

# Petinar Kindergarten School strategic Plan

2023-2027.



ACRONYMS AND ABBREVIATIONS	
ECD	Early childhood Development
MOES	Ministry of Education and Sports
USA	United states of America

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## Acknowledgment

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## Purpose of the strategic Plan.

A quality strategic plan that engages the whole school community in its development ensures that the school is united by a common purpose. The plan helps to establish a clear and shared understanding of the school's strategic direction for the next four years, expressed through goals, targets and key improvement strategies.

The School Strategic Plan draws on the information gathered and directions identified through the school self- evaluation and review processes.

It is informed by extensive consultation with teenage mothers, learners, staff, parents, caregivers, and engagement with the broader community including religious leaders, relevant community agencies and business.

Importantly, the Plan is a living document; if the circumstances of the school change, then so too should the plan. The School Strategic Plan can be modified at any time through a process of re-endorsement by the principal, school management committee, and District Education department and Early Childhood Development.

## Strategic objectives:

***In collaboration with the Wakiso District Local government departments of education and health, and National Non-government organizations, Petinar Kindergarten School is working to:***

1. To develop in a child, good physique, adequate muscular coordination and basic motor skills.
2. To develop in a child, good health habits and basic skills necessary for adjustment.
3. To develop social attitudes and manners that encourage healthy group participation. This way their emotional maturity is also attained through which they can freely express themselves. To stimulate intellectual curiosity so as to help him understand the world around him.
4. Provide pre-primary and primary school teachers with training to improve their capacity to deliver Education.
5. Increase access to quality ECD and primary education for 100 per year vulnerable children 3-5 years old and countless children through our caregivers, parents and teacher training
6. Renovate community Education centers by building or improving classrooms, sanitation facilities and play areas.
7. Provide appropriate learning materials and play equipment for pre-primary school children.
8. To expand the school revenue base through a mix of external donor funding and internal fees-for-service income to support sustainability and increased quantity and appropriate toys/play materials, instructional materials, expansion basic infrastructure, creating supportive learning environments, training and exposure of ECD caregivers/teachers) in the period 2023-2027.
9. Provide quality, demand driven, accessible and inclusive education to children with learning disabilities.

*Successful implementation of the above objectives is expected to result into outputs and outcomes. whose progress is going to be monitored through the outlined strategic results framework of the Plan. The central theme for this Strategic Plan shall be, Basic Education for inclusive demand-driven lifelong and life-wide literacies for all'.*

### **Implementation strategy.**

The Strategic Plan will be implemented through education interventions premised on the Early Childhood Development approach. Specific programmes with interlinked features, will be designed to deliver these interventions and will include;

- Setting standards for Education quality, and training and supporting caregivers /teachers and stakeholders to meet them.
- Designing programs to maximize cost-effectiveness and encourage sustainability.
- Starting with services for the most marginalized.
- Involve community stakeholders in designing, implementing, and assessing Education programs to increase demand and foster accountability.
- Seeking out opportunities to link education-sponsored Education programs with efforts in other sectors.
- Assessing the community's strengths relative to the needs of young children, and build on those strengths in developing and implementing programming to meet those needs.
- Focusing on critical early years' transition points, and ensure that programs contribute to smoothing them.

### **Introduction**

#### **Institutional Background (Who we are)**

Petinar Kindergarten School registration number MOES/ECD/N/M/109/341 was established in 2017 as Social Enterprise by Former Save the Children USA staff to provide pre – primary education and daycare to most vulnerable children, especially children with Learning disabilities and children of teenage mothers returning to school and those working to find a safe place to leave their children. To date Petinar Kindergarten school has a preschool and a lower primary department.

Since 2017 the school has reached 1,760 preschool children 5% children with learning disabilities. Since its establishment Petinar Kindergarten School has worked with a workforce of over 112 highly professional caregivers / teachers who have been trained and worked closely with 796 parents. Petinar Kindergarten school has taken the onus to Educate 596 parents about positive parenting through a series of seminars, home visits, thus creating a healthier society of enlightened parents and bright kids.

#### **Vision**

To promote the development of social skills, intelligence, language and creativity domain of the most vulnerable children to achieve higher outcomes in education, employment and health later in life.

#### **Mission**

Petinar Kindergarten school enhances the life of vulnerable children holistic development through education, talent, life skills development, guidance and parental care

#### **Core values.**

- **Professionalism-** Constituting impartial and excellence of services to children and teenage mothers and all people, with high degree of respect.

- **Transparency-** Openness and being accountable to our funders, beneficiaries, stakeholders and within the organization
- **Positivity to community participation-** To reflect our belief that nothing for the community without community members -Emphasize joint planning, regular feedback to all stakeholders.
- **Inclusion-** Fulfilling our need to reach out to all learners by addressing forms of exclusion, marginalization and inequalities in access, participation and learning outcomes.
- **Innovation-** Continuing with our desire to develop and test education pilot programmes which offer forward-looking solutions to local education challenges.
- **Safeguarding-** Safeguarding; ensuring that our work is not causing harm to the staff and other persons associated with us.
- **Partnerships-** Our mode of working with others at local, district and National and international levels.

### **Petinar Kindergarten school Philosophy**

We are a welcoming and inclusive Early Childhood Development and Lower primary education service, where each child is valued and supported to explore and discover in a respectful and fun, play-based environment and children, parents/young mothers, caregivers and teachers collaborate to build a caring learning community.

### **How are we going?**

Where is Petinar kindergarten school, established in 2017 in rented premises in Kawuku- Kakindu Namugonde community. In early 2018 we had our District local government Education review and in 2019 we received our final confirmed report, which identified that the preschool required development to further promote positive outcomes for learners. As a result, we produced a Development Plan, which set the course of our planning for the next period. The content of the Development Plan was a mixture of strategic planning and specific task-oriented planning. It explicitly covered the period from June 2020 to February 2023, but also included longer-term strategic issues of an ongoing nature. In Early 2020 Petinar kindergarten school bought its own land and constructed its permanent home with a basic stored structure designed to have 15 classrooms, days care sections, Offices, 18 sanitation facilities, board rooms, library, stores but currently completed 5 classrooms, 8 sanitation facilities, day care section and classes.

In December 2022 we reviewed our Preschool and lower primary Philosophy, recognising the importance of this as a foundation for future planning. In January 2023 we produced a five-year Petinar kindergarten school Plan, which is guide for key dates, deadlines and commitments. We reviewed our progress against the precious plan (s) at management committee meetings during the year. Key priorities, updating website, Construction of Kitchen, to increasing quantity and appropriate toys/play materials, instructional materials, expansion basic infrastructure (lobby for support to Complete 10 classrooms and 8 sanitation facilities), creating supportive learning environments, training and exposure of ECD caregivers/teachers).

### **Our strengths.**

- Overwhelming community support in our local community – we remain as the only affordable pre-school and lower primary service in our immediate community.
- Located in the hub of the community and have well established links with our local community leaders.
- Well established culture of parent's "ownership" of the service, where parents and children make long term connections.
- Strong links / relationship with Town Council and District Local government Education Department



- Have maintained 100% ratio of qualified and certificated caregivers and teaching staff to children.
- Roll numbers have been consistently higher over the last year.

### **Challenges:**

Despite the growing importance of Early Childhood Development and primary Education, there are a number of challenges that have continued to pull down its effective implementation at Petinar Kindergarten School. These include lack of adequate teaching and learning resources, Congestion in classrooms /inadequate structures, socio-economic factors, high teacher-child ratio with poor remunerations, and financial constraints.

- **Socio-economic factors** – Our parents are low-income earners and most of them are Teenage mothers and bread winners whose families are characterized with Malnutrition and ill-health, associated with the socio-economic factors. These factors can significantly damage the cognitive processing ability of children. Children whose processing capacity is impacted by ill-health and malnutrition may require more hours of instruction to learn various skills. As such, implementation of early childhood education proves critical especially low-income families.
- **Financial constraints:** Petinar Kindergarten school depend on board members, community, parents and well-wishers (Vulnerable Basket and Community Link Foundation Uganda contribution. Meaning Petinar Kindergarten school board members, community and families bear more responsibilities in the implementation of early childhood education programmes and Petinar Kindergarten school. Since 2024, the Annual collection is 35,000 US dollars and expenditure is 96000 US dollars.
- **Inadequate teaching and learning resources-**Petinar Kindergarten School lack adequate teaching and learning resources and expansion of facilities to improve learning environment. These include additional 10 classrooms, library, TV room and 8 sanitation facilities, kitchen, and play material. Caregiver and teachers do not have adequate teaching and learning resources to enable them to implement effectively the ECD and lower primary Curriculum.
- **High Caregivers / Teacher-Child Ratio with Poor Remunerations-** Due to limited Resources Caregivers /Teacher-child ratio is still a challenge. At Petinar Kindergarten school on average, Caregivers /teacher child ratio for both 3-5 years old children and 6-8 years olds still remains critical. Teachers are not comfortable with the increasing number of children in the classes they handle. With high ratios, caregivers / teachers are poorly remunerated and under the mercy of Community, board members, parents (most of whom have little or nothing to give). Basically social-economic, financial, space, teaching and learning resources and teacher-pupil ratio are the major challenges
- **Overwhelming number of children** especially those with learning disabilities, as a results of Shift patterns in the workforce have increased the demand for early childhood options. more women enter the workforce, in both the formal and informal economies, their ability to provide full-time care and support to young children is challenged. Increased migration has also affected the availability of traditional child care and education structures as community patterns and options have broken down. Trends in women's employment continue to increase, as do levels of rural-to- urban migration and internal and international displacement. The need for services provided outside the family is growing

## **Strategic goals**

### **1. Petinar Kindergarten School wants to provide high quality early childhood development and Lower primary education.**

The best outcomes for children are supported when children experience quality education from 100% qualified caregivers and teachers. We are committed to maintaining a 100% qualified permanent caregivers and teaching team. We are committed to early childhood curriculum as being the foundation for all learning and the guide for our caregiving and teaching practice. We value and support the provision of ongoing professional development for our caregivers and teachers so that they are equipped with up-to-date knowledge of current teaching practice and learning theories and are able to implement these in the preschool and lower primary. We will reflect on and review how we are doing so that we can improve and grow.

### **2. Petinar Kindergarten School wants to be a welcoming and inclusive of children and teenage mothers from diverse cultures.**

We are in a diverse community; we serve and we are committed to ensuring children's cultures are celebrated and respected in our preschool and lower primary environment. We want to make an effort to make all families feel welcome and involved.

### **3. Petinar Kindergarten School wants to be flexible and responsive to the diverse needs of our preschool and lower primary.**

We are aware of the range of needs of our preschool children and lower primary and seek to be responsive to these needs. We are particularly mindful of the additional support required for children with high needs and the additional challenges for their families. We will work to ensure appropriate support is accessed and we seek to ensure that the preschool environment, equipment and resources are safe and appropriate for diverse needs.

### **4. Petinar Kindergarten School wants parents and young mother to be included in all aspects of the preschool as part of our caring learning community.**

As a parent cooperative we value and are committed to the inclusion of parents and whānau in all aspects of our operations. This is one of our defining features. We recognise that this strengthens and supports the children's learning and development, and strengthens the preschool as a caring learning community.

### **5. Petinar Kindergarten School wants to have a strong and effective teaching team Our teaching team will work effectively together in their planning, teaching practice and self-review, under the guidance and direction of our Senior Teacher.**

Teachers will be committed to on-going professional development and reflective practice, will be able to engage in healthy debate on professional issues and will work collaboratively with each other and the community to make the most of individual strengths and provide a high-quality learning environment for children at the preschool.

### **6. Petinar Kindergarten School wants to have positive relationships with our key communities of interest. we will have positive relationships with our surrounding community.**

We will work to ensure effective communication and take opportunities to collaborate for the benefit of our preschool children and community. We will be viewed as a key part of the community we serve.

### **7. Petinar Kindergarten School wants to achieve and maintain a financially sustainable position We work within our budget.**

We are proactive in applying for grants and taking opportunities to fundraise for specific projects. We have sustainable financial model which balances our desire to be affordable and accessible, with realistic fees and the use of donations.

8. **Petinar Kindergarten School** envisions a well-run preschool and lower primary which operates under effective governance and management, will meet its legal obligations, and be financially viable, in order to support the continued provision of high-quality care and education that meets the need of the children and families. Everyone will be aware of their roles and responsibilities so that we make effective use of our resources.
9. Parents and Teenage mothers will be encouraged to participate in a variety of aspects of the operations of the preschool and to be active members in the preschool as a parent cooperative, including contributing to decision making within the preschool, and in the overall direction of preschool. We will carry out an annual planning process to identify specific actions, people responsible, and timelines for assessing progress.
10. **Petinar Kindergarten School** wants to have a safe, challenging and well-maintained physical environment, we will have an environment and facilities that support and encourage children's learning and assists in making the preschool and lower primary an attractive choice for parents and young mothers. Our school environment will reflect the value of the natural environment and our role as childcare provides, as well as celebrating our identity as a learning community.

### **Our strategic priorities/ qualitative statements**

Taking into account where we are now, our changing external environment, and the goals set out above, **Petinar Kindergarten School** intends to focus on the following strategic priorities for 2023-2027.

**Children's Learning.** To ensure that the curriculum and teaching practices are supporting improved learning outcomes for children.

**Learning environment and increase accessibility** – lobby development partners to complete 14 classrooms and 8 sanitation facilities.

### **What is Petinar Kindergarten School doing to achieve this**

1. The teaching team is engaged in ongoing observation and reflection of children's learning, especially children with learning Disabilities
2. **Teachers plan for and document children's learning:** Group and individual planning are based on children's interests. Planning is visible within the environment and learning is recorded monthly through learning stories that follow a notice-recognise-respond-revisit pattern.
3. **The preschool is a 'child centred' environment:** The teaching team continually adapts the physical environment, daily routines/rhythms and teaching interactions to respect and improve learning outcomes for all. The preschool and Lower primary are working towards a more natural, beautiful and "home like" environment.
4. **Petinar Kindergarten School will over time review a "living" preschool and Lower primary lesson plans that links to integrates teaching practices, policies, relevant learning and development theories, to our preschool and lower primary philosophy and values.** Our "living the values" lesson plans will reflect the preschools and lower primary visible learning/teaching and aspirations of importance to children, parents, whānau and teachers; we will create a rich and responsive lesson plans within our unique preschool context that will emphasise the priorities for our children's learning and development. It will also engage whānau for an improved understanding of curriculum through their child's learning.

### **Indicators/measures of success:**

1. Caregivers and Teachers meet regularly to discuss their observations of children's learning and how they can improve learning outcomes for all children.



2. There is evidence in the physical environment of programme planning based on children's interests and links to home. Children's individual learning is documented in learning folders.
3. The physical environment is a welcoming and inviting space that provides children with opportunities and resources for creative thinking, exploration, sense making and problem solving as well as for cooperation and communication. Children engage in a focussed and unhurried manner. Their independence and their development of social skills are encouraged. Daily rhythms and teaching interactions enhance children's wellbeing and sense of belonging, and provide further opportunities for learning.
4. Our "living" preschool and lower primary lesson plans links and integrates teaching practices, policies, relevant learning and development theories and our preschool philosophy and values. Parents have a greater sense of knowledge and empowerment around curriculum with feedback and engagement through documentation and the parent survey.

**Petinar Kindergarten school Internal Evaluation.** Continue to strengthen our Internal Evaluation process and documentation.

All the caregivers and teachers will undergo periodical training and continuously educated about new revelations in child psychology. The teaching team will increase their knowledge of Internal Evaluation through reading and discussion. The principle and teaching team will attend suitable professional development if the opportunity arises.

**Indicators/measures of success:**

There is evidence of regular Internal Evaluation processes taking place. They are conducted and documented in a professional manner. Outcomes have a positive influence on children's learning and development especially those with learning disabilities.

**Inclusive culture. Petinar Kindergarten school to continue to encourage its culture of inclusion, participation and consultation with all stakeholders in order to strengthen children's learning and development.**

**Actions:**

**1. Parent/Teenage mothers Training:** At least one training per term will be conducted.

**2. Parent/caregiver / Teacher Meetings:**

- All families will be offered the opportunity to meet with caregivers and teachers on quarterly basis.
- A Parent/ caregiver/ Teacher interview evening will be scheduled once every year.
- Regular reminders will be given in newsletters that parents can make a time to meet with a teacher to discuss their child's learning and development.

**3. Use a variety of media to inform and engage families in their children's learning. This will be through:**

- Individual learning folders
- Website
- Emails
- WhatsApp
- TikTok
- Facebook (for parent communication and promoting the preschool)
- Displays of information within the preschool environment (notice boards, planning wall, learning folders)
- Conversations at pick up and drop off time.

**4. Encourage parent/young mothers' contribution to all aspects of the preschool's day to day operation and governance:**

- Management committee
- Working bees

- Fundraising
- Field trips
- Celebrations
- Support with daily housekeeping
- Sports days
- Music dance and drama

**5. Petinar Kindergarten school is an open centre, where parents can attend with their child throughout the day.**

- Parents, caregivers and teachers and the committee will work together to encourage and manage parent attendance, solve challenges as they arise, with the goal to maintain a respectful 'child-centred' environment.

**6. Petinar Kindergarten school will facilitate a biannual Parent Survey (2024/2025),** in order to provide an important opportunity for parents to provide feedback on the overall running and education provided by the preschool.

**Indicators/measures of success:**

1. Parents/Teenage mothers are better informed about current theory and practice in children's learning and development.
2. Parents/Teenage mothers engage in discussions with teachers/ caregivers about their child's learning and development and provide feedback on learning stories etc. Teachers /Caregivers are informed of and understand each child's family circumstance, and respond appropriately.
3. Parents are well informed about preschool and Lower primary events and feel a sense of belonging to the learning community. They are informed about their child's learning.
4. Families participate and contribute to the governance of the preschool and lower primary special events and daily housekeeping.
5. Some parents are attending preschool and lower primary with their children whilst being respectful of the 'child-centred' environment.
6. The information collated is reflected on by the committee and staff and can influence; developments in practice, environment, policy/procedure and short- and long-term strategic planning.

**Petinar Kindergarten School relationships with our community-** Continue to establish and maintain strong, positive relationships with our surrounding community; to take initiatives and seek opportunities to collaborate and improve outcomes for our preschool children and Lower Primary.

- Petinar Kindergarten School's Principal will Liaise/meet with Caregivers and teachers regularly to monitor process of transition.
- Continued to organize sports days and exhibition days for children to exhibit skills and knowledge they have acquired
- Continue to support and initiate collaborative fundraising, cultural and social events as a learning community.
- Caregivers and Teachers will plan for regular excursions out within our local community.

**Indicators/ measures of success:**

1. Children are supported in their transition to primary school by means of school visits and cooperation between school and preschool.

2. Children and mothers have a sense of belonging within their community and develop an understanding of mutual contribution. The preschool is seen as a vital part of our community and is respected as such.
3. Petinar Kindergarten School's response to diverse needs - Ensure children with high needs and their families are well supported.
4. Petinar Kindergarten School caregivers and Teachers review individual children's needs at staff meetings and develop individual plans to support their learning.
5. Petinar Kindergarten School's Caregivers, Teachers and parents may agree to seek the support of Learning Support and specialists.
6. Petinar Kindergarten School's committee will consider the funding for equipment and resources to meet the needs of children with high needs throughout the year.

**Indicators/ measures of success:**

1. Teachers meet regularly to discuss children's individual needs and agree on Individual Plans to support children with high needs.
2. Cooperation with Learning Support and specialists.
3. Environment, equipment and resources are safe and appropriate for the diverse needs of all our children.

**Staffing-** Maintain a 100% qualified and certificated caregivers and teaching team, where caregivers and teachers are supported to maintain a high functioning and professional work place environment.

- Support caregivers and teachers to meet the requirements for renewal of their practising certificates.
- Maintain a robust appraisal process that supports our caregivers and teachers to grow professionally.
- Sufficient non-contact time is allocated to teachers for documentation of learning, planning, internal evaluation, professional reflection and debate, and for ongoing development of the learning programme and environment.
- Caregivers and Teacher only time is allocated for teachers to engage with professional issues and for the development of shared vision and goals.
- Principal, caregivers and Teachers will participate in professional development in areas identified through the appraisal process, from teaching team discussions on priorities, and from the preschool priorities as determined by the committee.

**Indicators/ measures of success:**

1. Caregivers and Teachers practising certificates are renewed as required.
2. Ongoing robust appraisal processes for caregivers and teaching staff.
4. Caregivers and Teachers professionally undertake documentation of learning, planning and internal evaluation. They engage in professional reflection and debate, and continuously develop the learning programme and environment to improve learning outcomes.
5. Caregivers and the teaching team shares a vision and goals and is able to engage in healthy debate on professional and ethical issues.
6. There is evidence of Principle, each caregiver and teacher participating in professional development on a regular basis.

**Governance-** Establish and maintain long term consistency and knowledge within the committee to effectively run the Petinar Kindergarten School throughout any changes in governance.

Maintain transference and transparency of knowledge between committee members:

Provide all relevant documents about prior and ongoing decisions to new members of the committee so they understand and meet the roles and responsibilities.

2. Encourage and support parents to be involved in the committee.

#### **Indicators/ measures of success**

1. Robust on-going governance.
2. Governance reflects the diversity within the preschool roll.

**Financial sustainability** - Improve our ability to be prepared for crises situations and for long term financial sustainability.

- Explore options and costs for extending our insurance policy to cover business interruption and employment disputes.
- Include funds in budget each year to rebuild our reserves by at least \$30,000 per year.
- Support and participate in campaigns to improve government funding to the early childhood Development and private institutions.
- Develop an annual fundraising plan and allocate responsibilities for implementing it amongst the committee and staff.
- Report on and acknowledge the contributors in our learning community and celebrate completed projects from fundraising in order to maintain ongoing support.

#### **Indicators/ measures of success**

1. A decision is made on insurance and followed through.
2. The plan for building reserves is reflected in the annual budget each year, and progress on building reserves is evident in annual accounts each year.
3. The Petinar Kindergarten school is open to host events. Teachers and committee members are supported and encouraged to engage and participate in campaigns.
4. Fundraising target is reflected in the annual budget each year.
5. Contributors to ongoing developments for our preschool continue to be acknowledged.

**Physical Environment-** Create an exterior environment that is safe, challenging, durable and attractive; which supports children's learning and development, and reflects our curriculum and values and continue refurbishments of the interior.

#### **1. Develop a staged plan for the exterior upgrade and development:**

- Develop design plan.
  - Invite ideas and discussion of plan from all members of the learning community
  - Finalise design plan.
  - Fundraise for 10 classrooms, library, TV room and Teachers staff room
  - Plan/list for what can be done by community members/working bees – what needs to be done professionally.
  - Contract out main build of sandpit, source materials
  - Prioritise the remainder of the project and implement in stages as agreed as funds become available.
  - Hold working bees to progress the plan.
  - Celebrate the completion, engage the community.
  - Continue maintenance/manage any issues that arise/additional resources acquired.
2. Contract a builder to carry out the kitchen upgrade, expand the structure to include 10 classrooms, library, TV room and Teachers staff room before December 2027.
  3. Investigate options for creating a parent social space outside the learning environment.

#### **Indicators/measures of success**

1. Meeting each development stage for the exterior upgrade and development.

2. Kitchen is upgraded, basic structure expansion including additional 10 classrooms, 8 sanitation facilities, library, TV room and Teachers staff room before December 2027.
3. Ideally, a plan for a parent social space will be in place.
4. Increase on quantity and appropriate toys/play materials, instructional materials