**SWAN HILL SOUTH KINDERGARTEN**

**We really value:** Relationships, Passion and Integrity. Honesty and Loyalty.

**Educators strive to:** Offer a supportive learning environment that honour’s the children’s right to play as both a process and context for learning.

**We promote children’s learning by:**

* Adopting holistic approaches.
* Being responsive to all children’s strengths, abilities and interests.
* Intentional Teaching.
* Valuing the culture of children and families.

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

1. We communicate with families about children’s learning by providing Professional Learning Programs and content from the National Early Years Framework (EYLF), National Quality Standards (NQS) and (DEEWR, 2009) to support children’s learning and development. This is reflected through five learning domains, practices and principles to build on children’s learning for example; *‘belonging, being, becoming’.*
2. Family expertise is recognised and highly regarded in the decision making of their child’s learning and wellbeing.
3. Families are provided with monthly informative newsletters which support their family role, beliefs, values and child rearing practices.

**The expertise of families is recognised and they share in decisions making about the child’s learning and wellbeing, this occurs in the following ways:**

1. We strive to provide stability between Kindergarten and home linking in family beliefs, values and education. We acknowledge this by respecting the strengths, talents and interests of all families.
2. We develop partnerships with families and engage in shared decision making where appropriate.
3. We reflect on differing values and beliefs that support the social needs and human rights of the family;
4. We fully embrace and support families with additional needs and believe they have the right to exercise their values.

**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 see their involvement by:**

1. Welcoming families by encouraging them to be involved in programming;
2. Working collectively with all families, educators and outside supports to maintain a team approach;
3. Structuring the program to reflect on family values and beliefs for the child to develop ‘wholly’.

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

1. Working closely with community support networks and integrated services to promote principles for best quality practices;
2. Sharing in the enjoyment of social-cultural influences that reflect a broader scale within society for example, incursions and excursions which encourage children to become actively involved in constructing their own meaning in society.

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

1. Coming along to our AGM and joining our committee;
2. Attending Kindergarten at any time to ‘Stay and Play’;
3. Contribute to the program by offering their much valued time, special skill or passion.

**Our program, including routines is organised in ways that maximize opportunities for each child’s learning. A normal day at or preschool usually runs like this:**

**ROUTINES FOR KINDERGARTEN**

**It is important for the children to foster their independence at the beginning of the year. Currently educators are taking the time to teach the children self-help skills which will help the children hear the routine, see what it looks like and follow it before it becomes completely understood. When we organise our kindergarten classroom this is what we consider:**

Entrance Routine – entering via Willick St, greeting educators, placing drink bottle on trolley and 1 piece of fruit/vegetable in basket, bag into locker, lunch into fridge, wash hands then place a towel on a hook to dry hands.

Attendance Routine – doors open at 8.30am (Pelicans) 8.45am (Honeyeaters)

Dismissal Routine - The children meet at 1.15pm (Honeyeaters) and 3.30pm (Pelicans) inside on the carpet for some songs, stories, games and to collect artworks before waiting for doors to open and their name to be called when educators spot their families.

Stop and Listen Routine – There can be times when the Teacher will need the children to stop and listen in case of an emergency e.g. fire drill evacuation which are conducted twice per term. Or group meetings regarding program/safety.

Tidy-up Routine – This is a big job; however, the children are being taught their responsibilities such as independently returning materials to their place, and where to go once they have tidied up.

Routines for Specific Situations:

• Outdoor Play – Educators start the day with a variety of equipment and children are taught safety regarding the use of outdoor equipment, including how it is accessed and put away. The children are also taught to be socially responsible and show respect for the kindergarten environment and equipment.

• Portfolio – This is dated from the first day and data is collected along the way with children’s work (paintings, drawings, photos, and celebrations) to show growth over time.

• Snack – There are 3 snacks for the (Pelicans’) long days and 2 snacks for the (Honeyeaters) short days provided by families. The group come together for a staggered morning tea between 9.45 and 10.45am and educators provide milk, water and invite children to help prepare the shared fruit and vegetables supplied by families. Educators also discuss ‘every day’ food alternatives (Some other great examples are yoghurt and cheese) and teach the children how to dispose of their waste. For lunch, we come together between 12.00 to 12.30 pm (Honeyeaters) and 12.30 and 1.00pm (Pelicans) and it is always great to have high energy foods such as (sandwiches, wraps, pasta, and rice to name a few). The group come together for afternoon tea at 2.30pm (long days) and are then asked to pack their lunchboxes into their bags.

• Bathroom and Water Fountain: Children have access to the bathroom and water fountain at all times to meet their needs. In the hotter weather, educators refill drinkers with cold water at the children’s request.