

2018 Quality Improvement Plan



At MOC Children's Centre Educators are Researchers.
This year we will carefully investigate the following question:

'How can we promote high levels of involvement which foster improved outcomes for all children?'

Here is how we will do it:

PRIORITY 1: *'Educators and leaders across Children's Centre and Foundation have a shared philosophy which fosters strong continuity of learning'*

- We will strive to strengthen our partnership with our first year of school colleagues through regular shared opportunities for professional dialogue about children, pedagogy and continuity of learning

Connections with National Quality Standard 4 & 6

PRIORITY 4: *'Strong partnerships with our community promote ways of supporting health, wellbeing and education outcomes for young children, their families and our staff'*

- Work in partnership with children and families to develop, promote and participate in experiences which promote healthy activity and dietary choices.
- Volunteers will be provided with opportunities to build their skills and develop future pathways in-line with personal hopes and aspirations
- Families will have opportunities to be involved in the service and contribute to service decisions and be informed of how to do this
- Offer opportunities for professionals working in various sectors to access quality learning pertinent to the needs of the community

Connections with National Quality Standard 2, 4 & 6

PRIORITY 2: *'Our curriculum promotes high levels of involvement which cultivates enriched learning outcomes for all children'*

- The Early Years Learning Framework, Respect Reflect Relate, Preschool Numeracy and Literacy Indicators will be utilised by educators to a high standard through the cycle of planning
- We will continue to develop upon STEM learning in a holistic early childhood environment with a focus on further developing oral language, 'STEM' dispositions, critical thinking, creativity, and inquiry based approaches
- Increase staff capacity in responding to children with special rights and their families
- Establish consistent understandings and practices relating to cultural competence among staff

Connections with National Quality Standard 1, 2, 3, 5, 6 & 7

PRIORITY 3: *'Every learner's growth is nurtured, monitored and responded to'*

- Review our current practices with a focus on how effectively the Preschool Literacy and Numeracy Indicators, Respect, Reflect, Relate and the Early Years Learning Framework are utilised to monitor and respond to individuals
- Clear intervention pathways are identified and documented
- Staff confidently implement agreed practices and processes to ensure all individuals are monitored and responded to
- Provide coordinated, targeted and culturally appropriate earlier intervention to improve outcomes for families and children where risk factors exist

Connections with National Quality Standard 1, 3 & 6

