



# Kindy News

Term 1 Newsletter — April 2017

## President's Report

The start of a new Kindy year is a wonderful time. There is something very special about seeing a group of new, excited little faces starting their educational journey. To new and returning families, the very fondest of welcomes. No doubt we have a fantastic year ahead.

### Annual General Meeting

Our Annual General Meeting was held on 28 February 2017 and was attended by families, friends and our dedicated team of staff. We were very fortunate to have Jane Bourne, CEO of Lady Gowrie Early Childhood and Education Centre provide an opening presentation. Jane spoke of Gowrie's history and her long association with the organisation. Jane also spoke of the important relationship between Lady Gowrie and Kenmore District Kindergarten.

The AGM also provided an important opportunity for myself, Alison Pechey (Director) and Andrea Wood (2016 Treasurer) to provide a reflection on 2016. This affords Kindy families the opportunity to ask questions and be informed of the Kindy's strategic achievements and operational position.

We said farewells to outgoing committee members and were incredibly fortunate to have some skilled and successful people volunteer for newly vacated positions. To our new and outgoing committee members, thank you very much for sharing your time, expertise and contributing to our Kindy.

### Committee News

Please remember this is your Kindy and the input of everyone is valuable. Committee

## Key Dates

### First day of Term 2

Alison & Lyndall's LM group – Tues 18 April

Lyndall's LF group – Wed 19 April

Jane's group – Thurs 20 April

Playgroup – Wed 26 April

### Last day of Term 2

Lyndall's LM group - Tues 20 June

Alison's group - Wed 21 June

Lyndall's LF & Jane's groups - Fri 23 June

Playgroup – Wed 21 June

### Public Holidays in Term 2

Easter Monday – Mon 17 April

ANZAC Day – Tues 25 April

Labour Day - Mon 1 May

### Term 2 Fees due

Fri 5 May

### Shows & Special Days:

Special Visitor's Day - 30 May & 2 June

Obstacle-a-thon - 5 & 8 June

Pet Pep Talk - 19 & 22 June

### Working Bee

Sun 18 June - 8.30am to 11.30am

meetings are held at the Kindy on the third Tuesday of the month at 7.30pm. The next meeting will be held Tuesday 18th April. Everyone is welcome.





The Family BBQ on Friday the 10th of March was a success and was enjoyed by all, thanks yet again to the incredible efforts of Cathy Horton, Sally Adamson and Jo Jelekainen. A huge thanks must also go out to our Kindy staff who despite working a full and busy week, gave up Friday with their families to make an enjoyable night for ours. Whilst this event has an obvious fund raising function (we raised over \$700!!) the bigger purpose is for us all to meet, socialise and enjoy some fun time with the new Kindy community.



The children clearly love seeing their friends outside of hours, and enjoying the magic of Kindy at night time. Yet again they were entertained by Renata, who sang many familiar songs and got the children involved in singing, dancing and acting out a favourite story. My own little Tiddalik the Frog certainly enjoyed this part of the evening.

Please take the time to ask the staff or committee where your fundraising money is spent. Under Alison Pechey's leadership an important and growing list of educational

resources has been developed by the staff. Your fundraising contributes directly to these learning aids, and as a result, the development of all of our children.

### Easter Raffle

Because fundraising makes such a direct difference to the opportunities available to our children, it would be lovely if families could contribute a little to our upcoming Easter raffle. You will now have your raffle tickets and will have seen our prize hamper growing in the foyer. Please take time to contribute to both add a little something to the hamper and selling some tickets.

Last year's fundraising allowed us to update construction kits, buy software to be used on our new Interactive Screens and making our outdoor areas beautiful. 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 2017. 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.

### Planning for our future

The future direction of our Kindy is described in both our strategic and operational plans. The strategic plan sets a longer term, 'big picture' plan for the Kindy, helping to ensure Kindy is here to support many children and families into the future.

The operational plan is a description of how we are going to achieve the larger tasks in the Strategic Plan. It gives the Kindy staff and committee day to day direction and ensure the specific goals of the Strategic plan are achieved, over the longer term.

During 2017 we will be reviewing our Strategic Plan and the whole Kindy community is welcome to contribute to this





important piece of work. Both the strategic plan and operational plan are available for viewing and copies placed on top of the Parent Library just outside the Office. Please feel free to contact me directly if you have any suggestions for the 2017 review.

### 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](mailto: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 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 multilane 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 Kindy 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 - 2017 President



### Teachers' Report

The children in all groups have been adjusting well to their Kindy environments with only a few tears at times when separating from their parents. They have been making new friends, exploring different environments and equipment, and becoming familiar with the routine, boundaries and responsibilities.

Routines help the children feel secure and ensure they know what will happen next, for example after morning tea we play inside. Boundaries and responsibilities are necessary for the safety of the children and to ensure our program runs smoothly. We try to help the





children understand the basis of each boundary and why it is necessary. Responsibilities also help the children develop independence. One of the ways we are doing this is looking at our shared guidelines. **These Guidelines are:** *We keep ourselves safe; We keep our friends safe; We keep our Kindy safe; We are all special.*

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.



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 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. Within this play the children are guided to make appropriate choices and the educators are there to scaffold their learning and bring related resources to extend their play and learning opportunities.





So, for example, you might see children getting dressed up in the home corner getting ready to go shopping. We will encourage them to make 'shopping lists' and 'money'. Their symbols may not be recognizable to us but it is the beginning of numeracy and literacy learning, rather than sitting in front of the whiteboard learning that A says 'a'.

The children have been investigating a wide range of interests. Some of these include going to the hairdressers, going on picnics and to parks, going surfing and building at the construction site. Most of these have involved role-playing both in small and large groups where children learn to negotiate roles, listen to other people's ideas, use their imagination and share spaces and resources.

You will be kept up to date with details on each group's weekly experiences and your child's individual learning and interests through Story Park.



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

## From The Music Teacher

Hi I'm Becky Lochel and I'm lucky enough to come to Kindy to teach your children music once a week. I have been teaching music at Kenmore Kindy for the past seven and a half years, and I still feel so lucky to have such a fun job. We have lots of fun in our music lessons and learn lots of important skills at the same time. One of the most important skills we will be working on this term is playing and stopping.

We will explore stopping actions, whole body movements and when playing instruments. The children's vocabulary is constantly being extended in our music lessons as they think about, talk about and experience new movements and actions. Each week we play instruments together and have tried tapping sticks, shaker eggs, and guiros to date. They are all getting very good at 'resting position' where we leave our instruments on the floor without touching or playing them - real demonstration of self-control. I also try to provide them with a variety of musical styles that they may not normally hear and help them to experience them through movement or playing instruments. I'm looking forward to another great year of music at Kindy this year and am excited to share it with you all.





## Interesting Articles

### How Children Learn Resilience, an Early Years Super Power

Eavesdrop on any parent gathering. Whether new to the game, discussing the relative merits of local nurseries, or old hands with updates on exam results, one constant resonates: 'I just want them to be happy.' Wanting happiness for those we care about is natural. We strive to create the conditions for our children's mental wellbeing. Always. But should making children 'happy' really be a priority?

No matter what their life circumstances, sooner or later all children encounter setbacks. The ability to bounce back from adversity is crucial, whether that means getting over the loss of a favourite toy, coping with the distress of finding a best friend prefers to play with another child, or making progress despite a learning disability. So perhaps, 'I just want them to be resilient' is a better thing to wish for?

Resilience is a lifelong skill, useful in all sorts of personal and professional situations. Enhanced resilience skills are what new graduates need to negotiate the world of unpaid internships that may or may not lead to job security. It's what adults need to pick themselves up after financial or personal loss. Resilience is what allows humans, big and small, to succeed in the face of adversity. Resilience is an attitude. It is habit we cultivate, and best learned young.



### Lead by Example

The way adults deal with setbacks, and the language we use when things aren't going according to plan, influences children's responses in similar situations. If a parent takes it in their stride when they miss a bus, burn supper, or miss out on plans, their child is likely to imitate such positive behaviour. If we react badly, get angry, and lose our temper, children will also imitate us. It's human to conflate difficulties that are in fact unrelated, in the face of dispiriting setbacks. But a 'nothing ever goes right for me' mentality can be hard to shake off, and contagious for our littles. Children pick up on our vibes, attitudes and reactions. Treating setbacks as challenges to be met with ingenuity and humour, and letting our children see the way we react, is by far the best way to help them learn resilience. It isn't necessarily easy, but making an effort to model our adult behaviour to the behaviour we'd like from our offspring, can often motivate us to be better, and be more positive about life ourselves.

In essence, we are responsible for resilience in children. So let us not obsess over happiness, and let us focus on resilience instead. If happiness is a result, resilience is a process that leads to it. Let us focus on giving children a superpower that will allow them to make themselves happy, to deal with real life situations, and to become confident problem solvers in the face of setbacks.

Written by: Filippo Yacob

Source: <https://www.primotoys.com/blog/2017/01/resilience-for-early-years/>

### Immunisation Reminder

Parents of KD children who have had their four-year-old immunisations should bring a copy of their new immunisation record to their teacher for inclusion in the child's enrolment folder.





## Triple P

There are more than 90 free small and large group sessions currently listed on the Queensland Triple P parent website including Triple P Seminars, Group Triple P and Triple P Discussion Groups. They're being run all over the state, some for parents of under 12s and others are for parents of teenagers. To see all the details, look under Find A Session on the Triple P parent website. (Individual sessions are also available - more info on the website.)

## Craft Activity

### Puff Painting

You will need:

- PVA glue
- Shaving cream
- Food colouring
- Zip lock bags
- Cardboard

Instructions:

- Put equal parts PVA glue and shaving cream into zip locks bags.
- Add a few drops of food colouring (one colour in each bag).
- Seal bags (with as little air as possible).
- Allow your child to squeeze the bag (gently) until each colour is mixed well.
- Using scissors, snip a small section off the corner of each bag.
- Have your child pipe the 'puff paint' onto the cardboard to make a picture.
- Allow to dry on a flat surface (the puff paint will rise relatively quickly).

## Ice Cube Sushi



These little sushi bites are so great to make at home and easy enough for the kids to help as well.

### Ingredients

- 2 cups prepared sushi rice
- Toppings (eg. Salmon, tuna, avocado, ham)

### Method Notes

Prepare an ice cube tray by lining holes with one big sheet of glad wrap pushed into each hole.

Prepare all ingredients and lay out on a plate.

Place some topping in the bottom of each hole of the tray.

Spoon in some rice and press firmly with back of teaspoon or fingertips.

Turn tray upside down and remove glad wrap.