At Pennington Kindergarten, everyone is a learner

A clear process of pedagogical documentation exists with children’s learning journals central to the development, implementation and reflection of the learning program.

Children, families and educators co-construct knowledge together from a place of authentic curiosity about the mysteries of life.

Each child is valued as a strong and competent researcher of the world and their place in it.
At Pennington Kindergarten, we enable success for every learner

We believe in the ability of every child to achieve success.
We provide consistent support that is:

- **Meaningful**: educators and families work together in strong partnership based on mutual respect and trust.
- **Responsive**: we respect and build on the learning needs of each individual child and family
- **Intentional**: we use the process of pedagogical documentation to research, assess, reflect, revise and plan for improved learning outcomes

**QA 1—Educational Program and Practice**

- **1.1.2** Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of our learning program.
- **1.1.5** Each child is supported to participate in the program. While success will look different for each child, each child’s learning journey is recognised, respected, valued and celebrated.

**QA 2—Children’s Health and Safety**

- **2.1.1** Each child’s health needs are supported by all staff.

**QA 3—Physical Environment**

- **3.1.3** The learning environment ensures access and participation for every child.
- **3.1** The environment is inclusive, promotes competence, independent exploration and learning through play.
- Our learning environment supports a strong sense of belonging for every child and family.

**QA 4—Staffing Arrangements**

- **4.2.2** Educators recognise and support each other’s strengths as learners. We support, challenge and affirm each other as we improve our own practice as high quality teachers.

**QA 5—Relationships**

- **5.1** Success for every learner will be enabled when trusting and respectful relationships with children and families are developed and strengthened.
- **Relationships** are key to success.

**QA 6—Collaborative Partnerships**

- **6.2.1** Respecting and valuing diversity is a proud part of our everyday practice. Every family is supported to share in decision making about their child’s learning and wellbeing.
- **6.3** Every child’s learning and wellbeing is supported through a collaborative partnership with families and other agencies so that each child gets the support they need to shine as strong, competent learners.
- **6.3.2** Continuity of learning for each child is supported through a strong transition program from occasional care to kindergarten and kindergarten to school.
- **6.2.2** Families are supported with access to current information about community services and resources to ensure necessary support is offered for each child and family at all stages of their early childhood and care at Pennington.

**QA 7—Leadership and Service Management**

- All educators engage professionally in a learning community committed to continuous improvement to ensure success for every learner.
- The Early Years Learning Framework, National Quality Framework, Australian Professional Standards for Teachers and relevant South Australian Education Department policies guide our goals and expectations for teaching and learning.
GOAL:
At Pennington Kindergarten, a healthy and effective organisational culture exists

The high standard of this organisational culture will enable the realisation of the 1st two core priorities: a focus on learning and success for every child.

A focus on improving organisational and administrative systems and practices will support continuous quality improvement.

Building a Stronger South Australia—High Quality Education:
“Parents can have confidence that their children are being taught by highly-trained teachers in well managed ... preschools”

QA 1—Educational Program and Practice
- 2.3 Risks and hazards are identified and managed effectively to ensure every reasonable precaution is taken to protect children, families and staff.
- 2.3.3 Incident and Emergency procedures are known, understood and implemented effectively by all staff.

QA 2—Children’s Health and Safety
- 3.2.2 Resources, materials and equipment are organised so as to ensure appropriate and effective implementation for learning.

QA 3—Physical Environment
- 4.2.1 Professional standards including Code of Ethics, Protective Practices Guidelines and the Australian Professional Standards for Teachers guide practice, interactions and relationships at all times.
- Engagement with these standards helps to build a professional mindset in all staff aimed at improving teacher quality.

QA 4—Staffing Arrangements
- 4.2.1 Professional standards including Code of Ethics, Protective Practices Guidelines and the Australian Professional Standards for Teachers guide practice, interactions and relationships at all times.
- Engagement with these standards helps to build a professional mindset in all staff aimed at improving teacher quality.

QA 5—Relationships

QA 6—Collaborative Partnerships
- 6.1.1 An inclusive and culturally safe enrolment and orientation process for families is developed and implemented by all staff.
- 6.1.3 Current information about the service is available to families and our community in a range of culturally and linguistically inclusive mediums that reflect the needs and preferences of today’s families.

QA 7—Leadership and Service Management
- 7.1.2 An effective induction process for all staff builds a strong team united in commitment to improvement.
- 7.2.1 A statement of philosophy is developed with input from all stakeholders and used to guide our daily practice.
- 7.3 Administrative systems are established and maintained to ensure the effective operation of the service.
- 7.3.5 Documented policies and procedures are available, implemented and reviewed regularly to support daily service and teacher practice to a high standard.