

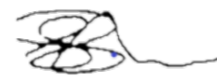
# Quality Improvement Plan Summary

## Angaston Kindergarten

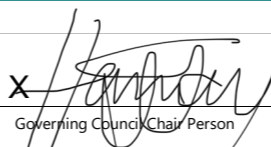
Goals	Challenge of Practice	Success Criteria
<p><b>Goal 1:</b> To strengthen children’s ability to use mathematical language and symbolic representation to share their knowledge and understandings of number sense and spatial awareness.</p>	<p>If Educators intentionally design and implement strategies and opportunities for mathematical discussions that model correct numeracy vocabulary, critical thinking and problem solving across the learning environment then we will strengthen children’s ability to use mathematical language and symbolic representation to share their mathematical thinking.</p>	<p>Analysis of pedagogical documentation and data collection will show that children will regularly -</p> <ul style="list-style-type: none"> <li>engaging in mathematical discussions about number and spatial awareness with other educators and children</li> <li>using the language of number and spatial awareness to compare, describe and communicate their mathematical thinking</li> <li>representing their mathematical thinking symbolically through drawings, marking making, music and movement</li> </ul>
<p><b>Goal 2:</b> To increase children’s ability to recognise, and develop strategies to regulate, their emotional well-being when navigating their preschool learning and engagement in play.</p>	<p>If we implement consistent whole site approaches to support children’s understanding and use of regulation strategies then we will strengthen children’s ability to recognise their emotions and regulate their emotional well-being with greater independence.</p>	<p>Through analysis of formative assessment, we will see children regularly –</p> <ul style="list-style-type: none"> <li>having confidence in the learning environment as monitored through the site based traffic light profiling</li> <li>expressing verbal and non-verbal communication of emotions as evidenced through 5 minute focused observations termly</li> <li>showing a connection between their senses, internal body signals and emotions and communicating these through the zones of regulation</li> <li>using strategies to co-regulate and self-regulate emotions as evidenced in anecdotal observations, first aid and behaviour support records</li> </ul>

National Quality Framework Priorities	Key steps
<p><b>Families are informed about the program and their child’s progress through an improved assessment and planning cycle for each child that incorporates ILP’s and Pedagogical Documentation</b></p>	<ul style="list-style-type: none"> <li>Engage in professional learning and investigate the ILP and Ped Doc processes</li> <li>Develop an ILP format and implement</li> <li>Develop an understanding of Ped Doc and how it is used to inform planning and share children’s learning</li> <li>Engage families in the ILP process</li> </ul>
<p><b>Strengthening the provision a learning environment that promotes the development of positive dispositions for learning in children</b></p>	<ul style="list-style-type: none"> <li>Revisit and engage with dispositional learning</li> <li>Collect and analyse data of dispositions for learning and plan for dispositional learning outcomes for children</li> <li>Spotlight checks on dispositions for learning</li> </ul>

Click or tap to enter a date.



Education Director

X   
Governing Council Chair Person

