



2026 Preschool Learning Plan

AREA OF IMPACT: Effective Learners

SUB DOMAIN: Curiosity, Creativity, Meaning-Making, Strategic Awareness, Metacognition & Self-Regulation

Goal 1: To foster the development of a community of curious and inquisitive learners through child-led, play based inquiry alongside intentional, explicit teaching of “wonder”, “notice” and “record”

Success Criteria:

Students will:

- use language to connect with their world (Literacy Indicator)
- describe experiences and express ideas (key element)
- understand the language of my world (Literacy Indicator)
- actively inquire to make meaning (key element)

Actions:

Educators will:

- plan learning experiences and facilitate provocations that respond to children’s ideas and play, extending their understanding and thinking through questioning, modelling curiosity, expanding through conversation and providing feedback (NQS 1.2)
- intentionally and explicitly model the use of vocabulary ‘wonder’, ‘notice’ and ‘record’ to support children’s development as curious and inquisitive learners (NOS 1.2)
- intentionally design and organise spaces to provoke curiosity, promoting play-based experiences that engage children as learners and inquirers (NQS 3.2)

Leadership will:

- facilitate critical reflection, self-assessment and review processes
- provide opportunity to network and collaborate with colleagues and experts through PLCs and network meetings to support ongoing critical reflection and review processes
- facilitate and support alignment and collaboration with school staff and students – through Learning Expeditions and other suitable preschool/school events

Evidence:

- children approach and initiate interactions and play with their peers
- children orally use vocabulary of “wonder”, “notice” and “record” throughout interactions, experiences and provocations
- children can discuss their ‘wonderings’ and ‘noticings’, showing increasing awareness of their world

Goal 2: To develop learners who are able to recognise body cues and describe needs and strategies to support interoception and regulation

Success Criteria:

Students will:

- participate in consistent routines (such as mindfulness, morning circle)
- use language such as “my body is telling me” to describe feelings, emotions and needs
- describe ways that they can calm their bodies
- name feelings and emotions that relate to body cues

Actions:

Educators will:

- make decisions about curriculum, learning experiences and provocations that contribute to each child’s learning and development in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators (NQS 1.1.1)
- ensure consistent routines, practices and strategies support and promote the health and wellbeing of each child (NQS 2.1)
- maintain focus on building and maintaining trusting relationships with children, supporting each child to feel secure, confident and included (NQS 5.1)
- collaborate and connect with school PD and staff to develop consistent practices and implementation from PD – e.g. Berry Street, The Resilience Project (NQS 4.2)

Leadership will:

- facilitate critical reflection, self-assessment and review processes (NQS 7.2)
- provide opportunity to network and collaborate with colleagues and experts through staff and network meetings to support ongoing professional development, consistent implementation, critical reflection and review processes (NQS 4.2)
- facilitate and support alignment and collaboration with school staff and students – through Learning Expeditions and other suitable preschool/school events

Evidence:

- children participate in consistent daily routines such as mindfulness, relaxation and brain breaks to support co-regulation
- children can choose tools and strategies to support their own regulation
- children can use the term “my body is telling me” or “i need” when talking with educators
- children can name emotions and feelings, moving towards explaining how their body is communicating this