



# Kinder News

## A message from your President, Kylie Osborne...

The next few months presents both the committee and the kinder with some big events: The kinder disco on June 24th which is always a highlight for the kids, our Bunnings Sausage Sizzle on July 10th (please put your name down to volunteer if you can) and our Trivia night on August 20th.

I'd like to take this opportunity to introduce and thank the Trivia Night Sub Committee: Ann-Maree Bosomworth (Daniel - Dolphins), Rebecca Anwin (Olivia - Jellyfish), Karen Gabel (Kirrilly - Jellyfish) and Camilla Pederson (Kaya - Jellyfish). The ladies are working tirelessly to get the Trivia Night up and running and chasing up the much needed silent auction items. If you have or know of someone with a business that would be willing to offer something to auction please contact the teachers, the sub-committee or the Committee of Management.

Also, a reminder that the Mika kinder application deadline is the end of this month so please make sure you return your forms directly to MIKA to enroll your child.

That's it for now.

Kylie

## Upcoming Events at the Kinder

- **Friday 24<sup>th</sup> June**  
**Kinder Disco**  
Featuring the "Rocking Rascals"  
Due to a small room space, parents are to drop off and pick up their children at the kinder. The Disco will run from 6pm to 8pm. Committee Members and Teachers will chaperone the children. There will be a nominal charge of \$6 per child to pay for the entertainment.
- **July-August**  
**Picture Plate Keepsake orders**
- **Sunday 10<sup>th</sup> July**  
**Nunawading Bunnings Sausage Sizzle Fundraising**  
We need volunteer helpers to work on a 2hr shift. Please place your name on the list provided in the foyer.
- **Saturday 20<sup>th</sup> August**  
**Trivia Night**  
Do you know anyone who owns a business and would like to sponsor our kinder?  
Please call Kylie Osborne on 0417 648 114.

## Policy Updates:

For your information the following policies have been updated for 2011. There is a copy in the Policy folder located in the foyer. Please have a read when you get the chance.

- **Delivery and collection of children**
- **Information technology use**
- **Anaphylaxis and nut exclusion**
- **Nutrition**
- **Active play**



# Dolphins & Penguins News



Over the next few weeks I will be conducting parent/teacher interviews. It is a great opportunity to meet with parents individually and speak to them about their child's development. I have been conducting these interviews within my administration time and as such times have been limited due to the fact that I only work two and a bit days a week and the large number of parents that wanted to meet with me. During the parent/teacher interviews I will be collaborating with parents in preparing children's goals for next term. If you are not having a parent/teacher interview I will send out forms for you to fill in re any areas that you want us to focus on in term 3.

I have been observing the children's language development, their drawing abilities, and gross motor skills. This provides further information about your child's development. Letters will be sent out to parents if I have any concerns with your child's articulation of sounds and I will speak personally to parents about any other concerns.

**Remember if your child is going to kindergarten next year, the forms have to be sent to MIKA by the 30<sup>th</sup> June.** This is required for both the children moving onto four year old kindergarten and for the children that are having a "BONUS" year at threes. Due to MIKA guidelines, children cannot be enrolled for both groups; however, we do keep a limited amount of spots for children that require that bonus year at three year old kindergarten. The three year old timetable has changed next year so please pick up a new information brochure to learn about all the new times (this is in the foyer).

Our excursion to Jubilee Park had to be cancelled due to the weather. We will rearrange this excursion after winter as both groups commence at 8.30am in the morning and it is too cold at the moment to be outside for long period of time. Over the last few weeks we have been focusing on road safety. This was to prepare the children for their walk to Jubilee Park. The objectives of this were to assist the children to:

- *Recognize dangers on and near roads when they are walking*
- *Develop the skills of stopping, looking, listening and thinking when walking*
- *Recognize the importance of always being accompanied by an adult when near roads*

Some of the activities which have been incorporated into the curriculum to support these objectives are:

- Music—Before we cross the road, the hold my hand rap
- Reading of stories and discussions about road safety
- Pasting of cars, ambulances and trucks with the passengers wearing seatbelts.
- Pretend car with seat belts, steering wheel and traffic lights

Monica Chang, who is studying her Certificate III in Children's Services, will be working with us for the next 7 weeks each Wednesday. It is great to have an extra pair of hands to help out and it is a great opportunity for Monica to learn about how a kindergarten operates.

If you have any concerns/suggestions etc please speak to me or Leesa. Thank you for all your ongoing help and support.

Theresa

### Upcoming Events

Molly and Jack Incursion 17<sup>th</sup> June  
Kinder Disco 24<sup>th</sup> June  
Last Day of term/story book day 1<sup>st</sup> July

A HUGE thank you to Naomi and Leesa for all their assistance when i was on holidays!!!!

Congratulations to the Button family on the birth of Harriet



### Happy Birthday to:

Mina 5<sup>th</sup> June  
Meg 10<sup>th</sup> June



## Victorian Early Years Learning and Development Framework Module 3 – Decision Making: Effective Practice Principles

The Victorian Framework contains eight Practice Principles for learning and development that describe the most effective ways for early childhood professionals to work together and with children and families to facilitate learning and development.

The Practice Principles are arranged into three categories:

### Collaborative

### Effective

### Reflective

These Principles are based on the pedagogy outlined in the national Early Years Learning Framework for Australia for educators working with children from birth to five. The Principles are based on the latest international evidence about the best ways to support children's learning.

Module 3 focuses on the Effective Practice Principles.

The characteristics of Effective Practice Principles are further broken into 6 sub categories. These are:

1. Equity and diversity
2. Cultural competence
3. Respectful relationships and responsive engagement
4. Learning communities
5. Learning environments
6. Integrated teaching and learning approaches

### 1. *Equity and diversity*

Children's personal, family and cultural histories shape their learning and development. Children learn when early childhood professionals respect their diversity and provide them with the best support, opportunities and experiences. At Greenwood Park the teachers focus on facts rather than stereotypes e.g.

#### **Collingwood supporter**

##### **Fact**

Collingwood matches in Melbourne attract the largest crowds.

##### **Stereotype**

All Collingwood supporters are bogans and 'one-eyed.'

## **2. Cultural competence**

**Cultural competence is:**

- more than awareness of cultural differences
- being aware of personal values and beliefs
- acknowledging both similarities and differences
- having positive attitudes to cultural differences
- gaining knowledge of different cultural practices and ways of being
- developing cross-cultural communication and interaction skills.

At Greenwood Park Kindergarten we endeavour to learn about all the different cultures that are in our service and we have positive attitudes to cultural differences.

## **3. Respectful relationships and responsive engagement**

From birth, secure attachments formed through warm and respectful relationships with familiar adults are fundamental to children's learning and development. These relationships protect, regulate and buffer children. They provide a secure base that helps children to feel safe and confident to try new things and to learn. Interactions with children and families inform early childhood professionals' knowledge of children's distinctive interests, skills, cultures and abilities. This is crucial to providing positive experiences and a safe and stimulating environment that will encourage children to expand their capacities and deepen their knowledge and understandings (VEYLDF p.11). Relationships are central to learning. They support learning by promoting the sharing of expertise, skills and knowledge and allowing for different viewpoints and questions as well as the generation of new ideas and solutions to problems or challenges.

At Greenwood Park Kindergarten we acknowledge and respect that parents and families have significant knowledge about their child/ren. We are committed to building relationships with families and the children to encourage the exchange of information to ensure positive learning outcomes for each child.

## **4. Learning communities**

**Learning communities are places where:**

Children, families and professionals are encouraged to be active decision makers who question, challenge and make choices. Professionals feel valued and are actively supported to increase their skills and knowledge. Professionals are accountable to all stakeholders. Families are encouraged to be advocates for their children and to share their understanding of their children's learning with professionals. Children are supported to co-construct learning with adults or peers and inclusive practices promote a strong sense of belonging.

At Greenwood Park Kindergarten we encourage parents to be advocates for their children; we encourage parents to be partners in their children's development through parent/teacher interviews, providing the teachers with information about their child and informal discussion,

## **Learning environments**

**Environments:**

- reflect and enrich the lives of children, families and communities
- respond to children's interests, strengths and needs
- are flexible
- cater for different learning capacities and styles
- invite children and families to contribute ideas and to ask questions
- promote opportunities for sustained shared thinking and collaborative learning
- support choices
- welcome everyone and promote wellbeing and security
- stimulate and sustain learning.

At Greenwood Park Kindergarten we are constantly listening and responding to children's interests, needs and strengths. For example, a child asked me last week about our axolotl. I did not know anything about axolotls so together the child and I investigated axolotls on the internet and we share this information with others.

## ***Integrated teaching and learning approaches***

### **Play and learning**

The UN Convention on the Rights of the Child states that play is a right for children.

The focus in early childhood education is mostly on *learning* through play – ‘play is the work of children’ – rather than on *teaching* through play.

Play is often a ‘taken-for-granted’ practice in early childhood settings.

Children’s play is not always ‘nice’. For example, children can be excluded from, discriminated against or treated unfairly in play.

The role of play in children’s learning is often misunderstood and under-appreciated.

Play can be one of the most effective ways for children to make progress and demonstrate their learning across the five Learning Outcomes.

At Greenwood Park Kindergarten we use a variety of teaching techniques:

### **Deliberate teaching:**

- providing direct instruction (hand washing, crossing the street, art techniques)
- modelling and demonstrating
- suggesting an action or solution
- speculating: ‘Do you think...?’
- making links to previous learning: ‘Remember when we...?’
- setting up environments to encourage exploration, creativity and play
- sustaining children’s thinking and interactions
- asking open-ended questions: ‘How did you...?’
- having conversations and discussions that extend children’s thinking
- showing quiet interest awhile observing and listening carefully.

### **Purposeful teaching and learning:**

- planning relevant learning experiences that respond to and reflect the contexts of children’s lives and their communities
- making decisions about what is meaningful learning for children.
- taking into account the Practice Principles, Pedagogy and Learning Outcomes in the VEYLDF and the EYLF
- responding to children’s diverse ways of learning and how they demonstrate their learning.

### **Thoughtful teaching and learning is:**

- based on critical reflection on practice and understanding the research evidence
- a process of gathering and interpreting information about children’s learning, interests, strengths and needs to inform planning for learning. This process includes children, families and other professionals.

At Greenwood Park Kindergarten we offer a play based learning environment. This is included in our professional philosophies and in the philosophy of the kindergarten. We are committed in providing the highest quality of education for each and every child and offering support to families.

In the next issue of the newsletter I will explore and explain Module 4: Assessment for Learning and Development: The Early Years Planning Cycle.



# Seals & Jellyfish News



## Australia's Biggest Morning Tea

On Tuesday 24th of May the children had a tea party to raise money for the Cancer Council. The children decorated biscuits, folded napkins, made flower arrangements for the tables and poured their own Milo from china cups.

Thank you to the families who assisted on the day and all the generous donations. Our kinder raised \$53 for cancer research.

## Family and teacher discussions

I have begun to meet with families to catch up and discuss some of the wonderful achievements the children have made so far this year and your child's individual development and learning. If you haven't already made a time, please talk to Naomi or check the list located in the foyer next to the sign in book.

As I meet with families I am also providing learning and developmental aims we are working towards with your child, please let Naomi know if you have any goals for your child that we can work together on at home and kinder. It is also a good opportunity to talk about school readiness.

## Pre-Service Student

Nikki Smyth is a first year BEC student from Holmesglen who completed her 2 week placement with us last week. She engaged really well with the children and made some wonderful relationships. She would like to keep in contact as she continues her studies.

This week Maureen Platt is starting a 20 day practicum at Greenwood Park. She is studying a Graduate Diploma of Early Childhood Education at RMIT. It is a wonderful asset to the program to have university students as it not only allows them to grow their confidence with planning and working with children and their families, it also allows staff to spend more time with small groups and one on one with children. Please make Maureen feel welcome as she completes her practicum and implements experiences with the children.

## Did you know??

Most of the world's population is sleep deprived. Sleep revitalizes our body and allows us to process experiences and information we have learnt during the day. Three and four year old children require at least 10 hours sleep to "file away" these experiences and make new connections to wire their brain.



## Jellyfish Birthdays for June:

Olivia A (3<sup>rd</sup>), Molly P (5<sup>th</sup>), Cooper (7<sup>th</sup>), Samuel (7<sup>th</sup>), Keeley (30<sup>th</sup>), Lachlan (30<sup>th</sup>)



## Coming Up

- Ringwood Secondary College students musical performance for Seals group (8<sup>th</sup> June)
- Queen's Birthday holiday: No kinder on the 13<sup>th</sup> of June
- Evacuation practice (20<sup>th</sup> of June)
- Kinder Disco (24<sup>th</sup> June)
- Dress Up Day: Seals (29<sup>th</sup> June), Jellyfish (30<sup>th</sup> June)
- School holidays begin: 4<sup>th</sup> of July
- Term 3 begins: 18<sup>th</sup> of July

# Kindergarten Curriculum

The newsletter contains highlights of our program- if you'd like to know more, please have a look at our weekly program displayed on the notice board.

## We have been singing:

- 3 Jellyfish
- 5 Little Ducks
- 2 little Cockatoos
- There was an Old Lady who Swallowed a Fly
- Stop says the red light (Traffic light song)
- Before we cross the street
- Hold my hand rap
- The wheels on the bus
- Take you riding in my car
- I'm a little teapot
- Inanay
- The Wheels on the Holden

## We have been talking about:

- Road safety concepts such as STOP, LOOK, LISTEN and THINK before crossing the road and the importance of holding hands with an adult around traffic.
- Transport and different vehicles
- Traffic lights and road signs
- Our Environment
- Table manners
- Pulleys
- Recycling and reusing materials
- Composting and worm farms. What can we compost and can't break down in the compost bin.
- Australian Animals

## Some stories we are reading:

- There was an Old Lady who Swallowed a Mozzie
- There was an old Bloke who Swallowed a Chook
- There was an old lady who swallowed a fly
- Mr Gumpy's Motor Car
- The Elephant and the Bad baby
- The Tiger who came to Tea

- Tiddalick the frog who caused a flood
- The Wide Mouthed Frog
- In the Bin
- Save the Planet

## We have been practicing:

- Using our table manners, the children used their most beautiful manners during the tea party, pulling out chairs for their friends to be seated, asking if they would like some hot chocolate, saying please and thank you etc
- Recognising our names. We have been using name games and placemats at snack time. We have to find our name at the table.
- Pouring carefully from china teapots
- Physical skills such as balancing, hopping, ball skills, bike riding, climbing over A-frames etc. The children have been experimenting with the balance board outside.
- Road safety skills: Holding hands with an adult when around traffic. Stop, Look, Listen, Think before crossing the street.
- Cooperative skills and helping other people
- Communication skills through language games, puppet play and storytelling.
- Recycling and reusing materials to reduce the amount of rubbish we send to landfill.
- Talking and listening skills with experiences such as listening to Hush's adventures, acting out stories, playing language games etc

## Some of the children's favourite experiences:

- Our tea party
- Experimenting with weights and pulleys
- Exploring magnets and what they are attracted to.
- Using clues to different songs such as The Wheels on the Holden and Inanay and creating our own song.
- Watching and feeding Derrick the axolotl. The children are fascinated when he swims around his tank and they think he looks like a small dinosaur.
- Making up concerts for the group to participate in and watch. The children have really become engaged in setting up the concerts outside creating their own tickets to distribute and communicating to their friends what to perform.
- Visit from Wild Action with an array of Australian animals including a wombat, olive snake, green tree frog and a crocodile.
- Recycling and making our own paper.
- Making our own road signs and traffic lights to use around the bike track.
- Hush's adventures: listening and sharing about what she did on visits to children's houses.



# Kids Go For Your Life

## Colouring In.....Why Not?

From: *The Anti Colouring Book* by Susan Striker with Edward Kimmel.

We LIVE IN AN AGE in which we label cigarettes hazardous, monitor toys for their danger, make sleeping garments of non-flammable material, and view food additives with increasing suspicion. Yet the same parents who are so concerned with the safety and health of their children continue to buy them colouring books – despite conclusive evidence that colouring books stifle creativity, discourage independent thinking, and thwart sensitivity.

Why colouring books have persisted through these enlightened times is a mystery to me. They are one of the things that take all the fun out of being a child. Children scribble, draw, and paint with unbridled enthusiasm until loving and well-meaning relatives or teachers communicate to them that their own childlike drawings are inadequate by giving them a colouring book; if adult-drawn colouring books are “right”, then art expression that comes from the heart of a child must be “wrong”. Thus begins the turning-away from art that leaves a void in so many lives.

Art is a glorification of the spirit of the individual. It encompasses all modes of self-expression and sensitivity to the world around us. It is the difference between seeing and observing. For children who may be too young to adequately express their thoughts and feelings verbally, art is a form of expression. Even children who can't yet talk can – and naturally do – scribble and draw.

The mission of art for children is to develop their creative potential and foster those creative sensitivities that can make life more satisfying and productive. Art experiences increase a child's understanding of the visual aspects of the environment, increase the child's ability to make qualitative visual judgments, and clarify and improve his or her own self-image. Art activities are essential to children for later learning and healthy self-expression. To be worthwhile, art activities should lead children to observe, sense and feel, fantasize, and create within their own individual capabilities and personal experiences.

Colouring books, paint-by-number projects, and instant paintings do not develop children's awareness or aesthetic judgment. Giving such “art” projects to children is worse for them than not exposing them to art at all. It is tantamount to providing them with machines that eat, think, or feel for them. Moreover, when we tell children that we expect their artwork to be drawn a certain way, in specific colours, we are communicating our own artistic shortcomings to them. All children want to please their parents, and obedient children will neatly colour within the lines provided in a colouring book. If there are children who love colouring books, they love them because no risk is involved. The dependency colouring books create, and the insecurity they foster, are devastating. Research proving this has been available since the 1940s, and almost every elementary school teacher who hands out drawing for his or her students to colour in is aware of the research and is choosing to ignore it. Why? Is our goal to regiment our children's thoughts and emotions? Are we afraid to let our children draw like children, indeed, to *be* children?

Education today is too often based on the accumulation of facts and information. Only in the art experience do we recognize creative potential in children. The creativity and original thinking a good art experience provides carries over into every school subject and every aspect of our private lives. If parents and educators emphasize the accumulation of information over the ability to use one's senses freely and creatively, then children will grow up intimidated by art, insecure about their capacity to solve problems, and mistrustful of their own feelings and perceptions of the world around them.

All young children are great artists. The importance of their art is in the act of creating with confidence and in using their imaginations. It is our sacred trust not to take away this gift from our children, but to encourage and nurture it at every opportunity.

## Friendly Reminder

### re: Embroidered Kinder logo on t-shirts and windcheaters.

There are probably many of you who have had children come through Greenwood Park Kindergarten in previous years. For a number of years, parents provided the garments and the kinder provided a logo printing service. Unfortunately there were many problems with the print quality and at the end of last year, the Parent Committee has decided to change over to an embroidery service which also provides the garments at a reasonable price.

This then minimizes the stress on the part of the parents to procure the correct type of garment and on the part of the Parent Committee member collecting and collating the varied garments and making sure the children received their correct garments.

With this change of service, we are no longer excepting garments provided by you for embroidery. Please order from the list provided which will be offered again at the end of term 4.

## *Wanted: Picture Frames*

Throughout the year the teachers will be collecting our children's artwork to be framed. These precious works of art will then be displayed and sold at the Art Gallery event which will be held on Thursday 20th of October. We are asking parents to donate frames throughout the year. Some places you can go to buy frames cheaply are at op shops, frame warehouses, Reject shop, Reverse Art, Recycle Rescue in Bayswater just to name a few or you may have some at home that you no longer use. We thank you for your generosity.

**Extra! Extra!**  
**Read all about it...**

# **GREENPAGES ADVERTISEMENTS**



## **Want to place an ad?**

You can place an ad in Kinder News for as little as \$10.

1. Place your payment in an envelope, marked "Greenpages advertisement".

Please also include on the front of the envelope:

- a. your business name
- b. contact name, and
- c. contact details

2. Place your envelope in the Fees box located at the foyer.

3. Once payment is received, your advertisement will be published in the next Newsletter.

**Note:** For more information or for details on providing artwork, please contact Marie on 0409 774 644 or email her at [m.mucha@bigpond.net.au](mailto:m.mucha@bigpond.net.au).



# SILVERWATER RESORT

PHILLIP ISLAND, AUSTRALIA

## **Zoom into Silverwater Resort - Apartments from \$10 per Night!**

Stay on a **Monday** OR **Thursday** night over the July school holidays and pay only \$10\* per apartment!!

**Offer based on a 3 night minimum stay, 1st or 4th night at discounted rate.**

- Resort Room \$10
- 1 Bedroom \$10
- 2 Bedroom \$20
- 3 Bedroom \$30

### **All other nights are at the following rates:**

- Resort Room- From \$155 per night
- 1 Bedroom- From \$180 per night
- 2 Bedroom- From \$225 per night
- 2 Bedroom Suite- From \$255 per night
- 3 Bedroom- From \$280 per night



Valid dates of stay 1st-18th July 2011 - Victorian School Holidays. Minimum payable \$324.80 for a Resort Room.

**Contact [res@silverwaterresort.com.au](mailto:res@silverwaterresort.com.au) or call 1800 033 403 for more information.**

\*Limited availability. \*Rates and offer only valid for a 3 night stay. \*Only one night is applicable at \$10 Bed Rate for 3 and 4 night stays.

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