

# Aldgate Kindergarten 2025 Improvement Plan summary

Statement of Philosophy	Learning Improvement Goal	Success criteria: What will progress look like?	Actions: How will we make progress?
<p><u>We feel it is important for children to:</u></p> <ul style="list-style-type: none"> <li>• explore, be challenged and take risks through an engaging, play-based learning program related to their individual interests, thoughts and ideas;</li> <li>• develop their self-confidence, social skills, independence, life-skills and dispositions for learning;</li> <li>• develop an increasing ability to understand internal feelings, be supported through co-regulation, and develop the skills to self-regulate;</li> <li>• have many opportunities to imagine and pretend in order to make sense of their world;</li> <li>• wonder, notice, enquire and develop strategies for testing their ideas;</li> <li>• engage in creative problem solving;</li> <li>• experience opportunities to slow down in order to notice and appreciate the natural world.</li> </ul> <p><u>We will work in partnerships with families to:</u></p> <ul style="list-style-type: none"> <li>• build a community of learners where each child's unique learning and developmental needs are recognised and supported, and their growth is measured and celebrated over time;</li> <li>• support children to develop a strong sense of belonging and emotional wellbeing,</li> <li>• develop children's independence, self-confidence and ability to self-assess risk;</li> <li>• support children's transition from home/early learning centres to preschool, and from preschool to school;</li> <li>• model empathy and respect towards other people, resources and nature;</li> <li>• develop children's cultural awareness, with a strong focus on Kaurua culture, language and environment - authentically connecting with, and caring for, "the Wirra" (Stringybark forest);</li> <li>• be lifelong learners, frequently reflecting on the effectiveness of our teaching practice.</li> </ul>	<p><i>Children are highly engaged, self-motivated learners, demonstrating the skills and dispositions that enable them to share their thinking and progress in their learning</i></p> <p><u>Areas of impact:</u></p> <p><i>Learner Agency and Effective Learners</i></p>	<ul style="list-style-type: none"> <li>• Children demonstrate agency towards their own learning and development – they have a say in what they learn and how they learn.</li> <li>• Children can make considered decisions about the best ways for them to go about their learning and what new learning may be necessary for them to be successful.</li> <li>• Children engage in sustained, collaborative learning conversations.</li> <li>• Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.</li> <li>• Children develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with parents to develop a shared awareness of their child as a learner, collaboratively helping the child to progress in their learning.</li> <li>• Build educator capacity to understand, articulate &amp; document: <ul style="list-style-type: none"> <li>- engagement in group learning and conversations</li> <li>- learning dispositions</li> <li>- learner agency</li> <li>- inquiry methodology.</li> </ul> </li> <li>• Develop children's knowledge, understandings and skills that help them to engage in learning such as executive functioning, learning dispositions and brain and body awareness.</li> <li>• Use Floorbook and inquiry methodology to capture children's ideas and wonderings, leading to planning and implementing Possible Lines of Development (where the children's ideas/wonderings might go)</li> </ul>