

<h2>Goal</h2> <p>To develop children's body awareness, emotional literacy and ability to co- and self-regulate.</p>	<h3>Challenge of Practice</h3> <p>If educators embed effective language, approaches and structures attuned to children's emotions and regulation needs, then the children will be able to better express their needs and use strategies to regulate.</p>	<h3>Success Criteria</h3> <p>Through ongoing analysis of evidence of children's learning, we will observe children;</p> <ul style="list-style-type: none"> Using their growing body awareness (Interoception) to support their developing emotional literacy Using their growing emotional literacy to identify their own and other's emotions Using modelled language to communicate their emotions Using taught strategies to engage in co- or self-regulation Supporting peers in their regulation Engaging in co-regulation with educators Tuning in to and recognising ways to be resilient and persistent 	<h3>Actions</h3> <p>What will the educators do to enable our goal to be achieved?</p> <ul style="list-style-type: none"> Educators will use Pedagogical Documentation as a form of formative assessment, to inform the next learning and developmental steps for children. Educators will develop a shared, responsive language of emotional literacy and regulation phrases. Educators will tune into their own and the children's emotions, and explicitly name them and strategies that can be used to support them, in a range of situations. Educators will use the Emotional Self-Expression and Awareness Curriculum Resource as a supporting document to develop educator knowledge, understandings and capabilities in regards to emotional literacy, body awareness and regulation. Educators will critically reflect on current practices, structures, routines and the environment to determine how they do or don't support regulation. 	<h3>Links to our Philosophy</h3> <p>We believe...</p> <ul style="list-style-type: none"> All children are capable, competent active learners. All children are unique individuals who bring their own views, ideas and knowledge of the world around them into the learning environment for educators to build upon. In building trusting, reciprocal and respectful relationships with children and families. <p>We are committed to...</p> <ul style="list-style-type: none"> Providing a safe, nurturing and secure environment that is adaptive and flexible to the needs of every child. Engaging in meaningful interactions with children throughout their learning and everyday routines, making intentional decisions to build on, extend and challenge them as learners.
	<h3>Key Resources</h3> <p>What are the key resources we need?</p> <ul style="list-style-type: none"> Self-Regulation Service Emotional Self-Expression and Awareness Curriculum Resource BELPS analysis document Colour Monster Resources 			

Principles;

- Secure, respectful and reciprocal relationships**
Educators who are attuned to children's thoughts and feelings, support their learning, development and wellbeing.
- Engage in critical reflection and professional learning**
Educators continually seek ways to build their professional knowledge and skills and develop learning communities.

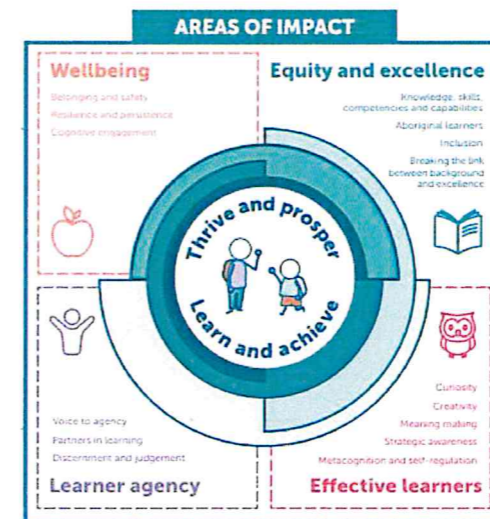
Links to EYLF 2.0

Practices;

- Responsiveness to children**
Educators are attuned to, and respond in ways that best suit, each child's strengths, capabilities and curiosity.

Learning Outcomes;

- Children have a strong sense of identity**
- Children are connected with and contribute to their world**
- Children have a strong sense of wellbeing**
- Children are confident and involved learners**
- Children are effective communicators**



Links to DfE Areas of Impact



Site Improvement Plan Endorsements - 2025



Principal:

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Date:

17/2/2025

Governing
Council
Chairperson:

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Date:

17/2/2025

Education
Director:

Date:

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OUR STRATEGY FOR PUBLIC EDUCATION



Government of South Australia
Department for Education

CHILDREN AND STUDENTS LEARNING AND THRIVING

OUR PURPOSE

Public education is for every child and young person in every community across our state.

Educators and staff work in partnership with families and communities to nurture, develop and empower all South Australian children and young people with the knowledge, skills and capabilities they need to become fulfilled individuals, active, compassionate citizens and lifelong learners.

Our preschools and schools are the heart of local communities. They are safe, inclusive, and collaborative – a place where every child and young person is encouraged to contribute, develops positive relationships, has a say in their learning, and where their needs, interests and cultures are recognised and supported.

We are relentless in our ambition for all children and young people to enter the world beyond the classroom ready to learn and to create opportunities to live a satisfying and fulfilling life of their choosing.

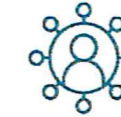
When our children and young people thrive so does South Australia.



LEVERS FOR IMPACT



Effective teaching



Empowered leadership

AREAS OF IMPACT



People levers



Partnering with families and communities

System levers



Strengthening supports



Resourcing and investment



MEASURING SUCCESS

Engaging children and young people

Improvement and responsibility

We will use success measures aligned to our areas of impact to guide our understanding of how our public education strategy is tracking.

GUIDING PRINCIPLES

Collective responsibility

Learning system

Evaluate for impact

Tight and flexible

Trust and verify