

# Enhancing Quality in the Flying Start Partnership Plan

## Examples

This document provides examples of leading practice activities for the Flying Start Partnership Plan, to support implementation of the Enhancing Quality program.



FLYING START PARTNERSHIP PLAN

### Priority 2: Committed to quality

Enhancing Quality

GOAL

Enhancing Quality – provides access to funding to undertake learning and development at a service level that aligns to strategic goals.

Please develop a goal for at least 1 of the 3 NQS focus areas.

#### GOAL 2.1

Quality standard

What's the evidence telling you, and what's the situation?

What do you want to achieve?

How will you measure success?

#### GOAL 2.2

Quality standard

What's the evidence telling you, and what's the situation?

What do you want to achieve?

How will you measure success?

#### GOAL 2.3

Quality standard

What's the evidence telling you and, what's the situation?

What do you want to achieve?

How will you measure success?

Examples:

| Quality Standard                                                                                                       | Quality Standard                                                                                                                                                 | Quality Standard                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| 1.1 Program                                                                                                            | 5.2 Relationships between children                                                                                                                               | 7.2 Leadership                                                                                                                         |
| What's the evidence telling you, and what's the situation?                                                             | What's the evidence telling you, and what's the situation?                                                                                                       | What's the evidence telling you, and what's the situation?                                                                             |
| Through our observations and reflections, we have identified that our routines are rushed, and children are unsettled. | Educators are noticing that some children are finding it challenging to share with their peers and are seeming less confident to enter play or play with others. | Our Educational leader is new in the role and hasn't done this before.<br><br>Although an experienced educator, he is wanting to coach |



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| <p>Learning experiences are being packed up quickly and children are becoming dysregulated, which is also impacting the transitions during routine times.</p> <p>We have noticed this particularly with lunch.</p>                                                                                                                                                                                                                                                                                              | <p>There are some children that have moved into different rooms together and have established friendship groups, while others appear to be fighting over resources or demonstrating some big behaviours.</p>                                                                                                                  | <p>the team in their delivery of the educational program and practice.</p> <p>This way of working is relatively new for our EL and we would like to build confidence, capability and ensure he is supported to stay in the role.</p> <p>We also have some new team members who would benefit from this support.</p>                        |
| <b>What do you want to achieve?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>What do you want to achieve?</b>                                                                                                                                                                                                                                                                                           | <b>What do you want to achieve?</b>                                                                                                                                                                                                                                                                                                        |
| <p>We would like to create smooth, calm transition times for children that provide time, minimising disruption of play.</p> <p>We would like the routines to be predictable and support children to feel safe and secure.</p> <p>We would also like to strengthen educators understanding, knowledge and practice of the importance of organising routines to maximise opportunities for learning.</p>                                                                                                          | <p>We would like to learn more (as a team) about social, collaborative play, through negotiation and shared problem-solving.</p> <p>While building children's confidence and ability to show compassion, empathy and understanding.</p>                                                                                       | <p>We would like our EL to learn the skills to coach the team in their program and practice.</p> <p>The EL is a critical member of our leadership team and we want him to feel supported and valued in this role, providing opportunities for not only his learning and development, but having a positive impact of the broader team.</p> |
| <b>How will you measure success?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>How will you measure success?</b>                                                                                                                                                                                                                                                                                          | <b>How will you measure success?</b>                                                                                                                                                                                                                                                                                                       |
| <p>Educators will have a deeper understanding of the importance of routines and maximising play and learning-this will be evident through observation of practice and through critical reflection.</p> <p>Children and educators will transition to and from routines in calm, purposeful ways, that are predictable-evident through observation, planning and reflection.</p> <p>Children will feel safe and secure throughout the day, demonstrating they have a strong sense of belonging and wellbeing.</p> | <p>Educators will feel more confident in facilitating peer relationships.</p> <p>Children will be supported to co-operate, collaborate, take turns and be more confident joining play experiences.</p> <p>Educators will model and name (articulate) compassion, empathy and understanding to build children's awareness.</p> | <p>EL will be confident and capable when coaching and mentoring the team, identifying strengths and opportunities for growth, while supporting them in their program and practice.</p> <p>Leadership team is strengthened across the service.</p>                                                                                          |

