

Quality Improvement Plan Summary

Flinders Children's Centre & Tji Tji Wiltja Preschool

Goals	Challenge of Practice	Success Criteria
<p>To strengthen children's confidence in communication to contribute to 1:1 or small group exchanges using gaze, gestures, key word signs, props, visual cues and language to inform, request or entertain.</p>	<p>If we acknowledge diverse means of children's communication and implement teaching actions based on formative assessment, then we will strengthen children's confidence in communication to contribute to 1:1 or small group exchanges using gaze, gestures, key word signs, props, visual cues and language to inform, request or entertain.</p>	<p>Through ongoing analysis of our pedagogical documentation, we will see children:</p> <ul style="list-style-type: none"> • following verbal or non-verbal instructions and social conventions • contributing to back-and-forth exchanges using gaze, gestures, key word sign, props, visual cues and language to express ideas and to check for understanding • playing with the sounds of words through music, rhyme, rhythm, alliteration and syllabification • confidently generating and exchanging ideas in play including music and movement • knowing Aboriginal identity and home culture is recognised and valued through positive portrayal in stories, songs and images at preschool
<p>To extend children's understanding of number sense to test ideas and represent mathematical concepts by engaging with culturally relevant objects.</p>	<p>If we continue to develop our numeracy content knowledge, implement teaching actions based on formative assessment and embed the practice of cultural responsiveness to children, then we will extend children's understanding of number sense to test ideas and represent mathematical concepts.</p>	<p>Through ongoing analysis of our pedagogical documentation, we will see children:</p> <ul style="list-style-type: none"> • making connections between the numbers of objects, symbols, language and representations of that number in play and when engaging in cultural objects and texts • singing counting songs and rhymes • representing the numbers 1-10 and beyond in multiple ways and in a range of contexts • using fingers to count – one-to-one correspondence
National Quality Framework Priorities		
<p>Embed sustainable practices in service operations, engaging children, educators and families.</p>		<p>Key steps</p> <ol style="list-style-type: none"> 1. Continue to implement the sustainable practices, e.g. chooks, worm farm, fish, turtle, yabby 2. Discuss how we can support children to appreciate that sustainability embraces social and economic sustainability as well as environmental sustainability engaging with the concepts of social justice, fairness, sharing, democracy and citizenship. 3. Develop and implement a plan according to the results of discussions.
<p>Improve our educational program and practices, using critical reflection to inform our decision-making, incorporating the voices of children, families, educators and the community.</p>		<ol style="list-style-type: none"> 1. Identify the need for training for educators to develop knowledge and understanding of the EYLF and the Reggio Emilia approach and the connection between their practice and the centre philosophy. 2. All staff to participate in PD and contribute to the improvement of the educational program and practice.
<p>Implement a child protection curriculum consistently to improve our practice to safeguard young children.</p>		<ol style="list-style-type: none"> 1. Yuri will research and purchase child protection resources. 2. All staff will engage in the updated child curriculum resources 3. Teachers to lead in planning and implementing the child protection curriculum

X 
Education Director

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Governing Council Chair Person

