



Possum Post

WARRANDYTE AND DISTRICT PRE-SCHOOL ASSOCIATION INC.

Term 3 - 2020

President's Report by Joanna Laidlaw

Stage 4 restrictions, sigh... I was going to ask, how are you all traveling? But in fact, we are pretty much prevented from traveling anywhere! And obviously so many children are not permitted to be at Kinder at the moment. This is very challenging for all of us.

The staff, including the cleaning contractor, have made huge modifications to the way and when they work at Kinder. This is such an unprecedented situation; we are so grateful to these special people for being so flexible and resilient through the many and various stages of the pandemic. Thank you to Ronnie, Lyn, Rhonda and Fiona for supporting us and walking with us through the lockdowns. Thank you for keeping in touch and all the efforts with remote learning. The wonderful resources supplied to us at home with the "take home packs" have given us creative activities and inspiration for things to do with our preschoolers.

There are also some very positive things happening at Kinder. New soft fall in the playground will be installed. The fairy corner will be having some artwork added by Ava's Grandmother Jenny, and thanks so much to Ava's Mum, Lucy for her contribution, and we have applied for a couple of grants for equipment upgrades in the playground, thanks to Andy and Lauren W. 😊 We hope we have some success with this.

Please note our AGM date will be Monday 9th November this year. We really hope we can hold this meeting at Kinder, as we have held all committee meetings online since March! But also, importantly those families who will be with the Kinder next year, *please* think about contributing to the running of the kinder by taking a role on the Committee. You can even be a Committee member after your children have finished at Kinder! Let me know if you have any questions about the Committee roles.

I also wish to make you aware that we will be offering extended care on Tuesday and Thursday afternoons next year. This is a wonderful way of offering a complete Kinder program over 3 sessions but also giving families the opportunity to add on some extended hours of care for their children on 2 days. This program will complement the kinder program in our wonderful surroundings. This is an exciting first for our Kinder. We will firstly invite the 2021, Four-Year-old families to take up this opportunity.

We send our condolences to Rhonda upon the passing of her dear father, this is such a difficult time to experience the loss of a loved one. We certainly wish you all the best and send you our hugs during this sad time.

Till we next see each other, take care and enjoy your time with your children. As Gretchen Rubin said about motherhood, "the days are long, but the years are short". Something to think about. Hang in there! 😊

Joanna

Important Dates:	
Term 3 Ends	17 September 2020
Term 4 Begins	5 October 2020
Annual General Meeting	9 November 2020
Term 4 Ends	17 December 2020



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3 YEAR OLD REPORT By Lyn De Giorgio: Teacher

The children have demonstrated such great resilience this year. They have adapted to leaving their families at the front door, temperature taking and now they are coping with being greeted by an educator wearing a mask. We are amazed at the way they have accepted this. To assist the children's transition when we started wearing masks, we had a group meeting to reflect on how wearing masks is becoming the new normal. We reflected on the need for all adults to wear a mask when they leave the house. We showed the children what I would look like with a mask on when I greeted them the next time they came to kinder. We assured the children Fiona and I will be smiling behind the masks but it might be difficult to tell. We suggested they looked for a sparkle in our eyes, as this will let them know we are smiling at them. The children were able to explore masks by having the opportunity to make one to play with



The children have gained so much confidence in their physical skills they are now challenging themselves more on the larger climbing equipment. With support many of the children have gained the ability to attempt and/ or achieve going down the firepole and balancing on a narrow beam. The monkey bars are always a challenge as many of the children are still developing their upper body strength, their coordination and their ability to judge the distance to swing. We are so proud of the way the children are supporting each other to swing as far as they can and acknowledging their efforts.





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We have been using puppets to assist the children to build on their social skills. The puppets Meaka, a mouse and Marley, a monkey, have assisted the children to consider different behaviours and whether they are friendly or unfriendly. They have also guided the children when learning a greeting song, The song assists the children to practise looking at each other, smiling at each other and saying hello to each other. Gaining these social skills will assist the children to find a way to get into play with others. The song has also been used to mix up the children's friendships a little expanding their friendship groups.



The children are now starting to become more involved in cooperative play. When engaged in this style of play the children become more aware they can be impacted by the behaviour of others. To assist the children with self-regulation as they feel the emotional effects of their engagement with others, we read the social story, Tucker the Turtle, supported with a Tucker puppet. Tucker, provided strategies to assist the children to calming down so they can think more clearly about solutions to their problems.



The children have been busy in the kitchen garden planting garlic and beetroot. This experience offered an opportunity for the children to develop regulation skills, as they wanted to dig and dig and dig. Our tiny seedlings only needed a small hole and small area. As quick as we are planting, the plants are being eaten. To try and stop the minibeasts from feasting, the children helped to make a garlic mix to spray on the garden. By using a garlic press they were able to build the muscles in their fingers and hands. Their senses were stimulated by the strong aroma of the garlic.





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The children have been enjoying construction with Davinici blocks on the light table. This area has supported collaborative learning as the children observe each other's construction, taking on their peer's ideas. The children are also supporting each other when we reflect together on ways to problem solve why things are not turning out how they were hoping. An interest in jungle animals saw the block construction extend with wooden jungle animals.

Understandings of the loss of Indigenous language was provided with the song Inanay. Through a group discussion, the children became involved in a reflective conversation about how we don't really know where this song originated from and what it means, as many Indigenous languages are no longer spoken. The learnt the song is thought to be a lullaby that originated in the Torres Strait islands. We used the globe of the world to demonstrate where we are and where the Torre Strait islands are situated.

Playing tapping sticks whilst sing Inanay supports the development of listening skills. The children explored the different sounds tapping sticks make depending on the way they are held. They were able to observe how the way we grasped the sticks affected the vibration of the sticks. One of the children demonstrated how tapping the sticks on the side can also create a different sound.

We have also been supporting the children's social skills by introducing games such as dominoes and memory. By doing so the children can practise waiting and turn-taking. Language has also been supported as the children reflect on the details of the illustration of the cards.

There have been many conversations started by the children about healthy eating. We have been reflecting on which foods are good for you and what they are good for, as well as which foods are ok as a treat every now and then. To support the understanding of healthy eating we read the children the story Piranhas Don't Eat Bananas. This book was selected to support the language through rhyming. As this book uses the word bum, we also reflected on the importance of speaking respectfully to others.



With staggered departure being introduced to assist with social distancing, the children are required to stay as a group longer than usual to enable effective supervision. We have taken this opportunity to support the children's Indigenous understanding through the cartoon show, Little J and Big Cuz. As well as Indigenous understanding these series provide education on many concepts that support children's emotional and social understanding. The story, New Tricks, provided an understanding that it is a good thing to follow your own interest. This is an important message to share with children who are become more involved in social play, as they are developing the skills and confidence required to express their thoughts, emotions, and ideas, as well as read the emotions of others.



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Sensory stimulation was supported with mixed bean play, this experience was extended by adding tweezers and containers that allowed the children to separate and classify the beans.

The children also explored shaving foam, thinking about the temperature of the foam, texture, and scent of the foam. They used the foam to explore drawing writing and printing.



With stage 4 restrictions coming into place, and the thought that we may not see each other for a while. We decided to make our last session together for the next few weeks extra special. We asked the children to all come to kinder wearing a pink item. We asked this to provide an understanding that colour is not gender specific. We also had breakfast at kinder. The children decided they would like to cook porridge and pancakes for breakfast. Cooking their breakfast supported the learning of mathematical concepts, understandings of dry and wet ingredients, hygiene, sharing and turn-taking. The children also practised skill that required them to use fine motor skills and hand-eye coordination. To support some of our children who are unable to tolerate cow's milk, one of our families suggested we try coconut milk in the porridge. The children were happy to take a risk and try porridge with coconut milk. The scent of the milk also stimulating their sense of taste and smell, it was definitely a success with some children requesting seconds and thirds. The children have had a great attitude to our separation. They seem to understand that we need to do this to remain safe. Before they left, we assured them we would see them on Zoom. "See you on Zoom some of them replied back"



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With no children being eligible to attend kindergarten, we have started our remote learning program. We have decided this time around we would offer a Zoom catch up once a fortnight. This is to allow us to provide other forms of supporting children whose dispositions are not suited for this style of learning. We had our first Zoom catch ups on Wednesday. During our session, we continued to support listening skills by rostering children to share an interest or nominate a song for us to sing. We continued with the Inanay song with the children sources their own tapping sticks, some improvising with sticks from the garden. One child had sticks that were decorated with Aboriginal symbols providing an understanding of Aboriginal art and we shared a story. Of the children who joined in most were engaged, some children leaving when they had enough. We have put a recording of the catch ups online so the children can revisit it or view it if they were unable to join in on the day.



We have also provided the children with ideas and packs to explore at home. We are asking families to continually provide us with updates of what is happening with their child and their families so we can support the children's learning to their interests. We are also using the packs to extend on play and learning the children have been involved in at kinder. To try to support our families to optimise their children's learning next week we provide some information on the importance of supported play so the children can achieve higher-order thinking.



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4 YEAR OLD GROUP REPORT By Ronnie Pedersen: Teacher, Nominated Supervisor and Educational Leader

Following reflections on being safe around dogs, and on caring for them, the children are scaffolding their learning by creating many imaginative scenarios and role plays. This type of play is very important and valuable in a child's learning, as it enables them to work out their thought processes in a way that is meaningful for them.

Now that more children are participating in our sessions, we have decided to bring out the iPads that we dedicate for the children's use. We have them set up for the children to explore the world of learning the Chinese modern Mandarin language, provided by the Early Learning Languages of Australia (ELLA) - a government initiative to enable all preschool children to learn another language. The children may not be able to speak this, but they are gaining a basic understanding through playing games and having to respond in Chinese. All children have only 10 minutes each a week on this, we use the Visual Timers to enable the children to understand how much more time they have left. We found last year that we also needed to use headphones so that each child could work at their own pace and not be confused by extraneous noise. We also find that we need to move other children away from those using the iPads, as they act like a 'magnet' to some children!!!

Our Pre School Field Officer sent a letter out to Kinders to see if we could ask the children if they could do some lovely drawings that the Manningham Meals on Wheels team could add to some of their participants packages that could cheer them up, as some of them are either very isolated, or just lonely. When I put this to the children, they were so eager to do this to cheer someone up. One child said that he was doing a drawing for the 'Wheels people'!!! I was so proud that a lot of the children could understand this sense of community and compassion for people who don't have anyone to cheer them up. If anyone wants to continue with this in some way, I'm sure that Meals On Wheels would welcome any suggestion.

We have been exploring our sense of 'TOUCH'. It is amazing that our skin can send messages to our brain, which in turn sends orders back down to our skin, for us to make sense of our world. If you go near anything that is very hot, your skin will be the first thing to sense this, and your brain will then 'tell' your skin to move back quickly. Amazing! We used a 'feely' bag for the children to put their hand in (no peeking!) and hold something in the bag, and let their skin tell us what they are feeling. Is it hard, soft, prickly, fluffy, smooth, rough? Then they had to try and guess what they had in their hand. Please use these sensory words as much as possible in your everyday life. This gives the children more 'clues' about their world.

As part of Reconciliation Week, we listened to Jessica Staines (from Koori Curriculum) read the story of "Say Yes - A story of Friendship, Fairness, and A Vote for Hope", by Jennifer Castles and Paul Seden. The children were transfixed as they had to reflect on whether it was fair for some children to be able to go to swimming pools, and others weren't; how some children were allowed to go on the train and others weren't; how some children were allowed to go to certain schools and others weren't. Was this FAIR? This is a very early introduction to treating all people in the same way and for all people to have the same opportunities. Such a great and strong learning experience.

We then went for a walk across to the indigenous-inspired garden at the Unity Church across the road. But we went via the Senior Citizens local mural first. We had to walk across the car park, and this presented a great learning experience as when we stopped at the white line in the car park, we realized that we couldn't see over the SUV beside us. If we couldn't see, then that also means that any drivers on the road would be unable to see us as well. What do



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we do? We listen for traffic! We then investigated what was on the mural. What was the curving blue line? What did it represent? We looked at all of the symbols that were incorporated in the design. So much to look for and at! Have you had a good look at it yet?!

We also noticed that there was a tile there that showed the poppet head that would have been used in the gold fields in Warrandyte. You can also see an example of this at Goldfields Shopping Centre. There was also tiles with stories of bushfires, and other memorable times in Warrandyte history. Once again, check them out. Lots of community learning here, as well as a sense of belonging to community,

Then over to the church gardens. And wow! There is so much to see ... the totem poles that a lot of community groups have added to (our Kinder included, a few years ago), and the children were able to look at these and work out the 'stories' of each totem.

We looked at 'Story Stones', and how they could be used. We could make some of these! The children then explored the maze, which fascinated them. They needed to walk just on the gravel, not the pavers, and it led then into the middle. Then they had to reverse their direction to find their way out. Some children took this very seriously, whilst others just wanted to run to the starting point as quickly as possible! Walking slowly around leads to a sense of reflection and achievement. On moving around the garden, we also saw evidence of recycling, with the plastic bottles cut and decorated to look like flowers...maybe we could try something like this for our Fairy Garden (or whatever the children may call it!)

There is also a communication pole, that you could press certain buttons to hear different information, such as Wurrundjeri information, birds, children, river, and so on. Very informative.

We discovered a 'scar tree' ...but we think that scar might be too small for a canoe, so what might it be? A coolamon? Then we moved on and found some decorated leaf tiles. They were all different. This reminded us of the 'Welcome to Country' ceremony with the sharing of leaves.

The children had a great time investigating the geoboards. As we had been exploring the world of shapes, it was fun to try to make shapes with the elastic bands. The children could explore in any way they wanted. Everyone came up with their own designs sometimes surprising themselves – and us!! This is the first year that I have ever seen anyone create a diamond shape, absolutely amazing!!!





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Even though we have only been back one week after the term break, it feels like we have been at Kinder for months with everything that is happening!! I am amazed at how well the children take all of these changes into account. I think pre-warning/pre-preparing them for known changes makes a huge difference so thank you to all parents who have done this. It definitely provides the children with a sense of security and safety.

Unfortunately, we were unable to go to our booked theatre performance of "Peter and the Wolf", by the Utassy Ballet School, in the last week of term, due to social distancing restrictions. I didn't mention this to the children as we may explore using music and movement to tell a story and to create characterization later in the year. Presenting these things to a child of Kinder age is truly magical. They are usually totally 'caught up' in the whole theatrics. It is a delight to witness! We are soooooo lucky!

We used a very large floor puzzle as a great way to attract a group of children to collaborate on how to 'attack' the puzzle. Do they look for corners first? Straight edges? Match the colours and design? It takes quite a bit of negotiation to do this...especially as there were some 'cool' dinosaurs and volcanoes in this puzzle. It is amazing how some children are even able to complete this whilst looking at it from an upside-down position! Turn taking, sharing, being respectful of others.

We became very excited at the then of term that at long last we can use the clay! The DET said we were able to use this sensory material if the children washed their hands prior to using it, and then to wash their hands after using it and then moving on to other areas.

We are still very aware of hand hygiene and hygiene practices within our play areas. Thank you to those parents who have kept their child home - as per DET recommendations - if they have a runny nose, sore throat, or a cough. We do really appreciate this.





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During our reflective discussions about volcanoes, dinosaurs, and fossils, at the end of term, we also looked at how lava could flow down a mountain and under the ground in tunnels. Sometimes air pockets were made and when the lava cooled over several centuries(!) sometimes 'Thunder Eggs' were created. The rock balls, when split open, often revealed crystals growing inside. I still retain some of my dearly departed Mum's rock and gem collection and was able to bring some amethyst and quartz crystals, as well as a half of a 'young' Thunder Egg for the children to explore. There are also small examples of 'Tiger Eye', and 'Petrified Wood' for the children to wonder over. Just the names of these items invokes imaginary intrigue!!

The children were so very careful and respectful of my Mum's collection. They responded to how I told them that they were very precious to me, as I could think about my Mum whenever I looked at the gems, and so we needed to be very careful that they didn't fall on the floor, and needed to stay on the table. Thank you, Kids!!! And Hendrix even went fossicking at home and found a great piece of rock and we were able to see very small quartz crystals embedded in it transferring understanding to another situation.

Some children were exploring in the sandpit, and on digging their trench, made an AMAZING discovery! They found roots of a plant growing down deep in the sand! Where did it come from? How can we find out? What plants are growing near the sandpit? Why would they come towards the sandpit when there is no soil? And on and on goes the mystery? I wonder if the children will keep searching for the answers after the holidays, or whether they will have forgotten their discovery? We will wait and see!!!!

Hendrix brought along a snakeskin to show us all. He said that his Dad found it in their shed, and that the snake was still in there!!! This provided us with a great chance to reflect on snake safety...STOP if you see one, stand very still, and wait until the snake slithers away. Always be mindful to watch the direction it goes in and then tell an adult. From the skin, we were also able to see the small scales on the top of the snake, and the larger ones on the belly, which helps it move over the ground smoothly.

One of the children was interested in seeing bubbles in the water whilst walking along the river during the holidays. We decided to then try and make our own bubbles! What is a bubble? How do you make them? How can you make them bigger? We know that we can't blow bubbles in the air at the moment as that spreads germs quite a distance. This time we are blowing air into the soapy water using a straw and then throwing that in the bin, so no one else uses it. The children are really good at understanding the hygiene rules we put in place with the experiences offered.

With the wintery weather upon us and knowing that many of us are enjoying hearty winter stews and soups, we have used dried beans in the tub to use for classifying skills and to practice some fine motor skills with the tweezers. Some children will remain focused on this sort of experience for a considerable amount of time.

A child began to tell us about having just had her immunizations, and this created quite a flurry of conversations regarding the children's own experiences. The discussion moved on to where the children go to have their immunizations; was it a Doctor or a Nurse who gave the injection; and so on. This reflection then moved on to chatting about hospitals, so I asked the children if they would like to create their own hospital. They were quite excited about this. So after we decided that the home corner area was probably the most suitable for a hospital, we decided we needed to have 'A PLAN!!!' All children had a say in how to create it. They are participating with others to solve problems and contribute to group outcomes. The children remained very respectful of others ideas.



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When we got out our big container of medical and hospital equipment and materials, the children were so excited ... and of course wanted to have everything that was in the box! We then sat, and by using reflective conversations, came to the realization that we cannot use everything!! We also reflected that with the need to be more hygienic, we would not use any instruments that would normally pretend to go near the mouth, and that we would only use minimal equipment. We are also encouraging more doll patients than real ones, to keep 'invasive' practices to a minimum!!!! These play episodes are a great way to broaden the children's understanding of the world in which they live, as well as using play to investigate, project and explore new ideas. Some of the children decided that they wouldn't wear the hospital dress ups, as they 'were too big'!! Educators were pleased about this as it meant that there was one less thing that may harbor germs!!!!

Outside the children continues with making up many invitations and menus for the party that they wanted to have in the cubby. They asked Fiona to put up some material to make it look good! Some children put down a mat inside and gathered sticks to have a Fire Pit inside!!! (adapting and transferring what they seen at home? camping?) They also joined 2 fabric tunnels together at the entrance for all to crawl through...I'm not sure if they had to do this to be able to access the party?!!

With the staggered end to our session, we are still trying to work out a smooth way of doing this for the children. The Educators have decided to use the Interactive White Board to show an ABC Kids Community learning show, with some Indigenous children's stories, or we may even use the Museum, or Zoo's, interactive videos. We then have a storybook after to calm the remaining children in readiness to go home. The children are very accepting of being quietly asked to come to the foyer by Rhonda or Fiona, whilst the others are still concentrating. As long as we reflect on why we are doing this, and that the children have been pre-warned, they are very thoughtful of others. So far, we have had no one object to having to leave early!!!! Has anyone had any feedback from their child in regard to this? Please let us know.

It seems such a long time since we have had the whole group together, but on looking back, we did so much!!

The children have been enjoying making 'snowflakes' and creating with them in various ways. Did YOU know that every snowflake has 6 points, no matter how different they look under the microscope??

We set up a polar ice experience for the children for an interest centre and had to explain that Polar Bears don't live in the Antarctic and that penguins don't live in the Arctic, but for Kinder we would have them all be together! We brought out our world globe (as we often do!) to show where both the Antarctic and the Arctic areas are. It is important to always begin any 'global travel' with finding where WE live first, to begin to give some form of identity, distance, and the shape of the many lands...Australia being the most beautiful one, of course!!!





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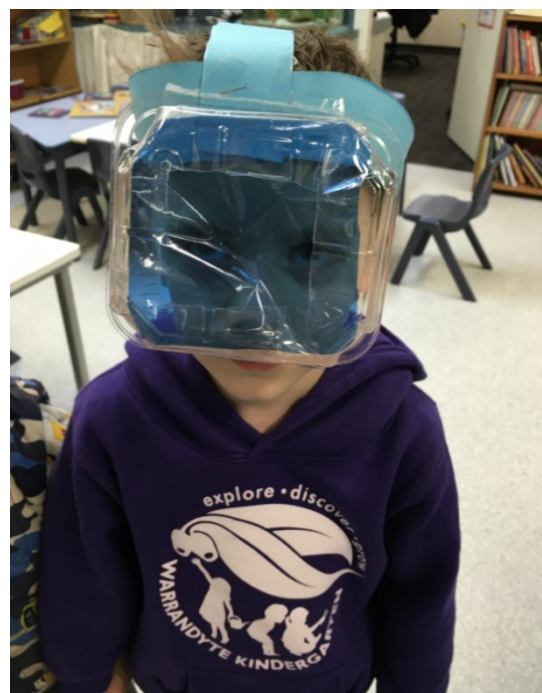
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Winter also provides us with such an opportunity to explore 'Change of State'...gas to a liquid and liquid to a solid. Let's explore what happens when we put some water into a glove, water takes on whatever shape it is put into, it is colourless, and has no smell. What will happen when we put it into the freezer? Will the same thing happen if we just put it in the refrigerator? Let's check it out... Before we put it in the freezer was the water glove soft or hard? cold or warm? etc. Now let's check it out when we take it out of the freezer...It's not soft anymore!! We also noted that there was a very large air bubble on the palm...why?

The children were quite excited when I cut the glove off the formed 'hand'. There was great excitement when the glove stuck and a finger fell off!!!! I didn't bother going into the gruesome facts of frostbite on fingers!!! I put one hand in a dish of water and one hand in a dish of sand. The children had to keep coming back to see what was happening to the ice hands, in the water, and in the sand. Was anything changing? Which hand was melting the quickest? Why?

Why not support and extend the children's understanding of freezing/change of state, experiments to items that we have in our Kinder pantry and 'fridge??!! We used water, tomato sauce, vinegar, golden syrup, hundreds and thousands, milk, oil, sugar, and dry coffee. When I placed these into the ice cube trays, I asked the children first if they thought that each item would freeze/not freeze, and then asked them again after the tray had been in the freezer overnight. They had to 'hypothesize' (the makings of future scientists here!), prior to me taking each item out. I placed the things that froze on one side of the paper, and the things that didn't freeze on the other side. Using reflective discussions, the children had to try to work out why some things froze, and some didn't. Do YOU know?! Eventually one child worked out that there was no water/moisture in those substances. Yayyy!!! How clever are our children??!!!! The absolute wonder and excitement of discovery is such a magical thing to witness with your children! We Educators are so lucky to see this firsthand.

With the current Covid-19 restrictions in place, and the constant exposure in the media and in our community of the seriousness of this, has provided a time for the children to give voice to their own understandings of this. Kinder is a great opportunity for them to talk about this in a non-threatening manner. As our metropolitan area now to faced stricter behaviours (Stage 3) in regard to wearing facemasks, it was very important to take the 'scariness' away from the children to ensure that their well-being is not too impacted. Kinder children are still at the stage of understanding that the adults in their life will absolutely keep them safe, and it is so important to instil in them that they can also learn to protect themselves. We have been reading "Seeing People Wearing Masks' a few times, as it provides a very non-threatening way of explaining it to children. We then had a go at making play masks with paper towel, as per my adaptation of information I saw on a DHS video! Did you like what we can do with a sheet of paper towel and 2 rubber bands??!!!! We also supported the children's understanding of mask wearing by reminding them that both their nose and mouth need to be covered by the mask. We reflected on why this needed to be the case. Plus, extra reminding that these were just for play!!!!





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Continuing with the Winter theme was a great chance to observe how well the children are able to count. **Rote counting** (1,2,3,4...) is easy for most, but it became obvious when adding 'raindrop' fingerprints to numbered 'clouds' that quite a few children need supporting in understanding '**one-to-one correspondence**' where 1= one object, 2 = two objects etc. We will follow on with this at Kinder, as well as perhaps you supporting this at home as well.

Following on from the children's' interest last week of trying to get their bark canoes to float, we used reflective language to support their understanding of floating and sinking, by finding many objects with different qualities for the children to hypothesize first, and then to test this out. Once the children did this, they moved on to something else, showing how limited this experience was for them. It is far better to try something that has an open-ended approach, and the children are able to continue in their exploration.

The children are curious and enthusiastic participants in their learning, as they manipulate objects and experiment with cause and effect and trial and error. They use reflective thinking to consider why things happen and what can be learnt from these experiences.

With the excitement of watching Ice Hands melting last week, we also extended the children's learning by experimenting further with change of state. Using balls of ice (made by filling balloons with water and then freezing them), we gave the children rock salt and droppers with dye to observe what happens when these substances are put on top of the ice ball. We were able to initially see the air bubbles trapped inside the ice, and then there were slight cracks as well. When the dye was dripped onto these cracks, it would seep down into the ball. The rock salt slowly created little 'craters' in the ball and added another great dimension to explore. There was always children waiting to have a go at the light table!

The Space Team created an amazing Space Station in the blocks area! The boys were all incredible in listening and respecting others ideas. Every part of this building had a purpose, and the boys were able to each contribute, some did the engine, some did the sleeping quarters, some did the interior decorating, and they all contributed to the overall structure, asking each other if they could put something on the building. Each shape block was considered for its specific purpose. I didn't hear one disagreement whilst this was being done!!! I am sooo impressed with this creation! Well done Team!! Let's make a Space Station in the Imagination Corner next week!

Oh WOW!! We are soooo lucky! Ava Kelly's Grandmother, Jenny Zigmantas, painted a wonderful Trompe l'oeil...an optical illusion of depth deception, that tricks the eye that we will be able to hang in our Fairy Garden/Peaceful Place/Tranquil Garden (we have still to come up with a name that the children will identify with some of the children's suggestions just didn't have quite the right 'feel' to what is needed!!) Jenny used oil paints on marine ply, so we hope that it will withstand the weather! Ava also added her touch she drew some very small ants near the toadstools and ladybird beetles for the children to discover!!! Ooooo, this will look soo good! Thank you, Jenny (and Lucy and Ava!).





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As our weather has been very variable at the moment, it has been a great time to support the children's understanding of this by creating their own weather clock and being amateur meteorologists!!! They have come to the understanding that weather doesn't 'stand still' and be constant, it changes all of the time! So with the pointer on their weather clock the children are able to point to the appropriate weather at the time, or else place the pointer on how they would like the weather to be!!!! The children used reflective thinking to consider why things happen and what can be learnt from these experiences. They were able to make connections between experiences, concepts and processes, by transfer knowledge from one setting to another.

Let's go out into the Kitchen Garden. ARGHHH!!! The snails have taken over our garden...and eaten their way through many of our seedlings. Let's go on a SNAIL HUNT!!!! The snails are loving their holiday resting place in the rosemary...also in amongst the leek leaves (??!!!), as well as the nasturtiums. The hunt is on... go get 'em kids!! The children were quite excited! We looked at the pattern of their shells...were they all the same? No! were they siblings? cousins? Well, we decided they needed a holiday in another place, so we put the lid on the container and took them to our playground where there was nothing that would have caught their fancy to eat! We teach the children not to kill the snails, or any other little creature, as they all have a place in our world...they all have a job to do that is important to them!!!

BUT! Let's make some snail repellent to stop the snails from eating our produce!! Lots of garlic, lots of onion, and some chilli, who wouldn't love that?! As the smells and fumes coming off these are quite overwhelming, Ronnie did all of the cutting!! We then boiled it up and then let it cool. It had to steep for 12 hours. It was sieved and placed into squirter bottles ready for attack on the next session!! I hope we still have some plants left!!



The splashdown of the SpaceX's Crew Dragon spacecraft in the Gulf of Mexico early last Monday morning, provided a great resource to extend on the children's understanding of space travel! We 'checked out' NASA's mission control centre on the Interactive Whiteboard so that the children could see that it took many people, and many computers to manage this space travel safely.

Experimenting with 'thrust' showing how a rocket or space jet moves!! A straw threaded on a long piece of string/wool, a balloon blown up and held tight at the opening and taped in 3 places to the straw. Hold the string up high and keep it tight. We had a few mishaps (aborted missions!) as the string slipped out of hands!! Make sure the opening of the balloon is at the end of the stringline. Commencing countdown, engines on!!! 5,4,3,2,1,0, blast-off!! Let go! The air inside the balloon rushes out and THRUSTS the balloon forward. (Great physics involved here) This experiment always creates squeals of delight the first time, and cries of "Do it again"! The balloon rocket only last about 2 flights before it needs to be retired for a fresh one!!!



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With the freezing snap of weather, we are in the midst of, we thought perhaps we could make some 'Snow Biscuits' to warm up our tummies!! (Using a 'Melting Moments' recipe and just changing the name and making it as simple as possible!)



We say farewell to Indi and her family, as they go on a further adventure for their family. They are moving to Torquay to live as soon as isolation restrictions are lifted. We wish them well and will miss Indi's lovely smile, friendly nature and beautiful singing voice! Good luck, and we hope that you will keep in touch with us to let us know how you are enjoying life near the beach!

The children have loved playing 'Poison Ball'...especially in this freezing weather! It is a legitimate way you can roll a ball into someone!! I am so impressed with this group of children...there have been no grizzles or grumpiness after being touched by the ball. They will just go and sit at the side. Some years we have had tantrums and downright refusals to move off the arena!! It makes it so much more civilized and fun when people accept the game rules!! Well done, parents, for instilling this into your child!!

Since Stage 4 Lockdown, the Kinder program is quite different. It isn't 'moving' as quickly as usual, so has a more relaxed, calm feel to it. Having only 3 – 5 children means that interactions are very limited, but the children must all play together as a group. It is interesting to see the groupings within the group, and the type of experiences they are interested in. They are showing no interest at all anymore in the Space Centre, or creative areas, but rather in puzzles, small construction sets, and fine motor experiences...when I ask them to come!! You don't get the feedback of 'where to next' as much with so few children attending. The children are also getting more intense interaction with the Educators, which is very helpful in scaffolding some of the children's learning and development.



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Joke Break

How many babysitters does it take to change a lightbulb?
None. Lightbulbs don't wear nappies.

Knock knock.
 Who's there?
 Doctor.
 Doctor Who?
How did you know it was me?

What do you call a deer with no eyes?
No idea.

What do you call a deer with no eyes who's totally motionless?
Still no idea.

What do you call a deer with no eyes who's
 totally motionless and is on fire?
Still flaming no idea.

Why did the chicken cross the playground?
To get to the other slide.

WHAT DO YOU CALL AN ALLIGATOR IN A VEST?



AN INVESTIGATOR.

WHAT KIND OF SHORTS DO CLOUDS WEAR?



THUNDERWEAR

HOW DO YOU ORGANIZE A SPACE PARTY?



YOU PLANET.



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Fundraising

An update for you on the Cadbury Chocolate drive. We have raised over \$590, which is great considering this was interrupted by the first lock down. It is also possible that some chocolates may not have been paid for so please contact me to finalize this, as we will need to tie up loose ends. Thank you to Lucy, who organized this and to all staff and families who have supported this fundraiser.



We have great news about the Rob Dolan wine sales. The fundraising committee, in particular, Nat, Lauren and Abbey, have raised a significant amount of money, \$5820. This is a wonderful effort given our fundraising has been so restricted this year. Thank you to the Kinder families that have been able to purchase wine, and also to those in the wider community who have supported our Kinder. Please remember to enjoy responsibly!



We still hope to give families the opportunity for their children to create picture plates and possibly tea towels as well. These products are practical and a lovely memento of the kinder year.



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A Word From Some Second Generation Parents

Ronnie, our Warrandyte Kinder treasure, says having Mums and Dads return to kinder with their own children builds the community, makes it like a family. She lovingly says that she feels like an aunty to those that are coming back. I can talk to them with understanding. There is a connection and we can share conversation that you might not, with someone you have just met. It's beautiful, it makes it a real family here at Warrandyte Kinder.

Lauren and Finn



1. Hi Lauren, can you tell us a little about yourself?

I was lucky enough to live and grow up in Warrandyte. I attended Warrandyte Kindergarten and Ronnie was my Kinder teacher! I went to Andersons Creek Primary School. I then went to Tintern Girls Grammar School. Studied Nursing at Deakin, and I have been an Emergency Nurse for 13 years.

My husband, Andy and I have three children, Finley, Harvey and Marley. Finn is currently in 4YO Kinder. We have lived in Warrandyte for 7 years now, and it's great to be 'home' again!

2. It's incredible that you attended Warrandyte Kinder AND our dear Ronnie Pederson was your teacher. Can you share with us some memories you have of your time at Kinder?

I think I was quite quiet and shy at Kinder. Ronnie might be able to shed some light on this?!

I was lucky that my best friend, Toby, who I had grown up with since we were babies, also attended Warrandyte Kinder. We did everything together! And we are still best friends today. My Mum, Pam, was on the Kinder committee and played a huge part in the Kinder community. I have really fond, happy memories of Kinder and it holds a special place in my heart.

3. All these years later why did you decide to send your own child to Warrandyte Kinder?



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Once we moved back to Warrandyte, I knew my kids would go to The Warrandyte Kinder. It's such a great place for kids to learn and explore. The location. The surrounding bushland. The teachers! At the time, it was where I attended my Maternal Child Health appointments. It was all familiar.

Our family friends are from my time at Kinder, Kinder was our extended family.

Mum being involved on the committee, meant that she was there with me and I wanted that for my kids. I want them to remember it as a place our whole family attended.

4. Can you tell us a little about your experience here so far?

I am now seeing the Kinder from a parents point of view and it's even more amazing!

I have learnt a lot, about myself as a parent, but also about what it takes to maintain and build a Kinder like the Warrandyte Kinder. A family. And the teachers have a lot to do with this. The teachers support and the support from the community is remarkable.

5. Are there some similarities or differences that you can share with us?

Even after 30 years, it's all very familiar and almost surreal that I am back! Ronnie Pederson has a lot to do with that familiarity!

6. What might you say to anyone who might be thinking about sending their own child to Warrandyte Kinder?

Please definitely do! As long as they leave a space for my kids!





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Stephanie Alexander Kitchen Garden Recipes





Colin's Tomato and Zucchini Tart

Ingredients:

- 1 sheet puff pastry (frozen is fine)
- 1 jar passata
- 2 medium zucchini, peeled to make ribbons
- 5 medium tomatoes, sliced
- 1 large handful chard or kale (or baby spinach) roughly ripped into pieces
- small handful of basil, leaves picked and torn
- small handful of tarragon (or any herbs from the garden), finely sliced
- 50ml olive oil salt and pepper, for seasoning

Method:

1. Preheat oven to 180oC fan forced
2. Take a sheet of pastry and score a ridge around the side of it about 3 cms in from the edge.
3. Spoon the passata onto the pastry not going over the ridge and leaving a border to allow it to rise.
4. Lay the sliced tomatoes over the passata.
5. In a large bowl, lightly toss the zucchini, kale, basil and tarragon (leave a little of the herbs aside for garnish) with some olive oil and seasoning. Place the tossed greenery over the tomato.
6. Place onto a greased proof tray and place in the oven.
7. Bake for 20 – 30 minutes or until the pastry is golden and the tart is bubbling.



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Broad Bean Dip



Broad beans are one of the few ingredients that seem to have defeated those who would make everything available all of the time. They are a springtime treat and by late spring have become fat and mealy.

Ingredients:

350g podded broad beans (they will weigh about 200g when double-peeled)

1 tsp cumin seeds (We just used cumin powder)

2 cloves garlic, finely chopped

(We used one clove, but too strong for the children, perhaps don't add)

sea salt

pepper

3 tbsp cooking water

½ cup fruity extra virgin olive oil

½ tsp smoked paprika, plus extra for serving (optional)

Method:

Bring a saucepan of lightly salted water to the boil and drop in the podded broad beans. Cook for about five minutes, then drain, reserving one-third of a cup of the cooking water. Run the drained beans under cold water for 30 seconds and double-peel.

(We didn't bother peeling the actual bean...we 'blitzed' it all up together).

Heat a small non-stick frying pan and toast the cumin seeds until fragrant, keeping them moving with a wooden spoon. Tip into a mortar and pestle and grind to a powder. (We didn't do this part!)

Place 2 tbsp of the cooking water in a blender with all ingredients other than the olive oil and blend to a smooth puree.

With the motor running add the olive oil. Taste for seasoning and adjust. If the puree is too thick, thin with the rest of the cooking water. Spoon into a shallow dish and drizzle the puree with a film of extra virgin oil and a sprinkle of paprika (optional).

Alternatively, this dip is firm enough to be piled on to garlic-rubbed bruschetta.



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Important Information

Fees

Dear Warrandyte Families,

Please note that the Term 4 Fee invoices will be sent out in the hope that we may be able to return to Kinder sessions. These invoices have been calculated to include credit where this is relevant.

If you wish to enrol your 4-year-old child in extended care next year, and haven't already please contact Our Administration Officer Carolyn Camm: admin.warrandyte@kindergarten.vic.gov.au

Warrandyte Kinder Committee

Wellbeing

We recognise and understand that times like this can cause anxiety and distress so we urge you to also look after your mental health.

Please see below resources for anyone who is feeling any stress, anxiety, depression, or concern during this time.

<https://www.lifeline.org.au/get-help/topics/mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak>

<https://www.beyondblue.org.au/the-facts/looking-after-your-mental-health-during-the-coronavirus-outbreak>

Raising Children Network (For parents and families experiencing anxiety during COVID):

www.betterhealth.vic.gov.au

Lifeline: www.lifeline.org.au/crisis-chat

Beyond Blue: www.beyondblue.org.au

Phoenix Australia, the Centre for Post Traumatic Mental Health: www.phoenixaustralia.org

Black Dog Institute: www.blackdoginstitute.org.au

Kids Help Line: www.kidshelpline.com.au or (p)1800 55 1800



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Important Information

Working with Children Checks

Warrandyte Kindergarten is very fortunate to have a large number of friends and family volunteer to help us with our activities at the kindergarten, including help during our kindergarten sessions. This involvement is something that we very much value as part of our kindergarten. However, more helpers are always greatly appreciated!

All of our helpers require a Working with Children Check card. If you do not have a card, it is a very easy process that is confidential and free.

Step 1: Complete an online application form at www.workingwithchildren.vic.gov.au.

Step 2: Finalise your application at an Australia Post outlet. This will include presenting one acceptable proof of identity document such as a driver's licence or passport. Australia Post will take your photo for the card free of charge.

If you need any further information or assistance in applying for a card, please speak to our Administration Officer, Carolyn Camm at admin.warrandyte@kindergarten.vic.gov.au.

Please ensure you have listed Warrandyte Kindergarten as a nominated location for your WWCC. People with existing WWCC can visit <http://www.workingwithchildren.vic.gov.au/> to update their details and add Warrandyte Kindergarten as an organisation.

Resources for Parents

- **Australian Parenting Network Raising Children**
 - raisingchildren.net.au
- **Poisonous Plants and Children**
 - <https://raisingchildren.net.au/toddlers/safety/poisons/dangerous-plants>
- **Value of Reading with Preschoolers**
 - <https://www.startingblocks.gov.au/at-home/reading-with-preschoolers/>
- **Sue Larkey**
 - <https://www.facebook.com/SueLarkeyTeacher/>
- **Spectrum journeys**
 - https://www.facebook.com/pg/spectrumjourneysinc/posts/?ref=page_internal



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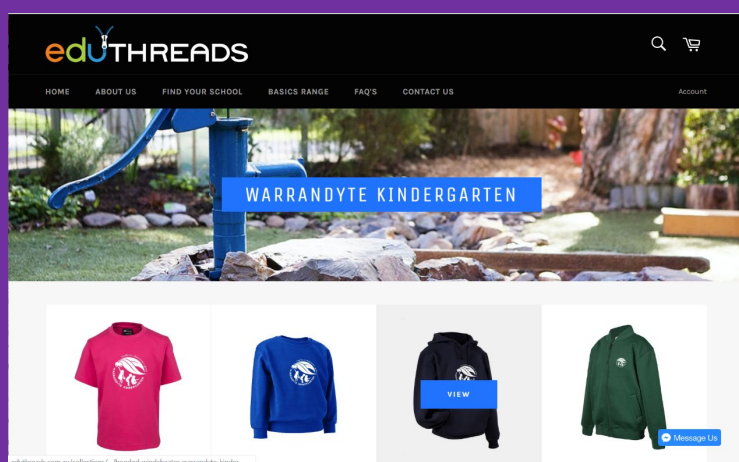
WARRANDYTE AND DISTRICT PRE-SCHOOL ASSOCIATION INC.

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Do you shop at IGA?
Choose Warrandyte Kindergarten and scan your Quinton's Rewards card everytime you shop to donate points to our kinder!

New Kinder Uniform Supplier

Don't forget to visit www.eduthreads.com.au to check out the range of uniform items and available and purchase some at any time!



Do you have something you think should be included in the next possum post?
Email wkpossumpost@gmail.com



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Kinder Committee 2019			
President	Joanna Laidlaw	President.warrandyte@kindergarten.vic.gov.au	
Vice President	Andy Wilgose	Assistant Secretary	Alexandra Reeve
Secretary	Lisa Bairstow	Marketing	Nat Mander
Treasurer	Kylie Smith	Social Media	Nat Mander
Fundraising Coordinator –	Kate Misra	Market Parking	Sarah Pollard
Fundraising Coordinator – Festival	Nat Mander	IT Support	Sam Macaluso
	Jane Caneva	Maintenance	Lauren Wilgose
Fundraising Officers	Lauren Macaluso	Festival Float	Lauren Macaluso
	Abbey Jenkins		Abbey Jenkins
	Cat Duncan	Kitchen Garden	Lisa Camilleri
	Lauren Wilgose		Lucinda Gow
	Andrea Williams		
	Lucy Zigmantas	4YO Group Parent Rep	Lauren Wilgose
	Rachelle Town	3YO Group Parent Rep	Merryn Platt
Georgie Hannan			

To contact committee members, please email president.warrandyte@kindergarten.vic.gov.au and Joanna will direct your enquiry.

Kinder Staff Contacts		
Ronnie Pedersen (4YO)	ronnie.warrandyte@kindergarten.vic.gov.au	9844 3363
Lynette De Giorgio (3YO)	lyn.warrandyte@kindergarten.vic.gov.au	9844 3363
Carolyn Camm (admin)	Admin.warrandyte@kindergarten.vic.gov.au	9844 3363

Our Kinder staff are always more than happy to talk to you about questions or concerns about your child. Please ensure this communication is in person at the beginning or end of a session or using the official contact details listed above only.