

# Quality Improvement Plan Summary

## Aldgate Kindergarten

Goals	Challenge of Practice	Success Criteria
<p>Increase children's capacity to engage in purposeful play with peers that enriches and extends their knowledge, skills and dispositions.</p>	<p>If we intentionally scaffold children's development of social skills, there will be an increase in their capacity to engage in purposeful play with peers that enriches and extends their knowledge, skills and dispositions.</p>	<p>Through analysis of pedagogical documentation, we will see children:</p> <ul style="list-style-type: none"> <li>increasingly cooperate and work collaboratively with others (Early Years Learning Framework learning outcome 1.2)</li> <li>develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity (EYLF learning outcome 4)</li> <li>use play to investigate, experiment, test hypotheses, imagine and explore ideas (EYLF learning outcome 4.1)</li> <li>engage with others to co-construct learning (Early Years Learning Framework learning outcome 4.3)</li> </ul>

National Quality Framework Priorities	Key steps
<p>Improve the effectiveness of the planning cycle to inform curriculum decision making.</p>	<p>Reflect on current practices as a team;                      Identify areas for improvement;                      Put procedures in place to improve;                      Frequently critically reflect on effectiveness of changes made to the planning cycle and identify what is working well and what needs work;                      Determine strategies /tweaks and put in place immediately.</p>
<p>Refine intentional teaching to support the development of children's regulation, body awareness and use of strategies/tools.</p>	<p>As a staff team, become familiar with a wider variety of resources that help children develop greater body awareness (Interoception);                      Incorporate intentional teaching of what our body needs might be e.g. hunger, rest, comfort – and what strategies children can use;                      Visuals, stories, mindfulness activities.</p>
<p>Further embed Aboriginal language and culture into daily practice and experiences.</p>	<p>Staff to attend Kurna language workshops when offered;                      Put processes in place to teach children new phrases and words each programming cycle;                      Investigate Aboriginal people that may be able to help us and the children connect more authentically with Aboriginal culture.</p>

Governing Council Chair Person