

Stanhope Kindergarten FAQs

We really value...

- learning through play
- building secure relationships with children and families
- promoting children's health and wellbeing
- having strong links with the community

Educators strive to...

- provide a stimulating learning environment that caters to individual children's learning needs
- interact with each child to extend thinking
- continually improve through reflecting on the program and learning.

Our educational program is shared with families in many ways; here are some of them...

- the program is on display each session
- special learning containing photos and anecdotes are shared via Storypark
- Our program including routines, is organised in ways that maximise opportunities of each child's learning.

A normal day at our kindergarten normally runs like this...

- Once all children have arrived we have a morning meeting. This gives the children an opportunity to say good morning to each other. We then explain to the children what is happening for the day.
- Children choose to play inside or outside. The types of activities the children explore depend on their interests from the other days and the intentional teaching that is planned.
- Snack time can vary – the children eat when they are hungry.
- Children can then choose to play inside or outside.
- Before we have lunch, we have a mat time – songs, games, music, and intentional teaching moments.
- Weather dependent we have our lunch outside. After lunch we pack our bags and put shoes on before we play.
- Towards the end of the day the children are encouraged to help pack up; some things are left set up for the following day.
- We end the day on the mat with a story, some yoga or a movement song or game.

The expertise of families is recognised and they share in decision making about their child's learning and wellbeing. This occurs in the following way...

- by setting goals at the start of the year
- parent-teacher interviews to celebrate their child's achievements and to set new goals
- informal chats (at the start of the day or end of the day)
- being given the opportunity to provide feedback after events.

Each child's learning and development is accessed as part of an ongoing cycle of planning, documenting and evaluating. We share this with our families and seek their involvement by...

- providing the opportunity to provide feedback on their child's observations via Storypark
- having formal and informal discussions of children's learning.

We build relationships and engage with the local community in the following ways...

- school readiness visits to the local school with a buddy system in place with older students
- visiting businesses down the street
- regular visits to the local library to borrow books
- local services visit the centre which includes CFA, Police & Community Health nurse.

Families have the opportunity to be in our service by...

- being part of Parent Advisory Group to fundraise for the centre
- Attending and helping out on excursions
- being invited to and attending special occasion days (like Easter hat parade, Mother's/Father's/Special friend afternoon tea), fundraising events and end of year celebration barbeque.