Pasadena Kindergarten

Quality Improvement Plan

February 2016

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
**Where do we want to be?**  
*(Strategic Directions)*

| 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. Our competency and creativity as teachers in the areas of numeracy and critical thinking will be enhanced and energised. Imbedded in our practice and thinking will be the belief that “All children can be mathematicians if we create learning environments which encourage them to make their thinking visible, celebrate their ideas and challenge them to inquire beyond their current level of understanding” Denise Neal 2007 |

**Where are we now?**  
*(Evidence of current status)*

Growing awareness of the theory and practice of Growth Mindsets thinking. Considering how we develop child dispositions like risk taking, persistence, noticing and being prepared ‘to struggle to work it out’. As teachers, allowing children to ‘have the struggle’ and learning not to always ‘rescue’ them. Ready to assess what /how we teach numeracy and mathematical and critical thinking and improve on our practice. Reflecting on and keen to use what we learnt from Deb Lasscock’s ‘Competent Educators Competent Children’ workshops in 2014. Learning from implementing and developing the ‘Lets Talk Projects” and experimenting with a variety of methods of recording children’s language, thinking and learning. We have progressed significantly in providing opportunities for children to contribute to the collections of evidence about their learning. Children have recorded their learning in a variety of ways:

- 2D visual displays with photos, information, children’s language and thinking and drawings.  
- 3D models which are easily seen and provoke comment  
- Individual recordings in Learning Books  
- Murals and child made books that tell the story of their learning

**How will we get there?**  
*(Strategic Actions)*

Critically evaluate our current practice and its effectiveness using the Numeracy Audit Tools: ‘EYLF as a model of effective numeracy practice’ and ‘25 Characteristics of Effective Maths Teaching’. This will assist us in looking at what is working and what needs to be improved. Plan, program and facilitate children’s numeracy learning using what we have learnt from our training and development and then reflect on the outcomes and how we can improve them. The staff team will work together: sharing ideas, creating, supporting, reflecting, celebrating successes, documenting what happens and planning for improvement. Continue to explore and use the concepts and learning directions given in the ‘Indicators of Preschool Literacy and Numeracy’. Use the elements in our fortnightly planning program and in our Stories of Learning. Continue to track & monitor individual children’s literacy and numeracy development using our deeper understanding of the Literacy and Numeracy indicators as our guide. Continue to develop our ‘Lets Talk Projects’ building on our learning from last year. Refine and develop new ways to record and represent children’s learning in a way they can understand.

**How will we know?**  
*Success Measures*

When we see all of our children are:

- participating in learning experiences that promote deep involvement and deep thinking  
- learning and building competencies in recording their ideas, questions, what they did, what they learnt  
- listening to their peers and the teacher with interest and answering and asking questions that challenge and interest them  
- participating in the group experience confidently and with enjoyment  
- and when children’s ideas, current knowledge, thinking, cultural/family background and abilities and interests are heard and fostered and can be seen in what we plan and what they do.

This will be recorded by photos, anecdotal notes and observations, stories of what learning has taken

**When?**

- Numeracy Audit in Term 1  
- Professional Development (possibly as a staff team working with Julie Offord) in using the Numeracy & Literacy Indicators in Term 1 or 2  
- Numeracy innovations to be used in planning and programming ASAP: should be very evident after the Numeracy Audit in Term 1.
We also know
• 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 or a teacher’s lead. Some children learn best when they work alone.
• 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

Continue to identify and enact clear intervention processes for children who are struggling to pick up literacy and/or numeracy skills

Collaborate with the Literacy & Numeracy Results Plus Leader to develop effective processes at the site.

Continue to develop the very successful ‘Let’s Talk Projects’: designed to promote children’s curiosity and deep thinking and follow children’s competencies and interests. As part of these projects, develop meaningful ways for the children to record their learning. Using maps, sequential drawings, video, big group books could be explored along with the mediums we used last year.

Exploring, considering and using suitable language that 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.

We will attend Professional Development:
• to build our understanding and implementation of the Indicators or Preschool Literacy and Numeracy
• to develop our pedagogy in using the Growth Mindsets thinking.

place and the children’s own recorded language and work. Some of these recordings of learning journeys will document the ‘Let’s Talk Projects’. We will continue to record and interpret children’s learning in their Learning Books.
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.

- Attend the Ann Baker workshop in Term 1
### Pasadena Kindergarten Quality Improvement Plan  
**Date:** February 2016

**Priority Area:** QA 3 Physical Environment  3.2

The environment is inclusive, promotes competence, independent exploration and learning through play.

| Where do we want to be?  
(STRATEGIC DIRECTIONS) | 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, the play platform, a new swing area 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 establishment of a mud mixing area: a mud kitchen and digging patch to be located between the sandpit and lawned area.  
- The addition of a rainwater tank to be built on the western end of the kindergarten building. The water from this tank will be used by the children to water the garden and support their learning about sustainable environments.  
- A small garden will be established behind the Play Platform and a planting box in front of the new shed.  
- A new water play area with some semi-permanent fixtures on the fence which will allow the children to explore and experiment with water flow. | Time Line  
- Terms 2 & 3
- Term 1
- Term 1 and 2
- Term 1 & 4 |
### Where do we want to be?
(STRATEGIC DIRECTIONS)

Bilingual Workers working more closely with the permanent staff team and understanding our core values of a curriculum for preschool children which focuses on learning through play. Bilingual workers and core staff working together with the same curriculum and QIP goals: sharing and recording their observations, knowledge, goals for individual children. Bilingual children will be confident, resilient, persistent and creative learners. Their parents ..??

### Where are we now?
(EVIDENCE OF CURRENT STATUS)

<table>
<thead>
<tr>
<th>Bilingual Workers work well with the children:</th>
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<tbody>
<tr>
<td>• Helping ESL children and children with no English to feel comfortable, supported and confident in their new environment</td>
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<tr>
<td>• Valuing their cultural heritage, language and experience</td>
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<tr>
<td>• Sharing their knowledge informally with all staff</td>
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<tr>
<td>• Sharing aspects of their culture, language with all children and staff: cooking, sharing songs and words and phrases in other languages, talking about cultural celebrations and customs.</td>
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<td>• Documenting their observations of the children they work with in notebooks that are then available for the core staff to access.</td>
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<td>Bilingual workers not always ‘on board’ with the play-based curriculum and put a large emphasis on children sitting, drawing, learning numbers, letters, shapes and colours.</td>
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### How will we get there?
(STRATEGIC ACTIONS)

In the first term of each year the BWs will meet with Sue to talk about the responsibilities and expectations of their role and about the needs and plans for the children they are working with. They will discuss and plan how they can support Individual Learning Plans and the wider Curriculum Planning. A brief outline of our play-based curriculum, our goals, our QIP, how they can contribute to these will be formulated by the staff team in Term 1 (perhaps with the BWs help?) and given to each BW. They will also receive a copy of the fortnightly program, term plans, the QIP, the Annual Report and newsletters. BWs to share a brief debrief conversation with a particular permanent staff member each time they work at the Kindergarten. Pair up permanent teachers with BWs:

- Fatin with Jill
- Nhung with Gayle
- Anik with Sue
- Miharu with Susanne

### How will we know?
(SUCCESS MEASURES)

ESL children more confident learners in Kindergarten Environment.
All staff working towards the same goals and outcomes for children.
Stronger/more effective communication and understanding between regular staff and ESL children and regular staff and BWs:

- Start in Term 1
- Write “guide to being a BW at Pasadena Kindergarten in Term 1
- Evaluate in Term 3 2016 and on a regular basis after that