

## Adelaide Miethke Preschool – QIP Action Plan 2017

### Priority - Adelaide Miethke Preschool engages children, families, educators and the community.

**Issue** – The 2016 site review identified a number of priorities and upon reflection these could all be grouped together to work towards a targeted improvement priority focusing on engagement. As we continue to move towards embedding nature pedagogy and our Inner West Partnership priorities we feel strengthening engagement of children, families, educators and the community will support our work and most importantly the learning outcomes for the children in our community.

<b>Goal</b> <i>What is your priority for improvement?</i>	<b>Success Measures</b> <i>How will you know that your goal has been achieved? What will be different? What will you see in practice?</i>	<b>Strategies and actions</b> <i>What do you need to do to achieve your goal?</i>	<b>Who?</b> <i>Who will be responsible for the implementation?</i>	<b>By when?</b> <i>When will this be embedded in practice?</i>
<b>Quality Area 1 - Educational Program and Practice</b>				
<b>Priority 1</b> Embedding Nature Pedagogy across the site.	<ul style="list-style-type: none"> <li>Staff will have common understandings of nature pedagogy principles and practices.</li> <li>Nature play will be a feature of the curriculum.</li> <li>Resources will reflect the principles of nature play.</li> <li>Families will be well informed about the principles of nature play within our curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Core staff to attend Nature Pedagogy 6-day course.</li> <li>Attendance at INAP Conference – Suzanne &amp; Jess to present breakout session.</li> <li>Planning for nature play will be a feature of all reflection and programming meetings.</li> <li>Workshops will be a feature of the curriculum to enable the teaching of new skill to support children's play in and with nature.</li> <li>Staff will work with each other across the service to develop their skills and confidence.</li> <li>Resources used within the centre will be progressively reviewed and new purchases will reflect nature play principles.</li> <li>An information sheet about nature play will be available for families.</li> <li>Documentation of children's learning will be shared with families.</li> </ul>	Carol, Mandy, Carly & Rachael	end 2017
			All staff	May 2017
			Preschool staff	Ongoing
			All staff	Ongoing
			All staff	Ongoing
			Suzanne & Jess	End Term 1
			All staff	Ongoing
<b>Priority 2</b> Making children's learning visible for children and families.	<ul style="list-style-type: none"> <li>Children's interests will be explored and developed in the evolving curriculum.</li> <li>Talking and Thinking Floorbook approach will be used to engage children in focus topics and to support the direction of enquiry based learning.</li> <li>Parents will have an increased awareness and understanding of their children's learning and the teaching program.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage and value all children's ideas and contributions to the program.</li> <li>Identify and reflect upon children's interests during staff reflection and programming times.</li> <li>Staff's responsiveness to children's interests will be evident in the program and Floorbook.</li> <li>Share individual and group learning stories with families and children using Storypark.</li> </ul>	All staff	Ongoing
			Preschool staff	Ongoing

	<ul style="list-style-type: none"> <li>Children will be active contributors to the Floorbooks which document their learning.</li> <li>Children's voice will be visible in curriculum documentation and displays.</li> </ul>	<ul style="list-style-type: none"> <li>Initiate professional learning for all staff to develop shared understandings of the Floorbook approach – whole site.</li> <li>Trial use of Floorbooks and Talking, Thinking Floorbooks approach.</li> </ul>	All staff  All staff	Closure Day Term 2  Ongoing
<b>Quality Area 2 - Children's Health and Safety</b>				
<b>Priority 1</b> Engaging children and families in the risk assessment process to promote nature play.	<ul style="list-style-type: none"> <li>Children will be involved in writing and reviewing risk assessments to support their learning and play.</li> <li>There will be increased opportunities for 'child voice' within curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Complete RA's as require in line with curriculum goals.</li> </ul>	All staff	Ongoing
<b>Quality Area 3 - Physical Environment</b>				
<b>Priority 1</b> Engaging children and educators in sustainable practices across the site.	<ul style="list-style-type: none"> <li>Sustainable practices will be embedded within the program – Focus: <i>Reduce, Reuse, Recycle</i>.</li> <li>Staff, children and families will contribute to sustainable practises.</li> <li>A reduction in the amount of waste going to land-fill will be evident.</li> </ul>	<ul style="list-style-type: none"> <li>Staff will work with NRM consultant to review and develop practices. Register for AuSSI-SA.</li> <li>Staff to engage in further training. Focus - Wipe Out Waste.</li> <li>Systems and structures for recycling and composting will be reviewed and embedded.</li> <li>Consider application for grants as appropriate.</li> <li>Develop site <i>Sustainability Plan</i>.</li> </ul>	Lead staff member Carol  All staff  Carol & Suzanne	Ongoing  To be determined  Term 1  End Term 3
<b>Quality Area 4 - Staffing Arrangements</b>				
<b>Priority 1</b> Staff will have increased opportunities to come together for Professional Learning and administration meetings.	<ul style="list-style-type: none"> <li>Consistent staff meetings will be scheduled for professional learning and administration.</li> </ul>	<ul style="list-style-type: none"> <li>Staff will attend scheduled fortnightly staff meetings and contribute content to meeting agenda.</li> <li>Staff will attend shared professional learning as agreed.</li> </ul>	All staff  All staff	Ongoing  Ongoing
<b>Quality Area 5 - Relationships</b>				
<b>Priority 1</b> Children's emotional and social wellbeing is supported through the development of dispositions for learning.	<ul style="list-style-type: none"> <li>Children will demonstrate healthy dispositions for learning.</li> <li>Children and staff will have common understanding and language to articulate, explain and teach dispositions for learning.</li> <li>Families will have increased understanding of the importance of learning dispositions.</li> </ul>	<ul style="list-style-type: none"> <li>Develop common understandings among staff.</li> <li>Program for development of dispositions (i.e. learning struggles).</li> <li>Engagement with RRR.</li> <li>Report upon children's learning dispositions (learning stories, statement of learning).</li> </ul>	All staff All staff  Preschool staff Suzanne/Jess/ Mandy	Term 1 & 2 Ongoing  As part of PLC Ongoing

**Quality Area 6 - Collaborative Partnerships**

<p><b>Priority 1</b> Families have opportunities to engage with supportive programs and services within the community.</p>	<ul style="list-style-type: none"> <li>• Additional services/programs will be available to members of the community.</li> <li>• Families will be aware of additional community services and access these as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will develop links with services within the Partnership to support the provision of additional services to the AMK community.</li> <li>• Focus programs could include COS-P &amp;/or resilient kids.</li> </ul>	<p>Director initially</p>	<p>Throughout 2017 and beyond</p>
<p><b>Priority 2</b> Educators work collaboratively with other sites through the continuity of learning inquiry and other Partnership initiatives.</p>	<ul style="list-style-type: none"> <li>• Staff contribute to the IW Partnership Professional Learning Community (PLC). Focus: Critical &amp; Creative Teaching.</li> <li>• Staff will have deeper &amp; shared understanding of 'critical and creative teaching'.</li> <li>• Strengthened relationships with local preschools and schools within IWP.</li> <li>• Staff will have opportunities to critically reflect on practice and use RRR as a key tool.</li> </ul>	<ul style="list-style-type: none"> <li>• Key teaching staff will participate in and show leadership within cluster PLC.</li> <li>• Key staff will document their learning as determined by PLC.</li> <li>• Key staff will report back to AMK staff regularly.</li> <li>• AMK staff will support PLC inquiry goals.</li> </ul>	<p>Jess/Mandy  Jess/Mandy  Jess/Mandy All staff</p>	<p>As determined by PLC timeline.</p>

**Quality Area 7 - Leadership and Service Management**

<p><b>Priority 1</b> Engagement in professional learning to build shared understandings and educator capacity – Nature Pedagogy.</p>	<ul style="list-style-type: none"> <li>• Staff will continue to develop consistent and shared understandings to support children learning in and with nature.</li> <li>• Planning and program implementation will be strengthened by staffs' shared understanding and practical skills development.</li> <li>• Greater consistency across preschool and occasional care services will be evident.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional 4 staff will attend 6-day Nature Pedagogy Course.</li> <li>• 3 staff to attend IANP Conference</li> <li>• Closure day and professional Learning will address NP professional learning focus.</li> <li>• Staff will engage in professional readings and share understandings at staff meetings.</li> <li>• Staff will program for nature play experiences across all sites and reflect on curriculum development.</li> </ul>	<p>Carol/Mandy/Carly /Rachael Suzanne/Jess/Carol  All staff</p>	<p>During 2017  May 2017  Ongoing</p>
--	--	---	---	---