

2023

# Quality Improvement Plan Summary

Tintinara Preschool

Service approval number:  
SE 00011053



Goals	Challenge of Practice	Success Criteria
<p>To strengthen children’s understanding and skills in emotional regulation.</p>	<p>If educators use strategies to develop children’s self-regulation then children will identify and communicate their feelings, needs and ideas.</p>	<p>Through our pedagogical documentation we will see examples of children developing skills to manage big emotions, with support or independently. Children will:</p> <ul style="list-style-type: none"> <li>• Identify and communicate emotions</li> <li>• Develop strategies to self-calm</li> <li>• Engage in literacy rich experiences</li> </ul>
		<p>Examples of communicating emotions: describing being away from a parent, identifying facial cues in book characters and on posters, describing a peer’s feelings. Examples of self-calming: talking to an educator, focused breathing (eg. triangle breathing), using a peace corner (with access to sensory toys), selecting something fun to do. Examples of engagement in literacy rich experiences: listening to a book, conversation, mark making.</p>

National Quality Framework Priorities	Key steps
<p>QAS 5.2.2 Self-Regulation Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</p>	<p>Educators will intentionally teach recognition of emotions, facial cues of feelings, strategies to self-calm, resilience, kindness and respect.</p>
<p>QAS 5.1.1 Positive educator to child interactions Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.</p>	<p>Educators build relationships with each child to build their sense of belonging to Preschool and the Tintinara Area School community.</p>
<p>QAS 1.3.2 Critical reflection on children’s learning and development Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.</p>	<p>Educators discuss and record their reflections about children’s learning journeys. Next steps for children are planned and recorded in the program, then implemented and recorded in the children’s observation notes.</p>

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