

2023

Quality Improvement Plan Summary

O'Sullivan beach Children's Centre

Service approval number:

SE-00010751

Goals	Challenge of Practice	Success Criteria
To enhance children's oral language and communication skills, improving their capacity to engage with others in play and the learning environment.	If we implement a consistent whole site approach to giving children an active voice and supporting their communication, then we will improve children's ability to engage and collaborate more deeply with others in play and the learning environment, increasing individual outcomes across curriculum.	<ul style="list-style-type: none">• Children's use of descriptive language, sharing thinking and their feelings increases.• Children's social skills will be enhanced through— children collaborating, cooperating, turn-taking, entering play, negotiating roles and rules of engagement.• Children are more independent, problem solving and seeking support when they feel the need for it.• Children further develop self-regulation skills that become more evident, and we see improvements in children's communication of their needs at the time.• Children are engaged with sustained shared play with their peers.• Children will progress from asking and answering lower order questions (factual, closed, direct, recall) to higher order questions (open-ended, interpretive and inquiry).
National Quality Framework Priorities		Key steps
Model language and encourage children to express themselves in a range of context for a range of purposes to enhance expressive and descriptive language.		Existing educator practice. Source inhouse DfE training/workshops to extend skills/interactions with children – Responsive Relationships?
Support children in entering play with others, questioning, expressing an interest, how to enter play. Providing strategies for children to use to engage with other children in the play space supporting positive outcomes for all children.		Modelling and brainstorming with children, giving them agency. Utilising onsite allied health OT and SP to support and do training with all educators on play skills. Use RRR Active Learning Environment – Observation scales. EYLF Outcome 2 – Children are connected with and contribute to their world, strong sense of identity



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Support children to learn to identify elements of executive function to support communication through self-regulation, sequencing steps/process (impulse control, flexible thinking and working memory).

Self-Regulation plan. Billie Harley (OT). "Interception", "Clever Classrooms" - Following sensory processing disorder and strategies we completed in 2022.

Zones of regulation visuals in the learning space. Use the strategies to support children.

Behaviour plans for children who regularly dysregulate with a timeline of what it looks like and strategies educators can use to co-regulate with the child and work together on self-regulation.

Preschool resources – Emotional Domain - EYLF Outcome 1 Children have a strong sense of identity – strong sense of wellbeing.

Promote a sense of community and model expressing ideas, negotiating roles and collaboration to enhance children's social skills language, expressing feelings and needs, sharing/turn-taking and awareness of fair play.

You Can Do It program.

Child-Protection Curriculum.

Intentional teaching skills/modelling, particularly during free play.

Preschool resources – Social Domain.

EYLF Outcome 5 Children are effective communicators

3/02/2023

X 
Education Director

X 
Governing Council Chair Person

