

Kilkenny Preschool

PRESCHOOL QUALITY IMPROVEMENT PLAN OVERVIEW 2025



Kilkenny Preschool 2025

Statement of Philosophy

Here at Kilkenny Preschool we are committed to providing a high quality education program that encourages inclusivity of all participants. Children are seen as competent citizens and are encouraged to investigate and learn about their world through play. We acknowledge and celebrate that at Kilkenny we learn and play on Kaurua land. We extend this learning to our children through the meaningful experiences we offer through engaging responsibilities of taking care of and learning about our land.

We acknowledge and appreciate that families are the children's first educators. This is why we value the importance of working in partnership with families and communities that make up the child's ecological system, supporting children to be successful during their preschool year and into life.

We know that children's learning thrives when they feel safe and supported in their learning environment. This is why we use the principles of the Circle of Security model to support the development of attachment and relationships between educators and children. When children feel safe and secure, they develop a sense of belonging and build the confidence to take risks in their learning. Through the successful development of relationships, trust is formed through emotional connections. These connections are beneficial in supporting children's emotional development, especially during times when needing support of co-regulation.

We are fortunate to be a part of the wider Kilkenny school community and embrace the prospects this presents. Our children are involved with events during the year, which supports them to develop an identity as a Kilkenny community member. This supports their transition into becoming a student within the school, through the connections that have already started to develop.

All children are supported and have the right to be an active participant within our learning environment. Children's learning is supported through the pedagogy of play. Play allows children to develop holistically, supporting social, emotional, language, cognitive and physical development, exploring their world through hands on learning experiences. Our learning experiences and provocations are developed based on the interests and strengths of our children. Through utilising children's interest in our planning design, we are acknowledging children's agency and contributions towards their own learning. We respect that all children learn in diverse ways, which is why we intentionally plan for, and ensure our environments are ever evolving to meet the needs of our learners.

Children are supported to develop a range of learning dispositions such as curiosity, persistence, creativity, confidence, reflexivity, collaboration, critical thinking and problem solving. These learning dispositions support children's identity as a learner allowing them the skills to participate within different social and learning groups. Through this, children are able to learn and work alongside others through scaffolding learning and ideas of peers and adults.

We value the Reggio Emilia approach in recognising that the environment in which children play and learn is a valuable tool which can influence what and how children learn. We continually reflect on the design of the learning environment and provide provocations to reflect interests and invite exploration. Children are encouraged to immerse themselves in nature and outdoor messy play – every day and in all weather. We provide children the opportunity to explore natural elements and learn about how they can become socially responsible in caring for our natural world. Through the offering of loose parts and open ended materials, children are able to resource their own learning all the while developing curiosity, creativity and imagination. Children are supported to revisit their learning and creations overtime, developing a respect for each other's learning.

Educators at Kilkenny Preschool are committed to:

- Ensuring children are at the centre of what we do
- Collaborate and be open to feedback from all stakeholders (children, families, staff, community)
- Engage in ongoing critical reflection for improvement
- Respect that each person brings their own unique perspective, knowledge and experience
- Be researchers and learners alongside and with our children
- Engage with pedagogical documentation to support our learning design and reflection of children's learning

Where are we?

Kilkenny Preschool 2025

Where do we want to get to?

Our priorities

Our priorities have been identified in a range of ways, either through reflection of our practice against the NQS self review, professional development reflections, family, child and community feedback.

Priority 1

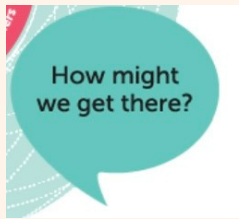
Continue to embed practices developed from 2024 of using music as a tool and strategy to communicate ideas and theories.

Priority 2

Pedagogical documentation: embed collaborative critical reflection amongst the team and develop innovative ways to communicate and share learning with families.

Priority 3

Develop a site working definition of creativity and how we consider and analyse creativity beyond the arts.



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Priority 1

Continue to embed practices developed from 2024 of using music as a tool and strategy to communicate ideas and theories.



Action 1

Educators attend music workshops throughout the year, continuing to build confidence and ideas / repertoire of music strategies



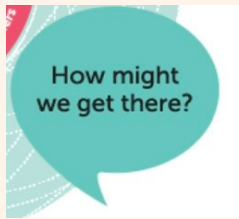
Action 2

Educators continue to use music session planning tool and finding songs linking to inquiries / curriculum learning



Action 3

Purchase music resources to support music sessions from the grant awarded in 2024



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Priority 2

Pedagogical documentation: embed collaborative critical reflection amongst the team and develop innovative ways to communicate and share learning with families.



Action 1

Protect time weekly on a Friday for the team to share ped doc and engage with reflective questions:

four D's

- describe
- document
- discuss
- decide



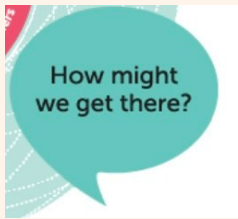
Action 2

Establish and engage with talking tubs and floor books as a strategy for documentation



Action 3

Establish a display area for mini moments that can be shared with families in a timely manner



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Priority 3

Develop a site working definition of creativity and how we consider and analyse creativity beyond the arts.



Action 1

Revisit webinar
'Creativity in the
everyday'



Action 2

Look at EYLF definition
of creativity / arts and
reflect on current
practices to establish
working definition



Action 3

Use a lens of
creativity when
analysing ped doc
pieces



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Progress notes

Priority 1

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Priority 2

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Priority 3

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