

2023

Quality Improvement Plan for Adelaide Miethke Preschool

Site number:

5601



Service name

Adelaide Miethke Preschool

Service address

Crn Oval Avenue and Cedar Avenue, Woodville South

Service approval number

SE-00010112

Acknowledgment of Country

We acknowledge the Kaurna people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present and extend that respect to all Aboriginal peoples.

Service context

Adelaide Miethke Preschool is a Department for Education preschool located in Woodville South. The centre offers preschool for children in the year before they enter primary school and for Aboriginal children from 3 years of age. The centre also offers Occasional Care for babies and young children living within the local community.

The preschool program offers two groups (Monday/Tuesday and Wednesday/Thursday). A decision was made to offer preschool on consecutive days as many children in our community also attend child care and we felt continuity in each site was very important. Preschool sessions run 8:00am - 3:30pm each day with children accessing 15 hours/week.

The Occasional Care program offers morning session Monday - Thursday. With two under 2's sessions and 6 over 2's sessions. A priority of access is in place when the service is at capacity. We work closely with local services such as Child and Youth Services, Learning Together at Home and Western Adelaide Domestic Violence Service to support families in need of care.

The centre has children enrolled from a wide range of culture backgrounds and works with families to ensure a sense of community. A bilingual staff member has been employed as a core staff to support children and families who speak Punjabi, Hindi & Urdu as we have had many families from these language backgrounds.

The centre offers a program that supports the development of children's literacy and numeracy skills through play and direct teaching experiences. Children have opportunities to participate in both indoor and outdoor learning spaces with a focus on learning in and with nature. In 2015 the centre was selected as a site in the Department for Education - Preschool Outdoor Learning Area initiative and the outdoor learning space was upgraded. To compliment this our staff team chose to undertake a significant amount of Professional Learning focused on Nature Pedagogy to ensure staff were confident to teach in the outdoor learning space.

The centre works closely with families and children with special rights to ensure access to services, specific programs and supports. The staff work closely with Department for Education Support Services staff and other service providers including, Speech Pathologists, Occupational Therapists and local schools. Specific learning programs for children with special rights are developed with families.

Our Educators plan and assess the curriculum using the Early Years Learning Framework and the Literacy and Numeracy Indicators and report upon children's learning to families throughout the year.

Statement of Philosophy

Our vision is for all children to engage in play experiences that inspire and motivate them to develop a love of learning.

We acknowledge the Kaurna people as the traditional custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kaurna people today

CHILDREN AND FAMILIES

We recognise families as children's first educators and honour the wealth of knowledge they bring.

We value strong relationships between children, families, community and educators.

We strive to build meaningful relationships and include families in their children's learning.

Children's identity will be respected and reflected in our program.

COMMUNITY

We recognise and embrace the uniqueness of each child and their family and appreciate that Adelaide Miethke Preschool is the place they all intersect.

We value our community's cultural diversity.

We will build an inviting and accepting place where all families and children are welcome in order to foster a strong sense of community.

We endeavour for children to have opportunities to engage in and with their community.

LEARNING IN THE EARLY YEARS

We recognise that all children are competent and capable, and that play is the means by which young children learn.

We value children's inquisitiveness and their desire to make connections and meaning of their world.

We will ensure all children are active, involved and successful learners through ongoing planning and reflective practices.

Children's strengths and ideas are the focus by which we extend upon their learning.

LEARNING IN AND WITH NATURE

We recognise that all children need positive connections with the natural environment so they develop a love and respect for their world.

We value the possibilities that exist for children to learn through play in our indoor and outdoor learning spaces.

We will model sustainable practices & promote active engagement and challenge through play in the natural environment.

Children will have opportunities to develop the dispositions of curiosity, confidence, persistence, enthusiasm and cooperation.

Educators at Adelaide Miethke Preschool are committed to

- Working with our community in a caring, open and professional manner.
- Ensuring a respectful, supportive team that values each educator's individual strengths.
- Ensuring a culture of ongoing professional learning.
- Engaging in ongoing critical reflection.
- Maintaining an enjoyable and fun work environment where achievements are celebrated.
- Developing the cultural competence of educators with respect to Aboriginal and Torres Strait Islander culture as we work towards our Reconciliation Action Plan

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 1: Educational Program and Practice

Practice is embedded in service operations

- The educational program is developed based on our knowledge of children's interests and motivations at preschool together with information shared by families about each child's individual needs, culture and learning at home along with educators' knowledge of child development.
- Educators work collaboratively to develop, document and review the educational program with shared whole-of-site practice ensuring consistency across both groups of children.
- Educators monitor and review the learning needs of individuals and groups of children and plan accordingly.
- Educators understand that relationships are critical in the development of the educational program and work hard to establish relationships with each child and their family.
- Educators are flexible to ensure that all children's needs are catered for, there is scope to respond to spontaneous learning opportunities and that play is at the heart of the educational program.
- Educators provide opportunities for children to resources their own learning and play for extended periods of uninterrupted time as they work intentionally alongside children to scaffold their learning.
- There are documented and agreed assessment and reporting procedures in place.
- Planning using a 'focus stories' approach within our learning program allows children to make connections through dramatic and small world play, puppetry, book making and other planned learning opportunities. Educators have observed children to be more successful entering into play associated with a focus story and have been more successful in scaffolding children's extended play. This has been particularly true for children with special rights. Examples have included play based around We're Going on a Bear Hunt (by Michael Rosen) and Wombat Stew (by Marcia Vaughan).

Practice is informed by critical reflection

- Educators have worked as a team over many years to develop a quality teaching and learning program and a process of ongoing critical reflection has enabled this.
- Educators have been willing to reflect, learn more and challenge their pedagogy to improve teaching and learning.
- Educators work collaboratively and are open to reflecting on aspects of the program or routines. For example
 - o changes to the children's lunch time routine were initiated to support some individual children and through reflection, conversation and planning has led to significant improvement for all children.
 - o a BIG IDEAS/inquiries programming template was developed to enable staff to document and reflect upon teaching and learning in a way that also supported pedagogical documentation.

Practice is shaped by meaningful engagement with families and community

- Educators welcome all families into a centre that values diversity, is warm, friendly and caring. Educators engage with families to discover more about their differing backgrounds, cultures and experiences and build opportunities for them to feel connected to the program.
- Processes for induction of new families are established and embedded consisting of opportunities for informal meeting and view of centre, registration of interest, formal enrolment, new family's information evening and transition visits.
- Information is shared with families in a variety of ways – in hard copy, on our website, via email, text message, displays and notices and face-to-face.
- To support the important connection between home and preschool a key educator is identified for each child. Families are able to connect with their child's key educator formally in parent chats for example and as needed either face to face or via email across the child's time at preschool.
- Educators make every effort to ensure they are available to engage, share with and learn from families daily.
- Educators gather information and feedback from families about their child and their experiences in the preschool across the year.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
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Quality Area 2: Children's Health and Safety

Practice is embedded in service operations

- Enrolment procedures are embedded to ensure that educators are fully informed of individual children health and medical needs. Documentation for children with special rights, health and medical needs are gathered at enrolment (or as needed throughout the year), entered on EYS with plans displayed accordingly following induction for educators. Educators ensure monitoring and review of children's health, safety and medical needs with families across the year as needed.
- Equipment needed to support individual children is accessed as required, for example seating, toilet frames.
- Daily, quarterly and yearly inspections are completed and procedures for identifying and actioning healthy and safety matters, hazards and other site maintenance requirements are in places.
- Emergency evacuations and invacuation practices are carried out with both preschool groups and occasional care each term.

Practice is informed by critical reflection

- Educators reflect on incidents &/or near-misses in a timely, open manner and adjustments to procedure are made, documented and shared as necessary.
- Daily in-formal reflection and sharing of information takes place both at the beginning and end of each day. Documented formal reflections are part of the fortnightly programming and planning cycle and staff meetings. The daybook is also used to share information if needed.
- Site policies and procedures are reviewed with both educators and Governing Council. Feedback from families is sought.
- Educators are reflective and responsive to individual needs, for example a preschool child who needs to sleep but also be monitored for seizures has a sleep mat placed in a space in line of site while he sleeps. Children are taught to move carefully and quietly around him and respect his need to rest.

Practice is shaped by meaningful engagement with families and community

- Educators actively seek information from and share information with families regarding children's health and safety and follow up any incidents with the family directly on the day.
- In term 1 Snapshots of Learning are shared with families about preschool routines such as lunch time so that families gain a better understanding of their children's day.
- Educators inform families when emergency evacuation and invacuation are to be practices and the Keeping Safe: Child Protection Curriculum is being taught. Where possible resources are shared with families to enable them to support children's learning at home for example, Triple O Kid's Challenge website.
- Policies and procedures are developed and reviewed with input from Governing Council and families.
- Leadership reflects on responses from questionnaires and the Parent Opinion Survey with regard health and safety.
- Educators understand that each family holds differing expectations about children's learning, health and safety depending on their individual experiences and/or cultural expectations and respond respectfully to diversity whilst promoting the rights of the child to play.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 3: Physical Environment

Practice is embedded in service operations

- Improvements in both the indoor and outdoor learning spaces have been prioritised over the past 8 years. Educators are clear about their desire to promote opportunities for children to play, wonder, explore and grow and these descriptors sit within our philosophy statement.
- The centre has large indoor and outdoor learning spaces which can be used flexibly and creatively. Indoor and outdoor learning opportunities are offered concurrently across much of the day. Routines and spaces allow for a balance of quiet and active play. Educators are mindful to establish play spaces for individuals, two or three children or small groups to encourage children to engage together.
- Educators encourage and support children to engage in learning that challenges and extends them. In the outdoor learning space play in and with nature and incorporating loose parts assists children to take age-appropriate risks in their play. Risk assessments are conducted with the children to help them develop and understand shared expectations about safe play and these are revisited throughout the year.
- Children are encouraged to spend time outside each day to support their health and wellbeing. Gross motor skills development is encouraged through natural and man-made play spaces such as the shimmy bar and climbing tree.
- Children are encouraged to be respectful and take care of equipment, resources, books and each other to keep everyone safe and as a member of a group to be a participant in pack-up and set-up routines.
- Educators are flexible with daily routines to enable extended periods of time to allow children to develop play and will facilitate children's play through the provision of resources.
- A variety of resources are easily accessible and available to support play and the planned curriculum. Educators are responsive to children's requests for additional resources they may need.
- Through recycling, gardening, and caring for our preschool environment educators' model and encourage children to develop an understanding of sustainability and caring for the environment. A 'partiwardli' or bug hotel has been installed to encourage the care of bugs and insects.
- A clear process for daily, quarterly and yearly site inspections is in place and maintenance issues are addressed as needed.
- Educators talk with families and provide information about learning in and with nature from the time of enrolment and induction so that we can work towards developing shared understandings about the importance of outdoor play for health and well being.

Practice is informed by critical reflection

- Through observation, planning and evaluation of how children are exploring and engaging within the preschool learning spaces educators will make adjustments accordingly.
- When new resources are considered for purchase, educators discuss how they might be used and plan for these. For example, the centre purchased bamboo lengths and clear flexible tube offering two different means by which children could explore the movement of water in the sandpit.
- Educators strive to present resources in attractive and engaging ways that encourage their independent use.
- Educators also offer some resources for specific uses with support, such as hammers and hot-glue guns and will likely develop a risk assessment with children on these occasions.

Practice is shaped by meaningful engagement with families and community

- The preschool outdoor learning space is highly regarded in the community. Families often comment on how pleased they are their children get to play in this space. Most families are very keen for their children to learn in and with nature by providing gum boots and dressing them for play outdoors all year round. Families are supported to allow their children to play by educators who ensure children are dressed and ready to go at the end of the day.
- Governing Council members participate in helping to identify improvement priorities in relation to the physical environment. Funds are allocated in the budget annually to enable the up-keep of the large preschool yard and building. Families have been supportive in assisting with repairs such replacing a section of timber and painting the boat and attending working bees.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 4: Staffing Arrangements

Practice is embedded in service operations

- The centre has a large, experienced team of educators who are committed to developing high quality learning programs for children attending both occasional care and preschool. The core staff team have been supported by a range of skilled preschool support staff who bring a variety of experiences from associated multi-disciplinary fields. As the centre has several permanent educators staffing has been quite stable which has supported the development of consistent and embedded practices. A pool of consistent relief staff has been developed including one who worked in a 0.4 UA teacher role for several years. Educators each understand their roles and responsibilities and work flexibly together to support each other and ensure a quality teaching and learning program.
- The centre has two preschool groups who each have consistent teaching teams with a 1.0 teacher and 0.9 ECW working across both groups to provide continuity.
- Educators are supported by our DfE speech pathologist, special educator, and psychologists to assist with supporting the learning and development of children with special rights.
- Induction of new staff is planned and supported in the short, medium and long-term.
- Two new occasional care educators joined our team in 2020 which has seen a renewed focus on curriculum planning through the leadership of an experienced ECW 2, Joanna Mills.
- Additional support staff are employed to support children with special rights and undertake finance and admin responsibilities.
- Access to additional support services staff through DfE is carefully planned to maximise learning support for children with special rights and for CALD children and families through the bilingual support program.
- Forward planning for each year is undertaken to ensure consistency is maintained wherever possible and adjustments are made each term in response to individual children's needs using both IESP and additional site funds.
- Where possible part-time educators are given opportunities to work across programs to provide continuity of work for educators and continuity of educators for children. For example, staff working in occasional care, work with preschool over lunch and in preschool support roles.
- Professional learning for all educators is planned both at a site and partnership level.
- Educators are committed to working with specialist services to support planning for and working with individual children, this has included fortnightly sessions for a child with their speech pathologist at preschool, facilitating observation visits at preschool, hosting meetings and liaising with a range of providers.

Practice is informed by critical reflection

- The preschool director has sought advice from DfE Site Finance team on how to best allocate the preschool staffing budget in a way that is responsive to site and individual children's needs.
- Educators reflect on the individual needs of children with special rights to ensure that child is adequately supported, and High Needs Support Applications are developed for those children with significant needs that require a very high level of support.
- Critical reflection over several years about the changing cultural demographic of the community has led us to employ a 0.5 bi-lingual staff member in an ongoing role so that CALD children speaking Hindi, Punjabi & Urdu can be better supported.
- Educators work collaboratively to collect, collate and organise children's learning records, take observations and document their learning. Reflections and documentation is shared incidentally and in fortnightly planning meetings. There is a culture of valuing the perspectives of each member of the team to build a picture of individual children and groups. Educators are confident to seek advice about supporting children and the next steps in planning.

Practice is shaped by meaningful engagement with families and community

- Diversity within our staff team is valued as it is in our community. Having a diverse staff team has supported the engagement of families especially those from CALD backgrounds and has enabled us to improve our engagement with both families and children.
- Educators have been supported to build their qualifications (Cert 3 to Diploma) and participate in ongoing professional learning. Both University and TAFE students have been highly supported during their placements and following through access to relief and volunteer work.
- Educators are willing to work with and support members of the community. For example, a parent who expressed an interest in working with children was supported over several years to volunteer, attain her Cert 3 and then work as a relief staff member. To gain more experience she was recommended to a local childcare centre where she now has permanent employment. This employment has seen huge benefits for the staff member and her family.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 5: Relationships with Children

Practice is embedded in service operations

- Educators see the development of relationships with each child as the key to their learning at preschool and are committed getting to know each one through caring, genuine, and respectful interactions to support their engagement, wellbeing, and sense of belonging.
- A series of 'stay-and-plays' is offered for children prior to beginning occasional care based on individual needs. This supports educators to build relationships with each child and their family and learn about each child's needs (including sleep and feeding routines for our youngest children).
- A series of orientation visits is offered for children prior to beginning preschool to help each child orientate to the new learning environment. Educators working in occasional care are employed at orientation visits to support these children's continuity of learning.
- The first few weeks of each year are considered 'transition' as educators get to know and develop relationships with each individual child. Educators support children to develop confidence and feel secure.
- Educators approach children in thoughtful and caring ways and are responsive, engaging, and positive. They also establish consistent routines and help children participate within these routines to provide a sense of predictability and safety whilst also providing choice.
- Children are encouraged to care for the environment, equipment, and each other.
- We understand that children can form strong attachments to particular educators. These relationships are valued and used to support and extend children's learning.
- Educators are flexible and responsive to children's interests and needs and are open to children's requests for equipment and learning experiences. Educators also build on from their observations of children to plan for experiences that they have sparked interest, could extend their thinking, and promote engaging together.
- Educators respond to children in a positive and respectful manner and acknowledge that children can feel big emotions – get angry, frustrated, and upset at times and may need adult support to express these feelings and choose appropriate strategies to regulate. Educators support children to co-regulate if needed through approaching them in a sensitive and respectful manner, keeping them and others safe and giving them time and space. Activities and spaces that support the sensory needs of individual children are available. These practices are supported by our Behaviour Guidance Code.

Practice is informed by critical reflection

- Educators reflect on their relationships with children within their ongoing planning cycle and share information and observations of children's learning to gain differing perspectives and insights that will assist them in their planning and in turn with pedagogical documentation.
- Educators present images of children's learning back to them in a variety of ways to enable them to reflect or comment upon their learning to promote making their learning evident and share their learning with others. This practice of reflecting with children has supported the development of relationships between educators and children. For example, Hudson said "That's when you helped me make that dinosaur? It took a long time".
- Focus children are prioritised for discussion during staff reflections and planning.
- Educators have sought to provide additional support to both children and families during the periods when parents have been unable to come on site during Covid. Including greeting children and families, helping with separation as needed, supporting children to unpack and settle into play and keeping families informed.

Practice is shaped by meaningful engagement with families and/or the community

- Educators strive to get to know children in the context of their family to strengthen their relationships with each child. For several years each child has been given a small photo album at orientation to bring pictures of their family to kindy. These albums have provided individual children with security throughout the day, been an extremely valuable adjunct in helping us get to know children as they have been so keen to share and talk about their families through the photos and have supported children to talk and share with each other.
- While it has been more challenging due to Covid restrictions educators have sought to maintain meaningful engagement with families through face-to-face conversations and using technology. Educators are available to connect and chat with families at the beginning and end of each day and families are encouraged to email the teacher as needed. Parent chats have been valuable to support reflection and goal setting when required.
- Children with special rights and their families are supported by educators who strive to understand and plan for children's individual needs. This includes working with other professionals, supporting families through referrals or to access services, ensuring equipment and preschool support is in place and providing supported transition to school. Educators are skilled in supporting families through the referral for Junior Primary Special Options if needed.
- Educators have been continuing to build their practices around the sharing of pedagogical documentation with families by sharing pieces directly as they are being developed and when portfolios are sent home each term. The aim of strengthening our pedagogical documentation is to provide pieces that better demonstrate children's learning and help families to contribute to this learning both at preschool and home.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 6: Collaborative Partnerships with Families and Communities

Practice is embedded in service operations

- During enrolment and transition educators work hard get to know and develop relationships with each family and child. An information pack is given to each family which includes a handbook and calendar of events from enrolment to beginning preschool, a parent information evening is offered, and staff meet with individual families for specific planning if needed prior to orientation visits. Families are also directed to our website and Facebook page.
- Educators work with families to get to know each child's individual needs and support children to develop confidence and feel secure. A speech and language questionnaire is completed at enrolment to identify children to be screened by and or referred to our speech pathologist.
- Educators gather comprehensive information from families for children with health and medical needs and/or special rights to enable thorough planning and the allocation of preschool support if needed prior to children beginning preschool or occasional care – medication management, health care management and learning support. A high level of support and communication with families occurs throughout the child's time with us.
- With the permission of families our educators work closely with individual children's services providers (DfE and private) to plan for children's learning at preschool and to support their transition to school.
- The centre offers a 'Family Program' for children with identified speech &/or language needs. This program has run for 6 years and provides the opportunity for 7 families (child and parent/carer) to attend a 30-minute preschool support session each week. Our highly skilled educator supports families to understand and build their capacity to implement the child's speech pathology home-program. Weekly sessions enable educators to develop close relationships with families and support them in a variety of ways.
- The centre is an active participant in the Paint the Inner West REaD collective impact project. Monthly messages are shared with families and children as part of the planned program, weekly library borrowing is encouraged and events promoting the project are planned. An annual report for the project is developed each year, is shared with families, and published on the centre's website.

Practice is informed by critical reflection

- Educators have refined and documented the agreements and processes of formally sharing information with families across the year. This is reflected upon and reviewed each year.
- Educators are confident to work with families to understand and best support children's learning. Families are supported to access services as needed and time is taken to talk with, listen to and empower families to advocate for their child.
- Educators work hard to ensure all parents and families are supported and informed about their child's learning at preschool and how they can be involved. Particular attention is paid to families of children with special rights, Aboriginal and CALD families and those families with children living across two homes or cared for by extended family.
- The centre director is actively engaged in the development and review of the collective impact project Paint the Inner West REaD. She leads and encourages all educators to actively participate in sharing the monthly messages and implementing the project goals with children and families.

Practice is shaped by meaningful engagement with families and/or the community

- When grouping children for preschool consideration is given to which primary school each child will attend so that children attending like schools attend together to support the development of friendships that will in-turn support children's transition to school. This is considered alongside parental requests for specific days and negotiated as needed.
- The centre has offered the 'Circle of Security' parenting course and promoted other parenting support programs run through neighbouring Children's Centres or other organisations and provided a range of published materials to support children's learning and development.
- Parents are encouraged to speak with the centre Director or educators if they have any concerns or complaints. A Parent Complaint Management Policy has been developed and is followed.
- The annual Parent Opinion Survey is sent home to all families. There is an opportunity to respond on-line or in hard copy. Survey results are analysed and used as part of our Annual Site Review to identify and determine our QIP goals each year and as point of reflection and celebration.
- Opportunities for families to know about and contribute to our program and celebrate children's learning are offered through the sharing of pedagogical documentation, learning snapshots and children's portfolios, displays, and at showcases such as our Music and Dancify showcases.
- The centre has a small but committed Governing Council who are supportive and engaged in the governance of the preschool and meet twice each term.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 7: Governance and Leadership

Practice is embedded in service operations:

- The centre has a range of policies and procedures developed to support children, families, and educators. These are reviewed and updated regularly, published on the centre website and available in hard copy at the sign-on desk. Governing Council members have been involved in the review of policy and procedures. Risk assessments, Emergency Management Plan, WHS and Maintenance are documented and reviewed.
- The centre's philosophy statement supports curriculum development and planning, decision making and underpins how we aspire to work with children, families, and members of the community. The philosophy statement is included in the parent information handbook, staff induction handbook and displayed. Regular review of the centre philosophy is prioritised.
- All staff are involved in the development and review of their personal Performance Development Plan, understand their roles and performance expectations, and are supported to build their professional expertise through ongoing professional learning. Educators are encouraged and supported to take on leadership within their roles.
- The centre Director supports all educators to actively engage in the development and documentation of the learning program and has actively sought to ensure access to ongoing professional learning that supports the centre priorities, for example NATURE PEDAGOGY and PEDAGOGICAL DOCUMENTATION. This includes engaging with NQS and EYLF, Literacy & Numeracy Guidebooks and Indicators and professional readings that will support ongoing learning and development.
- The centre Director supports educators to develop a cycle of planning and review that reflects individual children's and group learning goals.
- Processes to ensure the ongoing self-assessment against all NQS Quality Areas is established and have involved all educators.
- The centre Director engages all educators in the Quality Improvement Planning based on the DfE improvement cycle. Educators regularly monitor and review their progress against the QIP goal and planned actions and evaluate their work each year. Planning and monitoring is done as part of staff and/or planning meetings and using the 4 closure days available each year.

Practice is informed by critical reflection:

- The centre Director has actively engaged and reflected upon her own professional skills to strengthen her pedagogical leadership over several years through ongoing professional learning supported by Inner West Partnership. This has included always striving to develop a centre culture that is open to new learning, reflective and supportive and through extending her own and others' skills in pedagogical documentation.
- The centre Director has actively sought feedback from the Education Director and Early Childhood Leader in reflecting on and establishing centre priorities and next steps and worked with them to develop professional learning and review/evaluation pieces for pupil free days.
- The yearly Parent Opinion Survey is conducted, and data integrated to support the review and development of centre improvement priorities, policy and procedures, curriculum, and parent involvement.
- Staff are encouraged to participate in organisation feedback such as the annual DfE Perception Survey and processes developed a site level with data used to reflect upon and support the development of an effective and collaborative culture.

Practice is shaped by meaningful engagement with families and/or the community:

- A small but interested group of Governing Council members support the Director with centre operations including developing improvement priorities, establishing, and monitoring budget, development and review of policies and procedures, approving facilities improvements and the purchase of new resources and supporting opportunities for community involvement. An open and relaxed approach to running Governing Council meetings has supported the engagement of families and community.
- An open and relaxed approach to running Governing Council meetings has support the engagement of families and community.
- Families are encouraged to provide feedback throughout the year through questionnaires, in daily and planned conversations with educators, in person or by email, during our 'Parent Chats' and the yearly Parent Opinion Survey. Educators strive to reflect upon and action feedback from families and community to improve service quality and use positive feedback as point of celebration.
- The centre Director has been the lead educator within the Inner West Partnership's collective impact project PAINT THE WESTSIDE REaD. This involves working with preschools, children centres, community childcare centres and organisations such as The City of Charles Sturt Library, Communities for Children and Uniting Care to promote the importance of reading with children from birth. This has also included managing resources, planning, and attending events, planning associated professional learning and liaising with sites about program responsibilities.
- An annual report is presented to the community each year highlighting achievements against the QIP and DfE priorities.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: Adelaide Miethke Preschool

Goal 1: To extend children's ability to engage in sustained conversations



STEP 2 Determine challenge of practice

Challenge of Practice:

Through the process of pedagogical documentation, we will embed a repertoire of educator's action to support children to engage in sustained shared conversations

Success Criteria (what children know, do, and understand):

To extend children's ability to express ideas and make meaning through engaging together in sustained shared thinking.

- Two or more people working together to solve a problem, clarify a concept, evaluate activities and extend narratives
- Both parties contributing their thinking to develop and extend understandings



STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Analyses and clarify current teaching practice related to the 'repertoire of educator actions' in supporting children's engagement in sustained shared conversation	4.2.1 4.2.2 7.2.1 7.2.2	March	Team collect data on whole site SST practices for analysis and agreed next step	Determine and use SSTEW sub-scales to gather evidence of practice
Deepen educators understanding of 'Sustained Shared Thinking and practices that support high quality interactions'	1.2.1 5.1.2 1.2.2 7.2.1 1.3.2 7.2.2 5.1.1 7.2.3	Term 1-Term 3	Emma to lead staff discussion to collaboratively design PD to align with outcome of action 1 All staff actively engage in professional learning program, trial new learning and embed into daily practice	TBC Pedagogical documentation process supporting the trialling of new educator actions

Extend our understanding on pedagogical documentation for improved learning design, assessment, and reflective practice With focus on: - documented analysis of children's learning - impact for children's learning - quality PedDoc process	1.2.1 1.3.1 1.3.2 4.2.1		Term 1-term 3	Emma to lead collaborative design on PD- analysis of learning	Plan with ELC
			Week 0	Emma to plan an agreed gantt chart- committing to 5 week cycle of step 4	Schedule into yearly planner
			Every 5 weeks	Educators attend step 4 meetings with a piece of PedDoc	Gather support to write Pedagogical agreement (ELC, colleagues)
			Week 0	Team develop a clear set of group norms to ensure staff feel safe to share written documentation and receive feedback to embed a culture of sustained shared thinking for children	
			Term 1	Emma/Monica/Jess to lead development of pedagogical agreement	
			2 times per term	Emma to schedule coaching conversations-Team to participate and provide a piece of PedDoc for discussions	Anthony Seaman- coaching conversations
Develop practices related to sustained shared thinking and processes to design and assess learning in shared ways which deepen collaborative partnerships with families and community	1.3.3 6.1.1 6.1.2	6.2.2 6.2.3	Term 1 Week 0-11	Reflection, planning family participation	Click or tap here to enter text.

National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
Strengthen processes to monitor and review children's health care plans and medication	2.1.2	Enrolment meetings Develop process and system	Term 1 and Term 3	Health Support Agreement Asthma Australia-Action Care plans	Emma to implement a collaboratively enrolment process with families
Review site philosophy statement	7.1	Team review Seek feedback from families and Governing council	Term 2 closure Day	Assessment and rating report	Emma to lead collaboratively site review
Deepen Educators understanding and practices on book based learning	1.1 1.2 1.3	Book base learning PD Team reflect current practice to support ongoing planning	Term 1 closure Day	DfE- Speech pathologist	All staff actively engage in professional learning program, trial new learning and embed into daily practice
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

Endorsements

Endorsed by director/principal

Name Emma Liebeknecht
Date Tuesday, 21 February 2023

Signature: 

Endorsed by governing council chairperson

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature:

Endorsed by education director

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature: