regularly reflect on opportunities to enhance each child's health outcomes and promote physical activity with children and families; seek out and consider alternate ways of supporting each child's health and activity needs, and make changes where opportunities to further enhance children's outcomes are identified; are able to explain how reflection on children's changing health and activity needs influences the design and delivery of the educational program; reflect together on health and illness-related incidents, and support the service to make changes to practices, policies and procedures where opportunities are identified to strengthen the approach; are aware of and able to discuss the influences on their approach to supporting and promoting children's health and activity requirements and outcomes, the recognised guidelines that underpin their practice approach, and how these build on the approved learning framework/s and the service's health policies and procedures; and consider and discuss social justice and equity implications of their practice decisions to ensure that practice takes into account the needs and rights of every child at the service.
- Our approach to supporting and promoting children's health and activity needs and outcomes reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection on past incidents. Our approach to supporting and promoting children's health and physical activity, including safe sleep and nutrition, is informed by current recognised guidelines and up-to-date information. Any change to our approach to supporting and promoting children's health and activity needs are understood by all and implemented appropriately.
- All educators: systematically and regularly reflect, individually and as a team, on practices to support child safety, including risk assessment and emergency management procedures and practices, and make changes when opportunities to further enhance children's outcomes are identified; are responsive and adjust supervision strategies as required; are able to explain how an ongoing commitment to children's safety influences the design and delivery of the educational program; reflect together on safety-related incidents, and support the service to make changes to practices, policies and procedures where opportunities are identified to strengthen the approach; are aware of and able to discuss the influences on their practice to support and promote children's safety, including recognised guidelines, information sources, and other legislation that underpin their practice approach, and how these align with the approved learning framework/s and the service's policies and procedures; consider and discuss social justice and equity implications of their practice decisions to support and promote each child's safety to ensure that practice takes into account the needs and rights of every child at the service.
- Our approach to risk assessment, emergency management and child protection reflects current recognised guidelines and up-to-date information from trusted sources.
- Our approach to supporting and promoting children's safety reflects robust debate, discussion, and genuine opportunities for input by all educators and is informed by critical reflection on past incidents. Any change to our approach to supporting and promoting children's safety are understood by all.

Theme 3: Practice is shaped by meaningful engagement with families and/or the community.

- All educators: engage meaningfully and regularly with families to discuss children's changing health and physical activity requirements, including their interests, preferences and strengths, and incorporate these into the program; work directly with children, families, and professionals as appropriate to develop targeted practices that are responsive to children's evolving health and activities needs; incorporate children's changing health and activity needs, interests, preferences and strengths into the design and delivery of the educational program, including information gathered from families and the community and directly from children; proactively promote children's health and physical activity with families and the community; build partnerships with families and the broader community to further enhance children's health and activity outcomes, for example through collaborative initiatives with health professionals and other support services
- Our approach to supporting and promoting children's health and physical activity suits and draws inspiration from the unique environmental, cultural and community context of the service.
- All educators: actively engage with families about their concerns and priorities for their children's safety; raise awareness of issues impacting on child safety with families and the community, including in the context of child protection; and are

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familiar with and respond respectfully to the differing cultural contexts of families and the community that impact on perspectives about child safety and protection, while ensuring that practice decisions always reflect a best practice approach

- Our approach to managing risks and supporting child safety: reflects the voices, priorities and strengths of the children and families at the service; is informed by meaningful and ongoing partnerships with the broader community, for example local community and emergency services; and considers the geographical context of the service and is responsive to changes in the environment throughout the year.
- All children are promoted to be involved in physical activity, taking worthwhile risks in a supervised environment, receiving support and encouragement to persist, achieve and enjoy.
- Gross motor skills are catered for by: the way the outdoor learning environment has been designed and structured; the way educators work with the children; and the way outside play equipment is being regularly re-arranged to maintain children's interest and challenge them in their gross motor play.
- Annual "Fitness-a-thon" is held with each group, inviting families and friends in to work with their children on gross motor activities to promote fitness but also promote an awareness of their child's gross motor development.
- Application of sunscreen during Terms 1, 3 and 4 and whenever else deemed necessary and promotion and awareness of sun smart practices.
- Washing of hands is integrated into the daily routine of pre-eating time preparation.
- Our program embraces strong curriculum links to children's health and wellbeing by providing both intentional and spontaneous teaching initiatives.
- The centre has timetabled set food and drink breaks, rest and relaxation breaks and provides physical spaces for children to withdraw when they need a quiet place to be.
- Children feel comfortable and safe to access toileting facilities, as a result of our first ever Quality Improvement Plan in 2012 we sought a grant to upgrade our children's bathroom and now have excellent facilities for the children and no more instances of children not wanting to use the toilets.
- Children are provided with opportunities to rest and relax adequately throughout the kindergarten day. The children have a programmed "relaxation" break after their lunch eating, however children are aware and are reminded that when they are in need of time to be by themselves or relax there are many spaces and places that they can go to and can see staff for support too.
- Children are educated about and have easy and safe access to hygiene facilities and practices.
- Healthy eating is promoted and encouraged across all aspects of the Kindergarten including birthday celebrations. We review our healthy eating policy regularly, we negotiate a healthy lunch order list with the school's canteen, we explicitly educate children about the salt and sugar in their everyday foods, we model and promote healthy eating on a daily basis.
- All staff engage in the benefit-risk assessment model to assess and manage potential risks. Through our work in becoming a DECD Preschool Outdoor Learning Area Demonstration site, we have worked together to develop benefit vs. risk assessments of the experiences and environment in our Kindergarten's inside and outside learning environments. We have a WHS officer in place who leads the staff team to ensure the safety and wellbeing of the children, staff, families and visitors on site.
- Appropriate and immediate action is taken by all staff to identify and respond to every child suspected of abuse and/or neglect, including bullying.
- All teachers and the majority of the early childhood workers have completed their Child Protection Curriculum training as we felt it was very important for as many staff as possible to be trained to support the children.
- We have a clear staff roster in place to ensure that children are adequately supervised at all times. We often site fund extra staff at times we feel that we would like more educators in place to support children, for example on excursions or at special events, and at the beginning of the first school term.
- Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines. We have clear and specific processes and practices in place to ensure this, and all staff including relief staff are aware of these.
- Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. Invacuation and emergency drills are timetabled for the year and practised with the staff and children to ensure that we are ready to deal with an emergency or incident if one was to arise. Staff are aware of the process for managing an incident or emergency on site.

QA3 Physical environment- Strengths

Theme 1: Practice is embedded in service operations.

- All staff demonstrate a deep understanding of the requirements of the standard, concepts and the component elements, and a commitment to high quality practice at all times.
- All outdoor and indoor spaces, buildings, fixtures and fittings: support the access and full participation of every child; promote and positively support children's interaction with space, materials and each other; contribute to a flexible and

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stimulating environment that enhances each child's development and learning; and are safe, clean and well-maintained at all times.

- All educators: are able to explain how the design of the physical environment, including selection of furniture, equipment and resources, supports safe and inclusive access by all children and promotes each child's full engagement with the program.
- The observed and discussed approach to the design and maintenance of the physical environment: consistently aligns with the design and delivery of the educational program and service philosophy; demonstrates a strong commitment to the principles and practices of the approved learning framework/s; and consistently aligns with safety, cleanliness and maintenance advice from recognised authorities and reflects the service's policies, procedures and record keeping systems. All educators demonstrate a deep understanding of the requirements of the standard, concept and the component elements, and a commitment to high quality practice at all times.
- Children actively engaged in child-directed learning experiences that demonstrate environmental awareness and/or responsibility.
- Observed practice and discussions demonstrate a whole-of-service approach to the use of space and resources that is inclusive, purposeful, creative, and flexible, and enhances learning and development outcomes for all children.
- All educators: are able to explain how the use of the physical environment is organised to be flexible, support safe and inclusive access by all children and promote each child's engagement in play-based learning; confidently organise and adapt spaces and resources as needed throughout the day, week, and month to ensure a consistently inclusive and flexible play-based learning environment for all children; demonstrate an ongoing commitment to caring for the natural environment and fostering environmental awareness and responsibility in children, and are aware of how their practice aligns with practice across the service.
- Our approach to creating inclusive learning environments, engaging in sustainable practice and supporting environmental responsibility reflects our philosophy.

Theme 2: Practice is informed by **critical reflection**.

- Our approach to design and maintenance of the physical environment: reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents; and is informed by current recognised guidance on creating an inclusive, safe physical environment that strengthens children's learning and development outcomes and enhances participation in the program.
- Any change to the service's approach to design and maintenance of the physical environment is understood by all and implemented appropriately.
- All educators: are attuned to changes to the physical environment throughout the day and confidently adjust practice and the environment as needed to ensure the continued safety, participation and inclusion of all children; reflect, individually and together, on the design of the physical environment, and consider opportunities to make changes to strengthen inclusion and participation, and to enhance children's safety, learning and development outcomes; are aware of and able to discuss the theoretical influences on the service's design choices and how these align with the approved learning framework/s and the service's philosophy, policies and procedures; and consider and discuss social justice and equity implications of design choices to ensure that the physical environment supports the needs and rights of every child at the service.
- Our approach to organising inclusive, play-based learning environments and to supporting environmental responsibility: reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection; and is informed by current recognised guidance.
- Any change to our approach to organising inclusive, play-based learning environments and to supporting environmental responsibility is understood by all and implemented appropriately.
- All educators regularly reflect on opportunities to: support every child's participation and to further enhance children's learning and development through the creative and flexible use of space, equipment and resources; and support children's environmental awareness and responsibility.
- All educators reflect together on opportunities to: further enhance children's learning and development through the creative and flexible use of space, equipment and resources; and strengthen the service's engagement in environmental sustainability, and work together to implement agreed changes across the service.

Theme 3: Practice is shaped by meaningful engagement with **families and/or the community**.

- The design of the physical environment: reflects the unique geographical, cultural and community context of the service; welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the service; and shows that the service works creatively within the limitations of the physical setting.
- Opportunities for collaboration with family and community partners are built into the service's approach to designing and making changes to the physical environment.
- Our use and organisation of space and resources and to environmentally sustainable practice and support of

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environmental responsibility: reflects the unique geographical, cultural and community context of the service welcomes, respects and draws on the voices, priorities and strengths of the children and families at the service.

- We collaborate with family and community partners to: foster an inclusive, welcoming and flexible play-based learning environment; design indoor and outdoor spaces that draw on and reflect the diverse cultures of the broader community, including engaging with the wider community to create: a 'nature play' space; artworks that communicate the identity of local Aboriginal and Torres Strait Islander community as well as Madge Sexton and her family; and engaging in sustainable practices and supporting environmental awareness and responsibility across the community.
- We engage children in excursions that utilise community environments and support child-directed exploration and discovery.
- Educators supporting families to develop understanding and engage in environmentally responsible and sustainable practices.
- Madge Sexton Kindergarten outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose, are safe, clean and well maintained. Each year we ensure there is money in our site budget to be able to replace, repair, improve etc. to ensure everything is of a high standard, our children, staff and families deserve this. When there are big things that cost more than what is within our site budget we fundraise, search for grants, etc. We are continuously targeting resources for improvement to our site. We have strong partnerships with families, sharing information about goals, how parents can help, and improvement processes, etc.
- Kitchen and laundry areas are secure, safe and clean to ensure all children and staff are kept safe.
- Facilities between our indoor and outdoor learning environments allow easy access for children, participation for every child, and allows flexibility. Through a previous QIP we targeted our verandah and turned this space into another "room" allowing the children more space, etc. This has undergone another makeover from a DECD grant including heating, more cooling, a more suitable floor space and another door to further enclose the space.
- At Madge Sexton Kindergarten we view the environment as the "third teacher" (with parents being the first, and educators second). That means that the staff take great care with setting up the physical environment and it is a curriculum focus. Both in the inside and outside learning environments a connection to nature is evident and promoted.
- Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses. Materials are set up in a way that there is many for the children to access, but the children are not dictated to in terms of what to play with or how to play with them, the children's voice and imagination guides the way they interact with the materials.
- We have sustainable practices embedded at Madge Sexton Kindergarten including recycling, water conservation, vegetable garden, fruit orchard, market cart where families and Kindy share excess produce, compost process with school. We have plans to develop our processes further this year with a project we are working on with Simon Hutchinson from The Climbing Tree.
- Children are supported to become environmentally responsible and show respect for the environment through these processes. Staff work collaboratively and ethically to achieve these goals with the children.

QA4 Staffing arrangements- Strengths

Theme 1: Practice is **embedded** in service operations.

- All educators demonstrate a deep understanding of the requirements of the standard, concepts and the component elements, and a commitment to high quality practice at all times.
- At all times, purposeful consideration is given to organisation of educators to ensure familiarity and continuity for children and a high quality learning and care environment.
- All educators: are able to explain how the organisation and continuity of educators enhances children's wellbeing, learning and development; demonstrate awareness of how decisions are made about the organisation of educators across the service; and understand and implement effective processes to support organisation and continuity of educators to enable the establishment and maintenance of secure relationships with children.
- Our approach to organisation and continuity of educators, including relief educators, consistently aligns with our philosophy, policies and procedures.
- All interactions between educators and others in the service community are respectful and promote a positive atmosphere within the service.
- All educators show a willingness to share information or ask for assistance from others and acknowledge the strengths and skills of others.
- All members of the service team consistently demonstrate a high level of collaboration, affirming, challenging, supporting and learning from each other.
- Our approach to professional collaboration and standards: consistently aligns with the approach described in the our code of conduct and code of ethics; and consistently aligns with our philosophy, policies and procedures.

Theme 2: Practice is informed by **critical reflection**.

- Our approach to organisation and continuity of educators: reflects robust debate, discussion, and opportunities for

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input by all educators, and is informed by critical reflection and past incidents; is informed by the qualifications, strengths, priorities and professional development goals of educators; and is informed by current recognised guidance.

- Any change to our approach to organisation and continuity of educators is understood by all and implemented appropriately.
- Our entire staff team: reflects together on opportunities to further enhance children's wellbeing, learning and development through possible changes to the organisation of educators or improvement in staff continuity; and works together to implement agreed changes across the service where necessary.
- Our approach to professional collaboration and standards: reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents; enables and promotes regular opportunities for all educators, with special consideration to support newly inducted educators, to work collaboratively and to share and learn from each other's existing and developing strengths and skills; and is informed by current recognised guidance and the service's chosen code of conduct and code of ethics.
- Our staff team reflects together: on the role and application of professional ethics and standards across the service; on ethical issues that arise in the service; and to consistently identify and implement opportunities to strengthen ethical practice.
- All educators reflect collaboratively on pedagogical knowledge and curriculum delivery.
- All educator's discussions and notes demonstrate: self-awareness of the ethical and professional standards underpinning their own practice; and ongoing reflection on opportunities for improvement.
- Decision-making processes are informed by professional standards, including the service's chosen code of conduct and code of ethics. Changes to the application of professional standards within the service, including the chosen code of conduct and code of ethics, are clearly understood by all.

Theme 3: Practice is shaped by meaningful engagement with **families and/or the community.**

- The organisation and continuity of educators, our approach to organisation and continuity of educators and professional collaboration and standards: reflects the unique geographical, cultural and community context of the service; welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the service and, in particular, family input on ways to support familiarity and continuity of their child's learning and development at the service, and supports all children to participate fully in the service program at all times.
- Opportunities for collaboration with family and community partners are built into our approach to organisation and continuity of educators.
- All educators recognise diversity as a strength and work together to promote a culture of inclusiveness and sense of belonging for all children, families and the community, including cultivating a deep respect for Aboriginal and Torres Strait Islander histories and cultures.
- All educators consistently identify and implement culturally sensitive ways to communicate, support and engage with families.
- Decision-making and problem-solving in regard to ethical issues that emerge within the service environment are informed by the voices of families and the community.
- Educators build relationships with families and members of the community that include the exchange of ideas and best practice.
- The educator: child ratio and qualifications are maintained at all times. A staff roster is in place to ensure that it is clear to staff where they are meant to be. The site supports extra funding to provide extra staff in times determined by staff team as being necessary/helpful for example on excursions, at special events and in the first weeks of term for transition.
- One of our major strengths is our staff team and the way we work together and with the children. Our staff: use professional standards to guide practice, interactions and relationships; work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships; display mutual respect, equity and recognition of each other's strength and skills when interacting with each other. Our staff team is not hierarchical, we are equal and work together to make decisions, are comfortable and confident to critically reflect our own and each other's practices to work together to reach common goals in a respectful and ethical way.
- Staff are very good at articulating our statement of philosophy and vision of the site and working collaboratively to ensure that this happens, including doing the work ourselves, targeting resources, engaging in professional development, etc.
- All staff have a voice in setting organisational directions.
- Staff are very supportive, and provide a strong work environment building high levels of morale and job satisfaction.
- All staff have knowledge of the children's strengths and interests.
- All staff have implicit knowledge of what needs to be done.
- Leaders are approachable, and have respect for all staff and their abilities as early childhood professionals.
- All staff participate in ongoing discussions about progress towards shared site goals, and reflecting and evaluating.

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- Funding support for children with additional needs who are not eligible for funding or have not yet received funding.
- Human resources are well managed, all TRT and contract staff paperwork are processed timely.
- All ECWs have completed a Certificate III.

QA5 Relationships with children- Strengths

Theme 1: Practice is **embedded** in service operations.

- All educators demonstrate a deep understanding of the requirements of the standard, concepts and the component elements, and a commitment to high quality practice at all times.
- Each educator's practice reflects a deep commitment to building and maintaining respectful and equitable relationships with each child.
- At all times, interactions between educators and children across the service: support each child to feel secure, confident, and included; and maintain each child's dignity and rights.
- All educators are able to explain how their relationships with children are guided by an understanding of and commitment to: building trusting relationships which engage and support each child to feel secure, confident and included; respecting the dignity and worth of each child; and protecting and ensuring children's rights.
- Our approach to relationships between educators and children and supporting children to build and maintain sensitive and responsive relationships: consistently aligns with the principles and practices of the approved learning framework/s and with our philosophy, policies and procedures, including the behaviour management/guidance strategy.
- All educators: confidently and effectively facilitate co-operative and collaborative learning opportunities, in appropriate group sizes, to ensure that every child is consistently supported to collaborate, learn from and help others; and demonstrate a consistent approach to behavior guidance to ensure that each child is supported at all times to regulate their own behaviour, respond appropriately to the behaviour of others, and communicate effectively to resolve conflict.
- All educators are able to explain how their support of children to build and maintain sensitive and responsive relationships is guided by an understanding of and commitment to: creating supportive environments that enable children to collaborate, learn from and help each other; and supporting each child to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Theme 2: Practice is informed by **critical reflection**.

- Madge Sexton Kindergarten's approach to relationships between educators and children: reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents; and is informed by current recognised guidance.
- Any change to the service's approach to relationships between educators and children is understood by all and implemented appropriately.
- All educators: systematically reflect on their interactions with children across the service and on opportunities to further enhance children's lifelong learning and sense of belonging within the service and the child's world; and demonstrate self-awareness and are purposeful in the consideration of the theoretical perspectives that influence their pedagogy and the practice across the service.
- The service team reflect together to: consider the social justice and equity implications of educators' approaches to relationships with children to ensure interactions support the dignity, rights, cultures and best interests of all children, including children who identify as Aboriginal and Torres Strait Islander peoples; challenge stereotypes and biases in promoting and maintaining a culture of inclusiveness; and engage in robust debate and discussion in which personal, professional and organisational values that influence relationships between educators and children are identified and discussed.
- Madge Sexton Kindergarten's approach to supporting children to build and maintain sensitive and responsive relationships: reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents; enables the identification and implementation of opportunities to strengthen practice; and is informed by current recognized guidance.
- Any change to Madge Sexton Kindergarten's approach to supporting children to build and maintain sensitive and responsive relationships is understood by all and implemented appropriately.
- Educators demonstrate self-awareness of the theoretical perspectives that influence their pedagogy, and the practice across the service, and show that they are committed to continuous improvement.
- Madge Sexton Kindergarten staff team reflect together to: consider the social justice and equity implications of educators' approaches to facilitating co-operative and collaborative learning opportunities and behaviour guidance; and engage in robust debate and discussion in which personal, professional and organisational values that support children to build and maintain sensitive and responsive relationships are identified and discussed.

Theme 3: Practice is shaped by meaningful engagement with **families and/or the community**.

- Madge Sexton Kindergarten's approach to building and maintaining respectful and equitable relationships with each child: reflects the unique geographical, cultural and community context of the service: welcomes, reflects and draws on

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the voices, priorities and strengths of the children and families at the service; contributes to a culture of inclusiveness and sense of belonging for children and families at the service; is strengthened by meaningful relationships with families and the community; and seeks, values and considers family input to inform 'Interactions with Children' policy and practice.

- Our approach to supporting children to build and maintain sensitive and responsive relationships: reflects the unique geographical, cultural and community context of the service; welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the service; contributes to a culture of inclusiveness and sense of belonging at the service; and encourages all children to challenge stereotypes and biases, and develop a deep understanding and appreciation of the cultural diversity of the service and the broader community, including Aboriginal and Torres Strait Islander histories and cultures.
- All educators: draw on their knowledge of each family's strengths and priorities, including behaviour guidance approaches in the home environment, to support children to build and maintain sensitive and responsive relationships; and tailor their approaches to supporting children to build and maintain sensitive and responsive relationships in response to input from families and the community.
- Relationships with children is something that is core to our business so we work very hard at it from day dot.
- Interactions with each children are warm, responsive and we build trusting relationships. We use parent questionnaires in enrolment packs, family books and family photos to help us to build relationships and connections.
- Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning. We work towards acting as "co-researchers" alongside the children, supporting them to be confident and take risks in their learning, looking to each other and themselves for answers, and educators supporting the children in their learning journeys not telling them all the answers.
- Each child is supported to feel secure, confident and included. We spend a lot of time working with children to build a strong sense of belonging and connection to the Kindergarten environment and educators and peers including using photographs, self portraits and a belonging tree to support this. We work in a way that we expect all children to have a "voice" and have a "say" in their learning and learning journeys come from them, their interests, their development, their decisions.
- Each child is supported to work with, learn from and help others through collaborative learning opportunities. Our current research work through our participation in being a Reggio Emilia Prototype Site is getting children to work as co-researchers and work collaboratively.
- Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. We work with individual children and the whole group of children to problem solve about behaviour and help to decide safe and reasonable ways to behave to keep everyone safe and happy.
- The dignity and the rights of every child are maintained at all times.
- We have a very happy, relaxed, welcoming environment for all.
- Children approach staff with issues comfortably.
- Children are supported to feel secure, confident and included.
- Two way conversations are evident.
- All staff have knowledge of the children, their strengths, goals and interests.
- Staff tailor learning experiences based on individual needs and interests on a daily basis.
- Interactions and engagement with most children are on a high level and those that aren't are identified and working towards this developing learning dispositions, etc.
- Each child receives regular interactions and learning is being built upon.
- All children feel secure when using the toilet.
- All children collaborate, work together and learn from each other.
- All children demonstrate appropriate behaviours and communicate effectively.
- The dignity and rights of all children are maintained at all times.

QA6 Collaborative partnerships with families and communities - Strengths

Theme 1: Practice is **embedded** in service operations.

- All educators demonstrate a deep understanding of the requirements of the standard, concepts and the component elements, and a commitment to high quality practice at all times.
- All educators: engage collaboratively and respectfully with families from enrolment and orientation to learn about their expertise, culture, values and beliefs and priorities for their child's learning and wellbeing; consistently support families to participate in the service, make meaningful contributions to service decisions, and share in decision-making about their child's learning and wellbeing; regularly provide families with comprehensive, current and accessible information about the service, relevant community services, and resourcing to support parenting and family wellbeing; and recognise the leading role of families in their children's wellbeing and development.

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- Across the service, our approach to building respectful and supportive relationships with families demonstrates a strong commitment to the principles and practices of the approved learning framework/s, and aligns with the educational program, our statement of philosophy, and the enrolment and orientation process.
- All educators: establish and maintain ongoing collaborative partnerships with the community and link with community and support agencies to enhance children's learning, wellbeing and participation; consistently facilitate inclusion and support assistance to ensure that the educational program enables each child to fully participate; and systematically promote continuity of learning and transitions for each child by sharing relevant information, clarifying responsibilities, and building collaborative strategies with relevant stakeholders.
- Our approach to building collaborative partnerships with the community displays a strong commitment to the principles and practices of the approved learning framework/s, and aligns with the educational program and with resources that support community engagement and inclusion.

Theme 2: Practice is informed by **critical reflection**.

- Our approach to supporting relationships with families: reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents; and is informed by current recognised guidance on supporting relationships with families.
- Any change to our approach to supportive relationships with families is understood by all and implemented appropriately.
- All educators: intentionally consider alternate ways of engaging with families and supporting their participation at the service, and make changes where opportunities to further enhance children's and families' outcomes are identified; are able to explain how ongoing engagement with families influences the design and delivery of the educational program; are aware of and able to discuss how the approach to engaging with families and supporting their participation at the service aligns with practice theory, the approved learning framework/s and our philosophy, policies and procedures; are aware of how families' perceptions of their role influences how they participate in the service; and consider and discuss social justice and equity implications of their approach to engaging with and supporting each family's participation in the service, including self-awareness of their own biases and how these may impact on building respectful relationships with families.
- As a team, all educators engage in robust debate and discussion about the service's approach to engaging with families and supporting their participation at the service. As part of this debate and discussion, personal, professional and organisational values that influence practice are identified, discussed and challenged.
- Our approach to collaborative partnerships: reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents; and is informed by current recognised guidance on collaborative partnerships. Any change to our approach to collaborative partnerships is understood by all and implemented appropriately.
- All educators: purposefully consider and create opportunities to strengthen our approach to enhancing children's inclusion, learning and wellbeing, and seek out new links and partnerships where opportunities to further enhance children's and families' outcomes are identified; are able to explain how ongoing community engagement influences the design and delivery of the educational program and supports children's learning, wellbeing and enables full participation in the program for every child; are aware of and able to discuss how our approach to inclusion support and supporting transitions between learning environments aligns with practice theory, the approved learning framework/s and the service's policies and procedures; consider and discuss social justice and equity implications of their approach to inclusion support and supporting transitions for all children, including self-awareness of their own biases and how these may impact on child and family outcomes; and challenging stereotypes, raising awareness of, and cultivating deep respect for Aboriginal and Torres Strait Islander histories and cultures.
- As a team, all educators, engage in robust debate and discussion about the service's approach to building community partnerships and supporting inclusion and transitions. As part of this debate and discussion, personal, professional and organisational values that influence practice are identified, discussed and challenged.

Theme 3: Practice is shaped by meaningful engagement with **families and/or the community**.

- Relationships with families: reflect our unique geographical, cultural and community context; and welcome, reflect and draw on the voices, priorities and strengths of the children and families.
- All educators: actively support families to build relationships with other families and with relevant community services to strengthen child, parenting and family outcomes; consistently tailor their approaches to communicating with and engaging with each family in recognition of individual families' circumstances and ways of connection, and seek out families' views on their preferred means of communication and participation from enrolment; and draw on their knowledge of each family to provide thoughtful and tailored opportunities for each family to participate in the service; explore opportunities to build trust and support families to contribute to the educational program in ways that celebrate and share their strengths, beliefs and culture with children, families and the service team; and build and maintain community partnerships that support and promote parenting and family wellbeing and proactively and respectfully

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engage with families to support their parenting and family wellbeing circumstances and priorities.

- Our collaborative partnerships: reflect our unique geographical, cultural and community context; and welcome, reflect and draw on the voices, priorities and strengths of our children and families.
- All educators: support families to build relationships with relevant community services and agencies that enhance children's wellbeing, learning and participation in the educational program; and seek out and build new community partnerships in response to the perspectives, priorities and strengths of the children and families, including the changing support and transition needs of children and including at the direct request of families if appropriate.
- Community partnerships contribute to a culture of inclusiveness and sense of belonging at Madge Sexton Kindergarten.
- Madge Sexton Kindergarten demonstrates a commitment to building and sustaining reciprocal relationships with community groups, including mutually beneficial partnerships that make connections with local people and groups and give back to the community.
- There is an effective enrolment and orientation process for families. We have clear policies and processes in place also available on our website to prospective families, staff are trained in what to say for enrolment enquiries over the phone, a waiting list book is in place and a priority of access policy is enforced. Information is very detailed and structured for families wanting to enrol children at Madge Sexton Kindergarten and once an enrolment offer has been made there are clear processes and structures in place to support children and families with their transition into Madge Sexton Kindergarten.
- Families have opportunities to be involved in the service and contribute to service decisions. Our "motto" is "working towards partnerships with parents, not just superficial involvement" and we try to work this way in every way possible. Parents are always informed and included to a high level in decision making processes. Providing opportunities for parents to be involved and provide feedback. All families have authentic opportunities to be involved in curriculum decision making. We always have a large Governing Council Committee each year and work hard involving parents in the improvement process through Governing Council.
- Current information about the service is available to families, including a very informative website that we worked hard to develop to ensure that we are providing detailed information to families.
- The expertise of families is recognised and they share in decision making about their child's learning and wellbeing. Feedback around parent interviews has been very positive, and a valuable experience for both families and staff. Approachable and non-judgemental attitudes to parent queries and concerns. Effective management. Partnerships with parents – offering opportunities for feedback and ensuring that feedback is addressed effectively. Working with families to develop individual learning goals for their children.
- Links to relevant community and support agencies are in place. Information is provided to parents about our services and outside services support. Current information is available to families about community services and resources to support parenting and family wellbeing through our community pin up board, access to resources and conversations with parents about their children both formally and informally. We have a good relationship with our local CAFHS nurses who come out to Kindy once a term to support families.
- Links with relevant community and support agencies are established and maintained. We have excellent relationships and processes in place to work with local DECD and private support agencies to support our children including SERU to access resources for children when necessary.
- A commitment to continuity of learning for each child is highly evident in the processes and relationships educators have with families, feeder schools and support services and agencies. Our site has put "continuity of learning" high on the agenda of our Sea and Vines Partnership and a working group is in place to ensure this process improves further of which we are highly actively involved.
- Access to inclusion and support assistance is facilitated. We are proactive in supporting children and observe and monitor and assess if needed all children early in the year and place referrals, seek support for children wherever necessary. The site funds extra staffing to support children who are not eligible for DECD funding to ensure we are caring for the wellbeing and development of all children in our care.
- The service builds relationships and engages with their local community. We work hard to develop relationships with other businesses and people in our local community to instil a sense of belonging and community into all of our children, staff and families. Making ourselves part of the community through local walking excursions, flamingo flocking, etc.
- Working as closely with the onsite primary school and sharing resources, building relationships, making connections including working with the school's Aboriginal Education teacher to support our staff to embed indigenous culture into the learning environment in an appropriate and authentic way.

QA7 Leadership and service management- Strengths

Theme 1: Practice is **embedded** in service operations.

- All educators demonstrate a deep understanding of the requirements of the standard, concepts and the component elements, and a commitment to high quality practice at all times.
- Well established governance arrangements and administrative systems consistently support the operation of a high

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quality service and drive continuous quality improvement.

- All educators and those with management responsibilities are able to discuss and demonstrate how the service's management systems support proactive risk management and drive continuous improvement, for example in relation to: recruitment and staff selection; responding to and learning from incidents, complaints and feedback from families; and maintaining up-to-date records that support effective service provision.
- All educators and those with management responsibilities are able to discuss and demonstrate how their daily practice is underpinned by our statement of philosophy and how they are involved in reviewing the statement regularly.
- Persons with management responsibilities are able to discuss and demonstrate how the statement of philosophy underpins service operations, and explain how it was developed and how and when it is reviewed.
- The guiding principles of the National Law are reflected in and consistently enacted through the service's statement of philosophy.
- Our policies and practices on recruitment and retention of staff reflect the diversity of the local community.
- All members of the team, including relief staff, understand and are able to articulate their roles and responsibilities, including in relation to each other, children, and families, and the service's decision-making processes.
- Across the service, observed and discussed governance and administrative arrangements align with systems, documented policies, procedures and records.
- Effective leadership: builds and consistently promotes a positive organisational culture and professional learning community that supports all members of the service team to develop as professionals and contribute meaningfully to quality improvement processes; and builds educator capacity by supporting educators through ongoing professional development opportunities, including mentoring.
- All members of the team: are able to explain how the service's performance evaluation process consistently supports their learning and development goals and growth as professionals, including how a tailored professional development plan provides a focus for continuous performance improvement; and are able to discuss and demonstrate how they actively participate in the service's ongoing self-assessment and quality improvement process, and how this process drives continuous improvement in service quality and enhances outcomes for children and families.
- The educational leader is able to discuss and demonstrate how they are supported by the service's leadership team and work collaboratively with educators to effectively lead the development of the curriculum and set high expectations for teaching and learning.
- Educators are able to discuss and demonstrate how they are supported by the educational leader to learn and grow in their professional practice, and how they work with the educational leader to consistently deliver an educational program that sets high expectations for each child's learning.
- Across the service, observed and discussed quality improvement processes align with the service's Quality Improvement Plan and with other supporting documentation, including individual professional development plans for staff members.

Theme 2: Practice is informed by **critical reflection**.

- Any change to our approach to governance is understood by all and implemented appropriately.
- All educators and those with management responsibilities: critically reflect on the statement of philosophy, individually and together, to ensure it aligns with the service's current purpose, priorities, and approach to practice, and make changes where required to strengthen alignment and drive continuous improvement; engage in regular reviews of systems, policies and procedures to ensure they are effective, align with quality practice, are responsive to feedback identified through the service's risk management and quality improvement systems, and support consistent, high quality practice across the service; and are aware of and able to discuss the service's governance and decision-making processes and how these align with professional standards and contribute to continuous quality improvement.
- The service supports and enables all members of the service team to provide feedback on opportunities to strengthen governance and administrative systems, including decision-making processes, and this feedback is respectfully considered. Change processes are managed sensibly and collaboratively with key stakeholders and the rationale for change is clearly communicated.
- The service's approach to leadership: reflects robust debate, discussion, and opportunities for input by all educators, and is informed by critical reflection and past incidents; and is informed by current recognised guidance on leadership that supports the operation of a quality service.
- Any changes to the service's approach to leadership is understood by all and implemented appropriately.
- The leadership team regularly reflects on the service's quality improvement processes and makes changes where opportunities are identified to enhance outcomes for the service team, children and families. All members of the service team: regularly reflect on their own learning and professional development goals and opportunities to strengthen their performance and practice, and share their insights through informal and formal performance discussions to support alignment of expectations and goals; and systematically reflect, individually and as a team, on service performance in relation to the National Quality Standard, focus areas identified in the Quality Improvement Plan, and goals for teaching

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and learning to ensure the service is meeting its own and the regulatory system's expectations for high quality and continuous improvement.

- The service supports and enables all members of the service team to provide feedback on quality improvement processes and this feedback is respectfully considered.
- Change processes are managed sensitively and collaboratively with key stakeholders and the rationale for change is clearly communicated.

Theme 3: Practice is shaped by meaningful engagement with **families and/or the community.**

- Governance of the service: reflects the unique geographical, cultural and community context of the service; and welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the service.
- All educators and those with management responsibilities: actively support families and the community to meaningfully engage with our philosophy, policies and procedures, and to provide feedback and contribute to regular reviews; and actively support families and the community to understand the roles and responsibilities of members of the staff team and how to engage with feedback processes.
- We support and enable families and the community to provide feedback on governance arrangements and administrative systems, including decision-making and feedback processes.
- Governance and administrative arrangements contribute to a culture of inclusiveness and a sense of belonging at the service and suit the unique context of the service.
- Leadership at the service: reflects the unique geographical, cultural and community context of the service; and welcomes, reflects and draws on the voices, priorities and strengths of the children and families at the service.
- All educators and those with management responsibilities: support families and the community to participate meaningfully in the service's quality improvement processes, including the development and review of the Quality Improvement Plan; and support families and the community to understand the role of the educational leader in relation to their own child's participation in the service, and regularly invite them to discuss their own goals and expectations for their child's learning to inform the educational program.
- The service supports and enables families and the community to provide feedback on quality improvement processes, and this feedback is actively considered as part of the regular cycle of self-assessment that supports continuous quality improvement.
- The service builds and maintains community partnerships that strengthen the professional learning community and support continuous quality improvement, enhancing outcomes for children, families, and the service team.
- Quality improvement processes contribute to a culture of inclusiveness and a sense of belonging at the service, and suit the unique context of the service.
- Appropriate governance arrangements are in place to manage the service. Strong Governing Council Committee and professional processes/practices in place. Parent voice is strong, we are committed to forming partnerships with parents, not just superficial parental involvement.
- An effective induction process is in place for educators, coordinators and staff members and is comprehensive, including on website.
- Every effort is made to promote continuity of educators and coordinators at this service. Staffing promotes continuity of service/educators – permanent teacher, permanent ECW and working towards more permanent ECWs continuing contract teacher and ECWs, regular relief staff, etc.
- Provision is made to ensure a suitably qualified and experienced educator or coordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning. Curriculum development and clear vision developed by qualified educators. Curriculum leaders ensure all educators are involved in the planning, monitoring and reviewing of the learning program
- Adults working with children and those engaged in management of the service or residing on the premises are fit and proper and active.
- A statement of philosophy is developed and guides all aspects of the service's operations. Madge Sexton Kindergarten's Statement of philosophy guides practice. Every year the staff and the newly formed Governing Council Committee review the Madge Sexton Kindergarten's Statement of Philosophy to ensure that it is still relevant and is meeting the needs of our children and families and ensure that our vision is clear in everyone's minds so that we can work in partnership together.
- The performance of educators, coordinators and staff members is evaluated and individual development plans are in place to support performance improvement. Individual development is supported and encouraged including leadership opportunities and one teacher involved in Highly Accomplished Teacher trials.
- An effective self-assessment and quality improvement process is in place. QIP in place and reflection, evaluation and parent surveys in place for improvement. Commitment to continuous improvement from all educators.
- Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.

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- Administrative systems are established and maintained to ensure the effective operation of the service. Very effective administration and record management systems in place. Relevant staff are trained/employed to ensure things run smoothly and information flows as it should including: the use of the Early Years System for attendance, data collection and analysis, etc.; Finance Officer using Microsoft Excel for finances; FabsNet used to create Site Budget and to monitor finances coming in and out of our SASIF account; WHS officer in place to ensure the health, safety and wellbeing of our children, staff and families and the use of Business Manager; IRMS used to report incidents where necessary; HR system used to pay and monitor relief staff and staff leave, etc.; VSP used to create staff contracts and advertise contracts when necessary, etc.
- The Regulatory Authority will be notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.
- Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.
- Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

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IMPROVEMENT PRIORITY 1: CHILDREN AS ACTIVE CITIZENS WITH RIGHTS

Goal 1	Ensure that children are authentically and actively making decisions about their individual learning goals and the goals of the larger group of children including the physical learning environment and processes and programs within it.						
Rationale	On reflection, we give the children many opportunities to make decisions about their learning including the direction a project takes, making choices about resources and materials used, and about what they want to learn, etc. however we feel that we do not have any evidence to show that we do this for every child in a targeted way. We also realised that we spend a lot of time working with families and staff to determine the children's learning goals and we do not consult children in a formal way about their goals. We see the child as competent and capable and as an active citizen able to contribute to their community, so why aren't we doing this? We also want children to use the language that we give them about their learning to be able to communicate their learning, goals and achievements to others including their peers, educators, families and community.						
Strategies	Timelines & responsibilities		Resourcing Required				
Ask children to articulate their learning goals using the language "What are you really good at? "What aren't you good at YET?" in a whole group situation to use as discussion and support others to hear the language etc. as well as follow up individually.	At least twice a term. Tennille/Leanne to lead but all staff involved either at discussion or on reflecting at staff meeting.		Possible release time – site budget. Possible professional learning for staff.				
Record children's input into their own learning goals and when they contribute to the whole group.	Begin Term 1 – reflect every day as part of learning journey wall conversation. Tennille/Leanne to lead with whole staff involved.		Possible release time – site budget. Possible professional learning for staff.				
Give the children the language/vocabulary to use to talk about their learning and give them opportunities to use this language by sharing their learning with others.	Begin Term 1 – reflect every day as part of learning journey wall conversation. Tennille/Leanne to lead with whole staff involved.		Possible release time – site budget. Possible professional learning for staff.				
Give each child the opportunity to review their learning goals and celebrate their achievements with their peers and families when they have achieved them or progressed.	Ongoing – reflect every day as part of learning journey wall conversation. Tennille/Leanne to lead with whole staff involved.		Possible release time – site budget. Possible professional learning for staff.				
Continue to share learning intentions at the beginning of the day and reflect at the end of the day as a whole group, then educators meet after the children have gone to reflect and plan for the children's learning goals/needs/interests. Record this.	Every day. Led by Tennille/Leanne		Possible release time – site budget. Possible professional learning for staff.				
Links Standards & Elements	QA1 1.1.2 Child-centred 1.2.2 Responsive teaching and scaffolding 1.2.3 Child directed learning 1.3.1 Assessment and planning cycle 1.3.3 Information for families	QA2	QA3	QA4	QA5 5.1.1. Positive educator to child interactions 5.2.1 Collaborative learning 5.2.2 Self-regulation	QA6 6.1.2 Parent views are respected 6.2.2 Access and participation	QA7 7.2.2 Educational leadership
Links Exceeding Themes	Theme 1: Practice is embedded in service operations		The act of authentically listening to child's voice and acting on it to support our decision making is embedded in the way that we work with the children, however we need to embed children setting, monitoring and celebrating their own learning goals and using the language of learning, and educators becoming confident with this way of working.				
	Theme 2: Practice is informed by critical reflection		Continue with regular critical reflection processes to guide this work. (Staff meeting, learning journey wall meet each day, etc.)				
	Theme 3: Practice is shaped by meaningful engagement with families and/or the community		Work through Governing Council Committee to ensure effectiveness of individual's child goal setting and communicating to families. Review Communication Policy – Seesaw, facebook, conversations?				
Success /Progress Measures	<ul style="list-style-type: none"> Things that will be actioned: -Communication policy reviewed to support / Individual learning goals displayed Educator actions/behaviour/pedagogy: -explicit teaching and modelling of vocabulary of learning -professional learning about Seesaw app and explicitly teaching children -professional learning, reflection of and consistently and continuously promoting strong image of child as competent and capable and citizen with rights -teacher as a researcher and critically reflective Children's experiences: -child will be actively involved in individual goal setting and sharing - child will work collaboratively to achieve own goals and support peers to achieve their goals - child will use the language of learning - child will understand the power of YET -child will be empowered with vocabulary and understanding to advocate for self as a competent and capable person with rights Progress against EYLF Outcomes or IPNL: -EYLF: Strong sense of identity / connected and contribute to their world / strong sense of wellbeing / confident and involved learners / effective communicators -IPNL: I represent my world symbolically / I understand the language of my world / I use language to connect with my world - Could cover many/all indicators depending on individual goals set. 						

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Notes Progress				
	Level 1 –low level indicators	Level 2- moderate level indicators	Level 3- medium level indicators	Level 4- higher level indicators
	Things that you did What has occurred? How much was done? How well was it done?	Change in things educators do What has changed? How do you know?	Change in things children do/ experience What has changed? How do you know?	Improvement in outcomes/ learning What has improved? Who has improved? How do you know?
Term 1				
Term 2				
Term 3				
Term 4				
Recommendations				

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IMPROVEMENT PRIORITY 2: EDUCATOR'S COLLABORATIVE PERFORMANCE DEVELOPMENT

Goal 2	Ensure that educators are authentically engaged in critical reflection of their own and the team's practice including areas of MSK identified focus such as: Reggio Emilia principles/research; Big Ideas in Number, STEM/nature play principles & phonological awareness and using strategies including: intentional teaching; responsive teaching and scaffolding practice; and child directed learning.						
Rationale	The staff team are very good at being critically reflective and have been working this way over focused projects and spontaneously each day, however we are now ready to work collaboratively to do this in a more focused and intense way which we feel will get better outcomes for our children. We have chosen to do this around areas of focus so that we can be learning more about the content/knowledge of each area together while we reflect on our own and our colleague's practice.						
Strategies				Timelines & responsibilities		Resourcing Required	
	<ul style="list-style-type: none"> Put in place timetabled, formalised collaborative 'performance development plan' meetings and reviews in place with structured process and comprehensive recording. Individual learning goals displayed on board with children's goals. 			Begin Term 2 / Leanne to lead / Term 1 – revisit purpose/ why / goals with new staff and then decide focus together. Critical reflection of goals timetabled in staff meetings and use Student Free Days to continue reflective practice. Review regularly.		Student Free Days Possible professional development depending on goals set.	
Links Standards & Elements	QA1 1.2.1 Intentional teaching 1.2.2 Responsive teaching and scaffolding 1.3.1 Assessment and planning cycle 1.3.2 Critical reflection	QA2	QA3	QA4 4.2.1 Professional collaboration 4.2.2 Professional standards	QA5	QA6	QA7 7.1.3 Roles and responsibilities 7.2.1 Continuous improvement 7.2.2 Educational leadership 7.2.3 Professional development
Links Exceeding Themes	Theme 1: Practice is embedded in service operations			Working collaboratively and critical reflection is embedded in how we work every day, however educator's professional development meetings have always been done individually which is contradictory to how we work. We want to embed the process of collaborative focused critical reflection of educator's practice and relationships with children.			
	Theme 2: Practice is informed by critical reflection			Continue with regular critical reflection processes to guide this work, making it more focused and shared. (Staff meetings, learning journey wall meet each day, Student Free Days, etc.)			
	Theme 3: Practice is shaped by meaningful engagement with families and/or the community			Share educator's learning and goals with Governing Council Committee to foster understanding of the why and how it relates to the children's goals.			
Success /Progress Measures	<ul style="list-style-type: none"> Things that will be actioned: -Collaborative performance development in place / Individual learning goals displayed Educator actions/behaviour/pedagogy: -open and honest critical reflection and robust discussions and feedback focused on individual's performance - explicit teaching and modelling by educators -professional learning where needed -teacher as a researcher and critically reflective Children's experiences: -child will be actively involved in own individual goal setting and sharing and aware of educator's individual goals and progress - child will use the language of learning and hear this same language around educator's goals - child will understand the power of YET -child will be empowered with vocabulary and understanding to advocate for self as a competent and capable person with rights and see themselves as empowered to take on decisions for their own learning Progress against EYLF Outcomes or IPNL: -EYLF: Strong sense of identity / connected and contribute to their world / strong sense of wellbeing / confident and involved learners / effective communicators -IPNL: I represent my world symbolically / I understand the language of my world / I use language to connect with my world - Could cover many/all indicators depending on individual goals set. 						

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Progress Notes

	Level 1 –low level indicators	Level 2- moderate level indicators	Level 3- medium level indicators	Level 4- higher level indicators
	Things that you did What has occurred? How much was done? How well was it done?	Change in things educators do What has changed? How do you know?	Change in things children do/ experience What has changed? How do you know?	Improvement in outcomes/ learning What has improved? Who has improved? How do you know?
Term 1				
Term 2				
Term 3				
Term 4				

Recommendations

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IMPROVEMENT PRIORITY 3: CONTINUITY OF LEARNING FOR COMPETENT AND CAPABLE CHILDREN

Goal 1	Continue to work towards continuity of learning for our children through advocating the 'competent and capable' child who is a citizen with 'rights' to our local schools, the wider Sea & Vines Partnership, our families, our local community and directly to our children.						
Rationale	The image of the child that adults hold of young children influences the way that they treat a child in terms of their expectations, resources they use, decisions they make, environments they provide, vocabulary they use, etc. When an adult holds a 'weak and cute' image of the child it often means that a child has opportunities stolen from them and learning opportunities are missed. We have seen this time and time again with preschool educators, school educators, parents and caregivers, community members, business owners, etc. We, on the other hand see the child as 'competent and capable' and have the knowledge and passion to advocate for their rights as citizens of the community, and give them the skills to advocate for themselves.						
	Strategies			Timelines & responsibilities		Resourcing Required	
	<ul style="list-style-type: none"> Collaborative work with Reception teachers at MVPS 			Leanne & Tennille to lead / ongoing with Reception teachers & leadership staff.		Release time for Tennille / Leanne to meet with MVPS/leadership staff -site budget	
	<ul style="list-style-type: none"> Cultivating Collaborative Cultures work through SVP targeting MFPS. 			Leanne to lead through working on Cultivating Collaborative Cultures CIT SVP/ with entire group & MFPS /From Term 2		Possible SVP budget for release to meet with Rec. teachers	
	<ul style="list-style-type: none"> Explicitly teaching the vocabulary of learning to children so they can use it when speaking with other adults, and involve them in the advocating and challenging other's assumptions. 			Leanne/Tennille to lead – all educators to implement/Ongoing		Staff meeting allocation, Student Free Day work, possible professional development – site budget	
	<ul style="list-style-type: none"> Using Facebook, Seesaw, parent attended events, etc. to promote to families and the wider community the competent and capable child through children's images and children's voice. 			Leanne/Tennille to lead – all educators to implement / Ongoing		Atelier computer & Ipad (Seesaw) and community research work, Student Free Day for critical reflection	
	<ul style="list-style-type: none"> Use 'community research walks' to promote image of child to community – take it up a notch this year including explicit discussions with community members about their image of the child. 			Leanne/Tennille to lead – all educators to implement / From Term 2		Student Free Day – planning, critical reflection, documentation, etc.	
	<ul style="list-style-type: none"> Promoting competent and capable child to MVPS at assemblies, newsletters etc. using STEM buddies work. 			Leanne/Tennille to lead – all educators to implement /with Year 5/6 buddy teacher to entire MVPS staff / From Term 2		Release time – planning & documentation, working with 5/6 teacher, etc.	
Links Standards & Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7
	1.1.1 Approved learning framework 1.1.2 Child-centred 1.2.3 Child directed learning 1.3.2 Critical reflection 1.3.3 Information for families		3.2.1 Inclusive environment		5.1.2 Dignity and rights of the child 5.2.1 Collaborative learning	6.1.1 Engagement with the service 6.1.2 Parents views are respected 6.2.1 Transitions 6.2.2 Access and participation 6.2.3 Community engagement	7.1.1 Service philosophy and purpose
Links Exceeding Themes	Theme 1: Practice is embedded in service operations Theme 2: Practice is informed by critical reflection Theme 3: Practice is shaped by meaningful engagement with families and/or the community			Advocating for the 'competent and capable' child to our families, local community, schools and preschools in our SVP and beyond is embedded in the way we work every day. This work needs to continue, but the added focus of advocating for the child with 'rights' and finding authentic opportunities for children to be active citizens in their community needs to be embedded. Continue with regular critical reflection processes to guide this work. (Staff meeting, learning journey wall meet each day, etc.) Work through Governing Council Committee to ensure effectiveness of advocating to families. Use 'community research walks' and STEM Buddies local problem challenges to authentically promote the strong image of the child to SVP and local community. (As well as share at Reggio Prototype Symposium presentation 30/6/18.)			
Success /Progress Measures	<ul style="list-style-type: none"> Things that will be actioned: -atelier computer and Ipad purchased Educator actions/behaviour/pedagogy: -explicit teaching and modelling of vocabulary of learning -professional learning about Seesaw app and explicitly teaching children -professional learning, reflection of and consistently and continuously promoting strong image of child as competent and capable and citizen with rights -teacher as a researcher and critically reflective Children's experiences: -child will be an active citizen of community: researching local community place and sharing ideas and theories to influence said place; researching local issues (STEM/Buddies work) sharing ideas and theories to solve problems collaboratively -child will be empowered with vocabulary and understanding to advocate for self as a competent and capable person with rights Progress against EYLF Outcomes or IPNL: -EYLF: Strong sense of identity / connected and contribute to their world / strong sense of wellbeing / confident and involved learners / effective communicators -IPNL: I represent my world symbolically / I understand the language of my world / I use language to connect with my world. 						

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Recommendations