


Quality Improvement Plan Summary

Goodwood Preschool


Goals	Challenge of Practice	Success Criteria
<p>To strengthen children’s self-regulation and wellbeing to increase involvement in the learning program.</p>	<div data-bbox="774 684 1629 764" style="background-color: #008080; color: white; padding: 5px; margin-bottom: 5px;">  STEP 2 Determine challenge of practice </div> <p>Challenge of Practice: If we intentionally focus on building shared pedagogical practices, consistent language and approaches to social and emotional regulation, then we will strengthen children’s self-regulation and wellbeing to increase involvement in the learning program.</p>	<p>Through our Pedagogical Documentation, data collection and observations, we will see evidence of children:</p> <ul style="list-style-type: none"> • reflecting on their social interactions with peers and adults. • demonstrating an increasing ability to self-regulate their emotions with others, and independently using a range of strategies and self-regulation tools. • expressing their ideas and feelings and demonstrating an understanding of the perspectives of others, and responding appropriately. • developing confident self-identities and demonstrating an increased involvement in learning.

National Quality Framework Priorities	Key steps
<p>Educators to continue to strengthen communication with families and keep families informed of their children’s development and learning at Preschool.</p>	<p>Educators engage with families and become familiar with initial documentation around children’s needs and interests. Share information about each child’s learning, strengths and interests to support educators to build on these foundations. Informal chats, sharing information, plus planned discussions towards the end of Term 2. Continuous pedagogical documentation and the child’s learning shared with families through discussions and documentation. Inform families through Seesaw, discussions, newsletters, emails, pedagogical documentation and Learning Stories. Keep a record of discussions. Preschool Representative Group meets regularly & we have a Governing Council Rep.</p>
<p>Continue to build strong ties and collaborative partnerships with the school to aid transition.</p>	<p>Help children feel confident, secure and connected to the school through interactions with children and educators at the school. Form connections through Buddy class. Reception/Preschool swaps, visits from school leadership and teachers, school library visits and using school facilities. Regular meetings between Deputy, Principal and Preschool Leader to share information. Transition Visits. Use of library and school resources. More discussion and planning with school including around transition. Attend Assembly. Help children understand the expectations, routines and practices of school settings. Share information with the school about each child’s learning, strengths and interests through sharing Statements of Learning, sharing information between school and preschool educators. Ensure the school is aware of any children with additional need and pass on all relevant documentation and information from the preschool and support services.</p>



Educators ensure programming, transitions, and the cycle of planning continues successfully with the mid-year intake and continuous enrolments.

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Education Director

Teachers will work in collaboration with families throughout the children's Preschool year to set goals for all children in building self-regulation and development within the social and emotional domains. Educators will use group times to support children with developing their vocabulary and strategies to use to support with regulation and build capacity within the emotional domain. Educators will use information from families and data collected in relation to children's goals to inform and guide within the planning cycle.

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Governing Council Chair Person

