

# Quality Improvement Plan Summary

## Clarence Park Community Kindergarten

Goals	Challenge of Practice	Success Criteria
<p>To improve children’s ability to see themselves as capable learners.</p>	<p>If we support children to reflect upon and re-visit their learning through explicit instruction of metacognition and intentionally modelling the language of learning, we will improve children’s ability to see themselves as capable learners</p>	<p>Success Criteria (what children know, do, and understand): Through analysis of our documentation we will see children:</p> <ul style="list-style-type: none"> <li>- increasingly contribute their own ideas, and listen to others’ ideas</li> <li>- display self-perception and confidence as a 4 year old reader</li> <li>- demonstrate a range of strategies to communicate their thinking and learning</li> <li>- communicate their learning and thinking with peers and educators including asking questions to clarify and deepen thinking</li> </ul>

National Quality Framework Priorities	Key steps
<p>Build upon and embed our emerging steps of culturally responsive teaching practices in consultation with Aboriginal educators and Elders to ensure that all children have opportunities to know about Australia’s First nation’s histories, knowledge systems, cultures and languages.</p>	<p>Build relationship with Trent Hill and other educators in his organisation. Plan with Trent opportunities to trial different experiences with the children including music and gardening to maximise links in curriculum and CCK program objectives including sustainability and caring for our world. Continue to work with Black Forest Primary School’s committee for developing a RAP and for sharing practice on Aboriginal and Torres Strait Islander learning</p>
<p>Build a broad understanding of sustainability in line with the EYLF v2 our Philosophy Statement and Kaurna Acknowledgement</p>	<p>Further explore the EYLF v2 words around sustainability Review Philosophy Statement to ensure it reflects the breadth of sustainability meaning Incorporate intentional teaching opportunities to draw connections with sustainability, our Charter of Rights and our learning about Aboriginal knowledge systems – taking only what we need, caring for others, caring for our world</p>
<p>Develop our cultural responsiveness to all families</p>	<p>Utilise the language support of our bi-lingual educators to build strong connections with families who have English as a second language and to help explain the ‘language of kindergarten: e.g. ‘AGM’, ‘working bee’ ‘laundry roster’. Invite all families to share cultural information including food, celebrations etc. Build calendar of key cultural celebrations relevant to our families and include in our programming. Revise child and family questionnaire sent at enrolment time to include key cultural celebrations</p>

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Education Director

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Governing Council Chair Person



