

La Trobe University
Community Children's Centre
All Day Care • Sessional Care • Kindergarten • Parent Care

This document has been developed based on the Centre's participation in the National Childcare Accreditation Program in September 2006. The Centre is committed to the development of a Continuing Improvement Guide. This has been developed for action in 2007/2009. Thank you, to all the families and staff who participated in the process in 2006.

OPERATIONAL PLAN 2007/2009:

Involve the community in systematically working through the Centre's established Policies and update/review as required. The Centre will also involve the community in developing new policies and procedures that it determines necessary. This process will involve Management, Centre Families and Centre Personnel. Further, we will revisit the day to day aspects of the Centre's operation by Centre Personnel, families and Management to ensure a greater level of understanding of all our practices and procedures.

Continuing Improvement Guide

The Centre has been encouraged to:

- Maintain the current commendable practices, policies and procedures which support the development of strong and reciprocal relationships between staff, children and families. In doing so, continue collecting information from families that assists staff in understanding children's diverse backgrounds. Also use this information to guide staff interactions with children, value the differing customs and traditions of families and take account of diverse cultural backgrounds within the program. The following book contains useful ideas: *The anti-bias approach in early childhood* (Dau.2nd edition, 2001). (QA 1)
- Continue to reflect on the Centre's programming and evaluation methods that are based on "promoting learning through play". Ensure that the criteria used in the development of the program, as highlighted in the *Self-study Report*, are linked to concepts of play. In doing so, consider discussing questions such as the following: In what ways are program plans aimed at supporting children to express ideas, feelings and theories through play? What roles do staff have in supporting children's play? What role does organising and arranging resources in the environment have in program planning? Discussing questions such as these can help staff to maintain their focus on play. The following book contains useful ideas about helping staff to reflect on their practices: *On reflection: reflective practice for early childhood educators* (O'Connor and Diggins, 2002). (QA 2,3)
- Continue to reflect on the environment by using the questions highlighted in the *Self-study Report*. In particular continue to ensure there is ample equipment that is readily accessible to children. Also discuss whether the equipment invites exploration, helps children explore their interests, is flexible enough to be used in different ways and is attractively placed in the environment. Support children to learn about environments: *Designs for living and learning: transforming early childhood environments* (Curtis and Carter, 2003). (QA 4)
- Continue to integrate environmental education into all aspects of the Centre's program, as indicated in the *Self-study Report*. Encourage staff to reflect on Centre policies and procedures, choices of resources, the experiences provided for children and on their own modelling of appropriate behaviour in promoting environmental responsibility. This will help to ensure that children cultivate a sense of caring and appreciation for the

environment. Some interesting ideas and strategies for considering sustainability are identified in the following book: *Early childhood environmental education: making it mainstream* (Davis and Elliot, 2003). (QA4)

- Maintain the comprehensive range of practices which support the health and safety of children and staff. In particular, continue to place emphasis on implementing a well researched nutrition policy and menu. Keep linking nutrition to other experiences such as storytelling, environmental awareness, drama and science. Also talk with children about the ways in which healthy foods contribute to a healthy body. The following website provides detailed up-to-date information about nutrition for young children: Centre for Health Promotion (www.chdf.org.au/eatwellsa). (QA 5, 6)
- Consider using the operational objectives identified for each year, as outlined in the current CIP, as a basis for future CIPs. This might entail asking staff teams, the staff development team, and the Centre management committee to identify specific priorities for review and critique in the CIP, thus providing another strategy for continuously examining Centre practices. The following article may be helpful: “Writing and effective continuing improvement plan” (Putting Children First. Issue 7, 2003). (QA 1-7)

**Note: The Centre will continue to undertake each year its own quality assurance process;
From this process there will be further operational objectives developed.**

J. Reynolds,

DIRECTOR/SECRETARY

c.c. . Management Committee

. Staff Development

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