

Kindy Uplift planning – Support Resource for step 1 – Collect Data template

Kindy Name:  
Advisory Support Contact:

Data/observations	What did the data show/identify?
<b>Child</b>  Information about the strengths and needs of children (and families) within the kindergarten service and community-wide	<ul style="list-style-type: none"><li>E.g. observations indicate that children often require support and scaffolding to communicate their needs to educators and peers</li><li>Family feedback has indicated that most families are seeking support around their child's self-regulation</li></ul>
<b>Teacher and educator</b>  Information about the strengths/capabilities and the needs of teachers and educators in the service across Kindy Uplift priority areas	<ul style="list-style-type: none"><li>E.g. educational leaders, teachers and educators have identified a need to improve skills in supporting children to regulate their own behaviour and respond appropriately to others, and to further develop their cultural responsiveness</li><li>As part of teachers and educators' critical reflection, it was identified that teachers and educators would like to further develop their knowledge and understanding around the meaning of, and ways to create, cultural safety</li><li>The Teacher and Educator Self-reflection Tool (above) highlights a number of teachers and educators who feel less confident with supporting children's physicality</li></ul>
<b>Service</b>  Information that provides valuable data which informs the services practices and pedagogies at a service level	<ul style="list-style-type: none"><li>E.g. the QIP identifies a goal relating to element 5.2.2 Self-regulation that aligns with the child-level data collected through observations</li><li>RAP - the service has added the action, cultural responsiveness for staff, as a focus on their reconciliation journey</li><li>The Strategic Inclusion Plan indicates X% of children in the service are receiving support</li></ul>
<b>Community</b>  Information about the community context and other factors that may impact children's learning engagement and success	<ul style="list-style-type: none"><li>E.g. AEDC/ ABS SA2 data: X% of children in the community are presenting as developmentally vulnerable on one or more domains</li><li>ABS community demographic: X% of children identify as Aboriginal and/or Torres Strait Islander</li><li>Kindy participation: X% of 4-year-old children in the community are enrolled in a Queensland ECEC service</li></ul>