



## Epsom Kindergarten's Frequently Asked Questions

### Foregrounding Aboriginal Perspectives:

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

- *Engaging with local Elders & the Koori Preschool Assistant*
- *Incursions*
- *We have developed links with local secondary schools allowing children to engage with students from the secondary school service.*
- *We support many charities and organisations within our local and wider community, such as: Epilepsy Awareness, Cancer council biggest morning tea, Give me 5 for kids and Red nose day, backyard bird count*
- *The children are given opportunities through play, to enhance their knowledge of the different cultures within our community.*
- *We celebrate several special days throughout the year, such as Naidoc Week, National Aboriginal and Torres Strait Islander Children's Day, Harmony Day, St Patrick's day and Mothers/Father's day, cultural days*

### Collaborative Generative Thinking:

*The expertise of families is recognised, and they share in the decision making about the children's learning and wellbeing, this occurs in the following ways:*

- *Educators schedule time for individual meetings with families at the beginning of the year and hold learning review days in Terms 2 & 3.*
- *Celebrating family cultures*
- *Celebrating Indigenous culture*
- *Children with medical or developmental needs have regular meetings throughout the year to discuss and update children's progress.*
- *Goals and interests for each child Form, provided to families*
- *Families share information about their interests, occupation, and culture.*
- *Informal and formal conversations with parents.*
- *We encourage and acknowledge any feedback from families and follow up with the appropriate action*

*Families have opportunity to be involved in our service by:*

- *Families are encouraged to be part of our Parent Advisory Group*
- *Families are encouraged to share stories from home. Thoughts and ideas are valued, and provide us with inspiration for our program.*
- *Incorporating ideas, skills and cultures of families*
- *Invited to contribute to program*
- *Working bees*
- *Joining in our program 'Stay and play' during sessions*
- *Attending special events*

### Opening to Complexity:

*We promote child agency by:*

- *Offering indoor/outdoor choices for long periods of uninterrupted play*
- *Our children's voices are evident in our program*
- *Children will have choices about how, what and when they learn*



- *Children will lead their learning*

#### **Every Moment Matters:**

*Our program, including routines is organised in ways that maximize opportunities for each children's learning. A normal day at our kindergarten usually runs like:*

- *Blocks of uninterrupted play-based learning, where children choose to engage in an experience according to their interests*
- *Quiet individual play spaces*
- *Small/large group experiences*
- *Social snack and lunch times, sitting together*
- *Mat times involve stories, sharing news, music and movement and games*
- *Varied opportunities for relaxation and rest*
- *Indoor and outdoor play*

#### **Meaningful Documentation:**

*Our Educational Program is shared with families in many ways, here are some of them:*

- *Storypark Digital Portfolio for each child*
- *Incidental conversations*
- *Program Reflections on Storypark that allow families to share with their child about what they are learning at kindergarten*
- *Program on display and photo displays, art work displays, project work*

*Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation, we share this with families and seek their involvement by:*

- *Educators schedule time for individual meetings with families at the beginning of the year and hold learning review days in Terms 2 & 3.*
- *Goals and interests for each child Form, provided to families*
- *Families involved in setting goals for their child and reviewing their goals throughout the year*
- *Families share information about their interests, occupation, and culture.*
- *Informal and formal conversations with parents.*
- *Each child has an Individual Education Plan that is developed in collaboration between families and educators*
- *We encourage and acknowledge any feedback from families and follow up with the appropriate action*

#### **Keeping the Joy:**

*We value:*

- *That children learn best when engaged in a play-based curriculum.*
- *Our program reflects children needs, interests and strengths so that they are actively involved in their own learning.*
- *In providing a caring, safe and stimulating learning environment*
- *Providing a relaxed environment that is rich in a variety of challenges, while being supportive and inclusive.*
- *Children should have opportunities to solve problem, experience success and in turn achieve a sense of empowerment.*
- *We foster and develop positive relationships with families, enabling us to work together.*



- *Each child should be valued as an individual, regardless of the child's diverse abilities, their social, linguistic and cultural backgrounds*

#### Being Professional:

##### *Educators Strive to:*

- *Spend time getting to know each child.*
- *Developing trusting relationships with children which enables children to feel safe and secure.*
- *View children as capable and competent learners who have the ability to take an active role in their own learning and development.*
- *Build positive, trusting relationships with children and families.*
- *Facilitate and extend each child's interests, promoting his/her exploration of life.*
- *Be consistent in their values and beliefs and provide a welcoming and fun environment for all our children, families and staffing team.*
- *Create a stimulating environment that enables all children to explore and learn.*