



Kindy News

Term 1 Newsletter — March 2016

President's Report

Welcome to new and returning families! I hope your children are enjoying Kindy and have made some new friends and settling into the Kindy routine.

Annual General Meeting

Thank you to everyone who attended our recent AGM. Unfortunately, our guest speaker, Fran Griffiths from Lady Gowrie, was unable to attend, however a detailed reflection of a busy Kindy year still provided for a full meeting.

Following the AGM, we held a Handover meeting between outgoing and incoming committee members to smooth the transition. We have now filled all but a few Committee positions for this year. We are still looking to fill one position on the Museum Run sub-committee.

Again, a big thank you to the 2015 committee for all their efforts in managing the kindergarten and resources over the past year. An extra special thank you to our outgoing President, Louise Raben. Louise has been a wonderful leader and mentor for our Kindy community for two years, and will be sadly missed.

Please remember this is your Kindy and the input of everyone is valuable. Committee meetings are held at the Centre on the third Tuesday of the month at 7.30pm. The next meeting will be held Tuesday 19th April. Everyone is welcome.

Committee News

Thanks to all who have volunteered for a position on the Management Committee and its sub-committees. We do appreciate you

Key Dates

First day of Term 2

Alison & Lyndall's LM group - Mon 4 April
Jane & Lyndall's LF group – Thurs 7 April
Playgroup – Wed 6 April

Last day of Term 2

Lyndall's LM group - Tues 21 June
Alison's group - Wed 22 June
Lyndall's LF & Jane's groups - Fri 24 June
Playgroup – Wed 15 June

Public Holidays in Term 2

ANZAC Day – Mon 25 April
Labour Day - Mon 2 May
(Queen's Birthday is Mon 3 Oct)

Term 2 Fees due

Fri 22 April

Shows & Special Days:

Teddy Bear's Picnic 12 & 15 April
Water Bugs 18 & 21 April
Rethink your Rubbish 3 & 5 May
Special Visitor's Day 24 & 27 May
Obstacle-a-thon 13 & 16 June
Healthy Harrold 20 & 23 June

Working Bee

Sun 19 June 8.30am to 11.30am

Kindy Open Day

Sat 4 June 9.30-11.30am

giving up your time to help make our Kindy an efficient and fun place to be. Throughout the year there will be many opportunities for all parents to help out through Parent Roster and other activities.





Fundraising

Family BBQ – Friday 11 March

The Family BBQ on Friday the 11th of March was a success and was enjoyed by all. The children enjoyed seeing their friends out of Kindy hours and everyone had the chance to meet the staff, committee members, friends and families from our Kindy



Jo Jelekainen and Cathy Horton did a super job at organising and co-ordinating the event and it wouldn't have been the success it was without all the wonderful parent helpers. The children enjoyed being entertained by Renata, who sang many familiar songs and got the children involved in singing, dancing and acting out a favourite story.

Easter Raffle

With Easter fast approaching, you will now have your Easter Raffle tickets, which I encourage all families to be a part of, by both contributing items for the Baskets, and selling tickets.

As these are our first two fundraising events for the year, we look forward to allocating money to our **main projects for 2016**, which

are, updating the children's construction kits; buying early childhood software to be used on our new Interactive Screens and making our gardens beautiful. Last year's KD families are to be congratulated on their fundraising efforts, which enabled the purchase of the Interactive Screens which your children also now enjoy. Without your help, the ongoing purchases of such wonderful resources would not be possible. Thank you.

Book Club

The Scholastic Book Club has started for 2016. It offers a huge range of quality books for children from Pre-prep to Primary. With each order placed, our Kindy receives credits that our teachers use to order free books. Any queries can be directed to Melanie Croese, Book Club Convenor.

Did you know: there is a small selection of books and knick knacks for purchase from Gifts and Books Direct who delivers every fortnight. Whilst Kindy does not earn any rewards from this, it is there for you to browse, so feel free to pop into Gilly's office and have a look – sometimes make good presents.





Kenmore District Playgroup

Kenmore District Playgroup runs every second Wednesday 9.30 – 11.30am. We welcome anyone from the community who would like to join us for a play and parent catch up. Playgroup Membership is \$25/term which covers venue, insurance and resources. KD Playgroup is a wonderful way to introduce your pre-kindergarten child to the beauty of the KD facilities! Contact Gillian Mullis (admin assistant) on 33782068 or email admin@kdkindy.com.au to register your interest.

Our Strategic and Operational Plans

Did you know that there are copies of our plans available for viewing?

The KDKP **Strategic Plan** outlines the Centre's vision, purpose and values that are embedded in what we do.

The KDKP **Operational Plan** outlines our specific objectives and how we achieve the key elements set out in the Strategic Plan.

The KDKP **Annual Plan** covers the finer details of the things we do in the day to day running of the Centre, which feeds back into the former two.

If you would like to read over any of the above, please find copies placed on top of the Parent Library just outside the Office.

Mini-Kindy

Our wonderful Mini-Kindy program will commence in term 3. The group's teacher will be Mrs. O'Neill and she will be assisted by Mrs. Babbolin. Children must have turned 3 years before they can start in this group. This program is a super introduction to your child's education and will run from 2.45 – 4.45pm on Monday and Tuesday. The children will socialise and play with their peers; learn to be a member of a group and participate in a music or story session. Please email admin@kdkindy.com.au to book your child's place on our wait list.

Road Safety Entering Moggill Road

A friendly reminder to please follow two simple rules when entering and exiting the Kindy driveway:

- 1 Move as far forward as possible so you have the best possible view.** Stop before the footpath and check for pedestrians and bike riders. Then move forward as far as possible and stop again when you get the best visibility of oncoming traffic
- 2 Move directly into the left lane, do not try to cut directly into the right lane.** It is a legal requirement to move into the closest lane when turning into any multi-lane road. Then after indicating for sufficient time/distance you can move to the right lane.

Car Park and Child Safety

Please be reminded that it is against the law to leave your children unattended in the car, even in our Kindy car park! If you find you have a sleeping child and you just want to duck in to collect your Kindy child, please ask another Kindy parent to watch over your child whilst you do so.

We Welcome Your Feedback

As we are proudly a community kindergarten run by our Committee, we welcome your constructive feedback – both positive and negative. Our volunteer committee works very hard to make this Centre run efficiently and keep the lines of communication open between parents and staff. If there is anything you think we need to know, please either contact someone on committee or your child's teacher, or your class representative, who will pass on the comments so that we can continue to be the best in Kenmore!

Wishing you a Happy Easter and restful break

Simon Wardale - 2016 President





Teachers' Report

The children in all groups have been settling in well to Kindy life. Each group has been focusing on Positive Guidelines which will encourage everyone to keep themselves, their friends and the Kindy resources and Kindy Environment safe. The children have all contributed their ideas and we will display these guidelines around our rooms so that we can revisit these throughout the year. Another part of these guidelines that we have been talking about is the fact that we are all unique and special in our own way.



The children have been making connections with the other children in their group and making new friendships. Being a friend means different things to different people and there are different levels of friendships. Some children may prefer to play next to a certain friend, others may want to do everything with one friend. 'Friendship' is a complex concept for this age group, however we are teaching children what it means 'to be a good friend' and that it is important to be accepting of everyone in the group.

A part of settling the children into Kindy is becoming familiar with the daily routine. There are a number of reasons why routines are especially critical for young children.

- Through a routine, children know what to expect throughout the day. Having a

routine can help your child feel stable and secure as he moves through his day.

- By knowing what lies ahead, children do not need to expend energy wondering about what's to come. This allows a child to focus 100% of his energy and attention on his current activity as opposed to wasting that same energy worrying about what lies around the next bend.

- Having a routine also helps manage behaviour issues and separation anxiety by adding a predictable structure to those stressful times.

(source: <http://www.schoolsparks.com/blog/the-importance-of-routines-for-children>)

The curricula we use are the Queensland Kindergarten Learning Guidelines (QKLG) and the national curriculum - Early Years Learning Framework (EYLF). These are based on the belief that children aged 3-4½ years learn best in an unstructured environment where play is the main learning tool. Learning through play is the most successful way for young children to develop the skills necessary to be lifelong learners, setting them along the road to a well-balanced adult life. We want children to question, think, and find out about things – to be enthusiastic about learning.



We involve children in the learning process, so they are able to experiment and discover for themselves rather than absorb knowledge passively.



when play is unfair and offer constructive ways to build a caring, fair and inclusive learning community.”

Therefore, much of our Kindy’s program is child initiated and negotiated with the children following their interests and needs. Our curriculum is an emerging one, rather than a prescribed one. The self-selective nature of our program helps children develop resourcefulness and independence in occupying themselves constructively without continually relying on adults. This will help prepare children for school and lifelong learning.

So, for example, you might see children discovering the door in the tree, wanting to discover who/what could be behind the door. This might lead to art activities, role-play, writing and literacy experiences covering all areas of the curriculum.



The EYLF states that:

“Play provides opportunities for children to learn as they discover, create, improvise and imagine. When children play with other children they create social groups, test out ideas, challenge each other’s thinking and build new understandings.

Play provides a supportive environment where children can ask questions, solve problems and engage in critical thinking. Play can expand children’s thinking and enhance their desire to know and to learn. In these ways play can promote positive dispositions towards learning. Children’s immersion in their play illustrates how play enables them to simply enjoy being.

We as teachers take on many roles in play with children and use a range of strategies to support learning. We engage in sustained shared conversations with children to extend their thinking. We provide a balance between child led, child initiated and teacher supported learning. We create learning environments that encourage children to explore, solve problems, create and construct. We also recognise spontaneous teachable moments as they occur, and use them to build on children’s learning. We work with the children to promote and model positive ways to relate to others. We actively support the inclusion of all children in play, help children to recognise

Portfolios

Your child is encouraged to take ownership of their portfolio by collaboratively constructing their folder with the support of their teachers, parents and other children in the group.

We value the uniqueness of every child, family and group, and as a result, every portfolio will be slightly different, but at the same time will include common elements and experiences shared. We use the





portfolio as a tool to connect the learning, development and experiences that occur in the Kindy and home environments. It encourages children to reflect on their achievements and interests.

These portfolios will be used during parent/teacher discussions and at the end of your child's time at Kindy they will take their portfolio home to keep as a memento of their Kindy journey.

If there are any stories from Story Park that have particular meaning to your child and/or your family and you would like them included in your child's portfolio please let us know and we will print them and put them in their folder.



With Easter almost upon us the children will be involved in many Easter activities and experiences at Kindy. These will include making Easter baskets, hunting for eggs, collaging and painting pictures, cooking, reading Easter stories and learning new Easter songs and rhymes.

If at any time during the year you would like to discuss your child's progress or the program please don't hesitate to come and see your child's teacher, afternoons are best for this once all the children have been collected.

In term 2 we will be starting our Parent Roster, more information about this will be provided early next term.

Alison, Lyndall and Jane

Music

The children and our music teacher Mrs Lochel have had lots of fun in their lessons this term whilst learning many important skills at the same time. One of these skills is 'stopping'. They have explored stopping through actions, whole body movements and while playing instruments. The children's vocabulary is constantly being extended as they think about, talk about and experience new movements and actions during their lessons.

They play instruments together and have tried tapping sticks, shaker eggs and guiros so far. They are getting very good at the 'resting position' where they leave their instruments on the floor without touching or playing them – a real demonstration of self-control. Another skill they have been focusing on is moving around the room maintaining their own personal space. One of their favourite songs, which practices all these skills, is the "Jelly Bean" song. Ask your child for a demonstration at home!





Helping manage separation distress

Children vary in their levels of emotional sensitivity. Some children worry while others are more carefree. Most are somewhere in between. Parents and carers can work together with staff so their child has positive goodbyes and enjoys their time away from home (e.g., when a parent or carer reminds their child of the fun they have with their friends at child care). Children feel less distressed when they are confident that they will see their parents or carers again (e.g. when a parent or carer reassures their child that they will see them at the end of the day).

When children are separating from their parents and carers they may behave in hard to manage ways (e.g., screaming, tantrums, or refusal). Understanding the meaning behind this behaviour and responding appropriately assists the child

to manage their emotions and experience less distress (e.g., by speaking softly to the child about their feelings, stroking their hair and providing a comforting hug). Children copy their parents' and carers' emotions and behaviours. Children may interpret adults' anxiety or worry as indicating to them that their situation is unsafe and that they should be fearful too (e.g., 'the world is a dangerous place and I am not capable to handle it on my own').

Adults can help children manage their separation distress and help them feel safe by being calm, relaxed and reassuring, noticing their child's emotions and comforting them. A balance is required however. For adults, it is important to find the balance between supporting and reassuring children and allowing children to have opportunities to practice managing their own emotions. By being emotionally available and showing understanding about children's fears, you help to manage children's distress when it is too big for them to manage on their own.

Source:

http://www.kidsmatter.edu.au/sites/default/files/public/03_KM-11-200-Understanding-and-managing-separation-distress2.pdf

Reminders

Pick-up and Drop-off Times

Please always ensure that a parent/carer remains with your child at Kindy until the appropriate 'start' time for your group, and also leave the grounds promptly after Kindy finishes. **Children are not to play in the playground after Kindy has finished.**

Parking

Please be considerate of our Kindy neighbours and ensure you do not park across their driveways. These Moggill Road houses are accessed from the laneway and Kindy car park area.

Ideas and concerns

You are encouraged to talk to us about any issues associated with the Kindy. This is not limited to safety issues. If you wish to talk about your child's progress, the program or curriculum your first point of call is your child's teacher. The teachers are very happy to listen, explain and provide feedback. All our staff aim to provide the best possible experience for your child at Kenmore District. For other issues, you are invited to speak to someone on the Committee or your Class Rep.

