

# Torrens Valley Children's Centre KINDY: Quality Improvement Plan 2018

## Our Strengths

### • **QA 1: Educational Program & Practice:**

- Intentional teaching is embedded into our pedagogy and practice
- A Targeted focus on documenting and sharing group learning is embedded into our assessment for learning and reporting processes
- Our curriculum is emergent and responsive to and reflective of the children's current knowledge, strengths, ideas, culture, abilities and interests. It is underpinned by the EYLF Principles, Practices & Learning Outcomes & DECD Literacy & Numeracy Indicators. This is reflected the processes that form our emergent planning cycle and documentation.
- Critical reflection is embedded into our dialogue & documentation during daily reflections, fortnightly programming and termly goal setting
- Our Philosophy Statement sits alongside our programming thinking and documentation
- Making "learning visible" is embedded into all aspects of our reporting to families
- Our improvement planning is "in action" with QIP priorities evident in our curriculum planning

### QA 2: Children's Health and Safety

- Children's health & safety needs are supported through effective WHS policies & procedures, both DECD and site-based. Critical reflection around policy and procedure occurs regularly in consultation with staff and families. The use of DECD Business Manager program ensures compliance with WHS legislation and requirements
- Effective processes to manage incidents and emergencies are embedded in our centre and are developed in consultation with relevant authorities, practiced regularly and implemented.
- Opportunities to engage in "risky play" are embedded in our curriculum pedagogy and practice. Our outdoor learning environment has been developed around the principles of nature play
- Healthy eating is promoted through regular curriculum experiences, including our engagement with the Stephanie Alexander Kitchen Garden Programme

### QA 3: Physical Environment:

- Our outdoor learning environment has been developed to reflect authenticity around "learning in the outdoors" - use of natural and recycled materials, real tools etc. are embedded in our learning environments
- Weather is not a barrier to outdoor learning
- We have a philosophical belief around sustainability, being embedded in both centre operations as well as within our curriculum
- The use of open ended resources and spaces for children to direct their own learning, both inside & out, is embedded in our learning environments.
- Principles of emergent planning are embedded and support children's engagement and learning

- Planning for learning *inside, outside and beyond the gate* are given equal consideration and value

#### **QA 4: Staffing Arrangements:**

- Continuity of learning and positive wellbeing for children is supported through the use of a small, regular relief teacher base to cover absences of the 3 consistent staff.
- A Site Code of Conduct is embedded into site relationships, with annual collaborative reflective, review built into our self-assessment time-line
- Professional dialogue, collaboration both within and outside of our centre is encouraged and supported.
- Teacher/Principal (leader) professional standards guide practice and the development of Professional Development Plans
- Ongoing opportunity for all staff to engage in critical reflection around curriculum, philosophy, improvement priorities/vision an policy & procedures

#### **QA 5: Relationships with children**

- An embedded philosophical belief that children are competent and capable from birth is reflected in our curriculum/programme, physical learning environment, interactions with children, families and other staff/support agencies
- Relationships are seen as central to wellbeing and learning Principals of Restorative Practice are embedded into our Philosophy Statement and guide our Site Behaviour Code
- Collaborative learning is embedded into all aspects of our learning program - children are supported to respect and learn from each other
- Inclusive practices are embedded into our program - each child's needs, dignity & rights are respected and advocated for

#### **QA 6: Collaborative Partnerships with families and communities**

- The building of relationships with families is embedded into our centre philosophy and practice and begins prior to children attending our program
- Collaborative partnerships with families and support agencies is central to successful outcomes for children and is supported through regular dialogue and reflection on children's learning within and beyond our program
- Strong support exists for families to be involved in decision making, collaborative planning and daily life at Kindy through avenues such as Governing Council membership, parent: teacher sharing conversations (ILP development), surveys/feedback requests and being part of the daily program
- Transition processes are strong and collaboration between our Kindy staff and local reception teachers is embedded into our practice. Opportunities to engage in collaborative, critical reflection on early years learning occur on a regular basis. We have established a Local Early Years Educator Network (since 2009) which supports this.

#### **QA 7: Governance and Leadership**

- Our Philosophy Statement strongly underpins all areas of site operations, and educator pedagogy and practice
- Effective self-assessment processes are embedded
- A culture of developing the capacity of all educators is highly valued and resourced. Professional Development Plans are aligned to QIP priorities

**QA 1 - Educational Program & Practice**

**1.2.2 Responsive teaching & scaffolding**

**Intentional teaching to support development of executive functions**

Data collection tool Term 1 & term 3 – use to inform planning for individuals/groups  
Include as part of intentional teaching/program each cycle

**QA 4 - Staffing Arrangements**

**4.2.1 Professional collaboration**

**Build Educator Capacity**

Targeted readings/dialogue at team forums  
Collect before & after data around staff capacity

**QA 5 – Relationships**

**5.2.2 Self-regulation**

**Supporting each child to regulate their own behaviour and respond appropriately to others**

Disposition Scan Data Term 1 & Term 3  
Using language of impulse control, working memory & cognitive flexibility in educator: child interactions  
Sustained shared thinking/conversations – intentionality around using open-ended questions

**QA 2 - Children's Health & Safety**

**2.1.1 Wellbeing & comfort**

**Developing wellbeing for ourselves and each other**

Developing agreements around “rule of 3” from beginning of term 1  
Risk: benefit assessments with children

**QA 3 - Physical Environment**

**3.2.2 Resources support play-based learning**

**Support learning through literacy**

Review current library & purchase of additional books and story kits that develop idea of, impulse control, memory productive struggle

**TVCC Kindy 2018 Quality**

**Improvement Plan:**

**Goal & Strategies**

**Improvement Priority 1:**

**Developing children's Executive functions**

**QA 6 - Collaborative Partnerships**

**6.1.3 Families are supported**

**Continuity of learning and making learning visible to families**

Provision of information to families around executive functions

- Newsletters
- In room displays
- Facebook page/links

**QA 7 - Leadership & Service Management**

**7.2.3 Development of professionals**

**Building Educator capacity**

Funding for professional development  
Resourcing— funding of additional books/story kits

## Improvement Priority 1: Developing Children's Executive Functions

<b>Success Measures</b>	<b>Progress Notes</b>
<p>Children will demonstrate growth in executive function development over the year - increase in appropriate responses</p> <p>Staff demonstrate growth in capacity</p>	<p><b>July 2018:</b></p> <p>Due to our narrow &amp; deep improvement focus on reading/oral language over the past 2 terms, we have not begun the process of building educator capacity around how to support children executive functions or collected targeted individual data on all children to inform planning. We have however, collected disposition data (Disposition Scan) end term 1 to inform individual and group planning. We have been intentional in how we program for self-regulation within our program to support children to stop..think..do - for example; "rule of 3", green choice/red choice, open-ended questioning/think time, books and group time games.. We have shared these with families via newsletters/kindy connections.</p> <p>Our Disposition Scan data is often referred to during planning for children and will be recollected in term 3. We will continue to program for dispositions and strategies to support self-regulation/impulse control.</p>

### QA 1 - Educational Program & Practice

#### 1.3.1 Assessment & planning cycle

#### Targeted data collection to inform individual & group planning

Develop & trial Numeracy Indicators Continuum by end term 1 – repeat end term 3  
Dispositions Scan – End term 1 & term 3  
Intentional teaching focus on each program

### QA 5 – Relationships

#### 5.1.1 Positive educator to child interactions

#### Develop positive dispositions/growth mindset towards being a mathematician through:

Using open –ended questioning to explore mathematical ideas  
Role model language of being a mathematician  
Role model opportunities for mathematical problem solving

### QA 6 - Collaborative Partnerships

#### 6.1.3 families are supported

#### Exploring with families their confidence and dispositions towards mathematics through:

Family Maths Audit (T 2 & T 4)  
Making numeracy visible  
- “Numeracy in Action” handouts  
Numeracy book kits to borrow  
Displays, newsletters etc.

### QA 3 - Physical Environment

#### 3.2.2 Resources support play-based learning

#### Providing access to equipment and resources that promote mathematical development

Provide easy access to mathematical tools to support exploration and problem solving

### QA 4 - Staffing Arrangements

#### 4.21 Professional collaboration

#### Continue to build capacity around DECD Numeracy Indicators through:

TV Partnership PD opportunities  
TV Preschools PLC – pupil free day – LDAM strategy/Critical Reflective Practice  
Early Years Local Educator Network – continuity of numeracy learning with JP teachers

## TVCC Kindy 2018 Quality

### Improvement Plan:

#### Goal & Strategies

#### Improvement priority 2:

#### Improved tracking and monitoring of children's numeracy learning

### QA 7 - Leadership & Service Management

#### 7.2.3 Development of professionals

#### Building Educator capacity through:

Budget resource allocation  
Align PD Plans to reflect numeracy goal  
PD focus – exploring theories of mathematics  
- Continue to explore growth mindset – Jo Boaler work

## Improvement Priority 2: Improved tracking & monitoring of children's numeracy learning

Success Measures	Progress Notes
<p>More effective tracking &amp; monitoring process -Each child to demonstrate 12 months' growth in numeracy</p> <p>Each child to demonstrate growth in dispositions &amp; growth mindset towards mathematics</p> <p>Family Maths Audit feedback to demonstrate growth in understanding of numeracy</p> <p>Educator capacity reflects growth</p>	<p><b>July 2018</b></p> <ul style="list-style-type: none"> <li>• Continuum for the 4 Numeracy Indicators and Numeracy Learning Processes has been developed and trialled in term 2 - to inform Individual Learning Plans. Staff noticed that it was a valuable tool in collating all the numeracy data/observations we have collected to track where individuals and the groups learning was at. This then has informed our curriculum decision making around where to next for term 3 - intentionality provocations &amp; open-ended questions/problems for choosing and using mathematics. We will also be intentional around how we use the language of the learning processes - being a noticer, wonderer, comparer, visualiser etc.</li> <li>• Our program evidences how intentional we are around our embedded use of resources to support children's exploration of mathematical concepts - time, capacity weight, shape, size, location etc. and we critically reflect on how our decisions around resources and spaces such as blocks, books, cooking, games, songs, sand pit etc. support opportunities for numeracy development. We have also reflected on gaps and purchased additional resources as required.</li> <li>• Whilst the team has not engaged in any "formal" PD around numeracy we believe that the dialogue shed when developing and implementing the curriculum has positively built capacity in our educators to understand, notice and plan for numeracy learning and opportunistise numeracy learning moments better. Numeracy is a key improvement goal on each educator's Professional Development Plan.</li> <li>• We also feel that our documentation of children's numeracy learning is richer - due to developing an effective format for capturing and recording <i>numeracy in action</i>.</li> <li>• Connecting with families Whilst our focus for terms 1 &amp; 2 has been on gathering family data and sharing information around being a reader in the early years, we have displayed examples that make "being a mathematician" in the room and in in all children' ILP's. Over the next 2 terms , we will have a stronger focus on making numeracy visible.</li> </ul>

### QA 1 - Educational Program & Practice

#### 1.1.1 Approved learning framework

#### 1.2.1 Intentional teaching

**Intentionality around oral language development and intellectual stretch through extending vocabulary**

Targeted data collection to inform individual and group planning around Big 6 of Reading: Oral Language, Phonemic Awareness, Vocabulary – focus for intellectual stretch  
Reading behaviours scan Term 1 by week 6  
PASM—2 x year  
Explore TROLL data as a means of assessment for learning

### QA 4 - Staffing Arrangements

#### 4.2.1 Professional collaboration

**Build Educator capacity around Big 6 of Reading & DECD Literacy Indicators**

Partnership reading focus/Week 0 PD day  
Kindy Pupil Free Day Term 1 – Big 6  
TV Partnership Pupil free day – Term 3 LDAM Strategy/Critical Reflective Practice  
Targeted readings/dialogue at team forums  
Focus of Professional Learning Communities – TV Project around Literacy Indicators  
Focus for Local Early Years Educator Network with reception teachers

### QA 5 – Relationships

#### 5.1.1 Positive educator to child interactions

**Developing dispositions as readers**

Data collection: Dispositions towards being a reader— T 1 & T3—use to inform planning  
Intentionality around planning & modelling positive dispositions towards reading by educators  
“our favourite books” collection/display  
Sustained shared conversations – questioning

### QA 6 - Collaborative Partnerships

#### 6.1.3 Families are supported

**Continuity of learning and making reading visible to families**

PLC—Early Years Local Educator Network 4 x year  
Families—Reading Audit T2 & T4  
Making reading visible through -  
In-room displays  
Handouts/kindy connections/newsletter/facebook  
“ Readers/Oral language in Action” A4 displays

### QA 3 - Physical Environment

#### 3.2.2 resources support play-based learning

**Resourcing the environment:**

Audit Week 0 of current environment - what promotes engagement with texts?  
Purchase of additional story kits/small world play resources  
Resources for dramatic play – open-ended props

## TVCC Kindy 2018 Quality

### Improvement Plan:

#### Goal & strategies

**Improvement Priority 3:  
Nurturing the growth of emergent readers through supporting oral language development and extending vocabulary**

### QA 7 - Leadership & Service Management

#### 7.2.3 Development of professionals

**Building Educator capacity**

Align Performance Development plans to reading focus  
Funding for Professional development  
Resourcing— funding of additional story table kits & dramatic lay open ended props  
Director is part of TV partnership Reading Design Team

### Improvement Priority 3: Developing Children's Oral Language and Extending Vocabulary

Success Measures	Progress Notes
<p>Children will demonstrate 12 months' growth against the Literacy Indicators</p> <p>100 % of children will show growth against the:</p> <ul style="list-style-type: none"> <li>• PASM</li> <li>• Print Knowledge Continuum</li> <li>• Dispositions Towards Being a Reader Continuum</li> <li>•</li> </ul> <p>Increased staff capacity around Big 6 of Reading</p> <p>Parent feedback from audit indicates increased understanding/engagement in reading in early years</p>	<p><b>ACTIONS:</b></p> <ul style="list-style-type: none"> <li>• Professional Development of staff               <ul style="list-style-type: none"> <li>- Engagement with term 1 week 0 Partnership PD - Anne Bayetto (Big 6 of reading), Term 1 Pupil free Day (site only) - exploring our understanding of reading in early years and how we can use assessment for learning tools to improve our understanding and track &amp; monitor learners in an authentic way, team forum community of inquiry approach using readings</li> <li>- Engagement with Partnership Preschools DECD Literacy Indicators/Reading Project (ongoing through 2018) and pupil free day (term 2) - developed inquiry focus around "how well do we engage children in sustained conversations around texts?"</li> <li>- Engagement with Early Years Local Educator Network - deep focus on oral language and sharing of assessment for learning tools/practice</li> <li>- Collection "I do more of...less of ...differently and the impact on children's learning.</li> </ul> </li> <li>• Targeted data collection - PASM, Reading Dispositions, Literacy Indicators, TROLL, Reading Behaviour Scans - has been used to critically reflect on and inform termly focus, weekly program (intentionality) and Individual Learning Plans (end term 2)               <ul style="list-style-type: none"> <li>- Increased focus on reading dispositions - modelling, more variety of texts across the environment (ie; in home corner, with various "collections", with small world play, outside etc.)</li> <li>- Small world play &amp; story kits - created more resources and is embedded in daily curriculum</li> <li>- Shared reading - increase in big book sharing with larger group - focus on explicit teaching of concepts of print</li> <li>- Vocabulary - intentionality around "words of the week" - relating to curriculum/ interests</li> <li>- Intentionality around children's library borrowing -weekly part of curriculum &amp; cull &amp; purchase of additional quality books for borrowing library</li> </ul> </li> <li>• Connecting with families/community               <ul style="list-style-type: none"> <li>- Good response from <i>Family Reading Audit</i> - used to inform next steps - continue with more information for families via newsletters, handouts, Facebook page</li> <li>- In room displays - "what does a reader look like in kindy?"</li> <li>- Targeted documentation of literacy in action in children's <i>Memory Folders</i></li> </ul> </li> </ul>

### **EVIDENCE OF IMPACT:**

- Dispositional growth - particularly in areas of independently selecting & using texts, engaging in conversations around texts (both regarding concepts of print, using pictures to create meaning & what does that word mean? and making meaning to their own lives/prior knowledge), sharing texts with others
- Oral language growth - data collected around children's Literacy Indicators more children engaged language exchanges in small world play and pretend play and in conversations about language & vocabulary - PASM & TROLL data collected mid term 2 so will revisit end term 3
- Staff indicate that their changing practice is having a positive impact on children's engagement with texts and oral language as evidenced in documentation such as program evaluations and children's individual observational records.
- Will ask for continued feedback around reading strategy and impact on their child's growth and family reading behaviours