

Rochester Kindergarten FAQs

We really value: At Rochester Kinder we value a learning environment which includes natural play spaces and provides plenty of open ended opportunities for children to explore and develop their ideas and interests.

We value a program which allows children to find themselves and work to their strengths while also having some consistent and familiar routines.

The relationships we develop with children and their families and parent involvement with the program.

Educators strive to: Develop respectful, trusting relationships with every child and family. We strive to make our Kindergarten one where everyone feels safe and secure.

Provide a rich, enticing and engaging learning environment which supports each child and their individual needs.

Continually engage in reflective practice and professional learning to develop their own knowledge, skills and practice.

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

Our learning program is shared via the Storypark Platform. We have our term program set up for us to add relevant information as each term progresses. These then link to any Storypark stories in which we have captured moments of the children engaging in the program.

We encourage parents to share their voices via Storypark and let us know what they think about the program, or anything that they may want to share with us about their children's lives.

We also use Storypark on a daily basis to easily and quickly share with parents what is happening in our program.

Children's artwork is displayed around the room for our parents to have a look at whenever they come along.

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

Echidnas: Outdoor Play – Morning Tea – Indoor Play - Group Mat time – Lunch – Yoga – Indoor Play – Pack Up - Group Time – Goodbye Song

Turtles: Outdoor Play – Morning Tea – Group Mat Time – Indoor Play – Lunch Time – Group Mat Time – Goodbye Song



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:

Information sharing about your child's interests and abilities. Coming together to set goals for your child's learning and development over the time they are at Kindergarten.

Discussions with parents/families – educators will aim to speak to you regularly about your child and are keen to hear your feedback, insights and suggestions.

Parents have the opportunity to meet with a teacher at any time through the year. Please don't hesitate to make the call and have a chat.

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:

Goals – initial goals are set and progress is discussed with parents. When appropriate, new goals are developed.

Storypark – photos and records of your child's learning are shared with you and we encourage parents to respond by adding their insights, comments or questions.

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

We aim to go on regular outings to various places around the community. We are also in the process of getting Bush Kinder up and running for the beginning of term 2. This will be located on the 4Rs site, across the road from kinder.

School visits – we visit the local primary school and have some of their students visit us during the year.

Children in the Duke of Edinburgh program at the high school will be joining in our group times at various times during the year.

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

Being involved in our PAG

Sharing their skills and interests with us

Joining us on excursions

Attending special activities

