



# Kinder News

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

Hi everyone

Well it certainly seems like we've skipped Autumn and headed straight for winter! Brrrrr

Given the dramatic drop in the temperature we will be moving our pick-up and drop-off waiting area to the undercover bag area away from wind and rain. The back/toilet door will remain closed until the teachers are ready to welcome or dismiss the children.

Just a reminder to everyone that has another year of kinder ahead of them that the MIKA forms are due for submission to MIKA by the end of June. We will have some more in the foyer at kinder soon, otherwise they are available on the Maroondah Council website.

Stay warm!

Kylie

## Upcoming Events at the Kinder

- **Sunday 15<sup>th</sup> May**  
**Working Bee 9am-11am**  
Families represented for the 2hrs will have their levy refunded in term 4.
- **Saturday 21<sup>st</sup> May**  
**Open Day**
- **Wednesday 18<sup>th</sup> May – Friday 3rd June**  
**Cadbury Chocolate Fundraising**  
All monies collected and unsold chocolates must be returned to the kinder by Friday 3<sup>rd</sup> June.
- **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.

Also, we need more volunteers to help out in the sub-committee for the Trivia Night. Please call Kylie Osborne to express your interest.

## Quality Assurance Update

Thank you to all the families that completed and returned our Kinder Survey. We had a great response and value your feedback. We have already implemented a few of your suggestions and are continuing to evaluate the responses.

Congratulations to our competition winners, **Hancy Wang from Penguins** and **Molly Humphrey from Seals**. Their families both receive a \$25.00 Coles Myer Voucher. Happy spending!



# Dolphins & Penguins News



Welcome back to Term 2. We hope that everyone had a fantastic holiday and break. It was great to hear about all the children's adventures over the holidays. I have sent out children's individual goals for term 2 via email, if you have not received these as yet, please tell me. These goals are based on the new Early Years Learning and Development Framework so if you have any problems understanding the goals, please speak to me about this. Towards the end of term I will be conducting Parent/teacher interviews for any parent that would like to discuss their child's development in greater detail. At group time we have been dividing the children into two groups. Leesa reads the children a story and I have been doing movement and dancing with the children. This allows the children to focus more easily on the story as it is a smaller group and it also allows children to have the opportunity to discuss the book. The children that are involved in movement and dancing are able to express themselves more freely as they have a bigger area to dance and move in. The groups then swap over. This has been working brilliantly and it gives the children the opportunity to be involved in story time and dancing each time that they are at kindergarten. Reading stories to children is one of the ways we promote the children's literacy skills at kindergarten.

I have been introducing a range of new songs for the children to learn and will continue to do so for the rest of the year. In term 1 we focused heavily on songs that the children were familiar with and repeated these over and over again. This was to build the children's confidence and knowledge of songs, especially nursery rhymes. Bryant, McLean, Bradley & Crossland (1990) and Barrett-Pugh & Rohl, (2000), suggest that rhyming activities, songs and word games informally assist the development of phonological awareness. Phonological awareness is believed to assist children with learning how to read and write. Leesa and I are in a position to assist children with their development of phonological awareness by providing activities and experiences that promote their understanding and knowledge of this area of language development. The foundation of emergent literacy skills in pre-school children is essential for future reading. Phonological awareness has been proven by many studies to assist children's emergent literacy development (Pullen & Justice, (2003), Anthony & Francis, (2005) and Runge & Watkins, (2006). In a study conducted by Maclean, Bryant, & Bradley (1987), they discovered that children's awareness of nursery rhymes at the age of three years is explicitly linked to their phonological knowledge at a later age. Exposing children to rhymes and rhythm allows children to learn the connection between sounds that they hear. Over the next few weeks the songs that the children will be learning are:

- Ram sam sam
- Johnny works with one hammer
- 5 fat sausages
- 5 grey elephants
- Songs about road safety.

If any parents would like a copy of the words to these songs, please let me know and I will provide you with a copy so you can sing these songs at home with your child. If any parents are able to provide songs in different languages for us to sing at kindergarten, this would be greatly appreciated.

On the 18<sup>th</sup> of May we will be focusing on road safety. The children will be learning songs about what they should do when they get to a road. E.g. stop at the kerb, look both ways, listen for cars, trucks etc, holding an adults hand before they can cross and that they walk across the road. I will also be incorporating road safety activities throughout the curriculum, through different experiences e.g. painting with cars, pasting road signs, undertaking puzzles about transport and road signs, reading of stories, etc. This is to prepare the children for our walk to Jubilee Park on the 25<sup>th</sup> May (depending on the weather). We will require extra parent helpers to supervise the children on their walk. A notice for this will go out to parents on the 18<sup>th</sup> May. The children always have fun at the park, playing on different equipment. They also seem to have lots of fun walking to the park, along the way we point out different things to the children that might interest them. Thanks for all your ongoing support and assistance.

Theresa and Leesa.



**Congratulations to:**

**The Button family on the birth of**

**The Matthews family on the birth of Emily**

**Happy Birthday:**

- Dylan 18<sup>th</sup> April
- Hamish C 19<sup>th</sup> April
- Max M 20<sup>th</sup> April
- Daniel R 23<sup>rd</sup> April
- Leesa 26<sup>th</sup> April
- Zach 6<sup>th</sup> May
- Ashley 14<sup>th</sup> May



Please remember to bring in coats and beanies for your children as the weather is getting colder. Sun hats can be taken home to wash.



Please do not park in the **No Parking Zone** in front of the gate. This access is needed in emergencies.

Thank you for your understanding.

## Victorian Early Years Learning and Development Framework

### Module 2: Working together: Collaborative 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 2 focuses on the Collaborative Practice Principles.

#### **Characteristics of collaboration**

- |                               |                         |
|-------------------------------|-------------------------|
| • mutual respect              | reciprocity             |
| • shared power                | open communication      |
| • responsive listening        | honesty                 |
| • shared goals                | complementary expertise |
| • complementary contributions | trust                   |
| • shared decision making      | negotiation             |

The Collaborative Practice Principles in this category are:

**1. Family-centred practice**

- Professionals engage in family-centred practice by respecting the pivotal role of families in children's lives.
- Children are active participants in and contributors to those experiences.
- Children bring the values, knowledge and skills they learn from this participation to the kindergarten.
- Professionals working with children and families identify the family, cultural and community contexts and respond to them in respectful ways that build on and extend children's values, knowledge and skills.

**2. Partnerships with professionals**

Early childhood professionals are from diverse professional backgrounds. They use multidisciplinary approaches to provide better support to families and draw on the skills and expertise of their peers. At Greenwood Park Kindergarten we work with a variety of other professionals e.g. pre-school field officers, speech therapists, psychologists, school teachers.

**3. High expectations for every child**

At Greenwood Park Kindergarten we are committed to equity, we believe in all children's capacities to succeed regardless of diverse circumstances and abilities. The concept of high expectations relates to equity and children's agency.

***Equity***

- The teachers are committed to equity and believe in all children's capacities to succeed regardless of diverse circumstances and abilities.
- We are committed to working with each child's unique qualities and abilities.
- The UN Convention on the Rights of the Child requires us to 'recognise the right of the child to education' (article 28).
- The teachers at Greenwood Park Kindergarten subscribe to the ECA Code of Ethics to uphold the rights of the child.
- Working with high expectations for every child requires us to move beyond pre-conceived expectations about what children can do and learn.

***Agency***

The notion of children's agency builds on the idea that children:

- construct their own understandings and co-construct understandings with others (both adults and other children)
- contribute to others' learning
- initiate and lead their own learning
- have a right to participate in decisions that affect them, including their own learning
- are capable of making choices and decisions from infancy.

At Greenwood Park Kindergarten we ensure that:

- Children are listened to.
- Children are supported to express their views.
- Children's views are taken into account.
- Children are involved in decision-making processes.
- Children share power

**In the next issue of the newsletter I will explore Module 3: Effective Practice Principles.**



# Seals & Jellyfish News



## School Information

Local Primary schools have started to visit Greenwood Park to distribute information regarding their Open Days and enrolment information. Most of this information is distributed into your files. Also feel free to browse flyers and brochures displayed in the foyer. If you are undecided about where to enrol your child for school, we recommend attending Open Days or arranging a tour with Principals to find the best fit for your child and family.

## Communication Skills

Over the past fortnight I have been screening children's speech articulation and communication skills. Through a fun matching game I am able to listen to how children are articulating age appropriate sounds such as "z", "sh", "f", "j", "y". The children have really enjoyed spending some one on one time or in a small group with me playing the matching game. Once all the children have participated in the experience I will send home information to assist families if their child is experiencing and language difficulties.

### Congratulations to:

Samuel Recinos and Arif Sunil in Jellyfish on becoming big brothers.



Happy Birthday to...  
April  
Alanna, Michain, Aidon M  
May  
Clay and Ari



### Children's Weekly Library

Don't forget to pack your library bag to change over your book each week.  
Seals: Mondays  
Jellyfish: Thursdays



**From May, put sun hats away!** Advice from SunSmart is that during the winter months while UV levels are low that children put away their sun hats and sunscreen for healthy bone development. To get enough vitamin D during winter months, it is recommended that people expose their face, arms and hands to the sun for two to three hours over the week. People with very dark skin may need 3-6 times this amount.

This is a good opportunity to take home your child's hat and give it a wash before returning it to kinder. Feel free to leave a beanie for your child to wear during winter.



### **COMING UP:**

**17<sup>th</sup> May:** Wild Action Visit

**24<sup>th</sup> May:** Children's Tea Party

**30<sup>th</sup> May:** Seals group kindergarten photos

**2<sup>nd</sup> June:** Jellyfish group kindergarten photos

**7<sup>th</sup> June:** Walk to the Park

**From June 8<sup>th</sup>:** Opportunities to meet with Naomi for a midyear discussion regarding how your child has settled into kinder, their development and learning and school readiness. Naomi will be available to meet with you at kinder or visit you at your home. More information to come closer to the date.

**13<sup>th</sup> June:** Queen's Birthday Holiday (**NO kinder**)

**20<sup>th</sup> June:** Evacuation Practice

**24<sup>th</sup> June:** Kinder Disco

**Last day of term:** Dress Up Day

# 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:

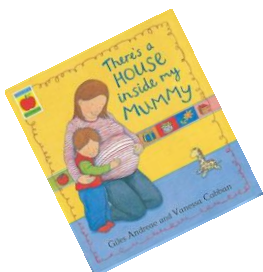
- Little Peter Rabbit
- Hat on your head
- I'm a dingle dangle scarecrow
- A little brown possum
- There's a Wombat in the room
- We're going on a bush walk
- How-do- you-do-ti
- Skinner Marink

## We have been talking about:

- Ways to be a good friend
- Easter
- What we did in the holidays
- Hats
- Camping
- Australian animals
- Our Mums

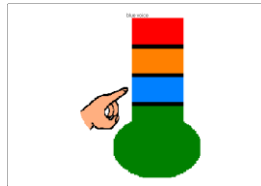
## Some stories we are reading:

- Mrs Honey's Hat
- Caps for Sale
- Possum Magic
- Possum in the House
- The Kinder Hat
- Hop Little Hare
- Sometimes I Like to Curl up in a Ball
- The Bunyip of Berkley's Creek
- My Mum and Dad make me Laugh
- My Mummy
- The Mummy Book
- There's a House inside my Mummy
- The Big Book of Love



## We have been practicing:

- Ball skills
- Speech articulation and describing pictures
- Recycling and composting
- Evacuation procedures: what we would do if there was an emergency at kinder.
- Following the leader for our hat parade
- Using a "blue" level voice inside. That is the type of voice we use inside and to talk to people. We have a noise thermometer in our room to visually remind the children. Green is a whispering voice, blue is a talking voice, orange is loud and red is so loud we would never use it at kinder.



- Using friendly words, helping hands at pack up time, encouraging and helping our friends etc. These are behaviours we have been practicing during kinder, Hush looks out for friendly children and visits people who have displayed some of these qualities during the session.

## Some of the children's favourite experiences:

- Listening to Hush's adventures when she visited Naomi's house for a sleepover. Hush is now visiting all the children for a visit. Hush chooses to visit people if they have been good listeners, helpful

- Listening to stories such as Hairy McLary and the Little Tadpole on the listening post.
- Making magic with magic words while reading "Possum Magic", we made Hush reappear after Grandma made her invisible.
- Acting Out stories like "Mrs Honey's Hat", "Caps for Sale" and "Possum in the House"
- Experimenting with some of our new building blocks. The children have been making some very elaborate houses and city scenes.
- Planting winter vegetable seedlings in the vegetable patch.
- Creating inventions at the invention table
- Playing small group games such as "Duck, Duck, Goose", and "Doggy Doggy"
- Creating their fantastic hats for the parade
- Playing parachute games outside
- Easter bunny visiting kinder and leaving a present for us in the beautiful Easter baskets we made.
- Typing letters on the type writer and working in the dramatic play office.
- Playing kick ball
- Playing in the tent and pretending to go camping
- Choosing new library books to take home
- Cooking and making gifts for our very special Mums
- Making volcanoes in the sandpit then making them erupt with bi-carb soda, red dye and vinegar
- Writing stories with Naomi on the lap top then illustrating them with drawing

## Teaching and Learning through Play

Children learn most effectively through actions rather than instruction. Play is a very important resource children use to construct knowledge, express themselves and explore ideas. Play is the most effective tool for learning in early childhood.



Open ended play based learning focuses on the process not the end product. It is the learning that is taking place that is the all important factor.



**Play based learning does not mean that the children just do what they like all day. There will be times when the children come together as a group where they will learn to listen to each other, share information, follow rules and partake in group activities. Play based activities don't replace intentional teaching, rather complement and enhance it!**



**Children are provided with long periods of uninterrupted play time giving them time to explore their ideas. They will have the opportunity to follow their own interests. They are encouraged to initiate activities and be self directed with the support of their teachers. They learn to take ownership of their work. They will be gently moulded into independent children with initiative and the confidence to take risks, knowing that there is no right or wrong way.**



# Kids Go For Your Life

## The hidden treasures of play

Active play is seen as a universal right for children of all ages. Even before a baby can walk or talk regular active play time helps to form lifelong physical activity patterns, and is above all important for their body and brain development. Learning through daily active play promotes the growth of children's mental, physical, social, emotional, and language skills.

### What is active play?

Active play is physical activity with regular bursts of a moderate to vigorous pace, such as crawling, jumping, or running. Active play should raise children's heart rate and make them 'huff and puff'. Active play can occur:

- Indoors or outdoors
- Alone or with friends and family
- In structured settings, such as swimming lessons or sport
- In unstructured settings, such as backyards or parks.

### A time for active play, everyday!

It is crucial for all children to be active for at least 60 minutes every day. This time can be built up throughout the day, and includes finding time for outdoor play. Outdoor active play gives children more freedom to:

- Use large and small muscle groups
- Learn how their body moves
- Explore nature and make noise
- Move in a range of ways, directions, and paces
- Practice skills, such as skipping, hopping, or climbing.



As children grow, the time and range of chances to be active should increase. This may include slowly increasing walking and/or running distances, and building more play skills such as catching, dancing, or swimming.

### The unseen riches of active play

An important part of growth is giving children the chance to be active whenever possible. Active play therefore does not always have to be organised and have set time limits, equipment, or instructions. Allowing children to 'make up' their own play lets them try new things, learn from their mistakes, and above all enjoy being active all whilst moving at their own pace. Active play does not just fill children's time. It is through play that children of all ages form lifelong skills, such as:

- Decision making and problem solving skills
- Resilience
- Self-belief and self-confidence
- Independence
- Creativity and imagination
- Skills in dealing with change and the mindset to 'keep going'.

Just as important is children's ability to express feelings, laugh, have fun, and mix with other people. This helps to develop:

- Communication and social skills

- A sense of belonging
- An understanding of social rules
- Friendships
- A sense of 'give and take'
- Patience
- Team work skills
- An understanding of children, such as those with disabilities or from different cultures.

### **Suitable play for my child**

Active play can provide children with the chance to explore, discover and learn new things in their own way. To make sure children enjoy being active everyday, children need to feel success in the activities and games they try. Therefore, the type of play offered to children must match their social, mental and physical abilities. For example, practising to catch with a larger, slower moving ball can give your child feelings of success to then try a smaller, faster moving ball.

Children build movement skills and self-confidence in their own time, such as learning to skip and hop. It is important to keep in mind that play skills should not always be judged by age. Nor should children of the same age be compared. Play skills can depend on:

- Starting abilities
- Past experiences
- Practice and repetition
- Support from others
- Positive and safe places to play.

Children are naturally curious and eager to have fun. Children need to be given the chance to 'have a go' and practise new skills as often as possible. This includes giving helpful hints and praise, especially when they are trying something new. Playing together can also make sure skills continue to improve and children enjoy being active.

### **How can I provide suitable play for my child?**

Being active everyday does not always mean travelling far, nor do you need a lot of money. There are plenty of low cost, local play spaces, such as the park, that you and your child can enjoy. Here are some examples of how to be active everyday, even just for 10 to 20 minutes a few times a day. Children at this age like to be in control of their own play area and are very creative. They enjoy free play and have a growing ability to state their thoughts and ideas.

Developmental needs

- Indoor and outdoor free play
- Play time with others
- Simple play items to build imagination
- Moving in different directions
- Coordination, strength and balance.

Active play ideas

- Simple play items - boxes, buckets, blocks
- Dancing to music
- Pushing, pulling, chasing, climbing
- Dress ups, imitation games
- Walking and balancing with objects
- Outdoor play areas - bushes, trees, puddles, uneven ground
- Walking to or from local places - preschool or the park
- Helping in the garden.

## A child's Plea

Today I did my math and science.  
I toasted bread, I halved and quartered, counted,  
measured, and used my eyes,  
ears and hands.  
I added and subtracted on the way.  
I used magnets, blocks and memory tray.  
I learned about a rainbow and how to weigh.  
So please don't say -

### 'ANYTHING IN YOUR BAG TODAY?'

You see.  
I'm sharing as I play, to learn to listen and speak clearly  
when I talk to wait my turn and when inside to walk.  
To put my words into a phrase, to find my name and  
write it down.  
To do it with a smile and not a frown, to put my pasting  
brush away. So please, don't say -

### 'WHAT NOTHING IN YOUR BAG TODAY?'

I learned about a snail and a worm.  
Remembered how to take my turn.  
Helped a friend when he was stuck.  
Learned that water runs off a duck.  
Looked at words from left to right.  
Agreed to differ, not to fight.  
So please don't say -

### 'DID YOU ONLY PLAY TODAY?'

Yes, I played the whole day through.  
I played to learn the things I do.  
I speak a problem, find a clue and work out for myself  
just what to do.  
My teacher's set the scene, and stay near-by to help me  
when I really try.  
They are there to pose the problems, and to help me  
think.  
I hope they will keep me floating and never let me sink.  
All of this is in my head and not in my bag. It makes me  
sad to hear you say -

### 'HAVEN'T YOU DONE ANYTHING TODAY?'

When you attend your meeting today and do your work I  
will remember not to say to you -

### 'WHAT NOTHING IN YOUR BAG? WHAT DID YOU DO?'

## Apple Muffin Recipe

(Our children made this for the morning tea with mummy in the Seals and Jellyfish groups) – It's very Yummy!

Makes about 12

### Ingredients:

2 cups plain flour  
4 teaspoons baking powder  
¼ cup sugar  
1 green apple  
1 egg  
1 cup milk  
1 teaspoon grated lemon rind  
60 g butter, melted

1. Turn oven to 220<sup>0</sup>C (425<sup>0</sup>F).  
Grease 12 muffin pans.
2. Sift flour, baking powder into a bowl. Add sugar.
3. Peel, then grate the apple. Stir it into the bowl.
4. Mix egg, milk, lemon rind and melted butter.
5. Add to bowl all at once. Stir with a fork.
6. Stir until just mixed. It is supposed to look lumpy.
7. Almost fill the pans with the batter.
8. Bake 15-20 minutes or until golden brown.
9. Serve warm with butter and jam if you like.



**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).

# RINGWOOD DANCE & MUSIC SCHOOL

## One Free Trial Class – Zumba (for adults)



Wednesdays 7pm  
Our Lady's Primary  
School Hall, Cnr  
Bedford Rd & Wilana  
St, Ringwood

**DITCH THE WORKOUT, JOIN THE PARTY!**

## One Free Trial Class – Tinies Combination class (for pre-school (from 3 yrs) to Prep children)



We are proud of our Early Childhood Dance Program which was specially developed in the U.S. It is designed to provide children between three and six years with a strong foundation in dance and movement. It teaches the young dancer the basic elements such as: space and how we relate to it, both as an individual and as a member of a group; the eight basic locomotor movements; musical rhythm, beat and time; opposites and direction; some elementary positions of ballet and the fun of basic jazz movements.

Through participation in these classes, students also learn the basics of classroom behaviour and manners. These concepts include learning how to take turns, following another dancer or leading the way, waiting patiently, working with others and having a positive attitude. Educators now know that training young children in the concepts of movement sequencing, patterning and spatial relationships lays a strong foundation for the later development of reading, maths and other educational skills.


### CONDITIONS

- Bring this flyer to participate in the free trial class
- Must be a new student to Ringwood Dance & Music School or Ready Set Go! Expires 30/4/11

**CALL 0419 586 198 NOW!**

For a full list of our classes check out our timetable page at  
<http://www.danceandmusicschool.com.au>

Email: [info@danceandmusicschool.com.au](mailto:info@danceandmusicschool.com.au)

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**Ringwood Vic 3134**

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