

Woodville Gardens School (B-6) Children's Centre
Preschool Quality Improvement Plan
Improvement as Learning- 'being the best at getting better'



Our Improvement Goal:

'to support children in their ability to recognise, understand and manage their emotions and behaviours by embedding consistent self regulation strategies across the learning environment'.

How will we know we have achieved this?

In our observations of children's play, in our everyday interactions and in our documentation we will see :

- Children increasingly using taught self-regulation strategies with reduced adult prompting.***
- Children accessing regulation spaces independently or with prompting during moments of dysregulation.***
- Children identifying a range of emotions using appropriate language or visuals.***
- Children demonstrating improved ability to manage transitions with fewer signs of dysregulation.***
- Children showing increased capacity to resolve minor conflicts using strategies modelled by educators.***
- Observations and documentation showing a decrease in the frequency or intensity of dysregulated behaviours over time.***

We will:

- Develop an agreed upon whole-service set of strategies and response to support self regulating behaviour.***
- Develop a shared language across all learning spaces to support consistency and alignment with school***
- Create calming spaces informed by evidence and research and best practice***
- Document children's progress towards emotional recognition and regulation in portfolios or planning cycles***
- Plan intentional teaching experiences about naming emotions, what emotions feel like in the body and strategies to use when emotions become too big***