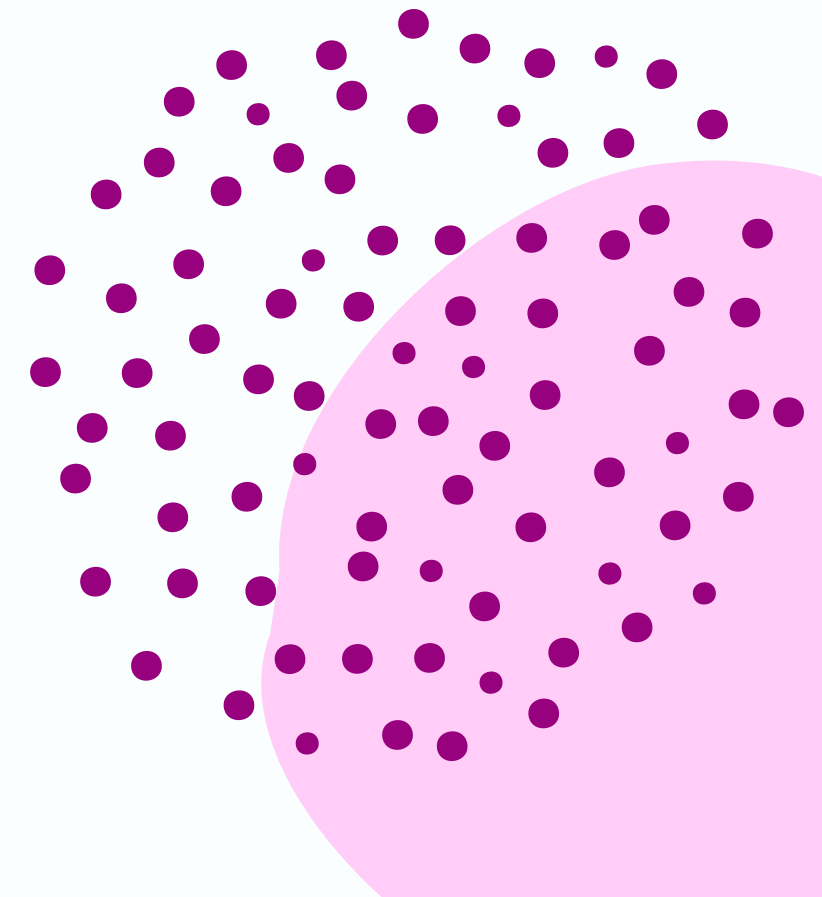


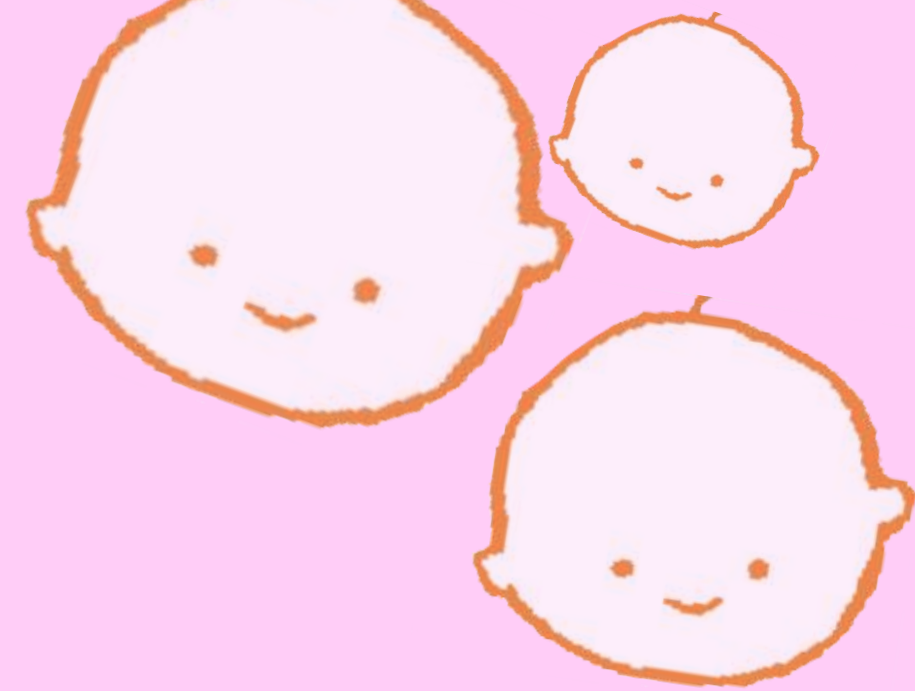


EARLY LEARNING CENTRE

QUALITY IMPROVEMENT PLAN 2020



Baringa's History



Baringa Early Learning Centre is not for profit, community organisation and registered charity. It has been in operation since 1983. Baringa was first located at the Melba flats and catered specifically to local families. The centre relocated to its current site in the Spence precinct in 1989 following the closure of Spence Primary School. Baringa is managed by a volunteer Board of parent members and community members.

Baringa has undergone significant changes throughout the years but has kept its core values of offering a quality education and care service to local families. Baringa strives to offer a child-focused and family centred provision of education and care that is based on being responsive to our community of families. Baringa recognises the importance of continuous quality improvement and seeks feedback from children, families and staff to better inform our programming, planning and service provision.



BELONGING

We place great emphasis on connections for children and families within our service. We acknowledge each child and each family's unique background, culture, beliefs and prior experiences and skills to form practices that create a sense of belonging.

ABORIGINAL & TORRES STRAIT ISLANDER PERSPECTIVES

We work with children to explore concepts related to Indigenous worldviews to enrich their understanding of the place in which we reside and to which we are connected. Aboriginal and Torres Strait Islander perspectives are embedded within our daily practice and planning with guidance from local Elders and Yunkaporta's eight ways of learning.

ASSESSMENT

Assessment is an essential tool to help us plan for and support children's learning. Through assessment, we collect information to plan effectively, create rich educational experiences and generate pathways for children's ongoing learning and development..

RELATIONSHIPS

We encourage the formation of safe, secure and supportive relationships. We identify that relationships are essential to children's learning thus building connections and promoting the creation of bonds. We value rich, trusting and respectful partnerships with families and the community.

DISPOSITIONS OF LEARNING

We provide learning environments in a way where every child has the opportunity to experience curiosity, cooperation, creativity, persistence and enthusiasm.

SCAFFOLDING

We embed high-quality scaffolding within experiences to promote a deeper level of learning. This support is tailored to meet the needs of each child.

Our practice promotes learning that is, accessible to all.

BEING

We strongly support children's right to 'be'. We provide flexible, supportive and inclusive care where children are empowered to be present and deeply engaged in the world around them.

PEDAGOGY

Our pedagogy is based on a combination of core values, experiences and professional knowledge about child development and education. We utilise reflective practices to ensure that our pedagogy is relative and effective.

BECOMING

We take an active role in recognising and nurturing children's abilities. We support their future success and happiness and aim for each child to develop and realise their potential.

RESILIENCE

We create brave environments that promote perseverance positivity, confidence and a sense of self-belief thus enabling children to succeed when faced with adversity.

DIVERSITY

We ensure that everyone feels welcome, valued and accepted, irrespective of their age, culture, background or ability.

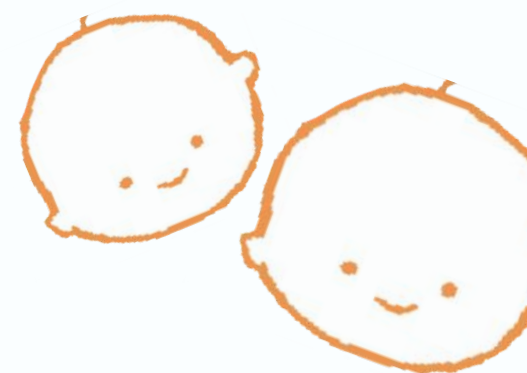
We acknowledge that children learn within their family/community groups and bring their rich knowledge, a range of experiences and identities to their learning.

AGENCY

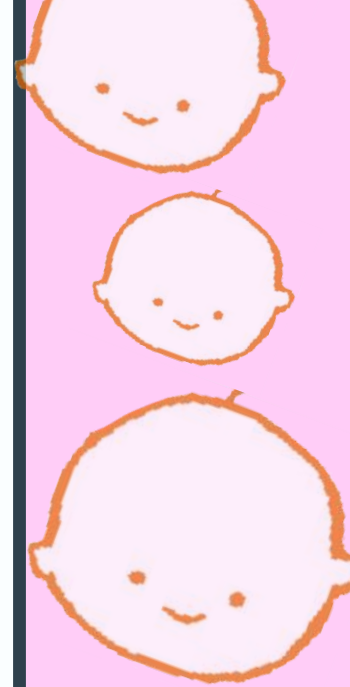
We support the development of independence as each child discovers their abilities to make their decisions and to develop the confidence to explore and make sense of their surroundings. A sense of agency is an important part of a strong sense of identity.

PLAY

We facilitate play-based learning to empower children to make sense of their world, develop and explore their interests and ideas, develop curiosity, creativity, and problem-solving skills. Through play, we build relationship, develop social skills and expand language. While engaging in play we support, guide and extend children's learning and development.



About Baringa



CONTACT DETAILS

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EDUCATIONAL LEADER

Carley Adams
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APPROVED PROVIDER

Baringa Board of Directors
Jolanta Moore (Chair)
E: chair@baringa.org.au

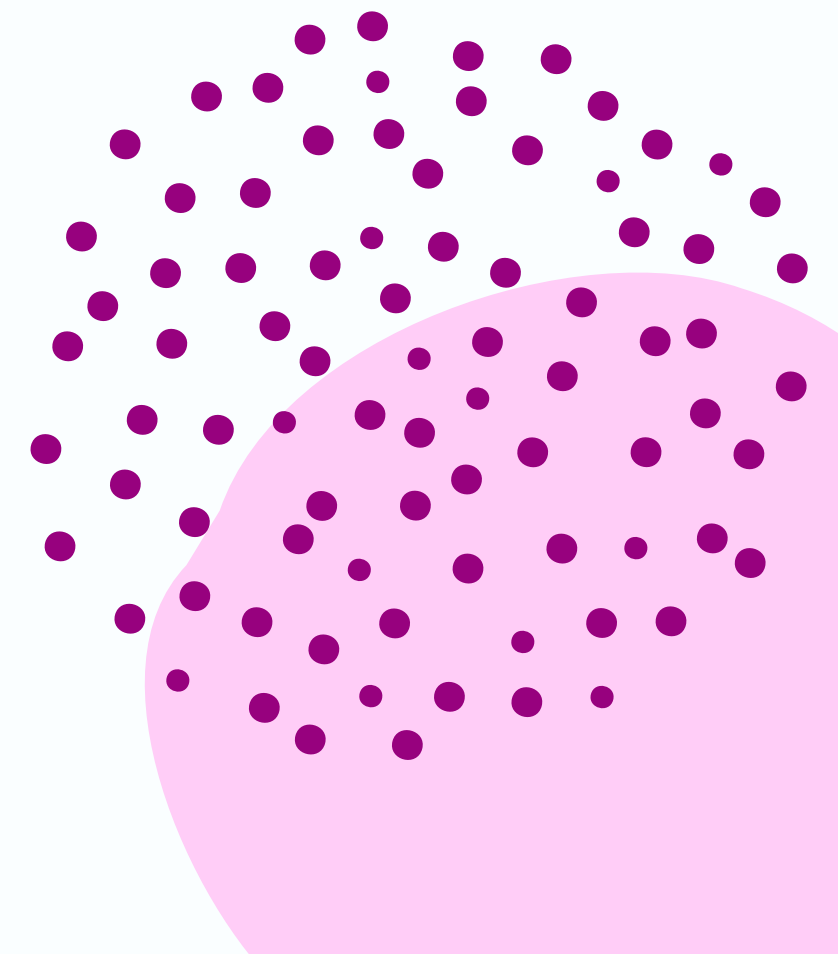
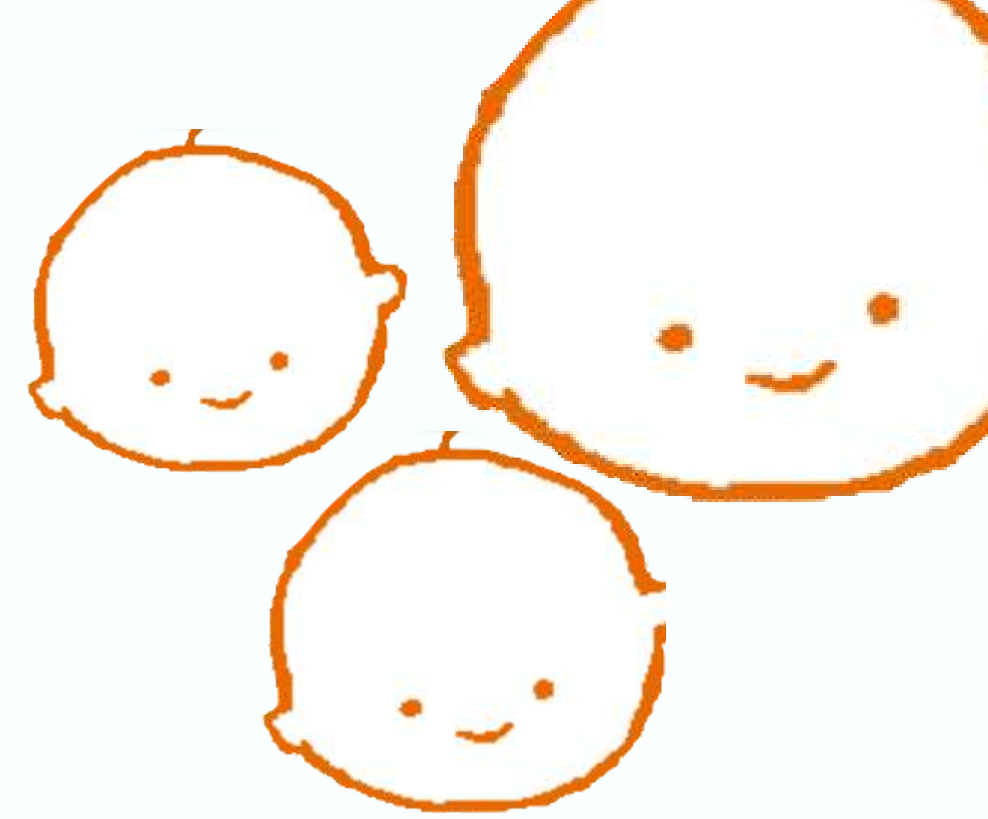
ADDITIONAL INFORMATION

- One week closure between Christmas and New Year
- Closed on Public Holidays
- Free parking on site for families, staff and community members
- Disabled access and facilities
- Part of the Spence/Mount Roger precinct

CHILDREN'S ROOMS

The names for our children's rooms were chosen in consultation with our educators and represent the beginning of our beautiful native gardens from our local environment. Children at Baringa are encouraged to understand the importance of our natural environment and learn ways to respect and contribute to its ongoing care.

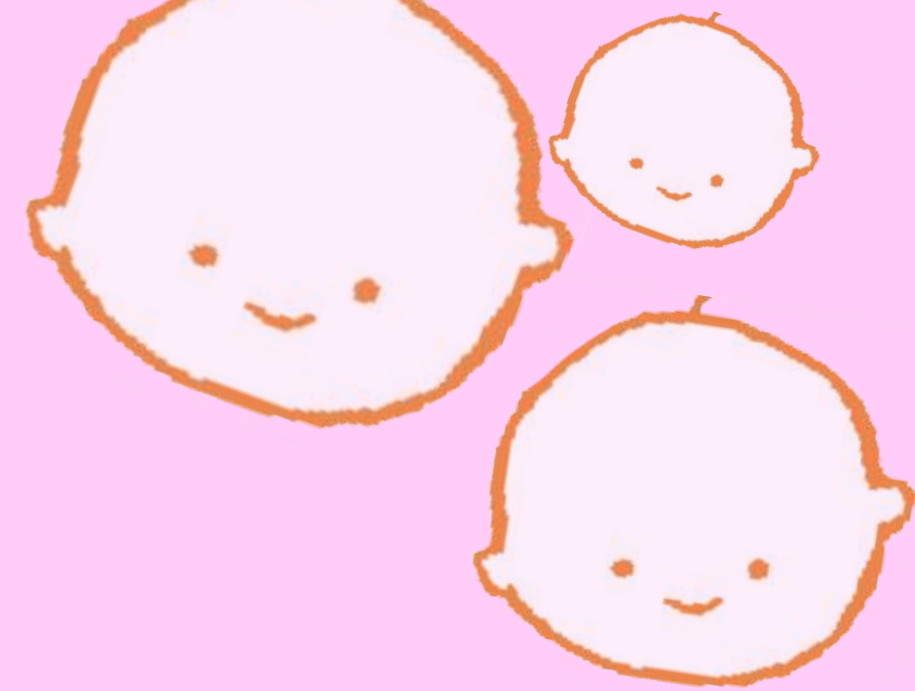
- Melaleuca Room: birth-two years old
- Hakea Room: birth-two years old
- Acacia Room: two years - three years
- Banksia Room: two years - three years
- Grevillea Room: three years - five years
- Hibiscus Room: four years- five years



Strengths

Consultations with children, parents and Educators highlighted key strengths...

- Staffing
- Communication and Community
- Governance and Leadership



STAFFING

QUALITY AREA 4

- Invested & friendly culture
- Community vibe amongst all staff
- Consistent educators within rooms
- Longstanding staff of up to 20 years of service
- Additional social engagement, forming stronger bonds
- Professional development are accessible by all educators
- Structured days for team bonding and professional development to occur
- Monthly staff meetings for professional development

STRENGTHS





Communication & Community

QUALITY AREA 6

- Regular newsletter with staff & families
- Day to day interaction amongst all stakeholders (educators, families & children)
- Regular community engagement within Spence area (Spence Bakery & Spence Grocer) and Mount Roger Campus (Mount Roger Preschool, Dance Development, JCE Positive Learning, TAQWA School, Northside Christian Church)
- Sponsorship from local organisations (Labor Club, Raiders Club, Spence Grocer and SupaBarn).

STRENGTHS

- an experienced group of volunteer board of directors with diverse knowledge
- a clear structure of the organisation's positions and their roles and responsibilities
- informed members of the association
- full time Educational Leadership off the floor to support Team Leaders & Educators
- An Educational Leader working towards their Bachelor of Early Childhood Education
- annual performance review

Governance & Leadership

QUALITY AREA 7



Baringa Projects

We will focus on the following five projects in the next 12 months...

- Educational Program
- Outdoor Space Revamp
- Sustainability Action
- Positive Work Environment
- Reconciliation Action Plan



EDUCATIONAL PROGRAM

QUALITY AREA 1 : HIGH PRIORITY : ONGOING

IDENTIFIED IMPROVEMENT

Educational program can be more responsive.
It can be better shared with families
and further embedded in daily routines
with the children.

GOAL

Having better ways of informing families the program for
their children such as apps or engaging visual displays.
Finding positive approaches in engaging the program with
educators on a daily basis.
A program that supports life skills for children

STEPS

Educate teams of curriculum and program and involve
them during the process, develop a sense of ownership
Bridge the gap of knowledge between stakeholders
through information sessions, professional development.
Research and source an online app that's more
interactive with families.

SUCCESS MEASURE

When all stakeholders are aware of the program and
involves themselves actively.
Incorporation of their participation is sound.
Children thrive on the existence of it.





OUTDOOR SPACE REVAMP

STANDARD 3.1 (ELEMENT 3.1.1 & 3.1.2), ELEMENT 1.2.3

HIGH PRIORITY

STAGED COMPLETION 2019-20

IDENTIFIED IMPROVEMENT

Our existing environment requires a lot of educator involvement and may be restrictive. It can be more engaging and aesthetics can be improved. Some children need encouragement to venture outdoors.

GOAL

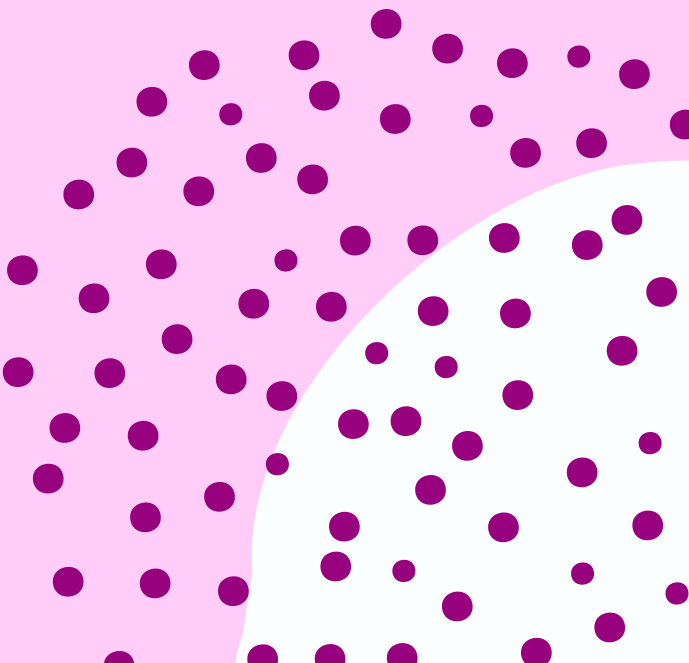
To provide an environment that supports children's growth and learning. Allowing an outdoor space to support intentional learning with open ended resources and a more natural environment to sustain.

STEPS

Seek ideas that support the above by visiting other centres; consultation with all stakeholders; application of grants for funds; collaboration with professionals for opinions

SUCCESS MEASURE

To provide an environment that supports children's growth and learning. Allowing an outdoor space to support intentional learning with open ended resources and a more natural environment to sustain.



Sustainability Action

QUALITY AREA 1; STANDARD 3.2; STANDARD 4.2; ELEMENT 5.2.1.; STANDARD 6.2;
HIGH PRIORITY | ONGOING

IDENTIFIED IMPROVEMENT

At the service, our children, families and educators would benefit with more knowledge, meaning, understanding, practice and awareness of sustainability.

GOAL

To embed the practice of sustainability within the children's program, daily routines and the educators' practice. To engage with families with their interest in order to provide a holistic approach to the centre and the community.

STEPS

Form a Sustainability Committee to lead the service

Provide education to staff

Embed simple daily, minor changes within all stakeholders

SUCCESS MEASURE

When sustainability practices have become second nature to educators and families.

When sustainability is embedded into children's daily routine.





IDENTIFIED IMPROVEMENT

Being an Educator requires a lot of energy for long periods of time
More support to help coordinate and motivate team work
to improve daily routines

GOAL

To ensure all staff are aware of their roles and responsibilities
To cultivate a positive and supportive workplace and be an
employer of choice for Early Childhood Educators

Positive Work Environment

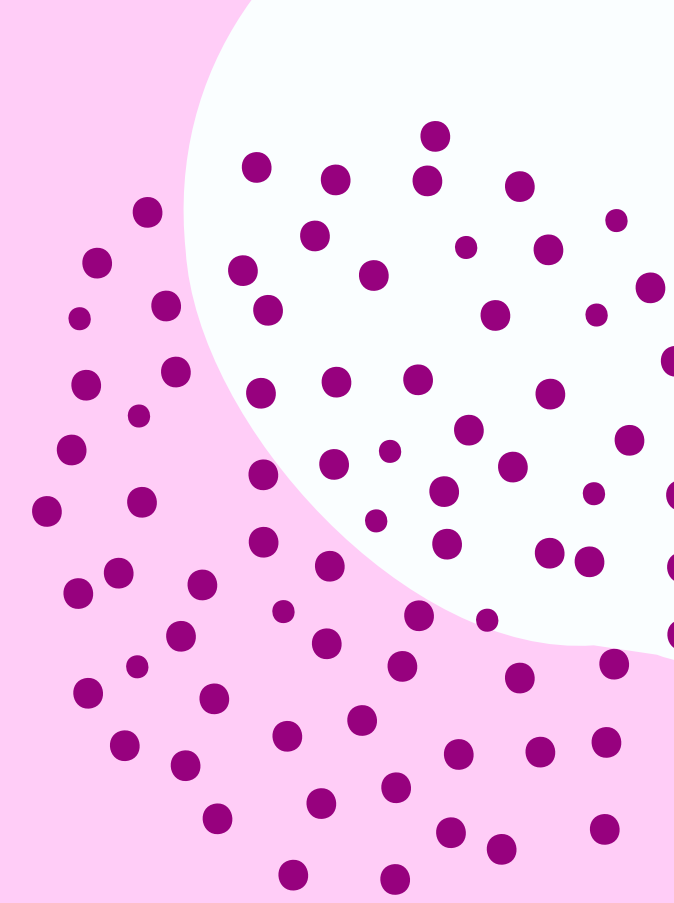
QUALITY AREA 1 : HIGH PRIORITY : ONGOING

STEPS

Provide coaching and mentoring opportunities
Encourage open communication and provide a safe environment for feedback
Create an active and engaging program that supports motivation including educator recognition
Leadership Team to lead by example (Centre Director, Educational Leader and Team Leaders)

SUCCESS MEASURE

An inviting and supportive work environment where all staff feel valued.
Educators are engaged, empowered and are actively involved in
their career development as well as the future of Baringa.



RECONCILIATION ACTION PLAN

QUALITY AREAS 1-7

IDENTIFIED IMPROVEMENT

Limited understanding and awareness of
Aboriginal and Torres Strait Islander cultures
Ad hoc activities need more consistency

GOAL

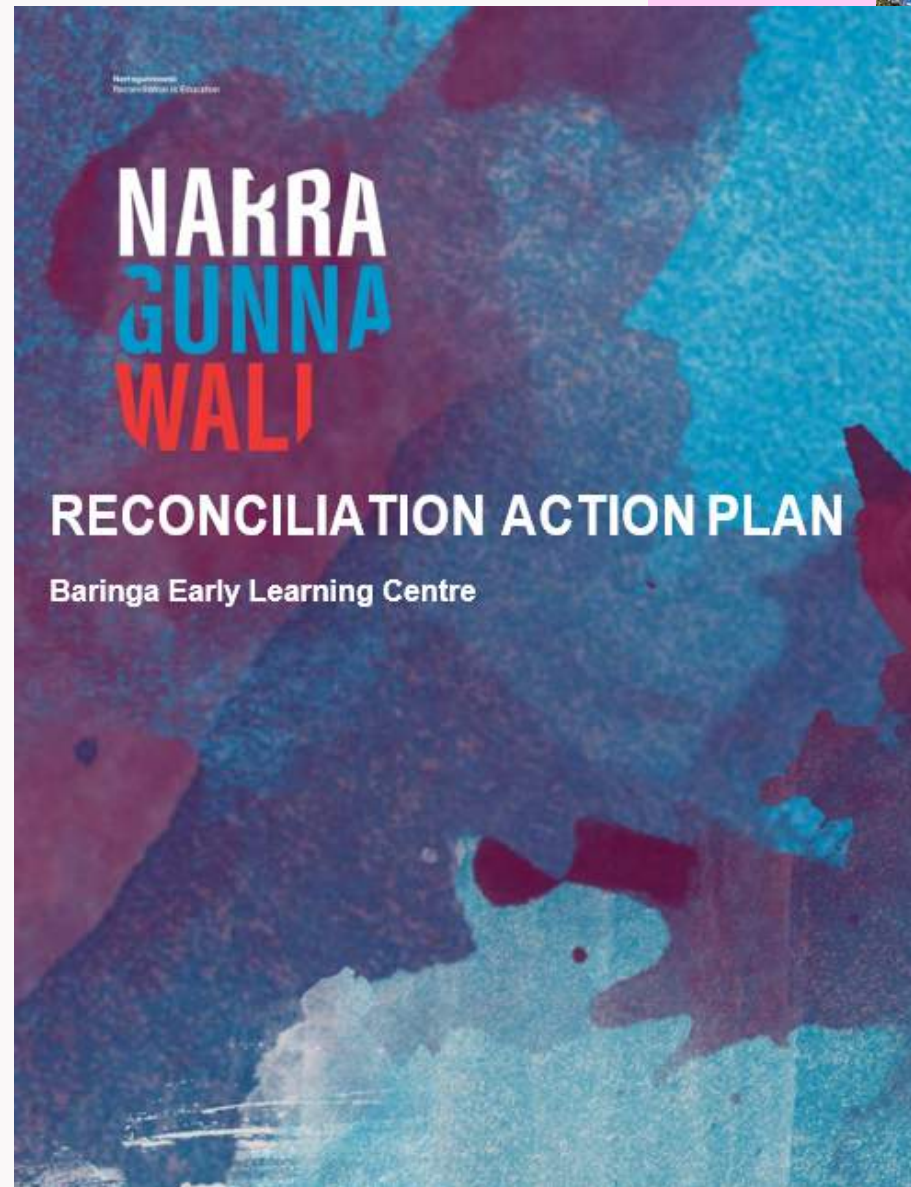
A purposeful and respectful RAP for Baringa children,
Educators and community to appreciate Country,
creativity and caring values from our Aboriginal and
Torres Strait Islander cultures.

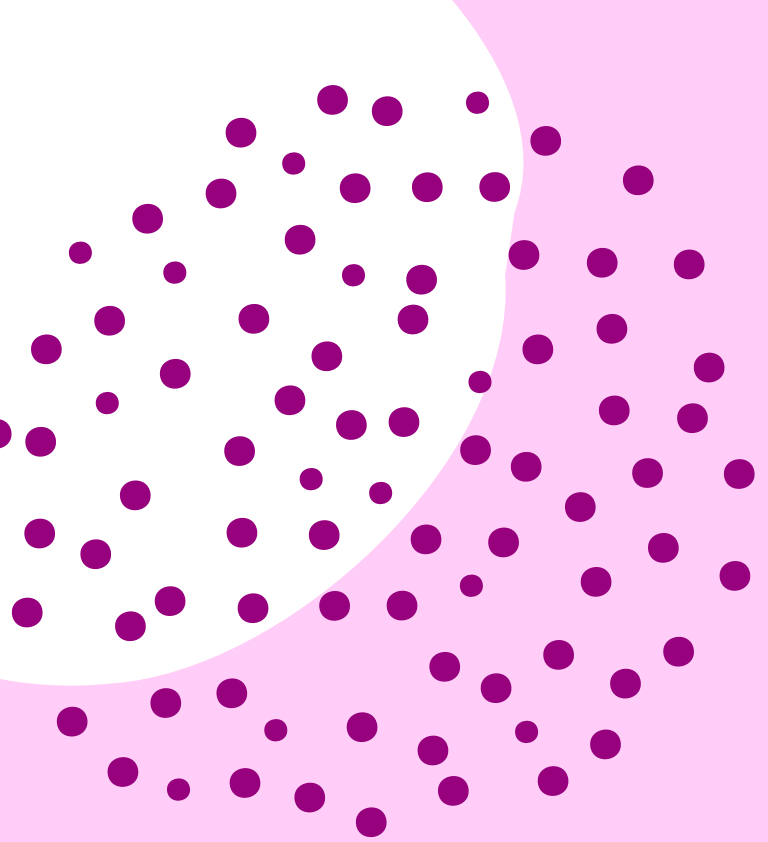
STEPS

RAP Working Group and consultations
Practical deliverables for our rooms, around the centre
and with the community

SUCCESS MEASURE

Launch RAP and Community Bush Tucker Garden in Reconciliation Week 2020
Connection with community and guidance from local mentors
Embed action items by building on existing programming, practices and policies
Sister Centre partnership with MacKids NT across 13 remote communities





FINAL WORDS

**ALWAYS WALK
THROUGH LIFE AS IF
YOU HAVE SOMETHING
NEW TO LEARN.**

-VERNON HOWARD

