

2018 Quality Improvement Plan

Our collective focus for improvement in 2018

Educational Program & Practice	Children's Health & safety	Physical Environment	Staffing Arrangements	Relationships with Children	Partnerships with Families & Communities	Leadership & Management
<p>Educators extend children's learning through building on their experiences, opportunities and relationships</p> <p>Strengthen 21st century learning capabilities that build Science, Technology, Engineering and Mathematics (STEM) learning:-</p> <ul style="list-style-type: none"> • curiosity • creativity • problem solving • critical thinking skills • collaboration <p>STEM Learning will be more visible for children, parents and educators</p> <p>Partnership Inquiry: <i>How do educators enhance the visibility of STEM in early childhood pedagogy?</i></p> <p>Our inquiry: <i>How do we encourage children to share their ideas and to listen to others?</i></p> <p>-Listen to children and build on their ideas and thinking -Model STEM thinking and use language in context</p>	<p>Wellbeing, comfort, healthy eating & physical health</p> <p>Each child engages in calm, relaxing experiences as well in active physical experiences throughout the day</p> <p>Partner with parents & community to further promote healthy eating for all children</p> <p>Link care for our health and wellbeing with Aboriginal & Torres Strait Islander values:</p> <ul style="list-style-type: none"> • We care for our environment • We care for ourselves • We care for each other <p>Connect with Aboriginal people throughout the year to connect learning</p>	<p>Looking after our world</p> <p>Children, families and educators engage in more sustainable practices that care for our environment</p> <p>-link with Natural Resource Management to develop Site Environment Management Plan</p> <p>- develop environmentally sustainable practice and encourage recycling and use of recycled materials</p> <p>Intentionally promote learning about, observation and care for plants and animals at kindergarten</p>	<p>Educators work collaboratively, and challenge and learn from each other, to extend children's learning</p> <p>More effective use of meeting time for critical reflection on children's learning and development with a focus on STEM learning</p> <p>Shared leadership and shared responsibility</p> <p>-non-contact time for mentoring early career teacher</p> <p>-develop educator leadership in Partnership teacher and ECW networks</p> <p>All staff use Australian Professional Standard for Teachers and ECA Code of Ethics to guide practice, interactions and relationships</p> <p>– dedicate time at team meetings to review standards</p>	<p>Children as capable contributors</p> <p>Children will engage in sustained group conversations where all voices are heard</p> <p>Educators will develop strategies that encourage children, rather than educators, to take the lead in group conversations</p> <p>Children will take responsibility for setting up and packing away equipment and materials in collaboration with other children and teachers</p>	<p>A learning community</p> <p>Improve use of our Parent Library Resources & Home borrowing to support parenting & wellbeing</p> <p>Effective partnership with parents to provide meaningful ongoing experiences to learn about the diverse cultures and backgrounds within our community</p> <p>Improve transition for children and parents who start kindergarten during the year</p> <p>Embed Year 5/6 Buddy class visits throughout the year with Glen Osmond Primary School</p>	<p>Clear directions for continuous improvement</p> <p>Assess and manage risk in collaboration with children</p> <p>-Children are actively involved in meaningful risk/benefit assessments throughout the year</p> <p>Develop our philosophy statement, together with parents, to reflect our current context</p> <p>Continuous review of performance plans and Quality Improvement Plan supports learning and development</p>