



Nyah West Kindergarten's Frequently Asked Questions

Foregrounding Aboriginal Perspectives:

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

We situate ourselves with Place. Our acknowledgement of Waddi Waddi Country threads throughout our everyday discussions and is visible as we share learning together. Our collaborative knowledge and shared understanding of Place unites us in our relationships with families, and through our seamless connections with MCH, Supported Playgroup, and our ongoing respectful links with Nyah District Primary School, local businesses, and community organisations.

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:

We regularly seek information from families to assist us with understanding their child. Time is always available at the end of a session for deeper discussions and understandings, where family knowledge is sought and plans developed, to provide the best outcomes for children.

Families have opportunity to be involved in our service by:

Meeting us with their newborn baby as they visit MCH, joining us for a cuppa and playgroup, spending time with us within the kinder program, joining our committee and arranging or taking part in organised events and fundraisers. Families are co-researchers at our centre – they are consulted and listened to, and bring to the centre their aspirations, knowledges, and visions.

Opening to Complexity:

We promote child agency by:

Including children's voices in all that we do. Children's ideas drive the learning, children are consulted about matters that affect them, and children take action to solve issues and problems that arise in our day-to-day experiences.

We consider that we are co-researchers with children. This situates educators and children together, learning from and with each other.

We advocate for the child's right to play, by promoting play as integral to learning, and ensuring that play is respected and paramount. Our routines and reflections place the child's agency respectfully at the centre of decision making.

Every Moment Matters:

Our program, including routines in organised in ways that maximize opportunities for each children's learning. A normal day at our kindergarten usually runs like:



We all greet each other in the morning and children choose to play indoors or outdoors. We gather in small groups for snack when the children are ready, and we chat about our day in time spans of “First play, second play, lunch, last play and pack up”! We join together for games, story, discussions, puppet play or music.

Meaningful Documentation:

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

Our program is interactive, with many voices, family, child, and educator, contributing to the writing of the program. We believe this is meaningful for everyone, everyone has ownership of the program, and the program reflects all of us. We display learning in many different ways; through the voice of the child, through photographs, stories, and questions, and we demonstrate that learning can stretch slowly over time in the documentation that children create with educators.

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:

Being co-researchers with families. When we first meet you, we are eager to find out so much about your child so that we can begin building a trusting relationship. Your expertise guides our thinking and understanding, and we spend time with you to find out more. We ask you to share your aspirations and goals for your child, and we integrate this knowledge into our learning plans for each individual throughout the year. We check in with you each term, to share and celebrate your child’s learning journey and to wonder together what the child needs to take another step.

Keeping the Joy:

We value:

Being together, spending time sharing conversation, celebrating the outdoors, taking care of one another, our centre, and the environment. We spend time with the children thinking with Waddi Waddi country and thinking with PLACE. We advocate for the child’s right to learn through play, and we recognise that each child holds knowledge, and is a capable and competent learner.

Being Professional:

Educators Strive to:

Build positive connections with children and their families, ensure that all people feel welcome and included, develop respectfulness and strong connections between children and advocate for the child.