



November 2017

WARRANDYTE AND DISTRICT PRE-SCHOOL
ASSOCIATION INC.

November 2017

Thank You!!

By Michaela Collins

Last Friday night at our end of year committee catch up, I was presented with a card with lovely words, a beautiful bunch of flowers and a voucher for a divine face and body spa treatment. Sincere thanks to our kindergarten committee, staff and families for your contribution to these gorgeous gifts; so unexpected and unnecessary but very much appreciated!!!

It has been a pleasure and a privilege to have been in the committee President role over the last two years. I wish Sarah Cornish Smith, Matilda's (4yo group 2018) and Charlie's (3yo group 2018) Mum, all the very best for her committee President role in 2018!

To give Sarah and the 2018 committee the best support possible, we still need kinder parents/family members to fill the following 2018 committee positions:

Marketing Coordinator: to assist our Committee in implementing the kindergarten Marketing Plan and undertaking marketing-related activities to help ensure the ongoing success of the service. Activities may include liaising with kinder Graphic Designer to produce and distribute marketing material e.g. newspaper articles, flyers, billboard designs; to assist Committee in the planning and marketing of kindergarten Open Days and undertaking any other relevant Marketing activities.

Fundraising Representatives (a further two needed): to support the Fundraising Coordinator in organising fundraising events throughout the year which are crucial for the improvement and enhancement of our kinder facilities and programs. **Many hands make light work!!!**

Please contact me if you are able to volunteer your time for the above mentioned positions. Kinder committee involvement entails the fulfilment of your role responsibilities plus attendance at the majority of the monthly kinder Committee meetings which run from February to December.



Upcoming Events	
Tuesday 12th December	3 yr Old Group Family Picnic Night
Thursday 14th December	4 yr Old Group Family Picnic Night
Thursday 21st December	Working Bee-Clean up



Warrandyte Diary

By Michaele Collins

Our four year old children were recently very fortunate to have a fantastic incursion with Ken and Lynda from the Friends of Warrandyte State Park. Read all about it in our article in the November issue of the Warrandyte Diary on page 24. Thank you to Sarah Cornish Smith for writing this article.

Bringing the outdoors indoors at Warrandyte Kindergarten

By SARAH CORNISH

FROGS, KOOKABURRAS, ring-tailed possums, echidnas and blue tongue lizards are just some of the animals the children at Warrandyte Kindergarten learnt about recently from Ken and Lynda from Friends of Warrandyte State Park (FOWSP).

The classroom visitors created a buzz of excitement and curiosity as the children discovered what animals live around Warrandyte, both on land and in the water.

Learning how to protect our animals and the environment by being responsible with disposing of rubbish was a highlight, as were the taxidermist animal exhibits on show.

Discussions of the seven venomous species of snakes prompted teacher Ronnie Pederson to discuss snake safety.

The children were divided into groups, each activity fostering explorative learning and play; one group inspected pond water with magnifying glasses to look at tadpoles



and other surface water creatures.

Another group created habitat collages of wildflowers, leaves, fungi and twigs.

The third group showed great creativity colouring in pictures of the lifecycle of a frog, and the fourth group spent time in the Kinder garden with Ken, learning about correct planting procedures for tube-stock plants, kindly donated by FOWSP nursery.

The kinder children learnt that these plants play an important role in attracting and protecting the native birds and animals such as lizards.

All of these fun activities provided an opportunity for children to learn about

how important it is to protect the living environment in order to conserve frog population numbers.

Each kinder child was given a frog poster from the FOWSP which outlined the varying sounds from different species of frogs.

Warrandyte Kinder thoroughly enjoyed the visit from Ken and Lynda and are so grateful to them for offering their time and enthusiasm in educating the children in ecological sustainability and environmental awareness.

Inviting guests to the classroom demonstrates the importance of building and fostering connections within the Warrandyte community, enabling the children to become familiar with their environment and sharing their knowledge and experiences with their classmates and teachers.

For further information about Warrandyte Kinder's programs, phone 03 9844 3363 or email warrandyte.kin@kindergaten.vic.gov.au

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Family Photo Session

By Sarah Cornish Smith

Thirteen families were lucky enough to attend a photo shoot with Gavin D Andrew photography on Sunday 19 November. Gavin kindly donated the \$30 sitting fee to the Kinder and has offered the Kinder an additional 15% of all orders. Thank you Gavin! For those of you who are keen to have family photos taken in 2018, we will be offering them again next year. To view Gavin's work or to arrange a private sitting visit www.gavind.com.au



designed by  freepik.com

November

3 Year Olds

By Lyn De Giorgio, Certified Supervisor and Group Activity Leader



The kitchen garden has supported the children's learning in many areas they have transferred ideas from home to use the mint in our garden to make a fruit salad. This experience has supported fine motor skills, hand and eye coordination, sense of wellbeing and understandings of hygiene, as well as self-help skills as they prepared and dished up their treat.

Whilst cleaning up around the garden the children discovered seedpods which led onto threading with things found in the garden, providing understandings of recycling and sustainability as well as the development of fine motor skills, positioning language and foundations for pattern making. A nest found in the garden also supported this learning as we discussed how the bird also recycled and weaved.

An interest in pets and farm animals led to setups of imaginary and dramatic play with vets and farms. These areas have supported understandings of care and empathy for living creatures. The farm interest was also used to support language, sharing, turn taking and listening skills. The children made puppets which were shared while singing the words to the book Old Mac Donald had a farm. The children had to listen for the name of the animal they were holding so they could make the noise of the animal.



Our music and singing program was also supported with the help of one of our families. When we enjoyed a lovely afternoon in the sun with Elliot's mum Isabella, as she played the Ukulele for us, we sang familiar songs from our program as well as requests from the children and Isabella and Elliot taught us the Diamond song, providing a sense of identity for all.

We have also been using music and movement to provide the children with heavy movement, which helps children calm and concentrate. This has been done by using a piece of Lycra to pull and create resistance while we have sung Row Row Row your Boat and used our imagination to row out to sea or a river. We have also used the Stretch Lycra song which supported listening to and following instructions, learning of body parts and positioning.

We have been using musical instruments such as the dream drum to support sound differentiation, understanding of vibration and rhythm as well as respect for the instruments

As the children become more confident in their environment their play has become very loud. To provide them with an understanding that they are able to control the volume of their voice and the appropriate volumes for inside we have been using a voice thermometer.

To provide a safer environment for pick up time we have been trialled asking parents to enter the room one or two at a time. This allows us to supervise the children better making sure they are leaving the room with their responsible adult. To make this transition faster we have supported the children to place their snack boxes in their bags when they finished eating and at the end of the session to place their bags on their backs, so they are ready to go when we sing their name. By doing so we are also helping the children to build independence and a sense of agency.

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Most of the children have become more social in their play and it can be difficult for them to learn how to get into play or to accept when others don't feel like playing in a group. To help the children become involved in play with different children we have been dispersing them from the mat in pairs but mixing the pairs up and we have been playing small group games. The small group games also encourage collaboration and building of social skills such as empathy, turn taking and sharing.



An interest in running led to the children gaining an understanding of time, speed, numeracy, how symbols are able to convey a message, sense of identity and well-being as they noted their own achievements and a sense of community and diversity as they cheered on their friends. They were also able to learn how technology could be used to gauge the time it took for them to complete the track. Small groups on cup week allowed us to give the children some one on one and to become involved lots of emergent play. An impromptu concert on Friday, saw the children with the help of James' dad, Rick, create a stage and challenge themselves by getting up to sing in front of their peers. With the support of their peers, Rick, Fiona and myself the children were able to step out of their comfort zone and provide great entertainment singing familiar songs from home and kindergarten.

As dramatic play has become a large part of the children's play and a few of the children have a fairy interest we set up a fairy dell for them where they will be able to stretch their imagination. An excursion to the library provided continuity for the children who already attend with their families and for some new knowledge of how this community resource is able to help them gain access to books. By the Librarian Annette engaging the children with stories and songs they were able to begin to build a relationship with a community member. The walk home allowed them to observe their community we looked through the windows of the Stone House Gallery seeing some of the art displayed, we saw the local bus go by, a fire truck, the lollypop lady, who we gave a wave to and the police station prompting a discussion about how police are there to help us. We considered the safety of walking across roads and driveways, and the prospect of coming across snakes by the river and how we need to respect them in their environment. We watched the water running in the river and pretended we were The Billy Goat Gruff crossing the bridge. Thank you to our amazing families for supporting us, doing the walk to and from the library in the heat and getting involved with the experiences on the excursion. Nobody missed the chance to do the Hokey Pokey, including parents and grandparents. We continued to use some of the songs sung in our program on Friday.



Planning had started for Christmas, with the thought of using the kitchen garden the children tasted some chutney to see if they would like to make that, they loved the idea but our plants have been slow to grow and will not be ready in time, so we are back to the drawing board. The children have also been involved in the planning of making Christmas cards and have been practicing skills to decorate their jars.

November



4 Year Olds

By Veronica Pederson, Nominated Supervisor /Education Leader

School Transitions...It is a busy time of the year as children attend their Transition To School program. Everyone has been excited!

New 2018 Kinder children have also attended their Orientation. Some of our 2017 3 year olds sometimes don't understand that their 4 year old program runs out of this building too! They expect everything to look completely different! The changeover between sessions was a bit hectic, but thank you to all my morning families for being so accommodating.

Transition and Development Statements ... Will be finished tomorrow night, with lots of printing happening on Wednesday and Thursday, so these can be given to families.

Lynda and Ken, volunteers from FOWSP, gave a great presentation on Frog habitats, water insects, animals living in the State Park and our local surrounds. This led on to an amazing amount of learning for the children. We were also given many native plants for the children to plant around our kinder environment. Thank You!

Linda Kenworthy, Waste Management and Education Officer from Manningham Council, also came to educate the children about the importance of creating and maintaining a worm farm. The children were fascinated! So are the adults! It's amazing to see a worm egg, which can have between 10-14 babies inside!! There was also lots of worm 'sludge' at the bottom of the worm farm, which Linda thought was marvelous and was put around the fruit trees.

Mini Beasts...the children are finding an amazing number of different creatures in our Kinder habitat! Today one of the boys found a blue garden worm (which looked black, and had a yellow line all the way down its back)...we had to check it out for identification on the iPad!

Environmental AwarenessEnvironmental Warriors...Litter Hunt! Absolutely marvelous!! Your children are growing with such an amazing empathy (usually!) to our environment. I hope they are coming home and teaching you HEAPS!!! The snails are really loving it too!!!???

Hot Weather...lots of water play and calm music.

We practiced our Emergency Evacuation Drill, and went over to the Senior Citizens Building to shelter in the end room closest to the tennis courts. This is a much safer option than staying in our own building. All staff felt very comfortable with this option. The children were SO good and very calm. Also a gentleman from there came over very excited to let us know that they have a Bendigo Bank Grant and they have bought a Defibrillator. He was very eager to let us know, and also to train us in how to use it! It was very hard to break in and let him know that we all have this training! But it is reassuring to know that one is close to hand.



November



How to Encourage Good Behaviour in Young Children

An Article from Raising Children's Network

A positive and constructive approach is often the best way to guide your child's behaviour. This means giving your child attention when he behaves well, rather than just applying consequences when he does something you don't like.

Here are some practical tips for putting this positive approach into action.

Tips for good behaviour

1. Be a role model

Use your own behaviour to guide your child. Your child watches you to get clues on how to behave – and what you do is often much more important than what you say. For example, if you want your child to say 'please', say it yourself. If you don't want your child to raise her voice, speak quietly and gently yourself.

2. Show your child how you feel

Telling your child honestly how his behaviour affects you helps him see his own feelings in yours. And if you start sentences with 'I', it gives your child the chance to see things from your perspective. For example, 'I'm getting upset because there is so much noise that I can't talk on the phone'.

3. Catch your child being 'good'

When your child is behaving in a way you like, give her some positive feedback. For example, 'Wow, you're playing so nicely. I really like the way you're keeping all the blocks on the table'. This works better than waiting for the blocks to come crashing to the floor before you take notice and say, 'Hey, stop that'.

4. Get down to your child's level

When you get close to your child, you can tune in to what he might be feeling or thinking. Being close also helps him focus on what you're saying about his behaviour. If you're close to your child and have his attention, you don't need to make him look at you.

5. Listen actively

To listen actively, you can nod as your child talks, and repeat back what you think your child is feeling. For example, 'It sounds like you feel really sad that your blocks fell down'. When you do this, it can help young children cope with tension and big emotions like frustration, which sometimes lead to unwanted behaviour. It also makes them feel respected and comforted. It can even diffuse potential [temper tantrums](#).

6. Keep promises

When you follow through on your promises, good or bad, your child learns to trust and respect you. She learns that you won't let her down when you've promised something nice, and she also learns not to try to change your mind when you've explained a consequence. So when you promise to go for a walk after your child picks up her toys, make sure you have your walking shoes handy. When you say you'll leave the library if your child doesn't stop running around, be prepared to leave straight away.

7. Create an environment for good behaviour

The environment around your child can influence his behaviour, so you can shape the environment to help your child behave well. This can be as simple as making sure your child's space has plenty of safe, stimulating things for him to play with. Make sure that your child can't reach things he could break or that might hurt him. Your glasses look like so much fun to play with – it's hard for children to remember not to touch. Reduce the chance of problems by keeping breakables and valuables out of sight.

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How to Encourage Good Behaviour in Young Children...continued

An Article from Raising Children's Network



8. Choose your battles

Before you get involved in anything your child is doing – especially to say 'no' or 'stop' – ask yourself if it really matters. By keeping instructions, requests and negative feedback to a minimum, you create less opportunity for conflict and bad feelings. [Rules](#) are important, but use them only when it's really important.

9. Be firm about whining

If you give in when your child is whining for something, you can accidentally train her to whine more. 'No' means 'no', not maybe, so don't say it unless you mean it.

10. Keep things simple and positive

If you give [clear instructions](#) in simple terms, your child will know what's expected of him – for example, 'Please hold my hand when we cross the road'. And positive rules are usually better than negative ones, because they guide your child's behaviour in a positive way. For example, 'Please shut the gate' is better than 'Don't leave the gate open'.

11. Give children responsibility – and consequences

As your child gets older, you can give her more responsibility for her own behaviour. You can also give her the chance to experience the [natural consequences](#) of that behaviour. You don't have to be the bad guy all the time. For example, if it's your child's responsibility to pack her lunch box and she forgets, the natural consequence is feeling hungry at lunch time.

At other times you might need to provide consequences for unacceptable or dangerous behaviour. For these times, it's best to ensure that you've explained the consequences and that your child has agreed to them in advance.

12. Say it once and move on

If you tell your child what to do – or what not to do – too often, he might end up just tuning out. If you want to give him one last chance to cooperate, remind him of the consequences for not cooperating. Then start counting to three.

13. Make your child feel important

Give your child some [simple chores](#) or things that she can do to help the family. This will make her feel important. If you can give your child lots of practice doing a chore, she'll get better at it, feel good about doing it, and want to keep doing it. And if you give her some praise for her behaviour and effort, it'll help to build her [self-esteem](#).

14. Prepare for challenging situations

There are times when looking after your child and doing things you need to do will be tricky. If you think about these challenging situations in advance, you can [plan around your child's needs](#). Give him a five-minute warning before you need him to change activities. Talk to him about why you need his cooperation. Then he's prepared for what you expect.

15. Maintain a sense of humour

It often helps to keep daily life with children light. You can do this by using songs, humour and fun. For example, you can pretend to be the menacing tickle monster who needs the toys picked up off the floor. Humour that has you both laughing is great, but humour at your child's expense won't help. Young children are easily hurt by parental 'teasing'.

November



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Fundraising Coordinator – General	Esther Smith	Maintenance Officer	Leon Du Toit
Fundraising Coordinator – Festival	Esther Smith and Michaela Collins	Festival Float	Rachael Banks
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