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April Newsletter 2018

Our staff

Jane Courtney

Director/Teacher

Admin: Mon/Tue.

Teacher: Wed/Thur/Fri

Kym Hawthorne

Teacher: Mon/Tue.

Educator: Wed, Thur and Fri.

Annette Turner:

Educator: Mon/Tue

We welcome back Annette in term 2.

Her injured hand has recovered well.

Mayumi Murphy:

Educator: Mon/Tue

Judy Trim

Educator: Wed/Thur/Fri

Trish Whitford

Inclusion Support Educator: Wed/Thur/Fri. Trish filled in for Annette this term.

Chris Fantham

Administration Officer Wed /Thur

2018 Management Committee

President: Sarah Little **Vice President:** Vanessa Milton. **Secretary:** Steve Totterdell.

Treasurer: Carmen Shoveller. **General Members:** Simone Harvey, Corrina Addy, Suzi O'Brien. Thank you to all who nominated for our 2018 Committee.

Handy hints to remember:

- Name everything
- **BROAD BRIMMED** hat to play is a must please
- 2 lunch boxes. Avoid thermal bags please
- Healthy food: **Currently no food allergies**
- Minimise throw away packaging
- 1 drink bottle with water only.
- A few changes of spare clothing.
- Bring in a USB for digital portfolios



Educational Program

Belonging has been the focus for term 1. For some children they are learning what it means to belong to a group for the first time. For others they are adapting to changes in their group dynamics and forging new relationships.

"A sense of belonging is essential if children are to be successful learners. By fostering belonging we also foster wellbeing and learning". (DEEWR p7). This is the first

building block of our educational program. We use visual images and intentional teaching to help children become familiar with the rhythm

of our day. Learning experiences are provided to support children to develop new relationships and learn to interact positively with others while feeling supported in our nurturing preschool environment. All the teaching staff use positive language to achieve this outcome. See attachment for tips to use at home.



Recently Kym and Jane were lucky to attend a 2 day workshop which highlighted the importance of imaginative play for children learning. Social pretend play is considered to be the most intellectually demanding and has positive outcomes for brain chemistry. In pretend play child are developing their ability to think abstractedly, to communicate ideas and to read social cues. We have observed and extended children's ability to play out the recent fire event in our town. Over the last few weeks there has been a real hub as children have been talking on their mobile phones organising fire trucks and people. One morning we were packing away home corner and Archie ran over and said "wait.....he pulled out an imaginary hose and put out an imaginary fire.....he looked at the teacher, smiled and said.....*all good now.....*" Play is the perfect therapy as children act out recent events and make sense of the world around them.

Children have been learning how to sort rubbish at preschool. At meal times children take responsibility for feeding worms and guinea pigs, taking scraps to the compost and sorting rubbish for the bin or recycling. Gardening projects are an important part of our daily program and children enjoy 'real work' as they care for their preschool garden. Children have been watering our new plants during these hot summer months, raking leaves and measuring the rain fall in our rain gauge.

2 Day group News

Our Monday-Tuesday children started the year with a strong interest in dinosaurs. This interest has been a feature of our learning environment all term. The small dinosaurs at the playdough table have provided a springboard for conversations and inquiry. The children have been 'hatching' dinosaurs, and discussing which ones ate plants and which ones ate meat. Many children made dinosaurs at the box construction table, using books as a reference point and thinking carefully about the physical features. The dinosaurs have been on display in our own 'dinosaur museum' allowing the children to share and discuss their creations and interests with families.



This kind of inquiry-based learning allows the children to be actively involved in the learning process and become a co-creator rather than a consumer, and is an important part of them becoming involved and confident learners.

On our first day back after the fires we were treated to a visit by James Crabb (classical accordionist) and Greg Sheehan (percussionist) courtesy of 4 Winds. This was such a wonderful gesture and a big thankyou goes out to 4 Winds, James, Greg and Lara Crew who pulled it all together. Children danced and sang. We made funny sounds, clapped beats and explored musical concepts fast and slow, high and low, stop and go. We moved our bodies to sad music and happy music. James showed us how to make the accordion work. We played notes on the accordion and experimented with sounds on the Cajon which fits so well with our inquiry based learning approach.



3 day group news

Projects which emerge from children's interests are an important part of our educational program. **"What can you find in the garden?"** was a project that came from children's interests and then



became a focus for investigation. Children are learning that they are scientists who observe (look) document (write) research (find out things). We created a learning story book to document our learning, reinforce key concepts which enables children to revisit and share their learning with each other and families. You will find a copy in your child's digital portfolio and we hope you enjoy our research into the 'two Spined Spider', 'grasshopper' and the 'case moth' all found in our garden. Some other projects and interests have included;

- ≈ making paper aeroplanes and exploring the science of flight;
- ≈ writing letters at our literacy table;
- ≈ pattern making and colour and shapes have been the focus for our numeracy table;
- ≈ Laine's sunflower seeds inspired our learning about seeds, spirals in nature and the growing cycle.

Kerry Love (from the Department of Education) presented the *Cough, Breathe and Blow Program* for our 3 day group. Kerry brought along puppets, a large model of the ear and visual resources to teach children about how the ear works with the aim to promote good ear health.

Parent Teacher Meetings

Rescheduled for term 2. These meetings are a great opportunity for us to share your child's interests, preschool relationships and learning. We value the opportunity to gain a more in-depth knowledge about each child and find out what is important for your family. "Learning outcomes are most likely to be achieved when early childhood educators work in partnership with families". (DEEWR, 2009:p12). The on-line booking system will be available from the 26th of April. If you are unable to make the time available see Jane or Kym to make a more suitable time.

Documentation and your child

You will find the Children's Diary next to the sign in and out book. We encourage you to read through the diary, ask questions and make suggestions. It is always great to hear about the things that interest your child and family, which can then be incorporated into our day. In the afternoon you will see photos on a digital photo screen so we can share our day with you. We have a Teaching Journal in the staff room where we document children's learning, interests and needs. The Teaching Journal includes photos, written observations, jottings, diagrams and educational outcomes.

Behaviour Management workshop

You are invited to attend our workshop in Term 2
Parents, Caregivers, Grandparents, interested Family and
Community members all welcome.

EAT A RAINBOW EVERYDAY

Two lunch boxes is easier for our meal times please. If you provide a thermal bag make sure you unzip the bag to let the cold fridge air in. **The Department of Health recommends we avoid thermal bags as they keep the cold out.** Children are often hungry by morning tea because they have small stomachs and require small amounts of food more frequently than adults. Snack foods based on fruit and vegetables, unflavoured yogurt, dairy and whole grains will best meet the nutritional needs of children. Great to see so many healthy food options in children's lunch boxes. Healthy food options are the best gift you can give your children in creating great lifelong healthy eating habits. Check out our website for lunch box ideas.

Wharf to Waves

A big thankyou to the Wharf to Waves Committee and all the 2018 volunteers. We now have a gorgeous winding stairway to the waving spot all made possible with Wharf to Waves funding.

Sun safe policy

We are a sun safe preschool. You will find sunscreen next to the sign in and out book. We help children apply sun cream 20 minutes prior to outdoor play and invite you to apply sunscreen when you arrive in the morning. We program our day so we are out of the sun in the hottest part of the day.

Broad brimmed hats only for outdoor play (even in winter please).

Fees

Please make sure your term 1 fees are fully paid by the end of this week. It is preschool policy that term 1 fees are to be paid prior to commencing in term 2. Chris will contact you if you have outstanding fees. If you are having financial difficulties please call Jane or Chris.



Positive Strategies for Managing
Children's Behaviour
Wednesday
30th May
6.30-7.45 at preschool
Light supper provided



Car Parking

Please remember to keep Family Day Care Parking free for our family day carers.

Reduce, Reuse Recycle

- Please collect lids from milk bottles, yogurt containers and plastic bottles. Great for 3D construction/sculpture
- Scrap booking supplies are a good resource for children's art.
- Greeting cards are good resources for office /post office imaginative play. A great way to re-use old cards
- We love the sturdy boxes from the shoe shop.
- Material off cuts, buttons and wool are fabulous resources for art. Grandparents are often a good resource for these types of supplies.
- We are also keen to get hold of a good supply of old telephone handsets, old mobile phones, and computer keyboards.
- No egg cartons this year please

Bits and pieces

- Flowers and greenery to fill our vases and create a beautiful space in our playroom are always welcome.
- Keep an eye out for any preschool bits and pieces that come home. Children at this age can be such hunters and gatherers

Website

You can check term dates and find information such as; Tathra Preschool philosophy and polices; up and coming events; 'What to bring Checklist'; healthy eating ideas, newsletters and more. Click on the link below to access the website <http://tathrapreschool.com.au>

Term 1: 31 Jan to 13th April

- ≈ 9th March Family BBQ /AGM.
- ≈ 24th March : Trauma Reactions in Children and how best to help : Q&A Session
- ≈ 30th March: Good Friday PH
- ≈ 2nd April: Easter Monday PH
- ≈ 13th April: Last day Term 1

Term 2: 30th April to 6th July

- ≈ 7th May Parent/Teacher meetings for 3 day group.
- ≈ 8th May Parent/Teacher meetings for 2 day group.
- ≈ 30th May: Parent Workshop
- ≈ 11th June:: Queens Birthday PH

Term 3: 23rd July to 28th Sep

Term 4: 15th Oct to 20th December

- ≈ 20th December 2017: End of year Celebration and family Picnic





Tips for using positive life enhancing language to manage children's behaviour

Here are some tips that we use a preschool

Sentences that Encourage

It is good to avoid using why questions

- How might we resolve this?
- How can we make this better?
- What do you think needs to happen now?
- What can I do to help you complete this task
- Sounds like you/we have a problem.
- How can we work together to get the best outcome here?
- There is a conflict here – how can I help you sort it out?
- There are two choices.....Please CHOOSE, DECIDE, PICK.
- What's your goal? What's your intention? Make a picture in your mind
- I'm willing to help you complete this task.
- Avoid using it's easy! Or it's going to be hard or tough as a predictor
- I know you can handle it!
- It won't be long before you will be able to do this?
- Every problem has a solution
- Use "next time" rather than "don't do this..."
- Different people have different needs.....(it's not fair)
- Now that's interesting.....

Avoid evaluative praise: "You're a terrific runner."

Choose descriptive: "We have completed our play time and the floor is really clean."

...let them tell themselves they did a great job!!!

Or choose appreciative: "I appreciate you helping to make the lounge room clean and tidy. That saves me doing it after dinner."

BEING HEARD

- Let me put this down so I can give you my full attention.....
- Wait a second while I turn off the TV, radio, computer so I can really hear you
- So what you mean is
- Tell me more about this.....
- That must have been...(difficult)....for you.....



Tips have been adapted using Maggie Dent: 10 Resilience Building Blocks for children 0-12. Electronic copies available on request and a copy is in our parent library.