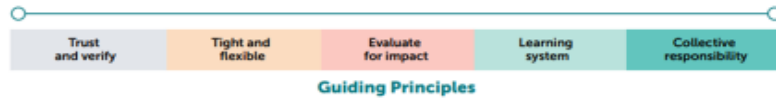


Elizabeth Park Preschool – QIP 2026



Service name

Elizabeth Park Preschool

Site Number

1572

Service address

Turner Rd, Elizabeth Park

Acknowledgment of Country

We acknowledge the Kurna people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present and extend that respect to all Aboriginal peoples.

Elizabeth Park Preschool QIP 2026

Goal: To support children's wellbeing and sense of belonging by fostering positive learning dispositions through connection and participation

Area of Impact: Wellbeing (Resilience and Persistence)

Educator Research Questions:

How are the children developing resilience through connection and participation?

How are the children developing persistence through connection and participation?

How are the children developing curiosity through connection and participation?

**These educator inquiry questions are responsive and may evolve over time, informed by ongoing analysis of children's learning, educator reflection, children's voice, and family input. This ensures our inquiry remains meaningful, relevant, and aligned with children's emerging needs and interests.*

Challenge of Practice:

At Elizabeth Park Preschool, we are committed to strengthening children's **sense of belonging, wellbeing, and agency** in line with the **Early Years Learning Framework** and **National Quality Standard**.

Through reflective practice and analysis of children's experiences, we identified a need to more intentionally support children to develop the **learning dispositions of resilience and persistence** through meaningful **connection and participation**.

This has led us to critically reflect on our practice:

- How do our **relationships and interactions** create emotional safety, enabling children to take risks and engage deeply in learning?
- In what ways do we **intentionally scaffold persistence**, rather than intervening too quickly or focusing on outcomes?
- How effectively do our **routines, transitions, and environments** support children to regulate emotions, sustain engagement, and navigate challenge?
- How do we recognise, respect and respond to the diverse ways children demonstrate **confidence, resilience, and participation**, particularly for children learning English as an additional language?

Guided by **Outcome 1: Children have a strong sense of identity** and **Outcome 3: Children have a strong sense of wellbeing**, we are strengthening practices that:

- Build **secure, respectful and reciprocal relationships** as the foundation for risk-taking and persistence
- Promote children's **agency**, supporting them to make choices and influence their learning
- Value **effort, process, and growth**, rather than fixed notions of success
- Support children to **regulate emotions, manage change, and recover from setbacks**
- Create environments that invite **sustained engagement, problem-solving, and experimentation**

This ongoing inquiry is embedded within our commitment to **continuous improvement (NQS Quality Area 7)** and ensures that our practice is **intentional, responsive, and informed by evidence of children's learning**

Success Criteria:

As a result of educator inquiries, we expect to see:

- Children demonstrate a strong **sense of belonging**, separating with increased confidence and engaging positively in relationships
- Children regulate emotions and navigate transitions with **increasing independence and confidence**
- Children demonstrate **resilience**, recovering from setbacks and re-engaging in learning experiences
- Children show **persistence**, sustaining attention, particularly during group experiences and self-help routines
- Children increasingly take **ownership of their learning**, making choices and contributing ideas
- Children engage in **deeper, sustained learning**, showing readiness to explore, question, and extend their thinking

Elizabeth Park Preschool QIP 2026 A snapshot for families 😊

Action 1: Each Teacher and Educator will build their capacity to program and implement opportunities for **resilience and persistence during open ended play experiences**

1. **Building strong, trusting relationships** so children feel safe to take risks and have a go
2. **Supporting calm and predictable arrivals and transitions**
Helping children feel secure as they move through their day
3. **Encouraging children to keep trying**
We notice and celebrate effort, not just success
4. **Giving children time to work things out**
We pause, wait and support problem-solving rather than stepping in too quickly
5. **Creating play spaces that invite challenge and thinking**
Our environments are designed to spark curiosity and persistence
6. **Supporting independence in everyday routines**
Children are encouraged to manage their own belongings and care for themselves
7. **Working closely with each child** We use observations to support children's growth
8. **Partnering with families**
We value your insights and work together to support your child's learning



Action 2: Each Teacher and Educator will build their capacity to program and implement opportunities for **resilience and persistence during explicit group times.**

1. **Creating calm and supportive group times**
Helping children feel safe and ready to join in
2. **Supporting children to stay and have a go**
Building confidence to participate, even when it feels tricky
3. **Gradually building focus and stamina**
Helping children stay engaged for longer periods of time
4. **Using stories, songs and movement to engage children**
Making group times meaningful, active and connected to their interests
5. **Supporting children to manage feelings in a group**
Teaching and practising ways to regulate emotions together
6. **Encouraging children to contribute and share ideas**
Building confidence, voice and a sense of belonging
7. **Supporting each child in different ways**
Adjusting support so all children can join in & experience success
8. **Reflecting and improving group**
Using observations and family to make changes that support children



Action 3: Each Teacher and Educator will collect **documentation to map the progression of all individual** children's developing resilience and persistence.

1. **Getting to know your child from the start**
We use family conversations to understand your child's strengths, needs and interests
2. **Setting individual goals for each child**
We plan specific ways to support resilience and persistence
3. **Observing and tracking progress over time**
We collect information across the year to see how children are growing
4. **Looking for patterns in learning**
We notice where children may need extra support (e.g. transitions, independence, group time)
5. **Planning for both individual and group needs**
We adjust our program to support each child and the whole group
6. **Reflecting on learning as a team**
Educators regularly discuss what is working and what we can improve
7. **Celebrate growth & progress**
We document and share children's achievements
8. **Working in partnership with families**
We check in, share progress, and set goals together

