

The Community Place Kindergarten Newsletter February 2016

Director's message

It is wonderful to be able to report how well the children have settled in – and get down to the business of learning, exploring and interacting. Thank you to all parents for preparing your children so well.

Alison

What do children learn at kindergarten?

In 2012, the National Quality Framework (NQF) introduced a national early years curriculum in all early childhood centres in Australia. The Early Years Learning Framework (EYLF) contains learning outcomes for children in five key areas. Our planning with children is based on these outcomes.



Outcome 1: Children have a strong sense of identity

Children feel safe, secure, and supported

Children develop their emerging autonomy, inter-dependence, resilience and sense of agency

Children develop knowledgeable and confident self identities

Children learn to interact in relation to others with care, empathy and respect

Outcome 2: Children are connected with and contribute to their world

Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

Children respond to diversity with respect

Children become aware of fairness

Children become socially responsible and show respect for the environment

Outcome 3: Children have a strong sense of wellbeing

Children become strong in their social and emotional wellbeing

Children take increasing responsibility for their own health and physical wellbeing

Outcome 4: Children are confident and involved learners

Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

Children transfer and adapt what they have learned from one context to another

Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Outcome 5: Children are effective communicators

Children interact verbally and non-verbally with others for a range of purposes

Children engage with a range of texts and gain meaning from these texts

Children express ideas and make meaning using a range of media

Children begin to understand how symbols and pattern systems work

Children use information and communication technologies to access information, investigate ideas and represent their thinking¹

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<http://acecqa.gov.au/storage/Final%20EYLF%20Framework%20Report%20-%20WEB.pdf>

Building waterfalls

C&K developed its own curriculum, *Building waterfalls*, based around these outcomes. To read more about *Building waterfalls*, see C&K's information at http://candk.asn.au/sites/default/files/page_attachments/C%26K%20Building%20waterfalls%20Families%20brochure.pdf

Quality Areas

To ensure that centres provide a high quality educational program and environment for children, families, staff and the community, centres are assessed according to seven **quality areas (QA)**. These are:

QA1 Educational program and practice

QA2 Children's health and safety

QA3 Physical environment

QA4 Staffing arrangements

QA5 Relationships with children

QA6 Collaborative partnerships with families and communities

QA7 Leadership and service management

Translated resources can be accessed at <http://www.acecqa.gov.au/families/translated-resources>.

Quality Improvement Plan (QIP)

The document that guides a centre's plans and progress is called the **Quality Improvement Plan (QIP)**. It assesses the centre's strengths, identifies needs and plans to achieve outcomes in the seven quality areas. It is regularly reviewed and parents' input is invited and encouraged.

I am currently updating the QIP and will be seeking parents' feedback on a number of areas/issues.

Parent/Teacher Night



To discuss what we do, how children learn, activities with which they will engage and planned events, there will be a **Parent/Teacher Night on Monday 22 February** from 7:00pm – 8:30pm.

There will NOT be child care available, so please make arrangements for children to be cared for at home.



What did you do today?

Often children answer 'Nothing'. However, please be assured that we have a busy day at kindergarten! Please take time to look at the photos of the day, talk to us about the day and look in our planning book to see what interests we are following. Portfolios are also a record for children, parents and educators to contribute to.

Sometimes, a child will be upset by something. We let you know of any event, but just like at home, we don't get to see or hear everything. If something concerns your child, please let me know and we can address the matter.

Health



Together, we have responsibilities for providing a safe and healthy environment for everyone.

Some important points are

- **Sunscreen** must be applied before outdoor play. To be effective, sunscreen must be applied 20 minutes before sun exposure². Children will play in shaded areas if sunscreen applied on arrival. **Parents must sign the Sunscreen Register.**
- **Infectious conditions.** Throughout the year, children will be exposed to a range of infectious conditions – at the shops, the park, at home and at kindergarten. We all have a role to play in limiting any spread of a condition to other children, families and staff.
 1. Encourage your child to **wash his/her hands** on arrival and before you go home.
 2. If your child has a **cough or cold**, please remember that he/she can easily spread this when coughing or sneezing over others or putting mucous on toys and equipment. We use tissues that are disposable (**not handkerchiefs**), encourage children to wash their hands regularly.
 3. Parents are required to **inform me** if your child has any kind of infectious condition. The National Health and Medical Research Council (NHMRC) publishes *Staying Healthy in Child Care*, a book that provides

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http://www.cancerqld.org.au/icms_docs/54255_Early_Childhood_Settings_SunSmart_Policy_Guidelines_.pdf p12

information on most infectious conditions. We can then inform all families about the condition to manage the condition and limit its spread.

- **Food and drink.**
- 1. As you are **feeding the brain as well as the body**, please provide fresh, healthy food. The *Raising Children* website provides a wealth of information to parents of children of all ages on all topics. Please access ideas for lunches box ideas, nutrition needs and facts at http://raisingchildren.net.au/nutrition_fitness/pr_eschoolers_nutrition.html.
- 2. Processed and packaged foods are convenient, but often are high in salt, fat and/or sugar. In the Parent Library, I have put a copy of *Choice Food for Kids*. This folder gives 'traffic light' symbols for salt, fat and sugar content of a wide range of everyday and snack foods including bread, cereals, milk drinks, quick meals and fast foods.
- 3. Can your child easily identify his/her lunch box? Sometimes there may be two or three the same and unless there is a name, we cannot know whose lunch box is whose. **PLEASE NAME EVERYTHING!**
- 4. Can your child open the containers you provide? We do help children, but the more independent your child is, the better it is for him/her.
- 5. How long does it take to eat? Some children are given enormous amounts of food and miss out on a lot of play time trying to eat everything.
- 6. **WATER** is the best drink for children at kindergarten. Please save milk and juice for home. http://raisingchildren.net.au/articles/dental_video.html.
- 7. Please ensure your child can easily open his/her water bottle. **WATER BOTTLES MUST BE CLEARLY NAMED.** Again, there may be two or three bottles the same.

Calendar

MON	TUE	WED	THU	FRI
FEB 15	16	17	18	19
22 Parent/Teacher Night	23	24	25	26
29 Pupil Free Day	MAR 1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23 Last day Term 1	24	25

Hats



So children always have a hat at kindergarten, we are now going to keep their hats here. Each child will have his/her own bag (supplied by the kindergarten). It will be named and each morning, your child can find his/her bag, take out the hat, put the bag in the basket and then go and play. When finished playing, they will put their hats back in their own bags, ready for the next day.

It also is a name/pattern recognition activity!

Sheets

Thank you to those parents who have provided sheets that fit our beds. It is important that children have correctly fitting sheets for several reasons:

1. Children put their own sheets on. Fitted (or other) sheets are almost impossible for children to put on by themselves. They get frustrated every time. They need help every time.
2. When resting on their beds, sheets without elastics come off with every movement.
3. To reduce time spent in making beds, we leave sheets on the beds on Mondays and take them off on Wednesdays. Beds with fitted sheets do not stack properly.

The dimensions for the bottom sheet are . Elastic is sewn across the corners. The top sheet can be slightly larger. Both sheets need to be in a drawstring bag.

I have arranged for someone to make some sheet sets (cost \$30). If you want to order a set for your child, please put your name on the list by the sign-in book.

Registered Care



For the purpose of benefits, kindergartens are classified by the Department of Human Services as *Registered Care*. Are you eligible for any rebate? Please go to <http://www.mychild.gov.au/childcare-information/registered> for further information.

Book Club



I have received brochures from Scholastic Book Club. Through this, children take home a catalogue with books that can be purchased at discount prices. The kindergarten receives 20% of the sales for purchasing more books for the centre.

It requires one parent to collect the orders and send them to the Book Club. **Please let me know if you would like to take on this role.** To reduce concerns about handling cash, we would adopt the 'pay online by credit card' option.

Resources purchased

The centre's manager, Kylie, has recently purchased some resources for the kindergarten. These include large soft blocks for building, helmets and other dress ups, home corner food and crockery and a fire department set.

Websites

The Starting Blocks website (<http://www.startingblocks.gov.au/>) has a wide range of information for families about children's development, things to do at home, fact sheets, finding child care and more.

The Raising Children site (<http://raisingchildren.net.au/>) covers from pregnancy through to adolescence, again with useful information and videos on health, education and developmental issues.

KidsMatter (<https://www.kidsmatter.edu.au/families>) is an Australian mental health and wellbeing initiative for young children in early childhood and primary school settings.

The Poisons Information Centre (<https://www.health.qld.gov.au/poisonsinformationcentre/>) provides information on bites, stings, plants and fungi as well as chemicals and poisons. Its number is

13 11 26.

Work Life Balance



Recent research from LaTrobe University has highlighted that stress that parents bring home from work can have very serious effects on their children's physical, emotional and intellectual development. For a discussion about this, listen to

<https://radio.abc.net.au/programitem/pgwE7PdBr7>.

Pupil-Free Day

Don't forget that **Monday 29 February** is a **pupil-free day**. Staff will be undertaking professional development and other tasks on this day.

Tissues



Thank you to those families who have provided a box of tissues. With a few children with colds at the moment, we certainly are in need of them! Please leave your box with Saya or me – or just put it in the bathroom. Thank you!

Sunscreen



Please remember to put sunscreen on your child and recorded this in the sign-in book.

Looking forward to catching up with you at the Parent-Teacher Meeting next week,

Alison Mackenzie

Director