Torrens Valley Children's Centre CHILDCARE: Quality Improvement Plan

Our Strengths:

QA 1: Educational Program and Practice

- Children's learning is individualised and learning journeys are valued
- Targeted focus on documenting and sharing group learning
- We are committed to "making learning visible" for children and families – with a strong emphasis on the "learning" rather than the "doing"
- Our curriculum is emergent and responsive to children's needs and interests, underpinned by the EYLF Principals, Practices and Learning Outcomes. This is reflected in our emergent planning processes and documentation.
- Principles of restorative justice are embedded into our culture. Relationships are central to our work with children.
- Educators are deliberate, purposeful and thoughtful in their decisions and interactions
- Educators respond to children's ideas and play, and extend children's learning through open-ended questions, interactions and feedback
- Child's agency is promoted, enabling them to make choices and decisions that influence events and their world

QA 2: Children's Health and Safety

- Healthy eating is promoted through curriculum experiences, information for families on enrolment and through regular newsletter items/handouts/displays
- Our learning environments incorporate many natural and recycled materials with multiple possibilities for learning. Our outdoor learning spaces are developed around the principles of nature play – connecting with nature, sustainability – education about and for the environment.
- We support children's learning through opportunities to engage in "risky play". We conduct risk: benefit assessments with children, establishing rules and boundaries with them so that they become aware of risks as part of everyday life and learning. Safety inspections of the outside learning areas are carried out daily, with any hazards reported and acted upon (control measures put in place if hazard cannot be removed immediately). Termly safety audits/inspections are carried out in both inside & outside learning environments with hazards recorded and acted upon immediately as with daily inspections.

QA 3: Physical Environment

- Continuous commitment to developing outdoor learning environments that reflect "learning in the outdoors" – ie; learning "in" natural environments, use of natural materials and re-cycled materials, planning for learning outcomes through experiences that are relevant and authentic to "outdoors". Weather is not a barrier to outdoor play and learning.
- Use of principles of *emergent* curriculum and emergent planning support and extend children's learning
- Resources, materials and equipment allow for multiple uses, and enable every child to engage in play-based learning
- The centre cares for the environment and supports children to become environmentally responsible
- Sustainable practices are evident in both our service operation and our educational program

QA 4: Staffing Arrangements

- Continuity of learning for children supported through a small staff teamWhole staff ownership of development and regular review of site *Code of Conduct*
- Ongoing opportunity for all staff to be involved in decision making around curriculum, policy, vision/directions, improvement priorities etc.
- The value of Professional Development is promoted and readily supported. All staff meetings are built around PD – ongoing learning and reflective practice around key improvement priorities. External PD – both workshops/sessions as well as involvement in early childhood networks is strongly encouraged and resourced where possible.
- Staff work collaboratively across the centre
- Management, educators and staff work with mutual respect and collaboratively, challenge and learn from each other, recognising each other's strengths and skills.

QA 5: Relationships with Children

- Philosophical belief in children as competent and capable learners from birth is reflected in our curriculum, interactions with children and pedagogical approaches.
- Principles of Restorative Justice underpin centre philosophy and guide behaviour management policy and practice
- Inclusive practices underpin centre philosophy and guide planning for all children
- Children are supported to develop collaborative approaches to learning with others
- Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included
- Children are supported to collaborate, learn and help each other

QA 6: Collaborative Partnerships with Families and Communities

- Close collaboration between centre, families and support agencies
- Opportunities for parent involvement in decision making processes (Governing Council representation, consultative surveys etc.) are well utilised and social occasions are generally well supported.
- Making NQS visible for families is occurring – displays of Quality Areas/Improvement priorities "in action", newsletters/information handouts/workshops/feedback requests etc. are targeted to support this
- Values and beliefs of families are respected
- The centre builds relationships and engages with the community

QA 7: Governance and Leadership

- Our statement of philosophy guides all aspects of the service's operations
- Staff Professional Development (PD) processes and plans are clearly linked to site improvement goals (QIP)
- Strong PD focus in each Child Care & whole site staff meetings.
- Regular access to current professional readings/research is provided and encouraged.
- Governing Council involvement in centre management is small but strong

QA 1 - Educational Program & Practice

1.2.1 Intentional teaching

1.3.1 Assessment & planning cycle

Noticing, Recognising and documenting numeracy to inform planning
Targeted data collection using Numeracy Indicators Observation Records
Include as part of intentional teaching/program each cycle – provocations to build on mathematical wonderings and explorations

QA 4 - Staffing Arrangements

4.2.1 Professional collaboration

Build educator capacity and confidence around noticing and documenting numeracy
Targeted readings/dialogue at team forums
Collect before & after data around staff capacity & confidence
Curriculum Audit around current practice/opportunities for numeracy development
Feb, July, December

QA 5 – Relationships

5.1.1 Positive educator to child interactions

Supporting each child to regulate their own behaviour and respond appropriately to others
Disposition Scan Data Term 1 & Term 3
Using mathematical language in shaerd interactions
Role modelling positive dispositions towards maths in every day play

QA 6 - Collaborative Partnerships

6.1.3 Families are supported

Continuity of learning and making numeracy visible to families
Provision of information by all staff to families around numeracy in the early years via displays, newsletters, Facebook links,
Reporting on numeracy in Learning Journey documentation
Record parent feedback in Community Book

QA 3 - Physical Environment

3.2.2 Resources support play-based learning

Support learning through provocations and resources that support mathematical wonderings and exploration
Purchase of resources – mathematical tools for open ended exploration & picture books
Creation of spaces that invite/provoke mathematical thinking and language

TVCC Child Care 2018 Quality Improvement Plan:
Goal & Strategies
Improvement Priority 1:
Creating a numeracy rich learning environment

QA 7 - Leadership & Service Management

7.2.3 Development of professionals

Building Educator capacity & resourcing educator capacity
Funding and release time for professional development
Align Performance Plans to numeracy goal
Resourcing— funding of resources

Improvement Priority 1: Creating numeracy rich environments

Success Measures	Progress Notes
Documentation of children's learning will demonstrate improvement in how numeracy is noticed and reflected upon

Intentionality around planning for numeracy learning evident

Children will demonstrate growth in dispositions

Staff demonstrate growth in capacity and confidence

Reporting on numeracy in Learning Journeys will occur from first 2018 report writing cycle

Parent comments around numeracy program will be documented in Community Book | |

QA 1 - Educational Program & Practice

1.1.3 Program learning opportunities

1.21. Intentional teaching

Targeted data collection to inform individual & group planning

Collect baseline and progressive data using *Reading dispositions Scan*

Intentionality around programming for reading/oral language development in each programming cycle – BOOKS FROM BIRTH

QA 4 - Staffing Arrangements

4.21 Professional collaboration

Continue to build capacity around dispositions for reading and oral language development

Team forum dialogue, readings & critical reflection

Curriculum Audit current practice/opportunities for developing reading dispositions Feb, July Dec

Engagement in external PD opportunities –ie Lisa Burman on-line reading course, Big 6 of Reading

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QA 5 – Relationships

5.1.1 Positive educator to child interactions

Develop positive dispositions through modelling and interactions:

Role model actions and language of being a reader
Engage children in conversations around books

QA 6 - Collaborative Partnerships

6.1.3 families are supported

Exploring with families their confidence and dispositions supporting their child to be a reader:

Making BOOKS FROM BIRTH & "what does reader look like in child care" visible through displays, newsletters, Facebook links,

Reporting on dispositions towards being a reader as part of Learning Journey documentation

Document feedback in Community Book

QA 3 - Physical Environment

3.2.2 Resources support play-based learning

Providing access to equipment and resources that promote the love of reading

Purchasing additional resources

Provide easy access books, story tables, spaces & places to read

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TVCC Child Care 2018 Quality Improvement Plan:

Goal & Strategies

Improvement priority 2: Raising the awareness of reading dispositions in the early years

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QA 7 - Leadership & Service Management

7.2.3 Development of professionals

Building Educator capacity through:
Budget resource allocation for PD and release time
Budget to purchase additional resources
Align PD Plans to reflect reading goal

Improvement Priority 2: Developing positive dispositions towards being a reader

Success Measures	Progress Notes
Each child to demonstrate growth in reading dispositions over the year

Reading dispositions reported on from first 2018 reporting cycle.

Educator capacity reflects growth in understanding reading development and confidence in practice.

Parent comments/feedback documented in Community Book | |

QA 1 - Educational Program & Practice

1.11. Approved learning framework

1.3.1 Assessment and planning cycle

All educators take a planned and reflective approach to developing and implementing the program for each child

Focus children for each educator

QA 4 - Staffing Arrangements

4.2.1 Professional collaboration

4.1.1 Organisation of educators

All educators given opportunity and responsibility to actively engage in program development and implementation

Rotating roster for engagement in programming and programming newsletters (once per month)

QA 5 – Relationships

5.1.1 Positive educator to child interactions

Enhanced relationships

Increase in staff engaging in sustained shared thinking/interactions with children

QA 2: Children's Health & Safety

2.2.1 Supervision

Common understandings & practice around risk: benefit assessments with children

Staff forum dialogue to develop common understandings.

Including children in all risk: benefit assessments

QA 6 - Collaborative Partnerships

6.1.2 Parent views are respected

Strengthening partnerships with families and all educators

All educators engage in and contribute to information sharing around program – newsletters, displays, observations, assessment & reporting processes.

TVCC Kindy 2018 Quality Improvement Plan:

Goal & strategies

Improvement Priority 3:

Increased understanding and engagement of all educators in program development and implementation

QA 3 - Physical Environment

3.2.2 Resources support play based learning

Each staff member to be responsible for setting up and monitoring effectiveness of learning environments

QA 7 - Leadership & Service Management

7.2.3 Development of professionals

Building Educator capacity

Resourcing release time for all team members to engage in curriculum development

Whole team programming/curriculum dialogue and reflection at team forums

Improvement Priority 3: Increased understanding and engagement of all educators in program development and implmentation

Success Measures	Progress Notes