Pasadena Kindergarten
Quality Improvement Plan
March 2015

Pasadena Kindergarten Site Number 4686
Director and Nominated Supervisor responsible for submitting this document - Sue Klar

Location: 39 Cash Grove, Pasadena S.A. 5159
Telephone 08 8277 4623
Fax 08 8277 8705
Email DL.4686_leaders@schools.sa.edu.au
### Pasadena Kindergarten Quality Improvement Plan

**Date:** March 2015  
**Priority Area:** QA 1 Educational Program and Practice 1.2

Educators are focused, active and reflective in designing and delivering the program for each child.

| Where do we want to be?  
(Strategic Directions) | Where are we now?  
(Evidence of current status) | How will we get there?  
(Strategic Actions) | How will we know?  
(Success Measures) | When? |
|---|---|---|---|---|
| All children will be challenged, engaged and developing their learning and thinking in a deep and meaningful way– both independently and as a part of a group.  
Numeracy and Literacy learning and competency will be an integral and natural outcome of all learning  
Incorporating “Child’s Voice” in our planning. | Learning from using ‘Talking Tubs’, experimenting with the Floor Book method of recording children’s learning and adapting Deb Lasscock’s pedagogy with Numeracy in 2014 and our 2013 Inquiry Project into Oral Literacy Development:  
- Children respond to stimulus that has some connection with their life but also offers aspects that provoke curiosity and creative lateral thinking  
- Once challenged children then need the space, support and facilities to experiment, problem solve and discuss and record what they are thinking  
- Small groups maximise individual children’s opportunities to use and develop oral language and thinking  
- Children thrive and learn in a variety of groups: sometimes with children who are ‘like minded’ and have similar aptitudes to themselves, other times when they can take the lead and other times when they can learn from cooperating and contributing to another child’s lead  
- We need to continue building resources, including many visual and audio resources that evoke rich and creative language, questions, answers, and enjoyment of the rhythm and rhyme of language | Provide opportunities and teacher support as we develop  
- ‘Let’s Talk Projects’: designed to promote children’s curiosity and deep thinking and follow children’s competencies and interests. Possible directions would include projects like ‘following the life cycle of chickens’, ‘exploring “things underground” – from water pipes to volcanoes?’, ‘experimenting with air and balloons’  
- Use of a variety of ways in which children can document their ideas, questions and learning in a way that is meaningful to them. We will start by working with the children to document their learning journey in the ‘Let’s Talk Projects’. Possible directions would include sequential drawings, maps, recording children’s language, using photos extensively to help children to reflect on what happened and make meaning from that. These will be transferred/copied to children’s individual ‘Learning Books’ as a record of their learning  
- Exploring, considering and using suitable language that can be transferred/copied to children’s individual ‘Learning Books’ as a record of their learning | Planning and implementing the ‘Let’s Talk Projects’ and the children working with staff to record their learning will begin in Term 1 and be evaluated by the staff as it progresses in fortnightly curriculum planning meetings.  
A closure day to begin exploring the Literacy and Numeracy Indicators in the context of our current practice is planned for early Term 2 |
Most children are actively involved at Kindergarten but their level of understanding and involvement is at a variety of levels. Some children are very proficient language users while others lack confidence. Our ESL children have varying levels of understanding of English with some starting with no English at all. Many of them rely heavily on visual clues and observation of what is happening in the learning environment. They involve themselves in quite complex tasks like building with challenging construction sets where they can feel successful without being constrained by their limited English skills.

Our current planning attempts to meet individual children’s needs and allow them to explore interests, ideas and competencies in a deep and meaningful way. We want to work on improving our pedagogy and understanding in this area.

ESL children can successfully use to describe what they are thinking and learning. We will use our Bilingual Workers and Parents to support us in this.

- Explore and start to use the concepts and learning directions given in the ‘Indicators of Preschool Literacy and Numeracy’.
- Collaborate with the Literacy & Numeracy Results Plus Leader to develop effective processes at the site to:
  - Plan for literacy and numeracy improvement – Critically evaluate our current practice and it’s effectiveness: what is working and what needs to be improved
  - Track & monitor individual children’s literacy and numeracy development
  - Build on our pedagogy which already seeks to imbed literacy and numeracy learning and development in all aspects of the program
  - Continue to identify and enact clear intervention processes for children who are struggling to pick up literacy and/or numeracy skills

We will attend Professional Development as a team:
- to build our understanding and implementation of the Indicators or Preschool Literacy and Numeracy
• to develop our pedagogy in working with ESL children through the Teaching ESL New Arrivals Course. This course is currently being rewritten. We have asked Erika Von Aspern, the manager of this course, to consider adapting the new course to address Teaching ESL with Preschool children
• visit Madge Sexton Kindergarten to observe how they are working with children to document their learning
Where do we want to be?
(STRATEGIC DIRECTIONS)

The Outdoor Learning Environment will be a place offering challenges, new pathways, opportunities to develop skills and competencies in all areas. There will be places for energetic play, exploring new ideas and building individual and group projects, quiet places to enjoy and reflect in our beautiful natural environment, a place to learn about nurturing plants and creatures.

Where are we now?
The Outdoor Learning Area has seen many improvements in the last few years with major developments like the new sandpit and water course area and the play platform and other developments like the establishment of an Imaginative Garden and the planting of many native plants.

Facilities Plan
Plans for this year include:
- The replacement of the large shed- it will be erected in the far north/east corner of the Outdoor Area
- The addition of a rainwater tank to be built on the southern end of the new shed. The water from this tank will be used by the children to water the garden and support their learning about sustainable environments
- A new swing frame and appropriate soft fall area will be erected next to the new shed
- The Play Platform: Aboriginal artist, Rick Taylor will paint a story on some parts of our new platform . A shade cloth sail will be made to fit the upper deck of the platform.
- A small garden will be established behind the Play Platform
- A digging patch next to the sandpit area

Time Line
July or October School Holidays
July or October School Holidays
Term 2
Term 1
Term 3 & 4
Term 4
<table>
<thead>
<tr>
<th>Where do we want to be?</th>
<th>Where are we now?</th>
<th>How will we get there?</th>
<th>How will we know?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Strategic Directions)</strong></td>
<td><strong>(Evidence of current status)</strong></td>
<td><strong>(Strategic Actions)</strong></td>
<td><strong>Success Measures</strong></td>
<td><strong>New ILP format will be formulated by the staff early in Term 1 and then used as planned</strong> The success of this new format and interview approach will be assessed by staff. The parent opinion survey conducted early in Term 4 will be another indicator</td>
</tr>
<tr>
<td>6.2.2 Parents feel informed and aware of the Kindergarten’s Philosophy and Practice and about their child’s learning and development. Parents know how they can be involved in their child’s learning and development and work in partnership with the Kindergarten Staff to achieve this.</td>
<td>The parent opinion survey in 2014 returned a very positive sense of support and satisfaction with what happens at Kindergarten. Two issues were raised by a few parents which we will seek to address: 1. We do offer parents an interview in terms one or two to discuss their child’s Individual Learning Plan and any other aspects of their learning and development. Most parents take this up. Some find it difficult to attend during the day because they have work commitments. They also miss the incidental chatting on a 1:1 basis as to what their child has been doing/learning during the day which parents dropping off and picking up their children enjoy 2. Most parents agreed that the preschool did involve them in decision making about their child’s education, sought their opinions and provided opportunities to be involved in Governing Council. A few did not. Useful and Relevant Information about the curriculum, parenting issues, children’s health etc. is included in the Kindergarten’s Newsletters</td>
<td>Individual Learning Plans will be redesigned to include more input from parents and their child. Interviews will occur late in Term 1 and Learning Plans made for the child with their parents. We plan to offer either an evening interview in May 2015 or a telephone interview for parents who cannot attend interviews during the day. A brief description of what was discussed and decisions made at Governing Council will be included in the Kindergarten Newsletter. This will be accompanied by the date of the next Governing Council Meeting and a reminder that all parents are welcome to attend Governing Council Meetings. Our new initiatives for children and staff to record the children’s learning in ‘Let’s Talk Projects’ and other learning throughout the year has been described in Priority Area 1. This recording will be readily accessible to parents on display boards and the children’s Learning Books</td>
<td>Parent feedback both informally and in the Parent Survey presented in Term3/4 Staff observation and assessment which will be described in Priority 1</td>
<td></td>
</tr>
</tbody>
</table>