

Hazeldene Family Centre Improvement Plan



2022/2023

Learn and Grow Together

Hazeldene Family Centre Vision, Values and Aims



The Vision, Values and Aims were identified in August 2016 through consultation with children, parents and staff. These were reviewed with parents and staff in 2020 and agreed as follows:

Mission Statement:

Hazeldene Family Centre is a nurturing and inclusive family environment, where children, parents and staff *learn and grow together* to achieve the best outcomes.

Vision: Learn and Grow Together

Values:

- Nurture
- Respect
- Wellbeing
- Relationships
- Achievement

Aims:

In our family centre we aim to offer the highest quality service. We aim to:

1. Build close working relationships between children, parents, staff and the local community.
2. Enable all involved in the life and work of the family centre to feel valued, respected and included.
3. Nurture each child's well-being and sense of belonging.
4. Create a safe, healthy but challenging learning environment which encourages curiosity and creativity.
5. Provide carefully balanced learning, child-initiated active play and discovery.
6. Provide rich, relevant experiences which help children to develop as confident, independent learners.

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Hazeldene Family Centre Improvement Priorities for 2022- 2025

2022-23	2023-24	2024-25
Leadership and Management – How good is our leadership and approach to improvement?		
<ul style="list-style-type: none"> • Leadership Qualifications (Senior Leadership Team) • Leadership Coaching/Mentoring • Mindstretchers Academy Certification • Pedagogical Leadership - Seesaw Pioneer/Ambassador Training • Children feeding into the planning process – Talking and Thinking Floorbook Approach 	<ul style="list-style-type: none"> • Introduction to Practitioner Enquiry Cycle of Improvement – Prof. Kate Wall • Building staff capacity – continued Seesaw Pioneer Training • Pedagogical Leadership – Forest School Leader Training (x2) • Pedagogical Leadership – Bookbug Session Leader Training 	<ul style="list-style-type: none"> • Staff completing practitioner enquiries and presenting findings at In-Service; Neighbourhood Groups; across Clusters etc. • Building staff capacity – continued Seesaw Pioneer and Ambassador Training • Pedagogical Leadership – Forest School Leader Training (x2)
Learning Provision – How good is the quality of care and education we offer?		
<ul style="list-style-type: none"> • Family Friendly Gold Accreditation • Re-introduce and re-brand of 'Parent Council' to include relatives, carers etc. • Bookbug Sessions/ Lending Library • Fun In The Forest Sessions • Stay and Play Sessions 	<ul style="list-style-type: none"> • Work towards Promoting And Nurturing Early Communication and Language (PANECAL) • Forest Kindergarten Sessions • Review learning provision, both indoors and outdoors, taking into consideration potential increase in deferrals to P1. 	<ul style="list-style-type: none"> • Promoting And Nurturing Early Communication and Language (PANECAL) Accreditation • Introduction of Video Interaction Guidance – tuning into children
Successes and Achievements – How good are we at improving outcomes for all of our learners?		
<ul style="list-style-type: none"> • Developing a developmentally-appropriate data-rich culture • Introduction of Talking and Thinking Floorbooks (child-led, adult-initiated play) • Introduction of online learning journals - Seesaw (adult-led play experiences) • Early Years Tracking Tool / Tracking Meetings – monitoring children's progress and possible lines of development 	<ul style="list-style-type: none"> • Introduction to Learning Stories – narrative observations of children's progress • Talking and Thinking Floorbook monitoring • Online Learning Journal monitoring • To use digital technologies to enhance learning as we work towards the Digital Schools Award 	<ul style="list-style-type: none"> • Digital Schools Award Certification •

Leadership and Management Priority: <i>To build a professional and sustainable team committed to improving outcomes for children through enabling them to lead their own learning.</i>	
NIF Priority Improvement in attainment	QIs 1.2 ; 1.4
NIF Drivers School and ELC leadership Teacher and practitioner professionalism	LIP – Expected Impact and Outcomes <ul style="list-style-type: none"> • A skilled and confident workforce • A culture based on Getting It Right For Every Child

Impact and Outcomes	Action	Personnel	Timescale	Resources Cost:	Monitoring and Evaluation
<p>Leadership at all levels is developed through a strong collegiate learning culture.</p> <p>Leaders enable staff to monitor, evaluate and review the use and impact of resources to maximise children's and families' potential.</p> <p>Leaders support and empower children to have ownership of play through learning on their terms and in their ways.</p> <p>Children are supported to actively explore the world around them and be confident learners that reflect on and reshape their experience through play.</p> <p>Staff understand when to engage and when to stand back and enable children to develop their play at their pace.</p>	<p>Leadership Qualifications/Coaching</p> <ul style="list-style-type: none"> • SLT to access Columba 1400 opportunities when available • Permanent SCDO appointee to access SSSC Step into Leadership and Scottish Coaching & Mentoring Collaborative • HT to commence Into Headship programme at University of Strathclyde <p>Pedagogical Leadership</p> <ul style="list-style-type: none"> • All CDO's and SLT to access Mindstretchers Academy for contractual 15 hours CLPL • Copy of course certificates to be stored in HT office. • HT and SCDO to access Seesaw Pioneer/ Ambassador Training <p>Children Leading Learning</p> <ul style="list-style-type: none"> • Talking and Thinking Floorbook Approach to Learning and Teaching input • Talking and Thinking Floorbook Monitoring - <i>percentage data of actioned PLOD's.</i> • Focus group of children – reviewing Talking and Thinking Floorbooks 	<p>SCDO D. Riddell J. Hardie</p> <p>All staff SCDO J. Hardie</p> <p>All staff All children</p> <p>J. Hardie SCDO</p> <p>J. Hardie</p> <p>J. Hardie CDO's</p>	<p>Terms 1-4</p> <p>Terms 1-4</p> <p>Terms 1-4</p> <p>Term 1 (Aug In-Service)</p> <p>Terms 2-4</p>		<p>Feedback from staff</p> <p>Staff CLPL records and evaluation forms Quality Conversations</p> <p>Ongoing self-evaluation and peer mentoring</p> <p>Learning conversations</p> <p>HGIOELC documentation</p> <p>Parental questionnaires</p> <p>Children's Seesaw Profiles and corresponding data</p> <p>Evidence of Children's Voices in Talking and Thinking Floorbooks</p> <p>Percentage Data of actioned PLOD's.</p> <p>Data from Mindstretchers Academy</p> <p>Developmental Milestones Baseline Assessment data.</p>

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Audit and Evaluation:	
Suggested Next Steps:	

Learning Provision Priority: <i>To further develop the positive impact of working with families to improve learning and achievement.</i>					
NIF Priority Closing the attainment gap between the most and least disadvantaged children		QIs 2.2; 2.5; 2.7			
NIF Drivers Parent/carer involvement and engagement School and ELC improvement		LIP – Expected Impact and Outcomes: <ul style="list-style-type: none"> A consistently high satisfaction level of residents engaging with our services Higher levels of parental engagement with improved communication, collaboration and consultation in their children’s learning and in the life of the school/centre. A positive culture in health and wellbeing in every school and service. 			
Impact and Outcomes	Action	Personnel	Timescale	Resources Cost	Monitoring and Evaluation
<p>Staff recognise the strengths that families bring to the setting, they use individualised approaches to capture this knowledge for the benefit of all children.</p> <p>Creative approaches are used to engage families to be fully involved across all aspects of their children’s play and learning.</p> <p>There is regular and structured engagement with families that impacts on the quality of the children’s learning experiences.</p> <p>Families are active participants in identifying and agreeing intended outcomes for their children and staff support them to achieve this.</p>	<p>Celebrating Successes with Families</p> <ul style="list-style-type: none"> Review collated evidence and Family Friendly Gold action plan, to prepare submission for accreditation. <p>Re-engaging Families</p> <ul style="list-style-type: none"> Review historical approaches around ‘Parents Group’ – consider re-brand to involve relatives, family members, childminders involved in pick-up drop offs. Engage in consultation exercise with families around sorts of experiences, events, interventions they’d be interested in e.g. Fun In The Forest; Stay and Play Co-construct, implement and evaluate opportunities for genuine participation with parents throughout the year. <p>Supporting Learning at Home</p> <ul style="list-style-type: none"> Commence Bookbug Sessions and re-introduce Lending Library. Early Literacy sessions for parents around emergent reading and writing skills and developmentally-appropriate expectations. 	<p>E. Brown D. Riddell E. Anderson E. Landsburgh V. Lamb</p> <p>E. Brown J. Hardie SCDO D. Riddell K. McIlroy</p> <p>K. McIlroy J. Hardie SCDO</p>	<p>Term 1</p> <p>Terms 1-4</p> <p>Term 2-4</p>	<p>Family Friendly documentation ERC Parental Engagement Strategy Neighbourhood Group Health Improvement partnership (Oral Health and Breastfeeding Friendly)</p> <p>Time for session preparation Catering for families attending sessions.</p> <p>Time for session preparation Catering for families attending sessions. Replenish Lending Library Books (wear & tear)</p>	<p>Newsletters Talking and Thinking Floorbooks</p> <p>Parental questionnaires</p> <p>Parent Group Meeting Minutes</p> <p>Consultation evidence</p> <p>Evaluations of participation opportunities</p> <p>Quality Conversations</p>

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NIF Driver Parent/carer involvement and engagement School and ELC improvement	LIP – Expected Impact and Outcomes: <ul style="list-style-type: none"> • A consistently high satisfaction level of residents engaging with our services • Higher levels of parental engagement with improved communication, collaboration and consultation in their children’s learning and in the life of the school/centre. • A positive culture in health and wellbeing in every school and service.
Audit and Evaluation:	
Suggested Next Steps:	

Successes and Achievements Priority:

To ensure all children are attaining and achieving through excellent experiences across the extended day.

NIF Priority: Improvement in attainment, particularly literacy and numeracy

QIs 3.2; 3.3

NIF Driver:

School and ELC improvement
Curriculum and assessment

LIP – Expected Impact and Outcomes:

- Practices and experiences which ensure that the needs of children, young people and adults are identified and addressed.
- An improvement in the percentage of young children reaching all of the expected developmental outcomes on entry to primary school.
- A culture of self-evaluation and continuous improvement in all schools and services on entry to primary school

Audit and Evaluation:

Suggested Next Steps:



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