

Quality Improvement Plan Summary

Inquiry Question: How do children build and enhance their self-regulation to persevere and communicate across all areas of the curriculum?

Goal	Challenge of Practice	Success Criteria
<p>The goal is to enhance and strengthen children's self-regulation, promote their emotional well-being, and develop their ability to persevere and communicate effectively with others across all areas of the curriculum. This initiative will commence in Term 2 of 2024 and continue throughout the 2025 school year.</p> <p>Strategy for Education; Area of Impact – Wellbeing Resilience and Persistence.</p>	<p>Building educators' capacity to support children's emotional stability and self-regulation is critical in enhancing overall well-being. According to the Early Years Learning Framework (EYLF), Outcome 3: "Children have a strong sense of wellbeing," emphasises the importance of fostering children's resilience, confidence, and ability to manage their emotions. By equipping educators with effective strategies, we can help children develop a robust emotional vocabulary, improve their English language skills, and enhance their communication abilities. Creating a safe and supportive environment is essential for fostering a strong sense of belonging, particularly for children experiencing a new country and culture for the first time. EYLF Outcome 1: "Children have a strong sense of identity," highlights the significance of belonging as a foundation for learning and development. For 85% of our children who are navigating the transition into the Australian community and language, a positive initial experience is crucial. By building trusting relationships and providing a safe space where children feel valued, we support their exploration of both their native language and English. This dual-language approach helps them understand and adapt to their new environment while fostering a sense of identity and connection within the local and broader Australian community.</p>	<p>Success Criteria (what children know, do, and understand):</p> <ul style="list-style-type: none"> • Children will recognise and understand a range of emotions and physical sensations, enhancing their self-regulation skills and enabling them to adapt to the kindergarten community with confidence and ease. • Children will communicate positively and confidently with peers and educators, demonstrating a strong sense of belonging through the development of trusting and respectful relationships. This foundation will support their future transition to primary school. • Newly arrived immigrant children will show emotional resilience as they adapt to Australia's language, culture, and community, becoming confident and ready to learn and explore. • Children will confidently express their emotions and link these emotions to their own actions and the actions of others. • Children will explore, experiment, and take risks in a variety of new learning experiences, actively engaging in investigations and responding to invitations and provocations for learning from their own perspective. • Children will maintain focus and engagement during both individual and group learning experiences. • Children will demonstrate self-regulation during group activities involving music and rhyme. <p>Children's anxiety and withdrawn behaviours will decrease, allowing them to participate with confidence and happiness, showing perseverance and effective communication across all areas of the curriculum.</p>

National Quality Framework Priorities

Quality Area 1: Educational Program and Practice
 We will implement intentional teaching strategies that embed self-regulation, persistence, and communication into daily learning experiences. Educators will design engaging, inclusive curriculum activities that allow children to set goals, navigate challenges, and reflect on emotions. Through collaborative learning, children will be supported to express themselves confidently and develop resilience. Observations and reflective documentation will guide planning to ensure developmental progress in self-regulation and emotional wellbeing is consistently nurtured.

Quality Area 5: Relationships with Children
 Positive, responsive relationships will form the foundation for building self-regulation and emotional wellbeing. Educators will foster secure attachments through consistent, attuned interactions, promoting a safe environment where they feel valued and understood. By modelling respectful communication and supporting children through emotional challenges, educators will guide them to manage feelings and persist with tasks. Strengthening peer interactions will also support social communication, empathy, and conflict resolution—skills critical for perseverance and success in all learning areas.

Quality Area 2: Children's Health and Safety
 We will prioritise building children's communication strategies, using proactive approaches that support regulation and resilience. This includes creating predictable routines, calm environments, and promoting discussions across all curriculum areas. Wellbeing check-ins and visual aids will be used to help children recognise and label. Through these strategies, children will gain the confidence to face challenges, communicate needs effectively, and engage meaningfully in all areas of the curriculum.

Key steps

Embed Emotion Coaching and Self-Regulation Strategies in Daily Practice
 Train educators in evidence-based strategies through Professional Development, such as emotion coaching, Zones of Regulation, and mindfulness techniques. Incorporate these into daily routines, transitions, and play-based learning. Provide children with tools like feelings charts, calming spaces, and sensory resources to support regulation and resilience. This will help children better identify, manage, and express emotions in various contexts.

Foster Collaborative and Supportive Learning Environments
 Create safe, predictable environments that support children's agency and build positive relationships. Educators will model respectful communication, support peer problem-solving, and use intentional language to promote persistence. Small group activities and social stories can be used to guide children in navigating social challenges and sustaining engagement in tasks across the curriculum.

Use Reflective Documentation and Assessment to Guide Planning
 Implement ongoing observation and documentation to monitor children's progress in emotional regulation, persistence, and communication. Use these insights to inform planning and adapt strategies based on individual needs. Share reflections with families and involve them in strategies to support emotional development both at home and in the learning environment.

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 Education Director

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 Governing Council Chair Person