



Aldgate Kindergarten 2026 Improvement Plan summary

Statement of Philosophy	Learning Improvement Goal	Success criteria: What will progress look like?	Actions: How will we make progress?
<p><u>As educators, we feel it is important for children to:</u></p> <ul style="list-style-type: none"> • explore, be challenged and take calculated risks through an engaging, play-based learning program related to their individual interests, thoughts and ideas; • develop their self-confidence, social skills, independence, life-skills and dispositions for learning; • develop an increasing ability to understand internal feelings, be supported through co-regulation, and develop the skills to self-regulate; • have many opportunities to imagine and pretend in order to make sense of their world; • wonder, notice, enquire and develop strategies for testing their ideas; • engage in creative problem solving; • experience opportunities to slow down in order to notice and appreciate the natural world. <p><u>We will work with parents and carers to:</u></p> <ul style="list-style-type: none"> • learn from each other in order to best understand each child as an individual person and learner; • support children's transition from home/early learning centres to preschool, and from preschool to school; • build a community of learners where each child's unique learning and developmental needs are recognised and supported, and their progress is measured and celebrated over time; • develop children's independence, resilience, self-confidence, sense of belonging and regulation; • help children to develop empathy, an appreciation of diversity and respect towards other people, resources and nature; • support children to connect authentically with the environment and learn about the first Australians through Kaurna language and culture and experiencing time in the "Wirra" (Stringybark forest). 	<p><i>Children will demonstrate improved Executive Functioning.</i></p> <p><i>Area of Impact Effective Learners (Metacognition and self-regulation)</i></p>	<p>Children will remember and process new information, and keep track of what's happening during play and interactions (working memory)</p> <p>Children will resist urges and choose appropriate responses before acting (inhibitory control)</p> <p>Children will switch perspectives, refocus attention and experiment mentally with ideas (cognitive flexibility)</p>	<p>Build educator capacity to understand, articulate, teach and document children's development of executive functions.</p> <p><i>Quality Area 1.3.1 – Assessment and Planning Cycle; Quality Area 1.3.2 – Critical reflection; Quality Area 4.2.1 – Professional collaboration; Quality Area 7.2.3 – Development of professionals.</i></p> <p>Develop children's executive function skills and learning dispositions which help them to engage deeply in learning.</p> <p><i>Quality Area 5.1 – Relationships between educators & children; Quality Area 5.2 – relationships between children; Quality Area 1.2.1 – Intentional teaching; 1.2.2 – Responsive teaching and scaffolding</i></p> <p>Work with parents to develop a shared awareness of their child as a learner, collaboratively helping the child to progress in their learning.</p> <p><i>Quality Area 1.1.2 – Child centred program; Quality Area 1.3 – Assessment & Planning Quality Area 6.2.2 – Access & participation</i></p>