

# Quality Improvement Plan Summary

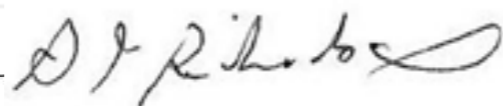
## Kensington Gardens Preschool

Goals	Challenge of Practice	Success Criteria
Goal 1: To support children's thinking and sustained involvement for learning	If we support children's ability to self-regulate to build confidence, resilience and perseverance then we will support children's thinking and sustained involvement for learning.	<p>Through ongoing analysis of our pedagogical documentation, we will see children:</p> <ul style="list-style-type: none"> <li>• Articulate how they are feeling and talk about strategies for learning within a group.</li> <li>• Engage in play where they use strategies to regulate their emotions both independently and with others.</li> <li>• Manage their emotions and sustain attention for extended periods.</li> <li>• Develop self-efficacy, confidence, resilience and perseverance</li> </ul>

National Quality Framework Priorities	Key steps
All educators are consistently attuned to all children's needs throughout the day and all educators are aware of how this links to the philosophy, theories and PQIP.	<ol style="list-style-type: none"> <li>1. Establish Action Plan</li> <li>2. PDPs established with everyone understanding their role</li> <li>3. Tracking and monitoring evident through Ped doc.</li> <li>4. Establish documentation and ensure all educators are empowered to use Teams</li> <li>5. Review current practices</li> </ol>
Strengthen the visibility of critical reflection within documentation with an intentional focus on linking theory to practice	Educators build on extensive 2022 conversations and build to improve.
Continue to build community and family engagement to inform and shape practice in a meaningful way by listening to, highlighting and integrating feedback in the program	<ul style="list-style-type: none"> <li>• Engage in meaningful conversations with 2023 families including Week 3 check in phone call.</li> <li>• Establish clear action plan</li> </ul>

23/02/2023

Education Director



Governing Council Chair