



## Flora Hill Kindergarten's Frequently Asked Questions

### Foregrounding Aboriginal Perspectives:

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

- Our pen-pal experience and visits with Flora Hill Royal Freemason's aged care.
- Visit near-by play areas, to enrich the children's learning and development.
- We invite the Koori preschool assistant from BDAC to ensure our kinder is a culture safe environment, as well, our indigenous children's families to share their knowledge with us and putting this in practice by involving children in an artwork.
- Visit to our local post-office, for the children to have a first- hand experience.
- Castlemaine Bee's visit to our Kinder, to educate our children about the role of the bee in sustaining our environment.

### 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:*

- Open door policy- families are invited into our kinder sessions on a daily basis.
- We collaborate and display photos of our children's families, allowing the children to connect to our kinder community.
- With inviting families to help with working bees to tidy and maintain kinder yard and gardens.
- Learning review day three times per year to discuss and reflect on children's learning and wellbeing.
- We make ourselves available to families at; drop-off/pick- up, email, phone call.
- We encourage families to be involved in our curriculum by: writing on our plan and room philosophy.

### Opening to Complexity:

*We promote child agency by:*

- Throughout our kinder year we allow our children to make decisions about their learning and wellbeing.
- We work actively to give the children a voice in our kinder community; ensuring children have opportunities to show initiative.
- We like to share with them big issues, involving them in our discussions.
- Our curriculum focuses on our kinder children, with an indoor/outdoor program with long uninterrupted play.
- The children are involved in our weekly documentation by taking photos with the digital camera and having their voice recorded next to their photos.

### 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:*

- The children arrive in the morning and are welcomed by their educators. The children put their bags in lockers, wash their hands and put drink bottle on the trolley. (If children are hungry they are welcome to grab a snack from their bag and sit down to eat, especially if they missed out on breakfast before kinder).
- The children then begin indoor/ outdoor play, allowing them to experience uninterrupted play.
- Educators bring the children together for group-time approximately 10.30am followed by morning snack.
- Again, the children then have indoor/ outdoor play, allowing them to experience uninterrupted play.
- Educators bring the children together at approximately 12.30pm, this is relaxation time followed by lunch.



- Again, the children then have indoor/ outdoor play, allowing them to experience uninterrupted play.
- Approximately 2.30pm its pack-up time, followed by afternoon snack
- Educators support the children with packing their bags independently and putting them at the exit ready for pick up time.
- We then finish the day as a group engaged in mat activities while our families arrive for pick up.

### Meaningful Documentation:

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

- Children's learning and wellbeing is shared with families on an online platform called Storypark.
- Our kinder curriculum is displayed inside our room for everyone's ideas to be added at any point in the day. This includes children's, educators and families ideas.
- Weekly reflections are recorded in our scrapbook which is on display for families and children to reflect on.
- We always enjoy face to face conversations with families whether that be during pick up & drop off or at another arranged meeting time.

*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:*

- **PLANNING:** each child has an Individual Education Plan (IEP) and this document is used to track your child's learning and wellbeing towards their individual goals set with families and your child's teacher.
- **DOCUMENTING:** each child's learning and development will be documented through individual or group learning stories on Storypark as well as in our weekly reflection book.
- **EVALUATION:** We continuously reflect on children's goals and their development throughout the year and at our Learning Review Days with families. The teachers and educators reflect on the children's current & changing interests, involving them in the changes we make to the program.

### Keeping the Joy:

*We value:*

- Every moment with the children and giving them the full attention, they deserve.
- That children learn best when engaged in a play-based curriculum.
- Providing a caring, safe and stimulating learning environment that is rich in a variety of challenges, while being supportive and inclusive.
- Sharing in joyful moments, stop to laugh with children and educators.
- Being culturally responsive to all our children and families and recognise the deep and rich learning opportunities our families' history, skills and knowledge provide the kindergarten community with. We cherish this information which is why we recognise families as the first educators of their children.
- That each child is equipped with their own set of unique skills and knowledge that they are able to freely explore and develop as they learn through play, discovering who they are.
- That children are capable and independent as they take responsibility for themselves, their environment and their belongings.



## Being Professional:

*Educators Strive to:*

- Provide a warm welcoming and inclusive environment.
- Build relationships with the children built on respect, trust, warmth and kindness. As the children experience the joy of such a beautiful relationship, they begin to reflect this in their own interactions with one another, promoting inclusive and friendliness among all children.
- Building relationships with families to enable us to work together to achieve the best outcomes for children.
- Ensure the children are free to utilise the resources within the kindergarten to further support them in their learning journey. This includes Dja Dja Country and the teachings it provides us with in the past and now.
- Work collaboratively with the children to create an engaging, rich and meaningful learning environment.
- Continue to grow as educators and use every opportunity to further our knowledge and skills.