

# Quality Improvement Plan Summary


## Enfield Folland Park Kindergarten


| Goals  | Challenge of Practice  | Success Criteria  |
|--|--|---|
| <p><b>We will support children to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</b></p> | <p>Through responsive meaningful interactions and trusting relationships between educators and children, we will support children to regulate their own behaviour within our kindergarten.</p> | <p>Through the ongoing analysis of observations and documentation, we will see:</p> <ul style="list-style-type: none"> <li>• Children demonstrating an increasing capacity for self-regulation and self-soothing.</li> <li>• Children recognising and communicating their body needs, (e.g. thirst, hunger, rest, comfort, physical activity).</li> <li>• Children recognise and name a range of feelings in themselves and others.</li> <li>• Children cooperating and participating in routines and rituals.</li> <li>• Children persisting and persevering in self-chosen tasks, including when faced with challenges and when first attempts are not successful.</li> <li>• Children establishing and maintaining respectful, trusting relationships with other children and educators.</li> <li>• Children expressing a wide range of emotions, thoughts and views constructively.</li> <li>• Children listen to others’ opinions or points of view.</li> <li>• Children learning how to stand up for themselves in appropriate ways.</li> <li>• Children demonstrating increasing awareness of the needs and rights of others.</li> <li>• Children empathise with and express concern for others and help and offer care to other children.</li> <li>• Children increasingly cooperating and working collaboratively with other and initiating negotiating and sharing behaviours.</li> </ul> <p>EYLF Outcome 1:<br/>Children feel safe, secure and supported.<br/>Children develop their emerging autonomy, inter-dependence, resilience and agency</p> <p>Children learn to interact in relation to others with care, empathy and respect</p> <p>EYLF Outcome 3:<br/>Children are aware of and develop strategies to support their own mental and physical health and personal safety</p> |



| National Quality Framework Priorities  |  | Key steps   |
|--|--|---|
| <b>NQA 5 Relationships with children</b><br><b>5.1 Relationships between educators and children</b> Respectful and equitable relationships are maintained with each child.<br><b>5.1.1 Positive educator to child interactions</b> Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.<br><b>5.1.2 Dignity and rights of the child</b> The dignity and rights of every child are maintained. |  | <ul style="list-style-type: none"> <li>• Staff will continue to explore ways of how to gain consent from children throughout service practice and how the service can ensure children are viewed as capable and competent.</li> <li>• Staff will continue to reflect on educator responsiveness and how educators can support children to feel accepted and to further develop trusting relationships and a strong sense of connection and identity.</li> <li>• Staff will develop a Reconciliation Action Plan (RAP) in partnership with Aboriginal children, families and the wider community. This will involve embedding regular cultural activities, supporting children to celebrate and share Aboriginal and Torres Strait Islander cultures, and strengthening opportunities for cultural connection and engagement.</li> </ul>   |
| <b>NQA 5 Relationships with children</b><br><b>5.2 Relationships between children</b> Each child is supported to build and maintain sensitive and responsive relationships.<br><b>5.2.1 Collaborative learning</b> Children are supported to collaborate, learn from and help each other.<br><b>5.2.2 Self-regulation</b> Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.    |  | <ul style="list-style-type: none"> <li>• Staff will build their behaviour guidance "toolbox" to ensure effective conflict resolution, behaviour guidance and support by using the Behaviour Support Toolkit and Student Support Services Behaviour Coach.</li> <li>• Staff will increase their ability to guide children to regulate their own behaviour, respond to the behaviour of others and communicate effectively to resolve conflicts by engaging with the Department's Self-Regulation team.</li> <li>• Staff will develop trauma informed practices and build strategies to support self-regulation through engagement with the Berry Street learning model (SMART).</li> <li>• Staff will strengthen their practice to ensure they are responsive to the behaviour guidance needs of children and allow for opportunities to support all children to respond appropriately to the behaviours of others and effectively resolve conflicts by engaging in reflective practice on relationships using Respect Reflect Relate tool.</li> <li>• Staff will reflect on the effectiveness of current strategies for children with support needs and whether further interventions and strategies are required to ensure the inclusion and engagement of all children. This will occur through engaging with the Student Support Services Inclusive educator and developing individual learning goals, plans and adjustments.</li> </ul> |

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