



STRATEGIC PLAN 2014 - 2018

Updated: December 2014

VISION:

To be the early childhood centre of excellence for all families in our community with a vision to grow and develop support networks for children, families and teachers so that all are equipped for the future.

PURPOSE:

To provide a quality service of education and care to the children and families of the Geraldine community.

VALUES:

- **Focus on child centred learning:** this is at the core of everything we do
- **Quality:** we strive to provide consistently high quality service provision across all areas of the centre
- **Collaboration:** to foster reciprocal relationships, working in partnership with children, families, staff and the community
- **Embrace diversity:** recognise and respond to the needs of individual children and their families, embracing culture, religion and background
- **Respect:** Promote and maintain a culture of care and respect between all people, the environment and everything in it that ensures a safe, happy and stimulating educational setting
- **High expectations:-** we have high, yet realistic expectations for all people, including children, staff and Board members, to become confident and capable learners in a supportive environment
- **Ongoing learning:** to promote a culture that encourages personal development, ongoing reflection and positive change to ensure the best outcomes for all children

POSSIBILITIES FOR GROWTH OVER THE NEXT 3 YEARS:

1. Provide highly effective educational experiences for all learners:

1. To be a recognised learning hub within our local community:

- Grow our profile as a supporter of community activities and become an integral part of community events by taking children on more excursions and inviting the community to share their talents, knowledge and culture
- Develop stronger networks between the centre and the community

2. Sustainability

- Whole centre commitment to achieve ongoing sustainability/sustainable practices to achieve the green gold award
- Share successes with the community

3 Ensure that the needs of priority learners are met at all times

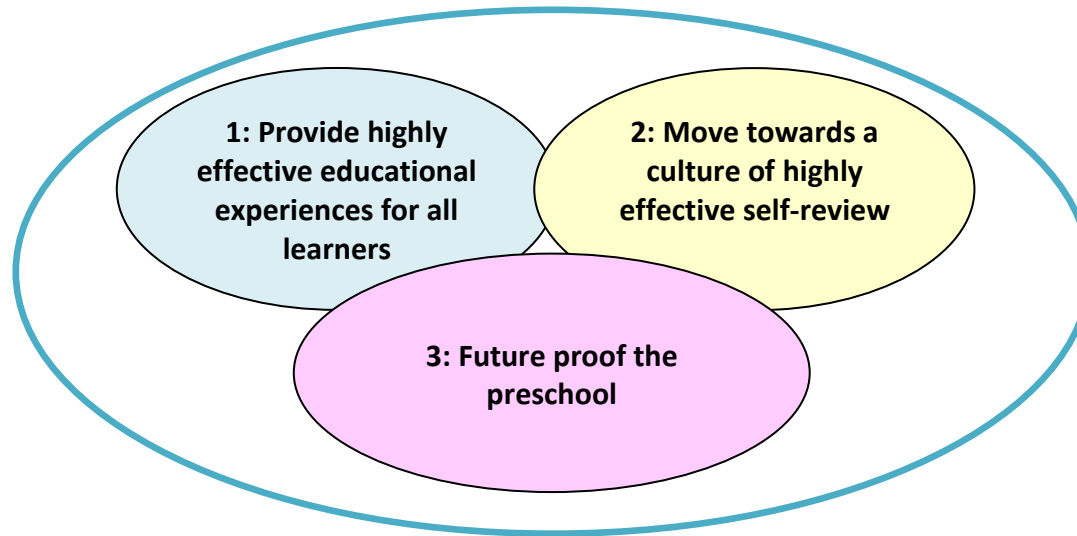
2. Move towards a culture of whole centre commitment to ongoing improvement

- 4 Continue to attract and retain passionate staff of the highest calibre who are highly reflective practitioners and gather evidence of changing their practice through self-review and appraisal
- 5 Ensure staff have more opportunities for professional development

3. Future proof the preschool

- 6 Extend and enhance the Preschool building using environmentally friendly and sustainable practices to create a designated learning space for 4 year olds
- 7 Embrace and implement changing, cutting-edge technologies as an effective tool for teaching and learning: introduce online portfolios, Skype other centres for staff and children to interact with and learn from peers, maximise uses for the website and blog, invest in more iPads and educational apps
- 8 Supply all food as part of a revised fees schedule to ensure only healthy and nutritious food is consumed by children whilst at Preschool
- 9 Reduce the waiting list!

STRATEGIC THEMES AND GOALS:



1: PROVIDE HIGHLY EFFECTIVE EDUCATIONAL EXPERIENCES FOR ALL LEARNERS

GOAL	Expected outcome	Steps to meet the expected outcome	REVIEW – Actual outcomes
1.1: Become a recognised learning hub within the local community	Growth of our profile within the community, making us the first choice for preschool education	<ol style="list-style-type: none"> 1. Develop the concept of Whanaungatanga and encourage participation from parents and community. 2. Explore local community meetings/groups the preschool could contribute to (share attendance among staff) 3. Explore options for bringing parent educators to the community, coordinate this with other education providers 	
1.2: Embed a culture of sustainability	To achieve the Enviroschools Green-Gold award	<ol style="list-style-type: none"> 1. Explore ways to achieve the Enviroschools Green-Gold award 2. Survey parents to ascertain those who can help 3. As a whole centre, explore and implement ways to achieve 100% sustainability in the future 4. Continue to build relationships with like-minded groups in our community. 	
1.3: Ensure that the needs of priority learners are met at all times	Priority learners will be supported to have equal opportunities and achieve equitable outcomes	<ol style="list-style-type: none"> 1. Analyse current profile books of Maori & Pacific children/ those with diverse needs/under 2 to see how clearly we identify a learning thread. Examine the Teacher's role in promoting this thread, and how we document the child's progress over time 2. Assist local iwi to embed biculturalism into every day practise. 	

2: MOVE TOWARDS A CULTURE OF WHOLE CENTRE COMMITMENT TO ONGOING IMPROVEMENT

GOAL	Expected outcome	Steps to meet the expected outcome	REVIEW – Actual outcomes
2.1 Embed a culture of highly effective self-review throughout the whole centre	Teachers and Board members have documented evidence of a commitment of continual improvement to practice	<ol style="list-style-type: none"> 1. Analyse current self-review documentation to ascertain input from: <ul style="list-style-type: none"> - Governance - Management - All teachers - Parents/whānau - Children. 2. Identify areas where up skilling is needed in all aspects of self-review: strategic, planned, spontaneous 3. Seek professional support to strengthen self-review skills across the whole centre. Schedule this on the annual planner 4. Link self-review system to strategic planning, appraisal, teacher registration, evaluation of curriculum 	
2.2: Strengthen the appraisal system	Appraisal system is effective, user-friendly and reflections provide evidence for teacher registration	<ol style="list-style-type: none"> 1. Analyse goal setting/reflections to determine professional learning requirements across the whole centre 2. Determine professional learning requirements for Board members 3. Develop a termly professional learning plan and resource professional learning opportunities linked to appraisal goals and Board requirements 4. Ensure teachers' documentation is effective, (by reflecting on professional learning opportunities, skills and knowledge gained, and the resulting changes to practice.) 	

3: FUTURE-PROOF THE PRESCHOOL

GOAL	Expected outcome	Steps to meet the expected outcome	REVIEW – Actual outcomes
3.1: Manage risk	A financially sustainable and future-proofed business operation	<ol style="list-style-type: none"> 1. Examine financial position of the Preschool, analyse worst-case scenarios and create contingency plans 2. Conduct annual SWOT analysis, review and take required action 3. Maintain awareness of activity or development within the local community and wider region that could affect our viability/business/service 	
3.2: Proceed with the extension of Preschool building	<p>Ensure the best and most functional facilities and environment for children and staff</p> <p>Provide a designated space for 4 year old learners</p> <p>Reduce waiting list</p>	<ol style="list-style-type: none"> 1. Tender for contractors and manage the project 2. Review staffing requirements 3. Planning for resources and other operational requirements 	
3.3 Embrace and implement cutting edge technology within the preschool	Equip children and staff for the future	<ol style="list-style-type: none"> 1. Ensure up to date technology is used in the centre for teaching and learning activities, as well as support functions 2. Maximise uses for the website, blog and Educa. 3. Interact with other centres(within New Zealand and overseas) via Skype and email to enhance learning opportunities by contact with peers for children and teachers 	