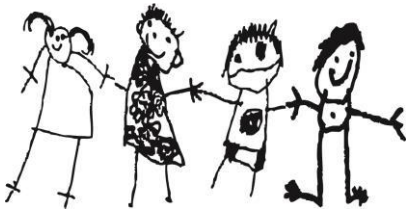
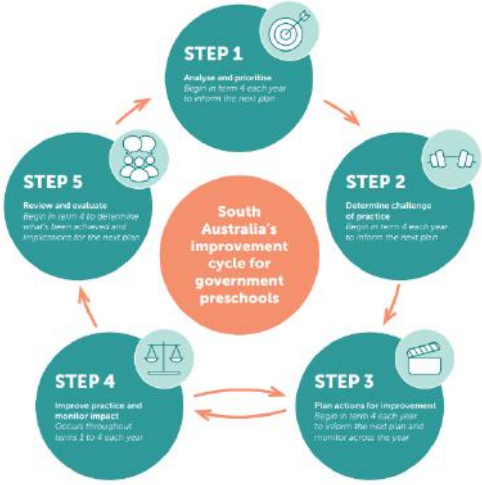
2025

Quality Improvement Plan for
Chandlers Hill Kindergarten

Site number:

3615





Service name
Chandlers Hill Kindergarten

Service address
2 Education Road, Happy Valley SA 5159

Service approval number
SE00010229

Acknowledgment of Country

We acknowledge the Kaurna people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present and extend that respect to all Aboriginal peoples.

Service context

From 2025 Chandlers Hill Kindergarten has been reduced in capacity to only be a stand-alone 44 place funded site. As such it has a full-time Director and one full time teacher and one part-time teacher. We have a stable staff team who all love working at our site with or families and children. Our kindergarten hours are 9am-3pm Monday to Friday, with two separate groups of children attending on set days. We are located at 2 Education Road, Happy Valley, 5159 which is directly opposite Happy Valley Primary School.

Our kindergarten provides a welcoming, homely feel to children and their families. It consists of a few rooms that are open and share an appreciation of the children, their ideas, and work. We are fortunate enough to have a lovely big garden that welcomes local fauna and encourages children to engage with the natural environment, to be curious, explore and be active participants in their own learning.

We operate transition visits the term prior to children commencing kindergarten. This usually consists of 3 orientation visits that increase in length.

We have a strong connection with our local school, out of hours' care provider and our local child-care centre. We run a transition programme in conjunction with Happy Valley PS that consists of each group of children receiving two visits to school each term and the reception classes each visiting our kindy each term. This established programme enables children to have the opportunity to develop relationships with other teachers and peers, it breaks down fears of older children and a bigger environment and helps to foster a sense of security. This programme lasts over a two to three-year period for the children that will attend HVPS and for one year for those who will attend a different school.

We have collaborated with Happy Valley PS to enable our four and five-year old children to attend out of school hours' care, in the morning and afternoon as required on their days of kindy. We work in conjunction with HVPS to try and organise our pupil free days where possible to align with their days to enable our children to access vacation care for the day at the school's OSHC service, vacation care in the kindy holidays is also offered. We have also collaborated with Stepping Stones CCC to enable children to come to kindy from childcare on Tuesdays and Thursdays and on these days the children can also go back for after kindy care.

We have a strong connection to other local community services, and we visit Bethsalam Aged Care Facility to sing songs to the elderly, have a child health nurse come out twice a year to offer four-year old health checks, we have a dental nurse come and offer lift the lip dental checks each year and are involved in interactions with our local CFS, police officers, ambulance officers, local library, and Blue Dolphin swimming school.

We invite families to have as much input into our kindergarten programme as they would like, through volunteering, governing council, attending excursions etc.

We regularly reflect and review our curriculum priorities as a staff team to ensure that we are on track and to establish what is and what is not working to improve our practise and produce better results.

Throughout 2023-2024 we had a strong focus on literacy specifically phonological awareness – breaking words into syllables, identifying rhyming words, creating their own rhyming words, and identifying initial sounds in words. This has gone well, and the children have really enjoyed this learning and families often talk to us about the changes and growth in their children’s knowledge that they have noticed at home, as a result.

Statement of Philosophy

We strive to develop and maintain strong positive relationships with all our children, their families, and our local community. We provide a warm, welcoming, and nurturing environment that is aesthetically pleasing, inviting, and stimulating.

We believe in setting realistic, age-appropriate expectations for all our children, whilst still looking to challenge them to further develop their skills and abilities. Children's interests and opinions are central to our curriculum.

The Early Years Learning Framework forms the basis for our curriculum (Belonging, Being and Becoming). We believe in encouraging self-help skills, education through play, providing a positive educational environment, encouraging children to actively engage, explore, discover, wonder, imagine and inquire. Numeracy and literacy are both a strong focus.

We believe in a good transition program between home to kindy, kindy to childcare and kindy to school. We achieve this by good communication both verbally and written and keeping people informed and up to date.

We believe that children learn best when parents are involved in their educational program. We encourage parental input into our program. Individual learning plans are developed between teachers and parents for extending their own child's learning and we have special days and events at kindy for parents and extended family to be involved in.

We believe that play is a child's work, and that learning occurs during developmentally appropriate child-centred activities. Children acquire knowledge through the active exploration of their environment. It is the teacher's responsibility to provide a learning-enriched environment, which provides stimulating experiences. The teacher acts as a facilitator - encouraging, promoting, and reinforcing children's attempts, questions, skill development and discovery.

Through inclusion we together gain a greater understanding and acceptance of each other- both our similarities and differences – whilst building wonderful values. We believe that each child is unique. Our kindergarten program provides an inclusive setting that recognises children's varied abilities, interests, needs and learning styles and we support these differences. Diversity is valued and celebrated.

Updated December 2023

Strengths

Quality Area 1: Educational Program and Practice

1.1.2· We provide the opportunities for children to engage in learning that challenges and stretches their thinking based on their interests.

1.1.2 & 1.2.3· We encourage children to become involved in opportunities and experiences that interest them, that they would like to learn more about, provide challenge and stretch and to try new things. If they show an interest in something, we try to source or provide resources to extend their interest and thinking. We provide children agency to make choices, further develop their interests & learning.

1.1.2 & 1.3 We connect children's home life and kindy life together by inviting children to create a family board with their family and then bringing it back to kindy to share with the other children. These family boards are then displayed around the kindy. It gives the children a sense of connection and helps them build connections with the children and educators as we develop a greater knowledge and understanding of each other.

1.1.2 & 1.3 Throughout their time at kindy, all children can be a "Special person of the week". This entails the children sharing a sheet that is written in conjunction with their family all about the child's favourite things. The special person of the week is also able to bring in something that is special to them, to share with the group. They ring the bell for all the group times, and it is good for building their confidence and further building relationships and connection.

1.2.3· We carefully consider the different ways in which children would like to play and these are reflected; freedom of choice to play together, in small groups, large groups and apart.

1.3.2· We set up the indoor and outdoor environment to provoke; imagination, safe and healthy risks, open-ended opportunities, teamwork and collaboration, problem solving (especially with loose part play), opportunities that have many and varied entry points (inclusive) and are easily accessible. We reflect upon what interests the children have been showing and what extension in planning for play we can provide to encourage these interests within our environment.

1.3.2· Our reflections on children's learning are written in one book rather than in multiple places.

1.3.3· We are using the Seesaw app to provide families opportunities to quickly connect with children's learning and to provide input into our programme. They can see what learning has been taking place, information that is coming up, they are able to engage 1:1 with educators.

1.2.3· We ensure there is flexibility within our programme to change and include new ideas/learnings/experiences/interests from the children. We also ensure that there are many and varied opportunities for children to engage in learning and contribute their ideas and wonderings. An example of this is if children make something that they have spent a considerable amount of time on, we take the opportunity for them to share this with the other children and show respect and value to their effort and achievement.

1.2.1 & 1.2.3· Intentional teaching occurs throughout the day: Encouraging children's independence, confidence building, problem-solving, consideration of others, to have a go themselves, involvement, sense of agency, creativity, resilience, persistence, numeracy, and literacy development. Educators scaffold children's learning, use levels of questioning, establish relationships to ensure children feel safe and secure, open to learn. We use the You Can Do It program which is used consistently by all educators and promoted to our families. We also use the terminology A and B choices to explain suitable safe/unsafe & unfair behaviours with our children and it flow through with our families as many tend to also use it at home, providing a consistent approach.

1.3.3· Formal & informal feedback is provided to families: Regular conversations, using the Seesaw app to show children's learning, using parent information sheets, two individual goals and children's own personal goals. throughout the year which also include children's individual learning goals, children's learning folders which show growth throughout the year, ind. learning conversations with families who would like them, phone conversations and emails for families who can't come to kindy regularly, open nights at kindy to enable families to come to kindy and explore their children's learning as well as having conversations with educators, children's work is displayed throughout the kindy and a statement of learning is provided at the end of their child's kindy year. Parent opinion surveys & feedback received during GC meetings inform practice.

1.3.2· Critical reflection on children and their learning occurs at the beginning of the day, the end of the day, weekly (during staff and curriculum meetings), termly as we review the term and annually. We also critically reflect on our own practise and what we could do differently to improve outcomes.

Strengths

Quality Area 2: Children's Health and Safety

- We provide lots of opportunities and space for physical activity; a large garden with lots of room to play ball, climb, balance, and explore. We also visit Happy Valley PS at times to use their oval with balls and use their playground to further challenge our children.

- We check in with families, OSHC and childcare in the mornings to establish how the children are today and if there are any concerns or things to watch out for and we have conversations at the end of the day to share any concerns or highlights.

- We encourage and model good hygiene. We explicitly teach children how to wash their hands to ensure they wash the germs away. Children are reminded to wash their hands before eating, after going to the toilet, after touching animals, when they are dirty or if they have blown their nose. Children are shown how to cover their nose and mouth in their arm when they sneeze instead of their hands and the reasons why are explained. The children are reminded if we see them forgetting how to sneeze to prevent spray and if they forget to wash their hands. This is done during group times and at routine times.

- We share information about packing a healthy lunchbox with families and the importance of drinking water, we also share with children the need for healthy foods and water fuels our bodies, sometimes foods and healthy choices. They are encouraged to drink water regularly throughout the day and are reminded. If a child finishes the water in their bottle, the water bottle is refilled with fresh filtered water and a sticker is placed onto the child's drink bottle saying "refilled", so parents are aware.

- We encourage rest and relaxation and provide quiet spaces for time alone; blankets and cushions are provided as required for those wanting to lay down.

- We plant fruit and veggies with the children each year and encourage them to take care of them, to try them when we have tastings and share their experiences with growing their own, we also have a compost bin to recycle our fruit scraps and garden waste.

- We encourage children who are less active to be active daily, by setting up gross motor challenges, and promote physical activity with families through kindy disco's, obstacle-a-thons, local walks, and active excursions.

- We have the company Snake Aaway come out twice a year to spray preventative snake spray as a precautionary measure to keep our children safe. The product is non-harmful to children and is a natural product. It stings the snake's eyes (as they don't have eye lids) and so they are not supposed to stick around long or breed as it would be uncomfortable for them.

- We look out for hazards daily to keep our environment safe. The garden is checked for anything dangerous prior to the children arriving and if anything is deemed unsafe it is fixed or sectioned off.

- We invite Child Youth Health Nurses to kindy to conduct 4-year-old preschool checks in conjunction with their families. This establishes the opportunity for families to connect with a support service if they have concerns, it enables us to flag children that we have concerns with hearing or sight to parents and the nurse and they can check these. This service assists the families and the educators to address any concerns about children's development and conduct referral.

- We invite “Lift the lip” dental health check nurses to come in to check children’s teeth (with permission from families) and provide referrals to the dentist if there are any concerns.

- Children are reminded about safety rules and these are explained to protect to help to keep themselves and others safe. If there are any safety concerns that have been noted, we discuss them as a big group to refresh everyone.

- Educators provide a range of active and restful experiences and support children to make decisions regarding participation. Physical spaces are made available for children to engage in rest and quiet experiences such as ‘a Cacoon’, big floor cushions, a couch indoors and outdoors, swings, mats at rest/relaxation time.

- Educators discuss sun safety with children, and implement appropriate measures to protect children from overexposure to the sun. Sunscreen is reapplied at lunchtime prior to playing outside in the afternoon and sun-safe hats are worn if the UV index is 3 or more.

- Children help set up and plan for physical play and choose equipment. They have a variety of opportunities to use their problem-solving skills to extend their physical abilities, to practices negotiating play spaces to ensure the safety and wellbeing of themselves and others. Children have frequent opportunities to engage in outdoor play.

  Educators set up indoor and outdoor areas in ways that promote safe physical play and experiences for different abilities, educators encourage and provide support to children to participate in new or unfamiliar play experiences.

Strengths

Quality Area 3: Physical Environment

· We have a lovely-homely environment that comprises of many light-filled rooms in natural colours, filled with plants, places for children to engage together as well as places to have some quiet time. Our layout ensures that children always have access to books and quiet places to retreat when tired as well as lots of places to entice collaborative play and shared reciprocal shared conversations. It is a welcoming environment that makes both children, and their families feel relaxed and shows that we value the children's work and ideas as they are displayed around the walls.

· We have lots of lovely naturally shady areas for children to play, connect to nature, appreciate, and care for our environment and be curious and notice the small things like insects. Children have lots of opportunity to engage with the environment outside, with others or alone and explore and learn through exploration and play. We have two large shade structures that provide plenty of shade for those areas less shaded by our trees and have a large veranda that overlooks our beautiful garden which provides shelter all year round. We have purchased enough waterproof jackets and pants for the children to use when the weather is wet so that they can play in the rain and still be comfortable and dry.

· We have lots of areas both indoors and outdoors to explore. Educators structure the environment so that it is inviting and comfortable, encourages a free flow of activity throughout the day, facilitates positive interactions between children, educators and families and it is regularly re-organised to continually engage children in quality experiences in both built and natural environments. We provide lots of open-ended materials both indoors and outdoors to encourage children to become flexible thinkers, problem solvers and investigators. Children have choices to play both indoors or outdoors and can flow from one to the other.

· We have a large outdoor environment - lots of room to move freely, play together or have time apart, quieter, and busier spaces to provide balance. Children are supported to take on challenges and try new things. Children are provided with a range of equipment and resources to engage in energetic experiences to help them develop movement, coordination, flexibility, and strength. Children use a range of real, commercial, natural, and recycled materials to support their learning in different ways. We promote loose part play and provide the children with plastic crates, old bike tyres, pram wheels and plastic reels, pinecones etc. to engage in open ended collaborative play.

· We encourage the children to be actively involved in maintaining a safe environment - sweeping, tidying, packing away, watering the garden, raking bark. These self-help skills help children to be organised and promote a sense of pride and caring for our environment, keeping it looking lovely and safe.

· Sustainable practices are included within our curriculum - we compost, recycle, reuse, weed the garden, plant fruits and vegetables, have a worm farm, and find alternate uses for items no longer needed. We invite our local council to come to kindy and conduct workshops with our children about the importance of recycling and reusing and what happens with the rubbish that we throw out. We promote this learning through reading stories and providing books for the children to look out that discuss recycling, gardening etc.

· Lots of outdoor equipment is available to set up challenging obstacle courses, experiment with balance and coordination.

· Places for down time, even in the garden children can find a swing to have some time to themselves, cushions to sit and look at a book, a “Cacoon” to crawl into and rest, a couch to sit on or many areas to explore alone or with a friend. The children have many opportunities to explore a natural environment. The children often excitedly search for our resident possums (which cause a hum of excitement) and we occasionally have a koala that likes to visit us. They can create their own cubby’s out of large sticks with a frame to add them to, balance along our wooden logs or wooden stepping stones or dig in our mud pit or sandpit.

· Children are given the opportunity to learn how to grow and care for vegetables and fruit and then harvest and eat them. The children prepare the soil, plant the seedlings, and then care for them and watch them grown.

We have a Kindy creek that children love to explore in the warmer weather.

We have outdoor Kindy toilets which cause less disruption to children’s play as they do not have to go all the way back inside.

Strengths

Quality Area 4: Staffing Arrangements

· Staffing is well organised, and we provide a lower educator to child ratio than is required (site funded). This lower ratio has come about due to our critical reflection on providing high quality education and care inclusive of safety, wellbeing & meaningful engagement with our children within in our setting. We also reflected as a staff team and governing council about ensuring that we provide an inclusive programme within our environment that is both beautiful but challenging to supervise. The outcome is high quality education and care for our children. Our educators all have excellent communication and relationship skills, which is paramount for developing meaningful relationships with our children & families. We work collaboratively, share ideas and suggestions, help each other, are supportive of one another, confident to speak or mind, have ongoing relationships, and trust one another. This security leads to an established staff team that provides consistency for children and families. Wherever possible I try to ensure that we employ the same TRT's and relief ECW's to work with the children so that both are children and families are familiar with them (when our part-time teacher is unable to fill in).

· Our planning book is clear and shares an overall picture for relief educators that come in, it contains useful information on children and their learning and what is happening. Part time educators and relief staff are briefed about what is happening with the children and their learning as well as any other important information prior to starting their day. Processes for critical reflection and curriculum programming are in place, these consist of daily reflection, fortnightly curriculum meetings, fortnightly staff meetings, GC meetings, PD plans etc. We document children's interests, areas of the curriculum that we need to cover (such as the child protection curriculum, literacy, numeracy and building social skills & learning dispositions) what we have noticed that children are finding tricky. We also critically reflect upon what had gone well during the week, what could be changed, built upon, challenges that could be provided & discuss feedback that we have received from families and children, these things inform our future planning. These notes are kept by our teachers in their own books as well as documented in our planning book, this information is also shared with our Governing Council. All educators are encouraged to attend Kindy pupil free days to receive the same T&D irrespective of if they are full time, part time, casual or relief, they are also invited to attend any additional T&D or online training.
Families are provided with a term overview throughout the year which is the basis of our planning and a brief outline regarding our focus. Further information is provided to families through our Seesaw app through photos and written information relating to our kindergarten curriculum and the children's learning. Families communicate via the app 1:1 with teachers and they are also able to comment on photos that are provided.

· Staffing arrangements have been made so that each group of children have the same consistent teacher and educators each time they attend Kindy. This helps in quickly forming good and respectful relationships with children, parents, families, and each other. Our interactions are warm, caring, honest, helpful, inclusive, and respectful with everyone, this is something that we value highly.

Strengths

Quality Area 5: Relationships with Children

· Our children feel comfortable to approach educators, ask questions, pose ideas, raise concerns, and build secure relationships with educators. Relationships are our primary focus when children first commence kindergarten as we believe that until children feel safe and secure and have formed trust with us that they will not be learning, parents also need to feel these things, so they are comfortable to engage with us about their child. This focus continues to be of strong importance and forms the foundation of our kindergarten.

· Educators seek out children who are not so confident or are trickier to reach and connect with. Reaching out and connecting with each child, and providing reassurance and honestly to one another about children they are finding it difficult to establish relationships which ensures open dialogue and reflection about why this may be and if other educators have already connected with them. Children will connect with some educators easier than others and we understand and respect that but want to make sure that all children have connection with at least one educator as the others continue to build and establish a relationship with them.

· We encourage self-regulation and provide scaffolding, positive language and modelling to help both the children struggling and the other children who are not to be respectful and inclusive. Each child is supported to communicate effectively, learning what A and B choices are and learning to regulate their own behaviour.

· We acknowledge that children have come from many and varied backgrounds and settings and have those conversations with each other, educator to children.

· We reflect upon children's individual needs, knowledge of where children are at, what their needs are, support children to regulate themselves, use different scaffolds and intentional teaching to support and stretch children's understanding, knowledge, and ideas.

· Through engagement with children's thinking, educators' asses what a child already knows and understands to provide appropriate scaffolding to provoke new and enriched learning. We together share a knowledge of where children are individually at and encourage, challenge, and acknowledge children as individual learners who are capable and competent. Individual goals for growth for each child are identified and shared with all educators to ensure a consistent approach.

· We encourage children who are less confident to have-a-go, have the knowledge that there is no right or wrong, we use strategies for everyone to have-a-go, not letting confident children dominate, enabling quiet children to offer their opinions and be heard, pairing children at times to strategically help each other.

· Educators establish and role model good relationships with all children, parents, families and each other and support children to do the same. We achieve this through being responsive, listening, developing positive interactions and quality verbal exchanges that are appropriate for the situation and the child/adult. We engage in respectful, reciprocal communication exchanges with parents and each other.

· We listen to children's ideas, thoughts, interests, and wonderings and support them to further develop their theories, concepts & understandings. We engage in discussions of an experience in which we are both engaged, chatting about what is going on, what's being observed and what is being experienced. We use non-verbal language to add meaning to words and respond to children's wonder, exclamations, questions, and comments.

· Our interactions and engagement with children are warm, caring and of genuine interest. We are always wanting to learn and discover more about the children that we work with. We engage children in sustained two way, turn taking conversational interactions and always give children time to respond or time to make their expressions understood. We know that we have strong reciprocal relationships with each child as this is the core of our business and children's interactions with us shows trust.

We engage in positive relationships with our local school and local child-care centre as well as other community members. We are all very welcoming and have an active interest in our children, families, and community. We work in collaboration to build a strong network for our children.
Children set their own learning goals.

Strengths

Quality Area 6: Collaborative Partnerships with Families and Communities

· Governing council is involved in planning and organising events and is consulted in relation to major changes.
We provide feedback and information about local community services and assist parents to find the help they need to assist their children.

· Special events are planned to involve families and build relationships and community connection such as Obstacle-a-thon, disco, Christmas concert, special person day, open nights & kindy graduation.

· Parents are invited to help on excursions and are welcomed to be involved in daily experiences as much or as little as they would like with things like cooking, gardening, playing musical instruments, engaging with the children in numerous ways.

· We provide information on up-and-coming parent workshops, community events, services, and information that families might need to help with supporting their child.

· We have many returning families who are happy and want to come back with their consecutive children & provide positive feedback to their extended family who also want to bring their chn. This is because they appreciate the relationships that they have built with the educators and they had a wonderful experience with their child attending our kindy. Our families are extremely appreciative of their child's kindy year and of the relationships that their children and themselves (even extended family) have developed with us. They often pop in with their 'reception' child to visit us and talk about how they have started at school.

· We actively seek out family input into the programme throughout the year – in the way of parent opinion surveys, child information sheets, in person & through the Seesaw app - to stretch and challenge children's ideas, curiosities, questions and provide provocation. Their input is both welcomed and valued and inform our programme. Educators collaborate with the children to document their achievements and share their successes with their families.

· Children with additional needs are welcomed in our inclusive program which is organised in conjunction with the children's family and support services. We provide information about community services and resources in conversations with all families and assist families to access local community services where needed.

· We have collaborative ongoing relationships with our local childcare centre, out of school hours' care site, local school with whom we share information relevant to the health/wellbeing and learning of the children we share. We have a culture of open communication and friendly conversations between families, educators, and community members.

· A two-year (for children who will attend HVPS) and one year (for children who will not attend HVPS) long transition programme is in place with our local feeder school to help children feel comfortable in a school environment and develop a rapport with teacher, other staff, and children in preparation for school. This consists of us visiting Happy Valley PS throughout their child's kindy year and then if they attend that school the following year, they come back and visit us throughout their reception year. It provides a wonderful connection and a much smoother transition into school.

· We use the Seesaw app to connect from kindy to home and enable extended family members to access the same information (if parents choose). This also helps parents spark conversations with their children about what happened at kindy throughout the day. It also enables families to contact their child's teacher during the day if they need/want to. The app is also used to take photos of children that may have had difficulty settling and sending them to their family so they can see that they are happy and engaged in experiences with others.

· Parent surveys are conducted to ensure parent opinions are heard, followed up and acted upon to constantly improve our kindergarten. We also ask families to provide an information sheet about their child prior to them starting at kindy. This information sheet shares information about children's experiences outside of kindy, events that they celebrate at home, things that they enjoy doing and are good at and any areas of concern amongst the many questions. This helps us add information to our programme, helps when settling children in and gives us lots of information to work with.

Strengths

Quality Area 7: Governance and Leadership

· The educational leader works with all other educators to observe, support, and extend children's learning. We constantly critically reflecting as a staff team on what is working well and not so well for the children at our kindergarten, what we can change to improve and what may work more effectively.

· All new educators, volunteers and students are inducted at our site and go through an online induction as well as an induction on site.

· Administrative systems are established and maintained to ensure the effective operation of our kindergarten.

· We have a collaborative planning process with all educators and if someone is not able to be present then they are welcomed to input information prior to meeting and are informed of what was covered during the meeting. We do this through discussion and adding their information to our agenda.

· Information is shared with all educators after it is dispersed at other meetings or T&D that someone attends.

· Everyone's roles are defined, and everyone is aware of their responsibilities, but it is collaborative, if someone sees a need they will assist. We are always ready to support.

· We have a flexible team; they are open to change and share an open-minded culture. All our educators are adaptable and see themselves as ongoing learners even though they are both confident and experienced.

· We spend a lot of time critically reflecting on children's learning, family involvement, NQS and our own learning - always striving to improve. Our site philosophy guides this, and it is revisited every time we have a new member in our team. Educators' Professional development plans (PDP's) also help to ensure that areas they we are less confident in are raised and training or support are provided. We are always growing and developing as a team.

· We see areas of struggle as possibilities for further growth and development which can be assisted by further training and development, modelling, support, sharing of practice, discussions with other educators from different sites and further reading.

· The site leader has completed a Post graduate diploma of strategic leadership as well as an advanced diploma of leadership and business management.

· We have a commitment to continuous improvement as a whole site and want great results.

· We share our strengths with each other, ensuring that we help each other, provide guidance and critical feedback to aid growth.

Learning Improvement Plan – Goal 1

STEP 1 Analyse and Prioritise

Site name: Chandlers Hill Kindergarten

Goal 1: Supporting Preschoolers Development of Emotional Regulation through Oral Language

STEP 2 Determine challenge of practice

Challenge of Practice:
How can we effectively use oral language to support children's emotional regulation, helping them to recognise, label, and manage their emotions during both structured and unstructured experiences? Specifically, how can we equip educators with the tools and strategies to foster emotional literacy, facilitate co-regulation, and support children, especially neurodiverse children, in developing self-regulation skills through verbal expression?

Success Criteria (what children know, do, and understand):

By the end of 2025, we expect the following outcomes:

- **Improved Emotional Regulation: Children will demonstrate enhanced emotional control, resilience, and the ability to verbalise and manage challenging emotions in social and learning contexts.**
- **Enhanced Educator Skills: Educators will feel increasingly confident in using verbal strategies to support emotional regulation, particularly in literacy and numeracy contexts. They will also be equipped to support neurodiverse children more effectively.**
- **Co-regulation Competence: Educators will be able to identify and implement strategies for co-regulating emotions with children, helping them progress toward self-regulation.**
- **Stronger Home-School Collaboration: Families will be empowered to support their child's emotional regulation at home, creating stronger alignment between home and kindergarten strategies.**
- **We would have looked at our environment and ensured that we have the appropriate resources for our children to achieve success with support.**

STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Conducting an Emotional Regulation Checklist (ERC) on a sample of 10 children.	**NQS 1.1.1** – Program's content, design, and delivery are based on the needs, interests, and abilities of each child. **NQS 5.1.2** – The roles and responsibilities of educators are clearly defined.	Term 1 & 4, 2025	Teachers	Reflection time together

Oral language integration	**NQS 1.1.1** – The program is designed to enhance children's learning and development, including emotional regulation. **NQS 1.2.2** – Responsive teaching supports children's engagement and emotional development.	Term 1-4, 2025	Teachers	Regular reflection and planning time together to discuss.
Mapping children's sensory needs	**NQS 1.1.1** – The program is based on the individual needs of the children, including sensory needs. **NQS 3.2.2** – The environment is designed to ensure safety and comfort for all children.	End Term 1, 2025	All Educators	Apply for grant funding to support this work.
Implementation of *You Can Do It* Program	**NQS 1.1.1** – The program promotes emotional literacy, resilience, and self-regulation. **NQS 5.1.2** – Educators engage in professional development to improve their practice.	Term 1-4, 2025	All Staff	Additional relevant books, resources.
Neurodiversity & Emotional Regulation Training	**NQS 4.1.1** – Professional development supports the team's ability to deliver a quality program. **NQS 1.2.3** – Educators build supportive and responsive relationships with children.	Term 1-4, 2025	External Specialists, All Staff	Training & coaching from the Emotional Regulation Team.
Family Resource Pack Distribution	**NQS 6.1.2** – Families are encouraged to participate in their child's learning. **NQS 6.2.2** – Families and educators communicate effectively about the child's progress and wellbeing.	Term 1 & 3, 2025	Rachel Douglass	Time and money to put together packs & distribute.
Community Engagement	**NQS 6.2.1** – Community engagement in the program is fostered, and families are invited to be part of decision-making. **NQS 1.2.3** – Educators create responsive and respectful relationships with families.	Term 3, 2025	Rachel Douglass	Ask for a speaker to come in for a workshop for families. Facilitate this.

Goal 1: Supporting Preschoolers Development of Emotional Regulation through Oral Language

STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving children's learning? How effective have our actions been?

Actions	On track Needs attention/work in progress Not on track Date your notes to ensure you track and monitor adjustments and progress of your plan	Evidence Are we doing what we said we would do? Are we improving children's learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Review and Evaluate - Have we achieved our NQS priorities? What have we learned and what are our next steps?

What progress have we made? Have we achieved our priorities?
Click or tap here to enter text.

Enablers: What factors have been critical for success?
Click or tap here to enter text.

Inhibitors: What factors have impeded progress? How will we work through this? Click or tap here to enter text.
Recommendations: What are the next steps to take? Click or tap here to enter text.

Endorsements

Endorsed by director/principal

Name Rachel Douglass
Date Tuesday, 26 November 2024

Signature:

Endorsed by governing council chairperson

Name Sarah Lloyd
Date Tuesday, 26 November 2024

Signature:

Endorsed by education director

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature: