

President's Report by Nat Mander

Term 1 is always a big one! Children settling in, new committee members learning the ropes, not to mention a busy fundraising term!

Thank you to everyone who has taken it in their stride!

As you all now know, Ronnie will be retiring at the end of term 2, we wish her the best and will miss her immensely!

We will spend term 2 showing Ronnie our appreciation- more details to come!

Thank you to those who volunteered at the festival stall- we sold out by 2pm and raised approximately \$2,300!

Thank you also to Lauren and the volunteers at the working bee, the kinder is looking fantastic.

I hope everyone has a relaxing and safe school holidays.

Thanks, Nat (President)



Working Bee Catch Up Dates

Do your children miss going to kinder over the weekends and seeing their friends and teachers? Working Bee's don't have to be a chore it can be a fun catch up for the whole family. If it's wet then dress the children in gumboots and raincoats and watch them jump in puddles and if the sun is shining let them loose in the garden to pull out weeds, find snails and bugs. Having children involved in a working bee gives them ownership and responsibility for their learning environment.

Thank you for those families that came and helped out at our March working bee.

Upcoming Working Bee Dates for your Diary: May 15th, July 24th and October 23rd

Upcoming Fundraising

Picture Plates – coming in term 2 with some extra designs to choose this year.

Mother's Day Raffle – keep an eye out for your ticket purchases!

Tea Towel's – a special keepsake with your child's handiwork on it.

3 YEAR OLD REPORT By Lyn De Giorgio: Teacher

Since our program has progressed to full session hours. Chai and I have been supporting the children to adjust to the longer time away from their families. Many of the children need support with separation this year. We feel the cause of this is most likely the isolation families have experienced in the last two years.

We have used many strategies to help the children build a sense of security in the kinder environment and with Chai and me. Building secure reciprocal relationships with the children and their families is very important for us to gain this. Engaging with families and the children on interview day and at the family



night picnic has helped to get to know each other and build on new and past relationships. It has also built a sense of continuity between home and kindergarten for the children. Home visits are also being used to gain these outcomes for children who require a little more support. Having our families back in the kinder room to take part in kinder duty has also been amazing for the children to build a connection between



home and kinder. Thank you to these families for giving up their precious time.



To provide a sense of identity for the children, we added their names to a greeting song and a goodbye song. We have used photos of the children in games and displayed photos of them with a family member. The children can remove the family photos from the display if they need them for support.

A sense of identity is also provided by programming opened ended experiences. The children can use each experience to their interest, ability and strength. There has been strong interest in the sand pit, home corner and playdough areas. Where the children have been very busy cooking and celebrating birthdays. We added the oven from home corner to the playdough for them to use in their cooking. Last week after exploring the Kitchen Garden we also added herbs to the play dough to stimulate the children's sense of smell. Some of the children used their imagination turning the herbs into trees, creating a garden. We have been encouraging the children to roll the playdough with their hands to assist them to develop their release reflex.

Cooking in the sandpit was extended by adding clipboards and paper for the children to write their recipes. This experience emerged into a small group experience where they sat writing for a long time while discussing the ingredients they were using to make pizza.



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Lots of our families have babies. Therefore this is a very strong interest within the group. The children have transferred the knowledge they learn at home, caring for the dolls by washing them and their clothes. They have also been feeding them, pushing them in prams, and putting them to bed.

The children have combined their interests in construction and vehicles. They have created roads, garages and fire stations. We have used their block play to provide intention teaching of shape, colour and measurement. The children have been supported to take risks by using trial and error to achieve their goals.



We added cars to a painting experience. This experience was set up to develop the children's understanding of colour as well as support the development of fine motor skills, spatial awareness, area and eye-tracking. At first, the children explored the feel of the cars rolling on the paint pads and paper and observing the tracks they made. The children's learning was extended as they were supported to stay on the road and think about safety by pushing their cars at a safe speed.

Construction at the light table has supported the children's understanding of colour and has allowed the children to explore the effects of light on colour.



We have extended on their learning by making colour windows out of cellophane and contact.

Most of the children love the outdoor environment. They are enjoying challenging their skills by trying to conquer the A-frames, narrow balancing beams, monkey bars, and the fire pole. We have also supported their interests in climbing and gymnastics with an obstacle course. The obstacle course was developed a couple of pieces at a time. This allowed us to introduce the pieces of equipment and to support the children to use them safely.



We have spent time in the kitchen garden in small groups. The children have really enjoyed this space. They have explored the plants, looking for bugs and watering. One of the children's grandma has donated broccoli plants. The children cleared some of the garden bed, composted, turned the soil, planted the plants, and tried to protect them by adding hay to the garden bed. We were able to reflect with the children about the needs of plants to grow, they were able to build on their motor skills, think about

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sustainable practices, and mathematical concepts as we thought about the distance between the plants and the depth of the holes they needed to create to plant them.



The children have been learning about the diversity in language and culture.

They are gaining an understanding that the Wurundjeri people were the first people to live in Warrandyte. They are learning about the Woiwurrung language. We have been learning to welcome people by saying Wominjeka. One of the children shared their family culture by teaching us how to say hello in Māori, Kia ora. We have also learnt about Holi, a Hindu celebration also known as the festival of colour.

We were over the moon the Warrandyte Festival was back this year. It is so lovely to see the community come together again. To teach the children they are part of this very special community we decorated a



duck for the duck decorating competition. We might not have won a prize but we were winners in other ways. As this little duck taught the children to share, think of others by showing restraint and only decorating a little bit of the duck. The children's agency was also supported by deciding how to decorate the duck was to be decorated. I think it looked pretty special.

Thank you to all our families who helped out with the festival and with the working bee this week. We are so grateful for the time you give up for us. As well as helping to provide a safe and beautiful environment for our children to play in, seeing their families involved in the kinder

helps build a sense of continuity between home and kinder.

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

With everyone is attending together for the full 5 hour sessions, many adjustments and readjustments, are being made to our program as we go to accommodate all of the 27 children's needs. We have altered our routine slightly to allow for a bit more structure within the session, so that the children feel more of a sense of security in knowing that certain things will happen in a certain time frame. Once they are able to self-manage their own time a bit more, we will progress to an indoor/outdoor program.

A few boys have been talking very excitedly about making treasure maps, so we asked them if they would like to make their own. We took some paper and crayons outside to make our own

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giant one. Fiona then sat with them and asked some in-depth (!) questions about what they were searching for; where was it buried; how to get there....and so on. The boys didn't really show much interest, and Fiona was left to draw her very own treasure map...I hope she eventually found the box of treasure somewhere!! This is indicative of how sometimes you think you've got just the thing to expand on a child's interest, and collect all the things necessary to carry it out, only to find the children aren't all that interested anyway, or have 'moved on'!!! Oh well.....that is part of the joy of working with young children....their minds are so active and going off on tangents regularly! That is the process of learning...and keeps us on our toes!

Playing any form of a group game provides the opportunity to work on cooperation with others and negotiating taking turns, as well as making sure that their peers are included. Playing Fish Snap, Dominoes, Memory, and so on, required the children to wait for several minutes before it was their turn, plus also the need to be mindful and respectful if some of their peers were still learning how to play that game. The children responded positively in coaching those who were new to the game.

It's lovely being an observer of play, where the plot changes regularly! There is more fun in organizing than in the final production (which often doesn't occur at this stage of the year!). It's also great to see that all participants in this play are contributing. We see this type of play often during this year, as the children begin to understand the possibilities of their imagination. What a delight!



Some of the children have a very involved scenario happening here. They have negotiated (quite happily!) their individual roles. In this type of role play children usually appoint a mother, a teenager - usually a sister - and a baby, and all have to remain in their assigned roles. Once a child decides that they want to change their role, that particular play usually falters and the child moves away, unless they decide to revert back to their 'assigned' role. (So many life choices happening here, and the working out of a hierarchy!) But there is usually always only one 'Mother', or there becomes a clash of ideas, and that particular play finishes, unless one child has the maturity to decide to 'stand down'. Hmmmm...always so interesting to observe! The children are exploring different identities and points of view in dramatic play, engaging in and contributing to shared play experiences. They are learning to cooperate with others and negotiate roles and relationships in play episodes.

Oh, how wonderful it is to be able to have parents coming in to our program again, after the severe restrictions that have been placed on us to ensure that we are all COVID safe. The children so enjoy introducing their special person to their friends, as well as the staff building on their relationship with the parent in the knowledge that this will help us gain a greater understanding of their child, and assist in ways that we will be able to challenge their child's learning and development.

Trains are usually very popular – especially at the beginning of the year, with lots of negotiating over types of carriages, how many carriages, and so on. Then there is also the construction of the track...with several children adding their individual parts! Makes for interesting interactions! The children are following and extending their own interests with enthusiasm, energy and concentration, whilst using play to investigate, imagine and explore ideas. They manipulate tracks and trains to experiment with cause and effect, trial and error, and motion. Whilst doing this they are contributing constructively to mathematical discussions and arguments. They also use reflective thinking to consider why things happen and what can be learnt from these experiences. The children transfer knowledge from one setting to another.



We are also 'working on' packing equipment and materials away when they have been finished with, instead of leaving it there and walking away to something else. We are encouraging a respect for our play equipment and environment... learning an awareness of the impact of their activity on the play environment.

We have had many hot days...therefore a good reason to have lots of water play! It's great to observe also that the children just automatically wear their sunhats now, with little reminding. The children often get quite wet when playing with the Aqualab canal in particular, as some of the seals leak and the children are sitting on the wet grass...but that doesn't matter..... the heat soon dries their clothes!

With such a large diverse group, we have several areas where the children can enjoy having moments of solitude at interest areas set up just for one or two people. We try to have an area like this where the child has their back to most of the activities happening in the playroom. This creates a sense of calm for them to work at their own pace. If a child stays there for too long and another child wants to have a go there, we sometimes introduce a timer...which all of the children adhere to. They see this as showing a sense of 'fairness'. We also have a 'Calm Corner' situated away from the busier parts of the room, where a child can choose to go to have a mindful moment, and where they can explore our various sensory regulatory 'tools'.... visual, auditory, tactile. As well as a sensory toolbox, where a child can look at cards with various solutions to different situations that might be an issue for them.

Anything magnetic always interests the children. Our Da Vinci blocks allow for many various adaptations. Usually the children work in a parallel fashion here, concentrating on their own designs. Sometimes the children become so involved that we need to use a Time Timer so that other children are able to have an explore this experience as well!



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Building 'walls' with the outdoor blocks is a very popular pastime at present, but this sometimes posed a few problems to be reflected on...how tall to build them, how wide to build them, leaving a path so that people can move past them, and so on. When others are playing nearby, perhaps there needed to be more space for people to move through without the possibility of the wall falling down, and causing untold upset to the original builders. The children needed to use reflective thinking to consider why things happen and what can be learnt from these experiences.

The following week, the children were encouraged to draw a plan prior to building. These boys took this task very

seriously and came up with some great ideas.

This planning continued on outside, but I'm not quite sure how many drawn plans were actually carried out with the blocks! It's the process that counts at this stage!!! I am so glad that some of these architects, designers, builders, etc wore the right safety gear while they were 'on site'!!



Thank you to those families who were able to come along to our Family Night. It was so lovely to see all chatting together and forming new friendships, or catching up with old acquaintances. And it was also delightful to see our Kinder Kids with their older and younger siblings. It is so valuable for our Educators to be able to see family compositions and in different situations. It gives us a more holistic view of our Kinder children.



Our excitement for the Warrandyte Festival built over the weeks preceding it...how many more sleeps??? The children took great delight in making their hats, shakers, and also doing whole body outlines to decorate the truck.....

Thank you to **Georgina Hannan** and **D'Arcy McFall** for all of the hours and hard work to decorate our float. Our entry won "The Most Colourful"!! Yyayayayay!!! We were very lucky to have the use of a past (from 'long ago!') student and her husband's truck...Will and Kate (Kwill Construction P/L). What an amazing community contribution from them!

A BIG thank you to all who helped us supervise the children, plus also to the amazing parents who gave up quite a bit of their time to help with the Kinder stall....the queues waiting said it all!! Great organizing, and great job! Xxx

We were all so happy to be able to participate once again (after a 2 year hiatus) in this wonderful community celebration!

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This bike and trailer is a much coveted item of equipment at Kinder, with the children often needing to use the timer to ensure that they have a go. These kids especially love providing a delivery service!

This trailer is a constant source of both frustration, and learning, for the children, as we have lost the connecting screw that attaches it to the bike. The children now have to find a corresponding sized stick to put in the hole instead. This requires them to work out angles of the sticks, the width and the length required of the stick, etc.

Unfortunately with the constant use, the stick usually breaks and the process begins again!! It is good not to just provide them with a sturdy nut and screw, as it requires the children to use thinking 'outside the square' a bit. Reflect and come up with a different solution!



The children have been enjoying exploring colours...first with the primary colours....on the light table as well with the transparent primary colour squares and circles. There is so much focus happening here. Each child is totally engaged in their own creating. It's like observing children discovering magic!! So much wonder when they are able to be able to do this themselves, in their own way.



We are also experimenting with the playdough and seeing what happens when we use 2 different colour doughs. Will they change into a different colour? Let's find out what happens when we put yellow and blue playdough together....what colour did you make? Perhaps we can try some different colours...then mixing red with blue....and then the really exciting experiment of mixing all of the primary colours together, to make....brown....or shades of!!!

The children are curious and enthusiastic participants in their learning, using play to investigate, imagine and explore ideas. They follow and extend their own interests with enthusiasm, energy and concentration. Although the thought of mixing all colours is exciting.... it is amazing how many tones of brown is achieved, depending on the different amounts of each colour used. I think I really prefer the pure primary colours myself!!!! This experience is like magic to the children as they are creating something different by themselves. There is a lot of incidental maths and science occurring here....quantities, fractions, blending....in what the children would say is PLAY.

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The children manipulate the playdough and experiment with cause and effect, contributing constructively to mathematical discussions and arguments. They use reflective thinking to consider why things happen and what can be learnt from these experiences. The children are able to transfer knowledge from one setting to another.



The boys were exploring the cry creek bed and then decided that they wanted to dam it up. Rock dispersement was the aim of the game!! The boys were so engaged in this task and persevered for

quite a length of time. The children transfer knowledge from one setting to another, making connections between experiences, concepts and processes.

Then came the test.....could the boys get the pump to work? If they could, would the water be able to makes its way through the rockwall, or would it be successfully dammed? Over the next few days workers donned their safety gear and tested this out many times, even calling the heavy hauler and the excavating team! The children are curious and enthusiastic participants in their learning, and experiencing the benefits and pleasures of a shared learning exploration. They use play to investigate, imagine and explore ideas. The children follow and extend their own interests with enthusiasm, energy and concentration, whilst manipulating objects and experimenting with cause and effect, trial and error, and motion. The boys are using reflective thinking to consider why things happen and what can be learnt from these experiences.



Whenever a new experience is offered, there is usually a great rush to have a go. The children came readily to make a 'Feelings Wheel', as we have constantly been reflecting on our own emotions. We also experimented on being able to show our emotions though our facial expressions, or body expressions. Some people are better at showing their emotions in this way if unable to verbalize how they are feeling. It is important for young children to have descriptive words for various emotions...the more, the better. This can assist them in self regulating when they are overcome with a particular emotion. It is also important for carers to use descriptive terms for what they are feeling eg embarrassed, frustrated, irritated, and so on. (Children LOVE big words!!)

The children are beginning to openly express their feelings and ideas in their interactions with others. This will be ongoing learning throughout life.



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Many thanks also to **Lucy Gow** and **Sarah Pollard** who have done an amazing job in getting our Kitchen Garden beds ready for Autumn planting. The garden beds were in need of much love and attention. Now that the children have planted some seedlings in these fresh beds, we can hopefully expect some great produce to cook with to encourage healthy food habits and healthy eating.

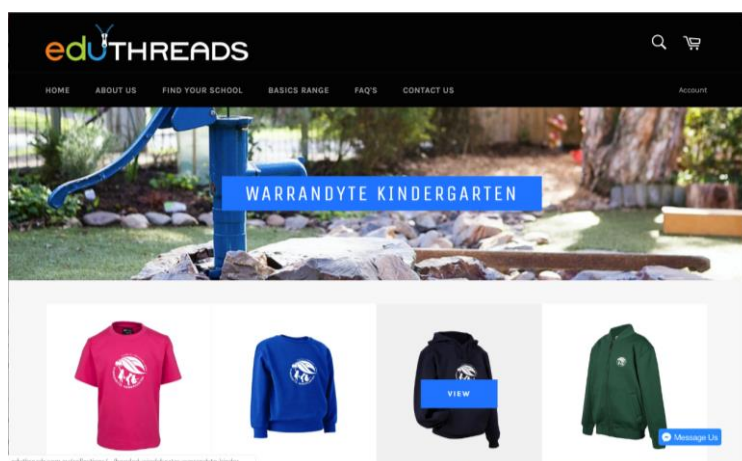
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Kinder Uniform Supplier

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



SENSORY RECIPES TO TRY AT HOME

SOME OF THE RECIPES THAT WE USE FOR SENSORY EXPERIENCES AT KINDER:

PLAYDOUGH



INGREDIENTS

- | | |
|-------------------------------|----------------------|
| 4 cups plain flour | 6 tablespoons of oil |
| 1 cup salt | 4 cups boiling water |
| 4 tablespoons cream of tartar | Food colouring |

RECIPE

- Mix all dry ingredients together.
- Add oil and food colouring. (If wanting several colours from this one batch, add colourings when kneading, after separating into several balls)
- Add boiling water.
- Mix well.
- Turn onto bench and knead until smooth. (TAKING CARE AS THE MIXTURE WILL BE VERY HOT STILL).

FINGERPAINT

Mix about 1 cup cornflour with a little cold water to make into a paste. Add approx. 2-3 cups boiling water, stirring constantly, until desired consistency. If the mixture doesn't thicken to your liking, put into microwave for a minute, or alternatively, cook on the stove, as if making a sauce!

If wanted, add a few drops of food colouring...or let the children add this themselves and experiment with colour mixing.



SLIME



1 cup of Lux Soap Flakes...add boiling water, mixing constantly until all dissolved. This mixture will thicken as it cools. Can be kept for about one week. Colouring can be added...green for dinosaur swamp? Red for volcanic environment? Blue for ocean play? Add plastic figurines, animals, stones, beads.....whatever takes your fancy!!

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

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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Term 1
2022

Warrandyte District Kindergarten

Kinder Committee 2021	
President	Natalie Mander president.warrandyte@kindergarten.vic.gov.au
Vice President	Maydenna Jameson
Secretary	Alana Lappe
Treasurer	Jane Hathaway
Assistant Treasurer	Kylie Smith
Fundraising Officers	Kelly Maguire
	Zoe Adams
	Lauren Wilgose
	Stacey Finger
Festival Float	Georgie Hannan
	Darcy McFall
Assistant Secretary	Naomi Greenwood
Marketing	Tish Tily
Social Media	Bec Asquith
Market Parking	Emily Brown
IT Support	Kimberley Hall
Maintenance	Lauren Wilgose
Kitchen Garden	Lucy Gow Sarah Pollard
4YO Group Parent Rep	Nikki Teggelove
3YO Group Parent Rep	Abbey Jenkins
Extended care parent rep	Nat Mander

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

Kinder Staff Contacts		
Ronnie Pedersen (4&5YO)	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.