

Strategic Plan 2017 - 2020

“Our vision is for our people to have a voice, our diversity to be celebrated, and for our children to be cherished.”

Our Vision

Our vision is for our people to have a voice, our diversity to be celebrated, and for our children to be cherished.

Our Mission

Our mission is to provide affordable and educational programmes for all pre-school children in the community, and to encourage and aid children's personal development.

The Glenfield Early Learning Centre will:

- Ensure learning is fun and meaningful
- Manage a smooth transition for children into the ELC environment
- Develop independent self-care skills
- Cultivate independent thinking and decision making
- Understand the process of behaviour management
- Promote active participation with interest
- Develop turn taking and sharing
- Foster pride in children's achievements

Our Values

Our values are:

- To respect the cultural diversity of our community and through acceptance develop relationships and a sense of belonging.
- To ensure programmes take into account the child's interest, strengths and needs so that the child's development can be collaboratively nurtured.
- Children are free to choose their play experiences and the teacher's active interactions and responsive connections extend children's learning.
- To provide a caring and positive environment so that children's individual dispositions are nurtured.
- To engage with the emergent curriculum that is responsive to children's current interests, strengths and needs
- To ensure children are empowered to learn, develop and grow together.

Planning for the future

The Glenfield Early Learning Centre (GELC) has been experiencing a gradual renewal over the past three years since the employment of a new GCC Manager and GELC Manager. This has led to a reinvigorated and closer working relationship, and a desire to build on existing strengths and embrace new opportunities for the benefit of the organisation as a whole. Grant funding has allowed for the replacement of ageing computer equipment and whiteware, the sound-proofing of the interior teaching space, the installation of a replacement heat pump, the renovation of our storage space, the re-covering of playground squabs, and the installation of shade cloths over the play area. Additionally, the reacquisition of space within the building has allowed somewhere for families to wait before sessions and for our Teaching Team to hold meetings and take their meal breaks. This has created a stronger sense of ownership within the Team and is reflected in our high morale and interconnectedness.

There has been an extensive review of policy and procedure balanced against identified priorities within the GELC, and professional development that has ensured a shared vision of where we are, where we want to be, and how we will get there by our Teaching Team.

We continue to align our work with the Education Review Office's (ERO) focus on *"the capacity of the service to promote positive learning outcomes, with the purpose of contributing to improved wellbeing and learning for all children,"*¹ and Te Whāriki—He whāriki mātauranga mō ngā mokopuna o Aotearoa 2017 — the Ministry of Education's recently reviewed and revised framework for *"providing children's early learning development within a sociocultural context"*².

To balance these internal and external requirements, this strategic plan adopts a pragmatic approach and draws on the Results Based Accountability (RBA) methodology promoted by the Ministry of Social Development (MSD)³. It starts at the end with the desired outcome, and works back to identify how to achieve the outcome. The RBA methodology prompts us to ask questions about the social (or quality of life) conditions we want for our community and how the community would look if those conditions were in place. We are then prompted to ask how we can measure those conditions, how we are already doing them, and how we can do better.

Through asking these questions, some key themes emerged and they form the foundation of this plan. Our vision is for our people to have a voice, our diversity is celebrated, and for our children to be cherished. Our mission to provide affordable and educational programmes for all pre-school children in the community, and to encourage and aid children's personal development.

Our vision and mission statements cascade down into six key areas upon which we have built a matrix that incorporates our Intent, the Actions we will take and their timeframe, and the Measurements we will employ. These will be set and reviewed annually as part of the planning framework for the entire organisation.

1 Education Review Office (2013). Diana Anderson, Chief Review Officer (Acting), He Pou Tātaki: How ERO reviews early childhood services. Wellington.

2 Ministry of Education (2017). Te Whāriki—He whāriki mātauranga mō ngā mokopuna o Aotearoa; Early Childhood Curriculum. Wellington.

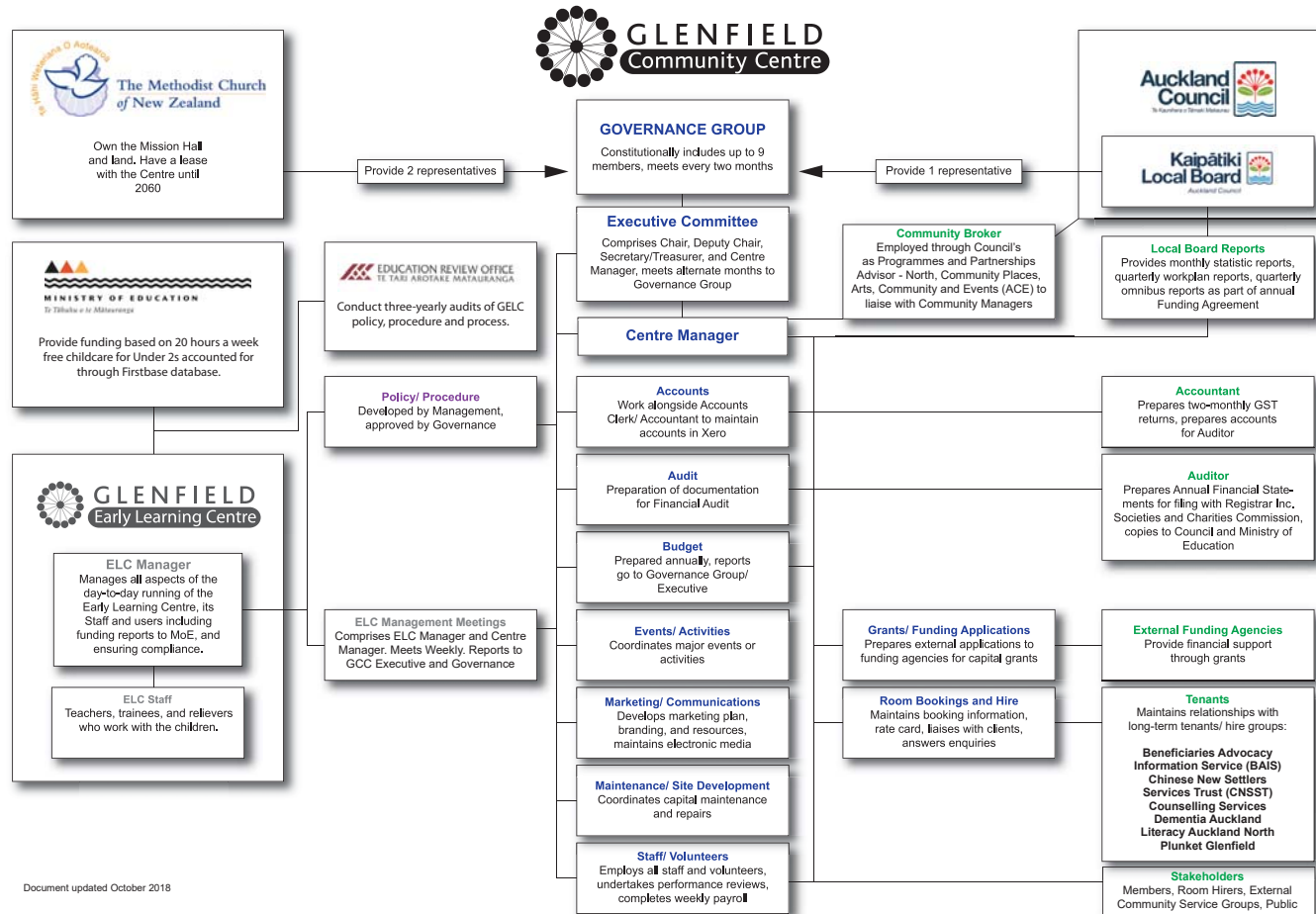
3 <https://www.familyservices.govt.nz/working-with-us/funding-and-contracting/results-based-accountability/>

Organisation Snapshot

The Glenfield Early Learning Centre was established in 1980 and is a social profit, community based pre-school situated in the Glenfield Community Centre. We provide the young children in our community a safe and friendly learning environment with professionally trained teachers. All staff are employed by the Glenfield Community Centre through its Manager. The GELC Manager is responsible for all aspects of the long-term and day-to-day management of the ELC, meets weekly with the GCC Manager to discuss day-to-day matters and two-monthly with the Board to review governance level matters.

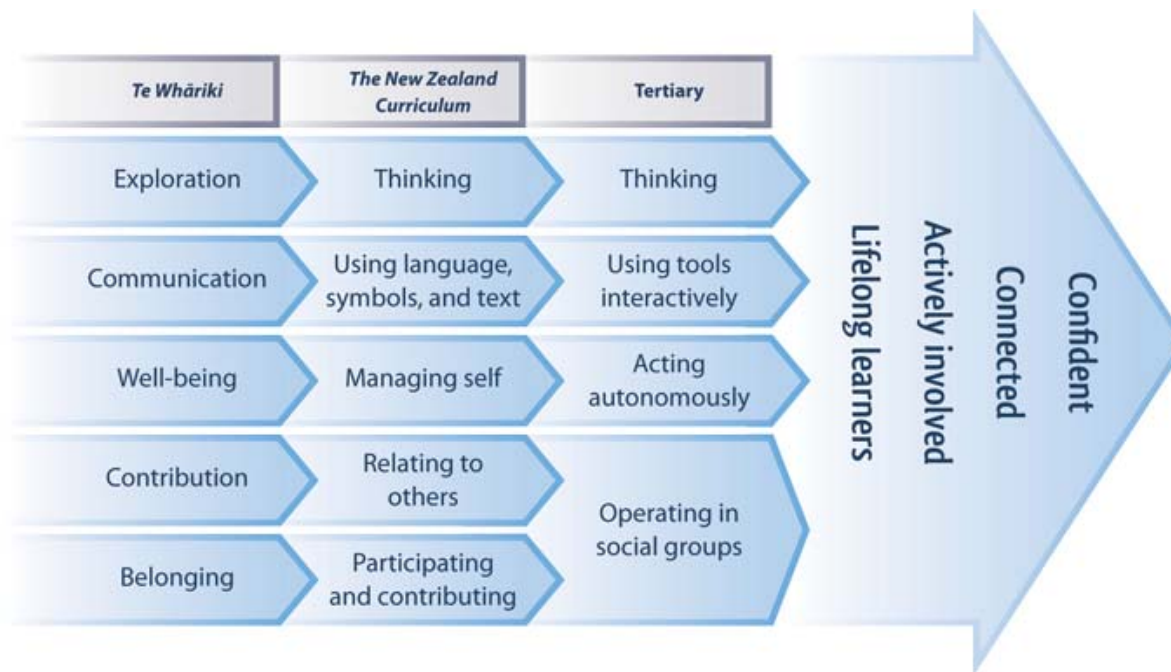
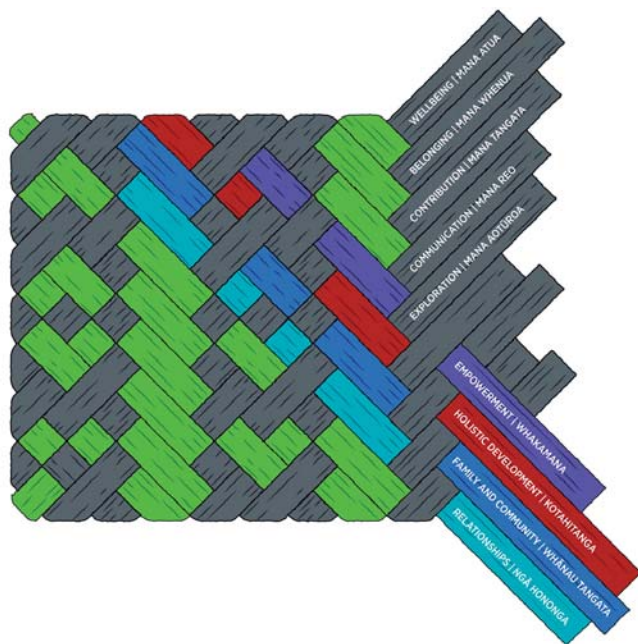
An organisational diagram showing the relationships and reporting structure for the GCC and GELC is shown below:

ORGANISATIONAL DIAGRAM



Our Philosophy

The Glenfield Early Learning Centre implements New Zealand’s Early Childhood Curriculum: Te Whāriki—*He whāriki mātauranga mō ngā mokopuna o Aotearoa* 2017 as the tool for providing the framework for our programme of learning and development that reflects local priorities and supports each child’s personalised learning pathway.



The Centre environment is set up for meaningful interactions and learning, and children are free to choose their play equipment and activities and move freely working at their own level. Routines and activities encourage children to accept differences, learn effective communication skills, interact, explore, problem solve and interact positively with their peers.

Programmes take into account the child’s interest, strengths and needs and collaboratively the child’s development can be nurtured. Our curriculum acknowledges that all children have rights to protection and promotion of their health and wellbeing, to equitable access to learning opportunities, to recognition of their language, culture and identity and to agency in their own lives. The Centre respects the cultural diversity of our community and through acceptance we develop relationships and a sense of belonging.

The Centre recognises that play is the means by which children construct knowledge and gain an understanding of the world around them. Children are free to choose their play experiences and the teacher’s active interactions and responsive connections extend children’s learning.

By providing a caring and positive environment children’s individual dispositions are nurtured and through an emergent curriculum which is responsive to children’s current interests, strengths and needs, children are empowered to learn, develop and grow together.

SWOT Analysis

The GELC is focussed on delivering quality services to its families/ caregivers/whanau. The purpose of conducting a SWOT Analysis is to better understand the changing needs and wants of our stakeholders against a changing environment. We want to be able to plan for the best use of our limited resources, choose the most effective direction forwards, and address any barriers that may present themselves while revealing potential for beneficial change. We wish to remain proactive and enhance and strengthen our communication while remaining a positive, accountable and responsive organisation.

Strengths: the internal characteristics of the GELC that give it an advantage over others:

- Having trained and registered teachers significantly impacts on the learning environment created for the children and parents; a powerful incentive that attracts interest
- Our diverse teaching team is committed to upholding the high standards of the teaching profession
- Staff meetings enable teachers to work collaboratively and in a professional manner
- Access to local Community resources and amenities
- Outside playground is accessible in all weathers
- Centre culture is welcoming
- Use of foyer area (Room 8) for families and as a break-out space for the Teaching Team
- The relationship between GCC and GELC management is strong and respectful
- Teacher's creativity enables the learning environment to be set-up as an appealing play space
- Curriculum and Ministry of Education guidelines and principles are realised
- Terms and session choices offer market choices and a point of difference (a niche)
- School holidays refresh the teaching team and give the parents new appreciation of the services provided
- Our uniforms provide recognition within the community and are worn with pride
- Weekly ELC Management Meetings
- Two-monthly direct reporting at Governance Group meetings
- Support from local community businesses
- Better external/internal signage
- Use of a donation system
- Grant funding that has supported replacement of ageing equipment and addressed long-standing health and safety issues around sound.

Weaknesses: the internal characteristics that place the GELC at a disadvantage relative to others:

- Family events are limited to occur within working hours due to budget constraints
- Stability of teaching staff due to turnover and attrition
- Teacher workspace is better organised
- Lack of integrated kitchen facilities
- Financial limitations
- Ageing equipment and resources
- Lost 'run space' due to Mission Hall restoration
- Access to the Mission hall for large group activity space in competition with other Centre users
- Playground environment affected by proximity to main road (noise), requires upgrading
- External pressures – other ELC (full-day day-care)
- Under two's resources and timeframe are limited

Opportunities: external elements that the GELC could exploit to its advantage:

- Inviting community services into the Centre to share knowledge and skills with the children
- Renew and enhance the visual appeal of the learning environment
- Opportunity to gauge our performance measured by the ERO
- Funding grants
- Playground development
- Meeting the needs of families
- Greater advantage could be taken of internet technology and social media, e.g. tablets for recording learning stories

Threats: external elements in the environment that could cause trouble for the GELC:

- Community safety (vagrants, lighting)
- Legislative changes
- Changing Ministry of Education objectives and increased compliance
- Retention of staff in increasingly competitive environment with fewer teachers available
- Increased commercial competition within the Early Learning sector
- Maintaining premises to standard

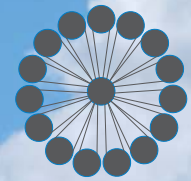
What We Do: Intent ~ Actions ~ Stakeholders ~ Measuring and Reporting

By adopting a RBA approach, we are seeking to drive continuous improvement. As a strategic planning and reporting tool it keeps us focussed on always doing better. Ultimately, we want to know: “How did we improve the lives of the families in our community?” and “How did we improve the performance of our programmes?”

Our strategic plan is reviewed on a three-yearly basis by our ELC Management Committee with official adoption by our Governance Board. It is designed to dovetail into the Glenfield Community Centre’s Strategic Plan (2018 – 2020) as well as make reference to other key strategic documents.

Area	Intent	Actions	Stakeholders	Measurements
	<i>What we want to be</i>	<i>What we do</i>	<i>What we want for our parents/ caregivers/ children</i>	<i>What we measure</i>
Vision	“For our people to have a voice, our diversity to be celebrated, and for our children to be cherished.”	<ul style="list-style-type: none"> Forecast future demands (attendance) and compliance. Undertake benchmarking of best practice. Develop transparent processes and lines of accountability. Undertake risk analysis and succession planning. 	<ul style="list-style-type: none"> A financially sustainable service that meets Parents/caregivers /children’s needs and wants. A range of best practice engagement and support services that are beneficial and sustainable. A staffing plan that meets the current and future needs of the Centre. 	<ul style="list-style-type: none"> Parents/caregivers are engaged with and are supportive of the Early Childhood Centre. We pass all external audits with excellence. Transparent processes are easily available, advertised and utilised as necessary. Stable and responsive staff ensure strong and supportive relationships with children and whānau.
Staffing	Maintain 80%+ staffing to children ratio.	<ul style="list-style-type: none"> Undertake rigorous vetting processes to ensure all staff are risk assessed as per the Vulnerable Children’s Act. Ensure there is ongoing professional development in targeted areas of need. Teachers are supported to maintain high teaching standards through the process of registration and beyond. 	<ul style="list-style-type: none"> Parents/caregivers have confidence that their children are receiving a high-quality education. 	<ul style="list-style-type: none"> Learning is visible through teachers receiving professional development and through the activities they undertake with the children. Staff qualification levels are prominently displayed.

Area	Intent	Actions	Stakeholders	Measurements
	<i>What we want to be</i>	<i>What we do</i>	<i>What we want for our parents/ caregivers/ children</i>	<i>What we measure</i>
Parents/ Whānau	Reciprocal and respectful relationships between parents/ caregivers and staff form the basis of a shared ownership model where mutual needs and expectations are understood and valued.	<ul style="list-style-type: none"> Ensure the Centre’s best practice is grounded in the Principles and Strands of Te Whariki, and Te Tiriti o Waitangi. Multi-culturalism is actively celebrated. 	<ul style="list-style-type: none"> The legitimate beliefs, values and needs of all children and whānau are welcomed, respected, and actively celebrated by our diverse staff. Children and whānau from diverse backgrounds feel they belong, are supported by staff they can relate to, in an environment that embraces difference 	<ul style="list-style-type: none"> Parents/caregivers are engaged and involved in the development of culturally-appropriate policy and procedures. Children from a diverse range of backgrounds engage in our programmes.
Physical Assets and Resources	Have high-quality, reliable, safe, compliant, and contemporary equipment and resources that meet the learning needs of the children.	<ul style="list-style-type: none"> Pursue grants for capital improvements. Have an asset replacement plan and register. Regularly audit equipment with a view to repair and replacement. 	<ul style="list-style-type: none"> Children are provided with a positive learning experience in a stimulating, fun, safe and structured environment. 	<ul style="list-style-type: none"> The Centre is well-resourced. Most parents/ caregivers surveyed would recommend our services to another person.
Communication and Consultation	Manage effective marketing of the service to our stakeholders.	<ul style="list-style-type: none"> Ensure effective and timely communication with parents/ caregivers. Better utilise social media and internet communication platforms. 	<ul style="list-style-type: none"> Parents/caregivers receive up-to-date information on a timely basis relevant to their specific needs. 	<ul style="list-style-type: none"> Parents/caregivers are engaged and report a sense of community.



GLENFIELD

Early Learning Centre