

## Create Inclusive Environments

- All children from all backgrounds, identities and abilities have access to fully participate in the learning experiences. **Action: Every Child has a planning cycle- engaged in Ped Doc.**
- Design learning spaces that celebrate cultural diversity (e.g., culturally relevant materials, books in various languages, displays reflecting children's backgrounds). **Action: Staff taking turns to create celebration provocation in the entry foyer**
- Ensure resources and provocations allow for multiple entry points for children to engage in the learning. **Action: Using 100 Languages as forms of expression (visual, verbal, musical, movement, symbolic, etc.).**
- Building team culture with new teams of staff within the Kuus. **Action: Each term, arrange a social event away from the site.**
- Invite all families to centre events and exhibits, advocating/celebrating children's work and their contribution to society. **Action: Mid-Year & End of Year Exhibit advocating children's thinking, learning & dispositions.**
- Complete Lady Gowrie, Strategic Inclusive Plan involving both staff, governance and families input. **Action: Revisit our SIP Journey at whole site PD day and reflect where to next?**
- Integrated Sites Inquiry: Intergenerational Playgroups. **Action: Collaborate with Raj from Enfield Bupa Aged Care and Chloe, Director from Surrey Downs Kindergarten. Invite Raj to AGM. Create Risk/Benefit Assessment support from Chloe. Use Jenny Maloy from compliance team in town to ensure Incursion permission slips adequate for experience.**

## Use Culturally Responsive Pedagogies

- Learn about families' cultural practices, values, and communication styles. **Action: Through our Ped Doc Inquiries &**
- Invite community members or families to share stories, songs, and traditions with the children. **Action: Via Kuu's Newsletters and face to face conversations.**
- Build Capacity in staff's knowledge and understanding of Kaurna language. **Action: Term 2 Staff to engage in Yellaka Warra PD training presented by Uncle Tamaru to build knowledge on Aboriginal Culture and Kaurna language. 1x ECT in Karra Kuu to access PD around Aus-Lan Sign (Yilu)**
- Continue to develop a curriculum that is inclusive and reflects the diverse backgrounds of the children. **Action: to work alongside families, Community (MCWG), Leaning Together and Enfield Primary to create inclusive RAP Attend Enfield Primary RAP group.**

## Intentional Teaching Practices

- Continue to use Marte Meo Strategies and Ask open-ended questions and encourage sustained shared thinking. Scaffold children's problem-solving through guidance, prompts, and encouragement. **Action: Create Lanyards with 4 key steps on effectively implementing this.**
  - Continue to engage in Professional Development with the DfE Regulation Team. **Action: Build educators capacity around strategies to support enhancing children's Agency in the learning.**
- ### Listen for the '100 Languages'
- Observe and document children's thinking and learning in many forms: art, construction, play, movement, conversations, etc. **Action: Notice when they are being resourceful, innovative and creative in solving problems. Ask children if they are ok with you taking a photo... respect children's rights. Communicate the purpose of taking the photo.**
  - Continue to encourage children to share their thought processes via 100 languages, optimising the means in which they are communicating their thinking. (eg symbolic representation, non-verbal dance/construction/clay.) **Action: Kindy engaging in Clay Project.**

## Embed Problem Solving in Everyday Moments

- Frame daily routines and self-help skills as opportunities for problem solving (e.g., turn-taking, negotiating rules, resolving conflicts – **Action: Marte Meo strategy to uplift the social.**)
- Recognise and celebrate different types of problem solving—social, emotional, physical, and creative. **Action: Use Marte Meo to Notice and name the types.**
- Learners are supported to have a go and persevere with new and complex challenges. Learners are resourceful because they have access to tools, resources and support to accomplish goals they set themselves. **Action: have photographs of the resources available in sheds and storerooms for children to be more agent.**

## Empower Child Agency

- Regularly offer choices in daily routines, activities, and topics for exploration.
- Setting up environment and provocations that intentionally create cognitive knots for children to be agent and engage their curiosity and problem-solving skills.
- Encourage children to lead discussions, make decisions about their learning, and solve problems collaboratively.
- Photographs of resources in the outdoor shed to facilitate children's agency with problem solving.

**OUR QIP GOAL for 2026: Embed a strong culturally responsive and inclusive environment alongside families, whereby all children's 100 languages are acknowledged, uplifting their agency to develop their dispositions in every day problem solving.**

**Challenge of Practice: Educators first intentionally support children to regulate. Educators use the environment as the third teacher and design thought-provoking provocations, thus fostering children's dispositions and facilitating their agency to learn.**

**Success Criteria: Through the analysis of the Ped Doc, we will see all children engaging their dispositions, demonstrating agency to learn and problem solve: Taking initiative to attempt a wide range of tasks and situations. Resourcing their own learning. Experimenting with solving problems and persevering when faced with challenges.**

## Collaborative Partnerships with Families -Integrated Sites Outcomes framework.

- Centres are child and family friendly, inclusive, and widely known and trusted
- Children and families have a strong sense of belonging to their centre and community.
- Centres are a place for social connections where families can connect beyond accessing services and programs. Centres actively partner with the local community in the design, implementation and evaluation of programs and services responsive to community context.
- Centres are known in the wider community as a trusted source of information and support

## Partnering Alongside Families

- Develop two-way communication strategies for understanding and validating families' perspectives on their children's learning. **Action: Invite families to contribute to planning (parent teacher chats), curriculum design (inquiries) and celebration of learning (Mid Year and end of year exhibits).**
- Engage families in the program. **Action: Invite families to the centre for social and informative events (eg reading children's books in their home language or by attending Open Days or Parent Forums).**
- Families have a voice and co-design centre documents. **Action: Parent perspectives captured in Policies, Procedures and Risk assessments. Example: Our 2025 Integrated Sites Inquiry around developing our communication strategies with families. Beginning of 2026 engaging parents in co-creating a 'transition social story' that supports children and new families coming to the site.**
- Engaging families as partners in supporting children's developing wellbeing and ability to regulate. Element 6.1 & 6.1.2 **Action: sharing strategies via Newsletters**
- Continue to work alongside community to create inclusive & meaningful Reconciliation Action Plan. **Action: Challenge to seek input from our Aboriginal Families.**

## Public Education Strategy Focus: Learner agency

Our learners are empowered to develop a sense of identity and responsibility as they participate in their preschool and school community and are supported to play a role in shaping their learning experiences.

### Voice to agency

Learners have a say and 'own' what they learn and how they learn.

### Partners in learning

Learners are active partners in their learning, collaborating with both teachers and peers to create a dynamic and engaging educational experience.

## Professional Reflection and Development

- Engage with your team in ongoing reflective practice to discuss how we uphold and practice our Philosophy. **Action: Regular Kuu Team meetings. Childcare twice a term and Kindergarten fortnightly.**
- Access professional learning focused on cultural competence (**Yellaka Warra PD**) and inclusive practices (**supporting children to regulate**).
- Continue to engage educators in Music Education Strategy, building capacity around educator's strategies to support children's regulation. **Action: DfE Twilight Music Sessions 1 per term).**
- Collaborate with Governance to co-create a Vision Statement. This should advocate the services and communicate the support that is available within our local community. **Action: Added to the Agenda at the twice a term Governance meeting.**
- Continue 2025 work in developing knowledge of consistent scaffolds and strategies to support children's social and emotional regulation. **Action: Continue Professional Development with DfE Regulation Team and DfE Music Strategy. Karra team engage with Novita PD training around supporting children's regulation. PD for YT staff: Responsive Relationships Program (Alongside Sites O.T and Speech Pathologist. Pending if we receive a .3 Occupational Therapist to backfill Jo O'Callaghan.**

## Regular Review and Feedback

- Involve children and families in reviewing learning experiences and environments to ensure ongoing improvement from diverse perspectives. **Action: Survey families regarding their experience, utilise this feedback to reflect on ways to improve.**

### Learning Outcomes for all children:

We aim to provide an opportunity to deeply understand the starting points and learning needs of all learners and how we can design learning experiences that respond to this – where practice is most effective when it is embedded, informed, and shaped by NQS and the EYLF practices and principles.

- Learners are safe, included and welcomed and can trust at least one adult
- Learners have a voice (100 languages) and are listened to
- Learner's culture and identity is recognised positively
- Learners can navigate day-to-day-challenges
- Learners feel and know how to be successful
- Learners feel safe so they can open their minds to learning (QA2 &5)
- Learners can focus on learning because they don't feel judged or overwhelmed (QA5)