

Site vision statement		
<b>Leading child centred learning, health and well-being</b>		
3 year Improvement Priorities		
Family and Community Engagement	Cultural Competence	Pedagogical Documentation
<b>Goals</b>		
<ul style="list-style-type: none"> <li>• Increase meaningful family and/or community engagement with children’s learning</li> </ul>	<ul style="list-style-type: none"> <li>• Improved engagement and sense of belonging for ATSI families and community.</li> <li>• Develop Aboriginal and Torres Strait Islanders (ATSI) partnership</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation shows children’s learning over time and supports a strong, capable image of the child</li> </ul>
<b>Challenge of Practice</b>		
Educators will develop reciprocal partnerships with families, with a focus on regularly exchanging meaningful information about the child, and documenting and reporting on children’s learning dispositions and processes.	Educators will develop their social and cultural competence and create welcoming and culturally safe environments that focus on strengths and a respect for ATSI cultural practices and worldviews.	Educators will develop their ability to observe and critically analyse children’s learning in play, and documentation will show children’s learning in context, describe progress over time, and reflect ways in which learning is co-constructed
<b>Strategies</b>		
<ul style="list-style-type: none"> <li>• Collect data from families about their experiences of exchange of information between home and the Centre.</li> <li>• Initiate conversations with families to engage in reciprocal conversations regarding continuity of care and learning for the child.                             <ul style="list-style-type: none"> <li>○ Provide welcoming spaces to encourage parents to spend more time during drop off and pick up times</li> <li>○ Engaging parents through child’s portfolios</li> <li>○ Facilitate families conversation nights or Room Parent Night’</li> </ul> </li> <li>• Exploring ways to tap into skills, interests of families and weaving this into programs and conversations within the centre</li> <li>• In floor books include a section for children and families to add comments and or feedback.</li> <li>• Negotiated formal meetings/conversations</li> <li>• Exchange information with families through programs such as                             <ul style="list-style-type: none"> <li>- Intentional Engagement Literacy</li> <li>- Circle of Security</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use Site Environment Scan and Reflection Tool to plan direction, PD and strategies</li> <li>• B You (KidsMatter) – continued                             <ul style="list-style-type: none"> <li>○ Emotional and sensory regulation</li> <li>○ strengthen well-being for all</li> <li>○ ATSI families and communities experience wellness and healing is enhanced</li> </ul> </li> <li>• Connection/Learning with Nature                             <ul style="list-style-type: none"> <li>○ Using the beyond space &amp; outdoor physical development to connect with the land</li> <li>○ Build a strong sense of cultural pride and identity with our ATSI children and families by openly valuing their contributions to our community</li> <li>○ Child’s sensory preferences acknowledged and accommodated.</li> <li>○ Make spaces accessible/available for all – challenge ourselves to embrace outdoor/risky play for all age groups from babies up</li> </ul> </li> <li>• Begin work on Site Reconciliation Action Plan (RAP)</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct an audit of the learning environment using Respect, Reflect, Relate (RRR) Active Learning Environment</li> <li>• Consistent understandings of children’s learning Process by all Educators                             <ul style="list-style-type: none"> <li>○ Amplify learning from birth - continue to expand learnings from our engagement in activities such as Birth to 3 project and the LDAR project</li> </ul> </li> <li>• Lift up the Rights of the Child                             <ul style="list-style-type: none"> <li>○ Move from telling to asking</li> <li>○ Listening and responding to Children’s voice</li> <li>○ What are the learning processes?</li> </ul> </li> <li>• Record the learning processes within play</li> <li>• Increase children’s emotional vocabulary – using Circle of Security and Marte Meo Key Word Signing</li> </ul>