

Quality Improvement Plan Summary

Kurralta Park Community Kindergarten

Goals	Challenge of Practice	Success Criteria
<p>Goal: Build learner agency and draw on the child’s voice to enhance and strengthen their enthusiasm, curiosity and creativity within the outdoor environment to encourage co-operation and partnerships within a well-structured and well-resourced outdoor natural play space.</p> <p>The Question: How do children grow partnerships in learning within a natural, well-designed outdoor environment that encourages positive learning dispositions, cooperation and curiosity? (Discussions documented - A3 QIP black book pgs. 4-12)</p> <p>Strategy for Education: Areas of Impact – Learner Agency (Partnerships in learning) & Effective Learners: Curiosity.</p>	<ul style="list-style-type: none"> • Challenge of Practice • To develop a culture of respect and shared responsibility, to support our learning community to have meaningful input into decision-making and continuous improvement of the outdoor learning environment. • To establish regular opportunities for families to participate in and contribute to outdoor learning, deepening their connections with the program and strengthening the learning community. • To develop shared understandings and consistent language around curiosity, creativity, cooperation, and partnerships in learning among children, families, and staff. 	<ul style="list-style-type: none"> • Families and staff are engaged in ongoing dialogue about the importance of child’s voice, agency, and positive dispositions for learning within the outdoor environment. • The community continues to develop shared understandings and consistent language around curiosity, creativity, cooperation, and partnerships in learning among children, families, and staff. • We co-construct learning experiences in the outdoor play space, drawing on insights from families, children, and educators to enhance resources and opportunities for exploration. • We encourage collaborative reflection among children, parents, and staff on how outdoor activities build partnerships and foster curiosity and cooperation. • We establish regular opportunities for families to participate in and contribute to outdoor learning, deepening their connections with the program and strengthening the learning community. • The team are challenged to design flexible routines, spaces, and resources that encourage all children’s voices and partnership in sustained shared thinking and discovery outdoors. • We embed continued Reflective practice as a team, identifying and addressing potential barriers to learner agency, inclusivity, and effective partnerships within the outdoor setting. • We embed a culture of respect and shared responsibility, where children, families, and staff each have meaningful input into decision-making and continuous improvement of the outdoor learning environment.

National Quality Framework Priorities	Key steps
<p>QA 3: Physical Environment 3.1 Design – The design of the facilities is appropriate for the operation of a service. 3.1.2 Upkeep – Premises, furniture and equipment are safe, clean and well maintained. 3.2.1: Inclusive environment—Outdoor and indoor spaces are organised and adapted to support every child’s participation and to engage every child in quality experiences in both built and natural environments. 3.2.3: Environmentally responsible—The service cares for the environment and supports children to become environmentally responsible.</p>	<p>Children, families, and staff will all contribute to the planning and development of our outdoor play space. Through surveys, meetings, and shared projects, we will co-construct resources and opportunities for exploration. This collaborative approach creates an outdoor environment that is well-structured, inclusive, and respectful, fostering curiosity, cooperation, and sustained engagement while nurturing shared responsibility and Aboriginal perspectives, by caring for the land that the children play on today.</p>
<p>QA 5: Relationships with Children 5.2 Relationships between children. Each child is supported to build and maintain sensitive and responsive relationships. 5.2.1 – Collaborative Learning – Each child is supported to Collaborate, learn from and help each other.</p>	<p>We will facilitate co-constructed outdoor learning experiences that prioritise children’s voice, curiosity, and cooperation. Educators will use consistent language and dialogue to involve children in the planning, reflection, and evaluation of outdoor play, enabling sustained shared thinking and positive dispositions for learning.</p>
<p>QA 6: Collaborative partnerships with families and communities 6.1.1: Engagement with the service—Families are supported from enrolment to be involved in the service and contribute to service decisions.</p>	<p>We will establish regular opportunities for families to take part in outdoor learning—participating in nature-based projects, sharing insights, and attending outdoor events. Ongoing dialogue and collaborative reflection with families will be facilitated to develop consistent messages about learner agency, curiosity, and positive learning dispositions, as well as gathering input for continuous improvement of the play space.</p>
<p>QA 4: Staffing arrangements Element 4.2.1: Professional collaboration—Management, educators, and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other’s strengths and skills. QA 7: Governance and Leadership Element 7.2.1: Continuous improvement—There is an effective self-assessment and quality improvement process in place. Element 7.2.3: Development of professionals—Educators, coordinators, and staff members’ performance is regularly evaluated, and individual development plans are in place to support performance improvement.</p>	<p>Staff will engage in targeted professional development, including nature play and music strategy workshops as well as visits to exemplary outdoor environments. After each session, we will reflect as a team on potential barriers and identify how flexible routines and inclusive practices can better support all children’s participation and agency in outdoor learning. Shared language and understandings gained will be implemented to underpin all outdoor teaching.</p>


