

Le Fevre Kindergarten Quality Improvement Plan 2017



Improvement Goal / Outcome

Critical reflection and reflective practice on pedagogy and children's progress forms part of an ongoing cycle of review.

Quality Area 1. Educational Program and Practice.

Standard 1.2 Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.

Element 1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

Quality Area 4. Staffing Arrangements

Standard 4.2. Educators, coordinators and staff have the skills and knowledge to support children's learning, health, safety and wellbeing.

Element 4.2.2 Educators and coordinators are focussed, active and reflective in planning and delivering the program to each child

Identified Issue. Reflection needs to be deeper and more critical.

Priority high

How we will get these outcomes? (steps)

- Read Preschool pathway resource- reflective practice
- Attend student free days with focus on Preschool pathways.
- Follow up student free days with making time for deeper reflection and inquiry
- Develop a common understanding of critical reflection and reflective practice
- Engage in professional training and developed offered

Success Measure

- Staff understanding of critical reflection is increased.
- Critical reflection is imbedded in practice
- Critical reflection is documented and used to inform curriculum decisions,
- Staff critically reflect on and evaluate the program

By when? From term 3

Progress Measures.

- Staff given Preschool pathway resource to read.
- Engage ELC to facilitate site meeting to develop norms and protocols.

Improvement Goal / Outcome .

Children's safety and wellbeing procedures are carefully planned, promoted and implemented

Quality Area 2 Children's health and safety.

Standard 2.1 Each child's health is promoted.

Element 2.1.3 Effective hygiene practices are promoted and implemented.

Identified Issue. Toileting procedures are not clearly defined or documented

Standard 2.3 Each child is protected

Element 2.3.3 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.

Identified Issue. Behaviour Management plans and Behaviour code need updating

Quality Area 4. Staffing arrangements.

Standard 4.1. Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing

Identified Issue. Procedures relating to children's health, safety and well being are outdated and not clearly documented

Priority high

How we will get these outcomes? (steps)

- Review current practices
- Reference DECD policies and procedures
- Consult with Support term
- Consultation with Governing council to develop a toileting procedure
- Reference DECD policies and "Staying safe in the early years", and Protective Practices and other sites procedures
- Parents informed on enrolment of procedures.
- Toileting permission included in permission in enrolment form
- Consult with Governing Council
- Staff implementing policies and procedures consistently.

Success Measures

- New Behaviour management plan
- A code of behaviour is developed.

- All staff follow agreed practices
- Families are provided with information regarding policies and procedures
- Permission added to enrolment form for families to sign
- Hygiene practices reflect current research, best practice and advice from relevant agencies.

By when. End of term 3, ready for implementation for 2018 intake.

Progress Measures.

- Governing council subgroup formed.
- Research into other sites policies and procedures
- Referencing Keeping safe document and Health and safety in the Early Years.
- Code of behaviour updated
- References made to other sites and schools codes of behaviour.
- Current families sign an agreement form to allow changing and cleaning of children.
- Draft Toileting policy and procedure prepared.

Improvement Goal/Outcome.

Children are actively engaged in the process of recycling and implementing sustainable practices

Quality Area 3. Physical Environment.

Standard 3.3 The service takes an active role in caring for its environment and contributes to a sustainable future.

Element 3.3.1 Sustainable practices are embedded in service operations

Element 3.3.2 Children are supported to become environmentally responsible and show respect for the environment.

Identified Issue. A large amount of soft plastics brought to kindergarten as part of lunch wrappings etc and not being recycled. There is a limited knowledge of alternative ways of wrapping lunches and ways of recycling soft plastics.

Priority Medium

How we will get these outcomes? (steps)

- Introducing the concept of “Nude food”.
- Displays of “nude” lunches through photos of lunches children bring to kindergarten etc
- Parent information
- KESAB and NAWMAR information sessions
- Develop an environmental strategy

Success Measures

- Reduction of soft plastic used in lunch boxes.
- Children able to take ownership of recycling.
- Soft plastics taken to be recycled at local supermarkets
- Separate recycling container for soft plastics.
- Increased awareness of recycling
- An environmental strategy is developed and implemented.

By when Start in term 1 and continue throughout the year

Progress Measures.

- Small bin purchased
- Photos taken of “Nude lunches”
- Newsletter articles
- Staff role modelling

Improvement Goal/Outcome.

To have sustained shared interactions with all children as engage in their learning

Quality Area 5. Relationships with children

Standard 5.1 Respectful and equitable relationships are developed and maintained with each child.

Element 5.1.2. Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning

Identified Issue. The inquiry project started with the Partnership in 2016 needs to continue and further develop so educators provide opportunities for all children to have meaningful open interactions including conversations and there are rich opportunities for children's engagement in their learning.

Priority – high

How we will get these outcomes? (steps)

- Continue recording children's conversations
- Use RRR as a tool to record children's level of engagement in their learning
- Monitor children's conversations
- Continual interactions with and observations of children
- Engaging in spontaneous, two-way conversations and interactions with educators.
- Staff being responsive and respectful to children's comments, questions and requests.

Success Measures

- Increase in child initiated conversations
- conversations are shared with families
- Conversations, children's voice and interests drive the curriculum and program planning
- Increased sharing of documentation with families
- Feedback from families.
- Increased documentation of children's conversations, through learning stories, observations of learning recordings etc.

By when start term 1 and continue throughout the year.

Progress Measures

- Records of individual and group interactions and conversations.
- Written work shared with families immediately.

