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Department of Children, Equality,
Disability, Integration and Youth

QIPP Submission 2024 / 2025

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23MN0111 Ballybay Kindergarten CLG (Early Learning and Care Service (ELC))

1. Curriculum Foundations

1-1. We will undertake the following Quality and Inclusion Actions:

The WHAT:

As a Waldorf Kindergarten, we are fortunate to be working within a pedagogical framework that is ready made for the challenges which children face in the fast paced world today. But that does not mean we are complacent! We will ensure that our curriculum embraces diversity by incorporating culturally relevant materials, celebrating a wide range of festivals, and using storytelling to reflect different traditions. Our pedagogical approach will respect and respond to the individual learning needs of each child, promoting an inclusive environment for children with different abilities.

The WHEN:

The above outlined actions will be implemented systematically throughout the school year, bearing in mind that certain stated actions would be suited to specific times of the year.

The HOW:

Our implementation plan relies on a monthly committee meeting at which the stated actions will be converted into practical steps, which can be implemented over the following weeks, ensuring that the plans are clear and actionable for the team. Additionally, we will actively engage with BLÁTHÚ and participate in available CPD opportunities (which should focus on inclusive teaching practices and on child development - for overall quality assurance), mentoring, and learning from available resources, along with collaborating and sharing in a their discussion group for pre-school teachers. By embedding these actions into our daily operations, we will create a nurturing, inclusive environment that supports each child's holistic development.

1-2. The Quality and Inclusion Actions we have chosen to focus on have been identified in a recent inspection report?

No

1-3. The Quality and Inclusion Actions we have identified will require the review and development of certain policies, procedures and statements?

No

1-4. We have identified possible challenges or risks to achieving our identified Quality and Inclusion Actions?

No

1-5. We have identified who within our service will be responsible for ensuring our identified Quality and Inclusion Actions are progressed and achieved?

Yes

1-6. In achieving our identified Quality and Inclusion Actions we will avail of the National Síolta Aistear Initiative (NSAI) supports and resources?

No

1-8. In progressing our identified Quality and Inclusion Actions we will:

Work independently

Did you achieve what you set out to achieve Curriculum Foundations? Yes / No

Yes

Please provide a brief explanation for your answer and outline how the actions identified may be addressed in the future Curriculum Foundations

We held monthly meetings where actionable steps were agreed and where implementation was reviewed.

We participated in CPD and subscribed to Waldorf early childhood care and education journals such as Kindling, to help keep up to date and informed.

We completed and reviewed developmental assessments for each child.

2. Building Partnerships with Parents

2-1. We will undertake the following Quality and Inclusion Actions:

The WHAT:

Something that is evident throughout Waldorf schools is the enthusiasm and commitment of the teachers, who are a guide for the children during these important and impressionable years. Second only to this, is the enthusiasm and commitment of the parents! We aim to foster and continue to build this relationship through open communication and collaboration that is conducive to supporting relationships with parents. We will hold regular parent-teacher meetings, providing a space for open dialogue, allowing parents to discuss their child's development and share their perspectives. This ongoing communication helps create mutual understanding and enables us to work together in shaping each child's learning journey. We will also offer parent education workshops focused on Waldorf/Steiner principles, child development, and inclusive education practices. These workshops help parents better understand the school's approach and equip them with tools to support their child's learning at home.

The WHEN:

The above outlined actions will be implemented systematically throughout the school year, bearing in mind that certain stated actions would be suited to specific times of the year.

The HOW:

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2-2. The Quality and Inclusion Actions we have chosen to focus on have been identified in a recent inspection report?

No

2-3. The Quality and Inclusion Actions we have identified will require the review and development of certain policies, procedures and statements?

No

2-4. We have identified possible challenges or risks to achieving our identified Quality and Inclusion Actions?

No

2-5. We have identified who within our service will be responsible for ensuring our identified Quality and Inclusion Actions are progressed and achieved?

Yes

2-6. In achieving our identified Quality and Inclusion Actions we will avail of the National Síolta Aistear Initiative (NSAI) supports and resources?

No

2-8. In progressing our identified Quality and Inclusion Actions we will:

Work independently

Did you achieve what you set out to achieve Building Partnerships with Parents? Yes / No

Yes

Please provide a brief explanation for your answer and outline how the actions identified may be addressed in the future

Building Partnerships with Parents

We held a talk on Waldorf education with Q&A.

We kept our parent's WhatsApp group active and informative.

We provided a monthly newsletter via email.

We kept our social media pages active and informative.

3. Creating and Using the Learning Environment

3-1. We will undertake the following Quality and Inclusion Actions:

The WHAT:

The Waldorf pedagogy strives to provide an education that is joyful and with a purpose - and this can especially be found when creating and using the learning environment! The materials that we use are natural and beautiful; everything is with purpose. We will continue to strive for this wonderful learning space by guiding the children to foster a sense of care and respect for the play equipment and materials, by working together to create a welcoming and enjoyable space. The children will work positively with the materials available to them, reflecting on and emulating what they see their teachers do.

The WHEN:

The above outlined actions will be implemented systematically throughout the school year, bearing in mind that certain stated actions would be suited to specific times of the year.

The HOW:

Our implementation plan relies on a monthly committee meeting at which the stated actions will be converted into practical steps, which can be implemented over the following weeks, ensuring that the plans are clear and actionable for the team. Additionally, we will actively engage with BLÁTHÚ and participate in available CPD opportunities (which should focus on inclusive teaching practices and on child development - for overall quality assurance), mentoring, and learning from available resources, along with collaborating and sharing in a their discussion group for pre-school teachers. By embedding these actions into our daily operations, we will create a nurturing, inclusive environment that supports each child's holistic development.

3-2. The Quality and Inclusion Actions we have chosen to focus on have been identified in a recent inspection report?

No

3-3. The Quality and Inclusion Actions we have identified will require the review and development of certain policies, procedures and statements?

No

3-4. We have identified possible challenges or risks to achieving our identified Quality and Inclusion Actions?

No

3-5. We have identified who within our service will be responsible for ensuring our identified Quality and Inclusion Actions are progressed and achieved?

Yes

3-6. In achieving our identified Quality and Inclusion Actions we will avail of the National Síolta Aistear Initiative (NSAI) supports and resources?

No

3-8. In progressing our identified Quality and Inclusion Actions we will:

Work independently

Did you achieve what you set out to achieve Creating and Using the Learning Environment? Yes / No

Yes

Please provide a brief explanation for your answer and outline how the actions identified may be addressed in the future Creating and Using the Learning Environment

By guiding the children to work positively with the materials available to them, reflecting on and emulating what they see their teachers do.

4. Learning through Play

4-1. We will undertake the following Quality and Inclusion Actions:

The WHAT:

We believe in guiding children to enjoy a lifelong love of learning. What better way to achieve this than through giving children a chance to do their rightful work - PLAY! We have and will continue to provide open ended and imaginative play opportunities. Our children will see their teachers engaging in real work/activities - mending, cleaning, caring, etc - many qualities to be admired and imitated while the children learn. We will have storytelling, puppets, and many experiential learning opportunities that the children can engage with and emulate through play based active learning.

The WHEN:

The above outlined actions will be implemented systematically throughout the school year, bearing in mind that certain stated actions would be suited to specific times of the year.

The HOW:

Our implementation plan relies on a monthly committee meeting at which the stated actions will be converted into practical steps, which can be implemented over the following weeks, ensuring that the plans are clear and actionable for the team. Additionally, we will actively engage with BLÁTHÚ and participate in available CPD opportunities (which should focus on inclusive teaching practices and on child development - for overall quality assurance), mentoring, and learning from available resources, along with collaborating and sharing in a their discussion group for pre-school teachers. By embedding these actions into our daily operations, we will create a nurturing, inclusive environment that supports each child's holistic development.

4-2. The Quality and Inclusion Actions we have chosen to focus on have been identified in a recent inspection report?

No

4-3. The Quality and Inclusion Actions we have identified will require the review and development of certain policies, procedures and statements?

No

4-4. We have identified possible challenges or risks to achieving our identified Quality and Inclusion Actions?

No

4-5. We have identified who within our service will be responsible for ensuring our identified Quality and Inclusion Actions are progressed and achieved?

Yes

4-6. In achieving our identified Quality and Inclusion Actions we will avail of the National Síolta Aistear Initiative (NSAI) supports and resources?

No

4-8. In progressing our identified Quality and Inclusion Actions we will:

Work independently

Did you achieve what you set out to achieve Learning through Play? Yes / No

Yes

Please provide a brief explanation for your answer and outline how the actions identified may be addressed in the future Learning through Play

By providing suitable play materials for a plethora of learning experiences and opportunities for experiential learning such as sensory play, puppetry, storytelling etc.

5. Nurturing and Extending Interactions

5-1. We will undertake the following Quality and Inclusion Actions:

The WHAT:

We can deepen the individualised approach to learning by observing each child's unique developmental stages and adapting our teaching methods accordingly. This personalised attention ensures that all children, regardless of their abilities or backgrounds, feel valued and supported. To further enhance inclusivity, we can implement a balanced curriculum that celebrates diversity, weaving in stories, songs, and festivals from various cultures while fostering respect for nature and humanity. These actions will support the holistic development of every child while staying true to the core values of the Waldorf movement.

The WHEN:

The above outlined actions will be implemented systematically throughout the school year, bearing in mind that certain stated actions would be suited to specific times of the year.

The HOW:

Our implementation plan relies on a monthly committee meeting at which the stated actions will be converted into practical steps, which can be implemented over the following weeks, ensuring that the plans are clear and actionable for the team. Additionally, we will actively engage with BLÁTHÚ and participate in available CPD opportunities (which should focus on inclusive teaching practices and on child development - for overall quality assurance), mentoring, and learning from available resources, along with collaborating and sharing in a their discussion group for pre-school teachers. By embedding these actions into our daily operations, we will create a nurturing, inclusive environment that supports each child's holistic development.

5-2. The Quality and Inclusion Actions we have chosen to focus on have been identified in a recent inspection report?

No

5-3. The Quality and Inclusion Actions we have identified will require the review and development of certain policies, procedures and statements?

No

5-4. We have identified possible challenges or risks to achieving our identified Quality and Inclusion Actions?

No

5-5. We have identified who within our service will be responsible for ensuring our identified Quality and Inclusion Actions are progressed and achieved?

Yes

5-6. In achieving our identified Quality and Inclusion Actions we will avail of the National Síolta Aistear Initiative (NSAI) supports and resources?

No

5-8. In progressing our identified Quality and Inclusion Actions we will:

Work independently

Did you achieve what you set out to achieve Nurturing and Extending Interactions? Yes / No

Yes

Please provide a brief explanation for your answer and outline how the actions identified may be addressed in the future Nurturing and Extending Interactions

By implementing a balanced curriculum that celebrates diversity, weaving in stories, songs, and festivals from various cultures while fostering respect for nature and humanity.

6. Planning and Assessing using Aistear's Themes

6-1. We will undertake the following Quality and Inclusion Actions:

The WHAT:

We plan to implement Aistear's Themes by staying familiar with the framework.

The WHEN:

The above outlined actions will be implemented systematically throughout the school year, bearing in mind that certain stated actions would be suited to specific times of the year.

The HOW:

We will utilise Aistear templates and compliance guidelines.

6-2. The Quality and Inclusion Actions we have chosen to focus on have been identified in a recent inspection report?

No

6-3. The Quality and Inclusion Actions we have identified will require the review and development of certain policies, procedures and statements?

No

6-4. We have identified possible challenges or risks to achieving our identified Quality and Inclusion Actions?

No

6-5. We have identified who within our service will be responsible for ensuring our identified Quality and Inclusion Actions are progressed and achieved?

Yes

6-6. In achieving our identified Quality and Inclusion Actions we will avail of the National Síolta Aistear Initiative (NSAI) supports and resources?

No

6-8. In progressing our identified Quality and Inclusion Actions we will:

Work independently

Did you achieve what you set out to achieve Planning and Assessing using Aistear's Themes? Yes / No

Yes

Please provide a brief explanation for your answer and outline how the actions identified may be addressed in the future Planning and Assessing using Aistear's Themes

By utilising templates adapted from Aistear and my staying familiar with the framework.

7. Supporting Transitions

7-1. We will undertake the following Quality and Inclusion Actions:

The WHAT:

We support a pedagogy that aims to meet each child where they are, and helps them to open up a world of possibilities for themselves. We plan to implement this by the alignment of the curriculum with the phases of child development and cognitive awakening, structured to respond to, and enhance the developmental phases in childhood. Open and meaningful dialogue with parents and teachers is key, along with support, guidance and care - putting the child at the centre of it all. This means that the teachers need to be supported in their journey too.

The WHEN:

The above outlined actions will be implemented systematically throughout the school year, bearing in mind that certain stated actions would be suited to specific times of the year.

The HOW:

Our implementation plan relies on a monthly committee meeting at which the stated actions will be converted into practical steps, which can be implemented over the following weeks, ensuring that the plans are clear and actionable for the team. Additionally, we will actively engage with BLÁTHÚ and participate in available CPD opportunities (which should focus on inclusive teaching practices and on child development - for overall quality assurance), mentoring, and learning from available resources, along with collaborating and sharing in a their discussion group for pre-school teachers. By embedding these actions into our daily operations, we will create a nurturing, inclusive environment that supports each child's holistic development.

7-2. The Quality and Inclusion Actions we have chosen to focus on have been identified in a recent inspection report?

No

7-3. The Quality and Inclusion Actions we have identified will require the review and development of certain policies, procedures and statements?

No

7-4. We have identified possible challenges or risks to achieving our identified Quality and Inclusion Actions?

No

7-5. We have identified who within our service will be responsible for ensuring our identified Quality and Inclusion Actions are progressed and achieved?

Yes

7-6. In achieving our identified Quality and Inclusion Actions we will avail of the National Síolta Aistear Initiative (NSAI) supports and resources?

No

7-8. In progressing our identified Quality and Inclusion Actions we will:

Work independently

Did you achieve what you set out to achieve Supporting Transitions? Yes / No

Yes

Please provide a brief explanation for your answer and outline how the actions identified may be addressed in the future Supporting Transitions

We engaged with parents on clear and supporting settling sessions for new children entering the service, with additional support being provided when needed. We are supported children who left the service at the end of the year (who are going to primary school) through storytelling, role play and a special closing ceremony.

8. Other Quality and Inclusion Improvement Actions

8-1. We will undertake the following Quality and Inclusion Actions:

N/A

8-2. The Quality and Inclusion Actions we have chosen to focus on have been identified in a recent inspection report?

No

8-3. The Quality and Inclusion Actions we have identified will require the review and development of certain policies, procedures and statements?

No

8-4. We have identified possible challenges or risks to achieving our identified Quality and Inclusion Actions?

No

8-5. We have identified who within our service will be responsible for ensuring our identified Quality and Inclusion Actions are progressed and achieved?

Yes

8-6. In achieving our identified Quality and Inclusion Actions we will avail of the National Síolta Aistear Initiative (NSAI) supports and resources?

No

8-8. In progressing our identified Quality and Inclusion Actions we will:

Work independently

Did you achieve what you set out to achieve Other Quality and Inclusion Improvement Actions? Yes / No

No

Please provide a brief explanation for your answer and outline how the actions identified may be addressed in the future

Other Quality and Inclusion Improvement Actions

Not applicable