



Children's Centre News

'Our natural environment is precious. Our children adore it and learn copious amounts within it. In order for our children to be future advocates for our natural world, we must connect them strongly with it.' (from our Philosophy Statement)

From Linda.....

We have had a very busy and productive start to the term. We were very blessed with a warm and sunny start to our Bush Kindy program. This week may be a bit cooler, however it is wonderful to experience our natural environment no matter the weather conditions. When it is wet, we get to experience the magic of puddles, the scenery changes, the children notice raindrops on leaves. We move a lot, and actually tend to get quite warm - so make sure you dress your child in layers.

It has been wonderful to observe the children inquiring and researching both in the bush and at Kindy. The children have shown a particular interest in bugs, such as ants and millipedes. We are challenging the notion that some children have around killing these creatures. This topic aligns very well with our overarching inquiry for the term 'Who is our Mother Earth?'. We are hoping to further this learning through the development of a butterfly attracting garden.

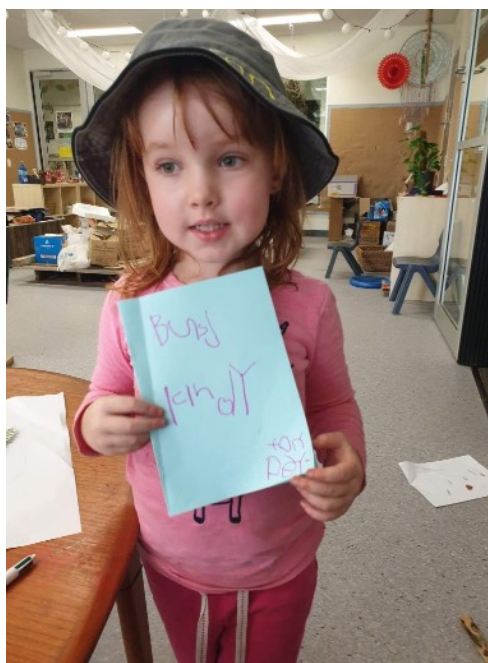
Many children have also shown a keen interest in print, exploring alphabet letters, numbers, rhymes and syllables with enthusiasm. Many children have shown their confidence and keen interest through our bookmaking curriculum. We also have a small group time each day with a focus on concepts about print and phonological awareness. At the moment, the focus has been on identifying words, letters and pictures, and also breaking words in to syllables. The concept first/last is also being explored. To build upon this we are launching our MOC Preschool Reading Challenge (more information later in this newsletter).



PUBLIC HOLIDAY
Monday 10th June

PUPIL FREE DAY
Tuesday 11th June

There will be NO
Kindy or Occasional
Care on these days



Peyton is
the author
of a book
titled 'Bush
Kindy'!

Your Child's Progress at Preschool - Learning Story Sharing

Educators gather observations of children continuously. Using these observations, educators make decisions about children's strengths, interests, needs and learning goals. They also draw upon their observations to develop stories about your child's learning at preschool.

Families will begin to receive invitations to attend a meeting with your child's primary caregiver between now and the middle of next term. During this meeting you will be given the opportunity to hear your child's story, give your input on how your child is progressing, discuss any concerns, ask questions and share your ideas for future learning goals.



HOW TO STAY INFORMED

Life gets busy! To ensure you keep up to date with all that happens at our Centre please read notes carefully, check your pigeon hole each day, take the time to look at displays, talk with staff, like our Facebook page 'MOC Children's Centre' (and follow our page to ensure you don't miss posts) and read our programming book. If you prefer to communicate with staff via email, please do so!

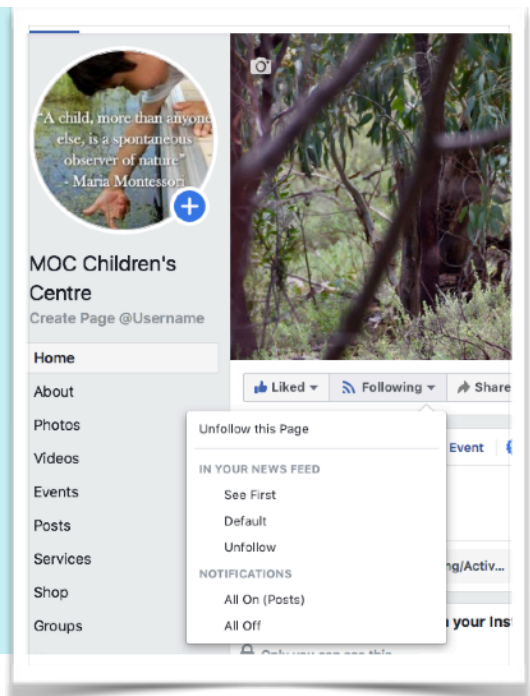
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We are currently reviewing our Behaviour Guidance Code. Please take a look and provide us with any feedback you have on what could be added/changed



Behaviour Guidance Code

Policy Statement

Documented guidelines regarding behaviour and guidance for children help ensure that children, families and staff have a safe environment, and consistency and clarity around acceptable behaviour and guidance measures that will be implemented.

As a staff team, we believe:

- All children have the right to feel secure
- All children have the right to learn and develop in a psychologically and physically safe environment
- Children have a right to express their feelings and to be supported to develop positive behaviours that underpin the development of relationships with peers and adults
- Effective communication and learning occurs when families and educators work together to develop common goals for a child's wellbeing, learning and development.
- That the consideration of children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours
- That family consultation is valued and their individual perspectives respected
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set
- No child should be made to feel rejected, insecure, embarrassed or ashamed

As a staff team, we promote positive behaviour and interactions by:

- Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play
- Ensuring that limits set are reasonable and understood by all children and adults
- Providing an enriching and engaging program that enables each child to experience success, a sense of well being and gives opportunities to express feelings through sensory and other forms of play
- Using positive verbal and non-verbal guidance
- Demonstrate empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour
- Planning enabling opportunities for the development of skills, including resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour
- Valuing children as individuals within their family and cultural context
- Involving children in goal setting, developing group norms and the development of behavioural expectations and consequences
- Intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices when possible
- Encouraging open two-way communication with families to ensure that each child's rights are met

We will respond to challenging behaviours by:

- Reminding children of expectations and limits and the reasons for these
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately
- Using Restorative Justice practices that support children to empathise with others and restore relationships
- Communicating with and involving families at the earliest opportunity to work together positively to assist the child's wellbeing and learning
- Assessing individual children's learning and development and reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours
- Planning, implementing, monitoring and reviewing individual plans in partnership with families and support services as necessary
- Being aware of our limitations and seeking assistance when required
- Withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time
- Accessing Professional Development for staff reflecting latest research

Revision Register

Version Number	Details of Changes Made	Date Issued
2		April 2015
3		April 2016
4	Accessing professional development staff	April 2017

Want your child to learn how to read?

At preschool we work to develop important concepts which build the foundation in reading development. As part of our literacy program we develop children's knowledge about books, called 'Concepts about Print'. It is also important that your child begins to hear sounds in words. That is why songs, books and games which encourage children to hear rhyming words are important. Learning to read is much more than learning the alphabet!

1 While reading to your child work on the following concepts:

- The cover of the book
- The front of the book
- The back of the book
- The title

2 Once they can do this easily move to:

- Understanding where the book tells the story (inside)
- Identifying the difference between a word and a picture
- Identifying the difference between a word and a letter
- Point to each word as an adult reads them (this is called 1:1 correspondence – understanding that 1 spoken word represents 1 written word)

3 Can they do all of the above?! Try asking:

- Where do we start reading the book?
- Where do we finish reading the book?
- Which way do we go when we are reading?
- How do you turn a page?
- Where do we read when we finish a line? (to the beginning of next line – this is called a 'return sweep')
- Where is the first word on the page?
- Where is the last word on a page?

4 To support children in learning to read they also need to know:

- What a full-stop is called and what it means
- What a question mark is and what it means
- What speech marks are and what they mean

Wow! As you can see learning to read is much more than learning the alphabet and learning sight words. At preschool we intentionally teach these concepts each and every day as we share books with the children.

If you have any questions about any of these concepts, please speak to your child's teacher or Linda.

MOC Preschool Reading Challenge!

We love to read at MOC Preschool. Reading from a very young age supports oral language and in turn reading skills. We are challenging our children to read as many books as they can over this term. We will be acknowledging children who record at least 20 books! Make sure you record the books read during 'Book Hug' time, as well as the library books your child borrows! We will send a copy of this chart home for you to begin filling in!

	Date	Title of Book	Adult Initial
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Registration of Interest for Preschool in 2020

Do you have a child who will be 4 before May 1st next year, or know someone who does? Register interest now! The enrolment process begins early in term 3. Don't miss out!

JUNE
24 &
27



MUD MORNING

Followed by a Pyjama afternoon with warm food, drinks and games for the preschoolers

Session 1: Monday, June 24th, 8:30-12:30

Session 2: Thursday, June 27th, 8:30 -12:30

Mark Oliphant College Children's Centre - all welcome for morning

Wear clothes which you don't mind getting muddy

Pack pyjamas, towel and a bag for dirty clothing

The creators of International Mud Day wanted to find a way to encourage all children of the Earth to feel closer to each other and their natural world - what better way than through the Earth itself?!

Our morning fun will include mud painting, mud pie making, mud slides, mud target throw, clay table, beauty salon and more.....