

# Quality Improvement Plan

2026



## Goal

To develop children's awareness and understanding of Aboriginal cultures, histories, practices and languages.

## Challenge of Practice

If educators meaningfully embed Aboriginal cultures, histories, practices and languages throughout the environment and learning experiences, then children will develop a greater awareness and knowledge in this area of their learning.

## Success Criteria

Through ongoing analysis of evidence of children's learning, we will observe children;

- Aboriginal cultures, histories, practices and languages will be visible within the learning environment.
- Aboriginal cultures, histories, practices and languages will be visible within the learning program.
- Children will articulate a greater understanding of Aboriginal cultures, histories, practices and languages through structured and unstructured play and experiences.

## Actions

What will the educators do to enable our goal to be achieved?

- Educators will collaborate on the Self-assessment tool within the Narragunnawali platform to help determine "actions" for our Reconciliation Action Plan.
- Educators will continue to develop their own understanding of Aboriginal cultures, histories, practices and languages, through ongoing professional learning.
- Educators will use Pedagogical Documentation as a form of formative assessment, to inform the next learning and developmental steps for children.
- Educators will use the DfE Culturally Responsive Framework, including the "yarning cards" to engage in meaningful dialogue
- Educators will critically reflect on current practices, structures, routines and the environment to determine how they do or don't support a Culturally safe and aware environment.

## Links to our Philosophy

### We believe...

- 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.

### We are committed to...

- 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.

## Key Resources

What are the key resources we need?

- Narragunnawali - RAP
- NAPA
- Culturally Responsive Framework
- Reconciliation Australia platform

### Principles;

- **Partnerships** Educators who learn about other ways of knowing, being, doing and thinking [in relation to Aboriginal cultures, histories, practices and languages].
- **Aboriginal and Torres Strait Islander perspectives** Educators think deeply and seek assistance where possible, through engaging with Aboriginal and Torres Strait Islander people, about how to embed Aboriginal and Torres Strait Islander perspectives in the philosophy of the setting, their planning and implementation of curriculum.

## Links to EYLF 2.0

### Practices;

- **Cultural responsiveness** . Being culturally responsive includes a genuine commitment to embed Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum.

### Learning Outcomes;

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

