



BALLYMORE KINDY

Term 3, 2015

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Desley's dialogue

by Desley Jones, Director

Dear Parents

Yes our year is really slipping away now but what a fantastic time we are having in this third term at kindy. As in previous years, we find that Term 3 sees everything "coming together" for the children. They are feeling very capable and confident, their ability to generate and follow through with ideas is flourishing and our play is rich in complexities.

At this time of year there can be an expectation that we will change our practices at kindy in preparation for children moving onto Prep. In reality, continuing our pretend play to the final days of kindy is the **very best** preparation we can offer your child. For reassurance, you may like to take a look at this link:

Kaufman, S.B. (2013). *The Need for Pretend Play*. Retrieved (25 July, 2014) from:

<http://blogs.scientificamerican.com/beautiful-minds/2013/11/11/the-need-for-pretend-play-in-child-development/>

Please let me know if you have trouble accessing it. I am happy to provide a paper copy.

Throughout the year the subject of self-regulation has repeatedly reared its head. I am including an article highlighting many of the strategies that we use at kindy, and which you may find useful at home, to support children in developing this essential ability. In the context of this article self-regulation is referring to children being able to regulate their emotions and behaviour. Regulating cognitive behaviour, including attention and memory, is also an important aspect of development and I will send material on this in the near future.

In the final weeks of Term 3, I will invite parents to a follow-up one-on-one interview to allow us to talk again about your child's experiences at kindy and to consider how best we can support their transition to prep or to new kindy groups in 2016.

Desley



Strategies for Self-regulation

Interesting information and strategies regarding self-regulation for your kindy-goer.

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Important information

Including useful facts about chicken pox immunisation.

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President's Report

by Kathryn Napier, President 2015

Welcome everyone to term three. We've had a very social few weeks and I hope everyone has enjoyed getting to know each other better. From coffee mornings and park plays to bush walks and dinners, we try to provide a variety of options for families to catch-up. I'd therefore like to say a very big thank you to our social representatives Sarah Connolly, Cath Bonifant and Jude Lunn for their wonderful efforts in planning and communicating these events.

Enrolment success for 2016

We are extremely pleased to let you know all of our places for 2016 have been filled, with a growing waiting list being held. The large majority of people had their first preference on days met, which is a fantastic result. The efforts of everyone in the Ballymore community certainly paid off, with word spreading of our wonderful teachers and new operating hours for next year. So once again, thank you everyone for helping out! Also, if you know of any families looking for a place

in 2017 and beyond, please encourage them to enrol now and secure a place.

New Reptile show

A few weeks ago, the children were very lucky to experience a new visitor to Ballymore Kindy. Claudine from Reptile Adventures gave a wonderful demonstration to the groups with her reptile show. All of the animals proved popular, especially the tree frog and frilled-neck lizard.

New Mower purchased with prize money

A few months ago, Ballymore Kindy took out first place in the Grill'd Burgers 'Local Matters' Competition. We were awarded \$300 which has gone towards the purchase of a new mower.



Bakers's Delight Windsor - Loyalty Program

Ballymore Kindy recently signed up to the loyalty program run by Baker's Delight at Windsor Homezone (next to Zone Fresh). This means that every purchase made by a Ballymore family/friend will result in 5% of the sale being gifted to the kindy in cash. So please remember us if you're ever shopping at this particular bakery and mention Ballymore Kindy to raise extra funds for educational resources.

Thank you and I hope you all enjoy the rest of term three.

Kathryn



FAMILY BUSHWALK

What a great time was had by everyone who could make it to our family bushwalk at the end of Term 2. The weather was delightful, we all made it to the end and the park was all our's for morning tea and play.



Strategies for Self-regulation

by Desley Jones, Director

For young children, being able to adapt to the expectations of a social world requires the development of both emotional and behavioural control: self-regulation and self-control.

“... while most caregivers recognise children need help in organising their external world (or their behaviour), for many the idea that children need help organising their internal world (or feelings) is a new one.” (Dolby, 2007)

As educators we believe that how we assist children in organising both their internal and their external worlds can have significant impacts on their sense of worth and competency. The decisions that we make in this regard are some of the most fundamental of our intentional teaching.

Just as we help children to learn to read and write, so we must also help them to learn how to control emotions and be social. **It is about empowering children to face a range of situations, to recognise emotions in themselves and others, and to develop the emotional and social competencies to respond appropriately.** When adults approach this task in a calm, quiet but focussed manner and with an underlying goal to empower children, rather than diminish them, then we set a concrete model of respect and empathy for others.

Strategies:

With so many personalities and situations to address, having a range of strategies at hand provides educators with a sense of capability in, what can be, challenging times, and the same can apply to parents.

Some basic reflection can be a good starting point. Consider the environment (kindy or home) from the child's perspective: Is the environment interesting, inviting, over-stimulating, unmanageable? Are children able to access toys for themselves? Are they able to be independent or do they have to rely on adult assistance to engage in any activities? Do they have a space that can be their own to play in? Is there adequate adult help to assist with social dilemmas? Is the daily routine predictable and logical for children? Are demanding times in the day lengthy and tedious? Do children have enough time to explore ideas and play and to spend in the company of interested adults?

Keeping a daily diary to record the most demanding times, for children and educators/parents, provides useful information in analysing what is happening and how to offset any issues. Sometimes, small changes to the daily routine can make a big difference, eg dinner before the bath rather than afterwards.

When challenging situations arise there are many positive responses that can be employed and which respect and empathise with children while encouraging them to begin to understand, and take responsibility for, their own emotions and behaviour.

- Acknowledge, and label children's emotions and experiences as an important starting point: "I can see you were really frustrated when Jock took your car away. I would feel that way too but hitting him won't help. What other things can we do?"
- Label our own emotions too and then show children how we calm ourselves when things get too much. Talk with them about breathing deeply, thinking calm thoughts, making our bodies calm and peaceful. Demonstrate what we do to relax – take a bath, read a story, go for a walk. Involve them when you can!
- Discuss expectations and the reasons underlying them with children and, where feasible, converse with children about how expectations may be met. "We will have to wait at the post office for a little while today. I know that can be hard to do. What could you take to play with, to make it easier?"
- Bring children in close to help them in self-managing (rather than pushing them away): "I can see it is hard for you to sit beside your brother at the table today. Let's put your chair by me. I'll help you out." This strategy tells them that you do understand the difficulty involved but that you are prepared to help rather than just be annoyed.
- Take care with the words we use. When there is no choice be sure to say: "I want you to..." rather than "Would you like to..."

- Encourage appropriate use of the word "sorry". When children are hurt and cross, demanding that they say "sorry" is often unproductive. Coaching children to use the word when an inadvertent accident happens builds their social and emotional understanding: "Jenny, I noticed that you accidentally stepped on Sean's puzzle. It would be a good idea to look at him and say "I'm sorry Sean."
- When children react to others out of anger, providing them with an opportunity to make reparation maintains their self worth and gives them a productive way to manage the situation: "Stella, I want you to look at Maree and say "Are you alright?". Bring her over to me and I will give you an icepack to hand to her. And I want you to get her a drink of water."
- In conflicts, avoid identifying one child as the victim and one as the aggressor. Neither label is helpful to the children involved, and often conflicts may have arisen from previous incidents. It is more productive to manage the current situation in a calm, matter-of-fact way.
- Pre-empt positive behaviour. Even as a child is running through the house, commenting: "Thank you for remembering to walk." can be enough to avert an issue and provides a positive reminder of what is needed.
- Use descriptive feedback rather than overdoing praise. When we respond with comments such as "Good boy." Or "Well done" or "That's terrific" we limit the information we are giving children. Having a simplified focus on praise can also raise issues eg What does it mean if we didn't praise a child's painting, behaviour, climbing? Descriptive feedback, however, clearly tells a child what they did and why it was effective. "Bill when you moved away from Theresa, it told me that you remembered she doesn't like it when you tickle her." "Thanks for helping with tidy up everyone. Now we can have a longer time to play."
- Use problem solving when conflicts arise to provide children with a strong sense of capability in managing situations: stating the problem, thinking of possible solutions (brainstorming together), choosing one, implementing and evaluating.
- Allow children to have the control to make a limited choice with regard to natural consequences: "Bill if you choose to play safely with the truck than you will be able to stay in the sandpit. But if you choose to throw it again, then you will have to come to a different place to play."

Undoubtedly the best strategy we have is to model words and behaviour for children. They learn from the significant people around them. Helping children to manage the emotional and social milieu of early childhood is an ongoing task for adults.

Calmness and control, patience, energy, a clear sense of direction, and teamwork are all essential for adults living and working with young children. In the heat of the moment it can be hard to always make the right decision. Being kind to yourself and accepting that we are "human" rather than "perfect", is an important message that we can model for children and other adults.



IMPORTANT INFORMATION

Chicken pox information

As a follow up to our encounter with possible chicken pox in group 1, Ben's dad, Steve, has sent through this information about the benefits of children having a second dose of vaccine against chicken pox.

From the Immunisation Handbook, <http://www.immunise.health.gov.au/internet/immunise/publishing.nsf/Content/Handbook10-home> :

"It is recommended that at least 1 dose of a varicella-containing vaccine be given to all children <14 years of age."

"Receipt of 2 doses of varicella-containing vaccine provides increased protection and minimises the chance of breakthrough varicella in children <14 years of age."

Further details from Steve:

- Breakthrough disease is not uncommon in children who have only had a single dose - particularly in settings where children congregate in group settings (like kindy!).
- Breakthrough chicken pox in single dose immunised children is generally much milder than infection in unimmunised children (shorter illness, less fever, fewer chicken pox lesions), but in children who have had 2 doses of vaccine, breakthrough infection is very uncommon (almost never seen). Whilst milder, breakthrough infection can still be very disruptive.
- Children without a medical contraindication can have a second dose at any time, as long as there is a month between the first and second doses. For all kids in kindy, the recommended timing of the funded first dose was 18 months of age.
- When I talk with parents and GPs, I am often asked about extra, non-funded vaccines that children in childcare, kindy, and early school years might benefit from, and a second dose of chicken pox vaccine is always at the top of that list.
- Getting a second dose involves going to a GP, getting script, having it filled, and then back to the GP to be given

Materials wanted

If anyone has access to paper or cardboard, we will welcome any shape, size or colour!! Thank you in advance.

Book Fair

Thanks for the support of our Book Fair in Term 2. We are really enjoying the donations to our lending library.

