

White Hills FAQs

What we really value:

- Play-based learning.
- Individuality of each child.
- The many varied learning styles that children bring to the learning environment, and children's varying needs for times of self-directed play and times of structure/routine.
- The relationships that we build with children and their families. Working with them for the best outcomes for their child.
- A learning environment that provides open-ended opportunities for creative expression; time to explore and pretend; time to follow interests and develop new ones; and familiar routines.

Educators strive to:

- Build positive, trusting relationships with children and families.
- Provide a safe, secure and healthy environment for development and learning.
- Provide a learning environment that enhances learning and development for all children equally
- Utilise their expertise and knowledge of children's learning and development to help each child progress in all areas of the Early Years Learning Framework.

Our educational program is shared with families in many ways, some of which are:

- Learning journal/diary -containing the program, photos and comments regarding children's involvement in the program and the learning observed.
- Children's individual portfolios
- Newsletters
- Conversations

Our program, including routines, is organised in ways that maximise opportunities for each child's learning. A normal day at our preschool usually runs like this: Indoor play or outdoor play (depending on season), snack time, group mat time (discussion, songs, story) Outdoor/indoor play (alternating as above), lunch time, finishing the day together on the mat with quiet activities/songs/games etc.

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

- Information gathering sheets to be completed by families at the beginning and middle of the year -including general information about their child i.e. strengths, interests, concerns, goals
- Interviews at the start of the year.
- Opportunities to meet throughout the year.
- Incidental conversations

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:

- Journal/diary entries
- Portfolio entries
- Informal/formal conversations with parents
- Communicating specific goals for each child.

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

- Incursions
- Visit the Botanical Gardens
- Food share basket
- Chinese Dragon dancing
- Acknowledging cultural celebrations and events applicable to our groups

Families have opportunities to be involved in our service by:

- Joining us for Stay and Play
- Membership on Volunteer Parent Committee
- Joining us on excursions/incursions/special days
- Sending family photos in/ sharing about their family culture