

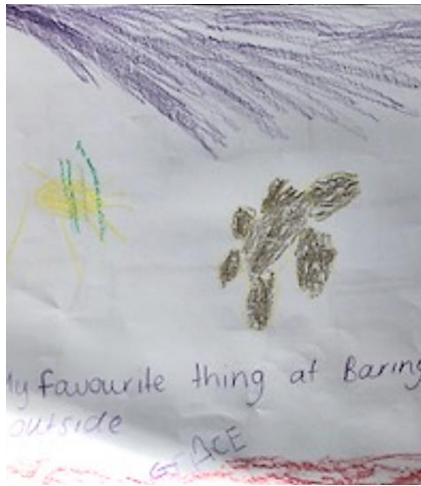
2018 – 2021

Our Plan for the Future



Why do we need a plan?

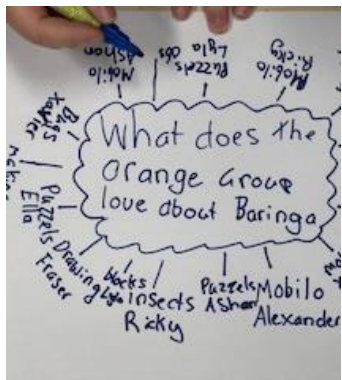
The purpose of this plan is to set out what our vision is, what we will focus on over the next three years and the measures we will use so we know when we get there. This will help the Baringa Board and executive staff stay on track with the things that are most important to Baringa's children, families and staff. The Quality Improvement Plan will list all the ways we will meet our vision and priorities over the coming years.



Who we spoke to.....

Over the course of 2018, the Baringa Board, Centre Director and Educational Leader consulted with the people who are most important to Baringa – children, families and our staff. They provided us with incredibly rich information that has informed this strategic plan.

Thank you to everyone who was involved.



We want to.....

create a place where children love learning, are extended through their play, grow their friendships and nurture their curiosity and where families are supported to be a part of our community.





Aboriginal and Torres Strait Islander Perspectives
 We work with children to explore concepts related to Indigenous worldviews to enrich their understanding of the places 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 8 ways of learning.

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.

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

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.

Dispositions for 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.

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.

Baringa
 CHILD CARE CENTRE
 PHILOSOPHY

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.

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.

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 relationships, develop social skills and expand language. While engaging in play we support, guide and extend children's learning and development.

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.

Over the next three years we will focus on.....

1. Strengthening relationships between families and educators and building our community
2. Delivering high quality education and learning
3. Creating an indoor and outdoor environment that promotes children's growth, curiosity and exploration

How we will know we are there.....

1. Strengthening relationships between families and educators and building our community

- Families receive information in different ways about their children
- Educators are confident to discuss children feedback with families
- Families and educators report they have positive relationships with each other
- Baringa's has a community of families that support and assist each other when needed

2. Delivering high quality education and learning

- Children engage in the curriculum learning and continue to develop their skills and knowledge
- Families understand and contribute to the Baringa's education program
- Educators deliver an education program that meet's individual children's needs and are highly satisfied with how they can influence their work

3. Creating an indoor and outdoor environment that promotes children's growth, curiosity and exploration

- Create an outdoor environment that encourages children in their exploration and play and increases their fine and gross motor activity
- Create an indoor environment that stimulates children's imagination through role play and creative and thought provoking spaces
- Acquire resources that are multi functional and encourage play-based learning