

ALDGATE KINDERGARTEN QUALITY IMPROVEMENT PLAN 2019 – OVERVIEW

QA 3 - Physical Environment

Goals:

Children to question current practices and consider their impact on the environment; There are adequate spaces for rest and relaxation.

Planned strategies:

Purchase new coloured bins and explore their use with the children. Support children to create visual signs for the bins, exploring what types of waste can be placed in each bin.

Conduct a bin audit for each group in term 2, collect and graph the data, and share with children and families.

Explore alternative snack/ lunch packaging options with children and share with families and the concept of NUDE FOOD. Make a beeswax wrap for each child.

Consider our use of paper towels through an inquiry process with the children – do we need them?

Explore options for providing further shade and shelter in outdoor learning area e.g. gazebo/cubbyhouse, and under the verandah to provide nooks for one or two children to rest/relax.

QA 4 - Staffing Arrangements

Goal:

All educators have adequate time to collaborate and communicate with each other.

Planned strategies:

Create a schedule for regular opportunities for professional collaboration. All educators to have the opportunity to collaborate with each other, to challenge and learn from each other.

Plan and schedule admin and professional development meetings on dates that work for all educators.

Provide release time for teachers to attend the Mount Lofty partnership teachers meeting once a term.

Provide funding in budget for all staff to attend professional development that will enable them to work towards pedagogical shift and individual professional goals.

QA5 - Relationships with children

Goal:

Children become better able to regulate their emotions and behaviours, and be ready for learning.

Planned strategies:

Early intervention for children demonstrating challenging behaviours and/or sensory integration difficulties, including clear communication with families and other agencies.

Explicit teaching of self-regulation skills and habits of mind/learning dispositions. Help families to understand the importance of developing these skills and how best to support their child.

QA6 - Collaborative Partnerships with families and community

Goals:

All parents and carers experience successful communication with educators. All families are well-supported during transition to kindy and school.

Planned strategies: Focus on forming effective, communicative relationships with families, with a particular focus on families who use OSHC or other carers, or co-parent. Strengthen relationships with Aldgate reception teachers through conversations and professional dialogue, sharing what we know about children and reflecting on each child's progress. Develop a common language to articulate children's literacy and numeracy skills and knowledge. Continue to use the Wirra as a shared learning space that supports continuity of learning and teaching. Schedule conversations with educators and leaders from ELCs with shared children (Stirling Community CCC, the Ranges ELC) Formally document transition policy and procedure Aldgate Kindergarten to Aldgate Primary School. Effectively communicate the procedures to families. Ensure that both kindergarten and school are clear on their responsibilities for planning and communication.

QA 2 - Children's Health and Safety

Goals:

Children are involved in assessing risk and benefits e.g. playing with sticks

Planned strategies: Conversations with children are recorded and risk assessments/benefits displayed for all children, educators and families.

Risk assessments/benefits are revisited frequently with children at group times and during play experiences.

QA1 - Educational Program and Practice

Goals:

Deeper reflection on children's learning over time; Focus on increasing educator confidence to recognise and record children's numeracy learning through play.

Planned strategies:

Daily routine and staff roster allows adequate time for each educator to engage in reflective practice to plan the "what next?" for individual children and groups of children. Additional staffing will be budgeted. Educators share their observations with a buddy who will provide constructive feedback and/or encouragement.

Identify our "niggle"/pedagogical shift (what do we need to change in our teaching and learning to improve outcomes for children?) Use Reflect, Respect, Relate active learning environment observation scales.

Leaders will lead professional development over the year, to help the team further develop their skills in Learning Design and Reflection (LDAR)

All educator performance development plans will include a goal for working towards improving individual's reflective practice, and required learning will be supported by Bianca.

Plan for ways to capture children's ideas and reflections on their own learning (may need to tweak the daily routine to enable small group-times)

QA7 - Leadership and Service Management

Goal:

Educator professional development plans have clear links to the QIP and the learning required to meet planned goals

Planned strategies: Effective induction with all staff so that they are aware of department as well as site policies, procedures and improvement outcomes.

Each educator has clear links to the site improvement plans and their own improvement goals within their Professional Development Plan.

Performance development plans will include specific strategies for teachers to work on improving their practice, and leadership will provide educators with targeted support to achieve these goals e.g. professional readings, attendance at learning days etc.

New/returned educators professional development plan "check-in" meetings held each term, and long-term educators in terms 1 and 3.

Build leadership capacity through mentoring program.

OUR VISION:

Educators and families working together to nurture and encourage children to develop to their full potential.

Children are supported to develop the skills, behaviours and understandings that will enable them to be life-long learners, and creative, flexible thinkers.