



Shamrock Park Kindergarten's Frequently Asked Questions

Foregrounding Aboriginal Perspectives:

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

- *We have support from our Koorie Preschool Assistant (KPSA) in regard to imbedding Indigenous perspectives in our program.*
- *We have an Acknowledgement to Country that we all say together prior to our first group time of the day.*
- *We encourage families to contribute to our program in any way possible.*

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:

- *Working in collaboration to complete an Individual Education Plan (IEP) and to review this each term.*
- *Families can contribute events or special occasions by uploading 'stories' to our online platform – Storypark.*
- *We aim to keep the lines of communication open and discuss any issues/concerns as soon as practical.*

Families have opportunity to be involved in our service by:

- *Families are welcome into Kinder at all times.*
- *Families are encouraged to be involved in our online platform – Storypark – commenting on learning stories and observations.*
- *Family photos for our family tree and a family story in our Family Book.*
- *Families are welcome to participate in activities at Kinder.*

Opening to Complexity:

We promote child agency by:

- *Children contribute ideas to the program.*
- *Children are encouraged to be independent at routine times, for example; when they first come in the mornings they do their name rock (Term 1), name card (Term 2) and sign in book (Term 3 and 4); put their drink bottle on the trolley; lunch box in the fridge; bag in locker.*
- *We use Circle Time once a week, and every child has the opportunity to contribute to the discussion.*
- *Children formulate rules at the start of the year and look out for each other and remind of the rules when necessary.*

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:

Children do their morning routine when they arrive (as per above section).

We have indoor/outdoor play.

At ~ 10.15am – group time

At ~ 10.30am – morning tea

At ~ 10.45am – indoor/outdoor play

At ~ 12.15pm – group time

At ~ 12.30pm – lunch

At ~ 12.45pm – indoor/outdoor play

At ~ 2.15pm – afternoon tea (optional)



At ~ 2.45pm-3pm – pack up

At 3pm – group time (feed chooks – meditation - story – pack up bag and hand out work)

At 3.30pm – quiet activities (duplo, lego, puzzles).

Meaningful Documentation:

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

- Program plan wall inside front door – space for families to comment/suggest ideas etc.
- Newsletters (once a month)
- Reflection journal
- Storypark
- Portfolios
- Family tree / gratitude tree

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:

- IEP and reviews.
- Storypark
- Observations – focus child fortnightly cycle (Term 2, 3, 4)

Keeping the Joy:

We value:

- Play based learning intertwined with child initiated and intentional teaching experiences.
- We focus on and celebrate what the child can do and contribute.
- All families feeling a sense of belonging.
- Diversity in beliefs, culture and tradition.
- Contributions to the wellbeing of other individuals, the group and beyond the group – acts of kindness and compassion.
- Implementing sustainability into learning and practices.

Being Professional:

Educators Strive to:

- Build and support each other, trust each other and respect each other.
- Work collaboratively.
- Actively engage with each child and the group.