



West Lakes Kindergarten
and Early Childhood Centre

Quality Improvement Plan 2019

Our Quality Improvement Plan for 2019 focuses on how to achieve our site goals aligned with the Western Adelaide Shores Partnership and the Department for Education.

West Lakes Kindergarten and Early Childhood Centre was last rated in 2015 as “Exceeding”.

The 2019 plan focuses on building on current good practice and identifying areas for future improvement.

Our educators want to ensure that we were providing the best possible learning environment for children at our centre and at the beginning of term 3 2018, we decided upon undertaking an inquiry question *“Is critical reflection embedded throughout our centre?”*

Our educators completed a site self-review, researching information from a range of local and international research, unpacking mandated documentation, evidence and sources, looking at current research and practices, co-constructing our new philosophy with families, children and educators and gathering thoughts and opinions from our families and children through surveys and questions.

When this research was compiled and analysed it clearly identified our 2019 goals, challenge of practice and provided clear vision forward for our centre.

Priority One

Goal: **To improve children’s identity as communicators and literacy skills in early mark making.**

Challenge of Practice: **If we deepen our understanding of the literacy indicators and pre-writing skills of children, then we will improve, extend and empower children’s identity and skills in literacy, particularly early mark making.**

Key Actions: Professional learning, educators work collaboratively to unpack literacy and reflect on our practices, work collaboratively with the WAS Partnership and networks, support from experts in this area, invite and include families and our children, our learning environment, our program – making literacy and pre-writing learning visible in our centre, pedagogical documentation - analysing children’s learning in literacy and pre-writing, professional reading, literacy lead educator, planning cycle and self-review process through staff meetings and professional development plans.

Priority Two

Goal: **Documentation evidences children’s learning across time**

Challenge of Practice: **If we deepen our ability to observe and analyse children’s learning in play then our pedagogical documentation will show learning growth over time.**

Key Actions: Professional learning and/or professional reading about analysis of children learning and pedagogical documentation, educators to work collaboratively to embed pedagogical documentation into our practice, work collaboratively with the WAS Partnership and networks, support from experts in this area, invite and include families to share and reflect about their children’s learning and documentation, invite and include children’s voice about their learning and reflections, create our learning environment and technology to be efficient and responsive for capturing documentation, our program – making analysis and documentation visible in our centre, planning cycle and self-review process through staff meetings and professional development plans.

Priority Three

Goal: **Extend children’s learning by providing a rich learning environment that stimulates and challenges each child.**

Challenge of Practice: **If we intentionally design our learning environment, through deepening our understanding as a team of the Reggio Emilia’s approach (the environment as the third teacher) then we will provide a wider range of rich possibilities that stimulates and challenges each child.**

Key Actions: Constructing the learning environment so that it is light, inviting, with natural furniture and resources, without clutter, with distinct learning spaces and an atelier – dedicated art space, educators accessing professional learning, involvement of children and their families to co-design our learning environment, review of our Statement of Philosophy to reflect our beliefs, develop children’s agency through our Wonder Wall, embedding the learning environment in our program planning, using the Active Learning Scales from the Respect, Reflect, Relate, access experts in this field (Early Childhood Leader), visit other centre’s that are inspired by the Reggio Emilia approach.