

Ballymore Bulletin



+think + play + learn + grow =



Ballymore Kindy



ISSUE 3 June 2014

DESLEY'S DIALOGUE



Wow, what a busy term this has been!! From helping with medical research, filming with the Qld Studies Authority (Grp 1), Open Day, Book Fair, Wilston Winter Market Fair, puppet shows, Wine and Cheese Night, Information Night with Speech Pathologist and Physiotherapist, kindy photos taken, introduction of library borrowing, Bushwalk, play dates and coffee mornings, our kindy community has rolled along over the past 10 weeks.

Thank you for your support of our little centre through all these events, and very special thanks to our committee, led by President Deanna, for all their hard work. The first 6 months of the year is a crucial time for establishing, maintaining and accomplishing most of the goals of the year.

Term 3 will likewise be a busy time. Yvonne, Karen and I would like to hold a discussion evening to talk about the transition to prep and what that entails. We hope that some parents who have already made the

“leap to big school” will come along and share their experiences.

We will be hatching chicken eggs next term (probably best not to mention that to the children just yet!) and building on our gardening project in the space by our sheds. Please see details of a simple way in which your family could be involved later in this bulletin.

I also hope to arrange times across the end of Term 3 and first weeks of Term 4 to once again sit down individually with parents to talk about their child(ren) and their development and learning during this kindy year.

This is also a good time for me to advise parents that I will be away from kindy for the last 2 weeks of Term 3. I will be flying out on the evening of Friday 5 September to attend the European Early Childhood Education and Research Association conference in Crete (yes I know, tough call, but someone has to do it!!). Mrs Chrissy Warner has agreed to relieve for me during my absence. Chrissy has spent a day with Yvonne and the children this term and had a delightful time.

Desley

Friendly Reminders



The Quality Improvement Plan is kept in folder in the locker area and we would welcome feedback from parents.



Please ensure that you bring a jumper and long pants or tights for the cooler morning and a blanket for rest times.

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PRESIDENT'S REPORT



Welcome to second term at Ballymore Kindy.

Being such a small centre, we really appreciate any skills or time you can lend our Kindy. Whether it be coming in to spend some

time with the children at Kindy, helping out with your professional skills or contacts, or volunteering to chat about the Kindy at a stall such as at the Wilston Winter Fair.

Over the last few weeks,

we've seen a focus on promoting our centre to make sure enrolments are strong for the coming years, the same as was done by parents before us.

Our Open Day was very busy, with over 40 families attending to see our Kindy in the flesh. It was great to hear of so many word of mouth recommendations from those who came along.

The Wilston Winter Fair was another opportunity to get the word out, and while it wasn't as big as in the past, we had a stall right between the jumping castle and face painting, so had a steady stream of small children visiting our play dough table. It seems no one under five can resist the play dough, and even some

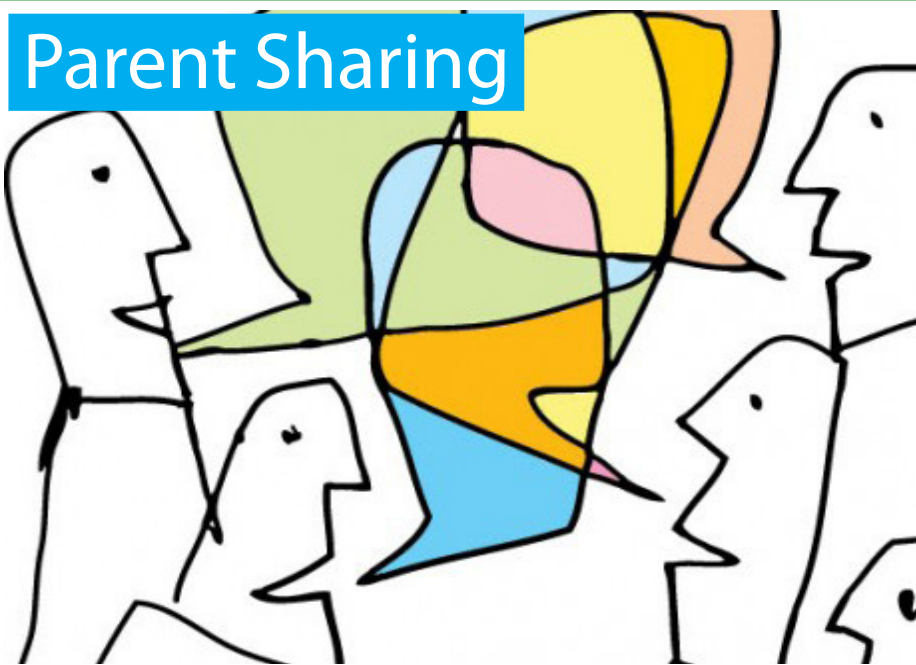
of their parents!

We hope to see as many as possible at the upcoming social events. The Wine & Cheese night is a good chance to have a chat to other parents for more than the five minutes we have at pick up and drop off. The bush walk should be a great activity, too. The children find it such a novelty to see their Kindy friends and teachers outside of Kindy. Yes, Mrs Jones does leave sometimes!

See you at Kindy.

**Deanna
President 2014**

Parent Sharing



Justin Carroll (James, group 1) has shared this link which he and his wife, Christine, find very informative:

<http://teachertombsblog.blogspot.com.au>

Deanna (Edward, group 1) shared the below two links

<http://renee-robinson.com/a-letter-to-my-boys-the-real-reason-i-say-no-to-electronics-repost/>

<http://www.psmag.com/navigation/books-and-culture/value-unstructured-play-time-kids-81177/>

Discussion Evening with speech pathologist and physio

We hope those who attended the information evening with local speech pathologist Chris Beehler and physiotherapist Natalie Scott, found this an informative discussion. Chris and Nat were very generous in sharing their expertise both with the group and in answering individual questions. They will be sending through some of the slides from their presentation and these will be passed on to parents.

Boys & Education Workshop

On Thursday 22 May, I was very fortunate to attend the workshop on Boys and Education presented by Dr Ian Lillico from Edith Cowan University in Perth. Ian is a past principal of many years experience and now works as a lecturer, researcher and international education consultant. His information was both practical and thought provoking. As the only early childhood educator in attendance, Ian made the point that this is a crucial time to consider how best to meet the needs of both boys and girls in education settings. He also felt strongly that the focus at every level of education should be on children's "wellness and wellbeing" and is not a strong supporter of testing measures such as NAPLAN. Ian has sent some reading material to me including "48 Ways to Improve Attention Spans". It makes for interesting reading and I will forward it on to parents.

VERTICAL GARDEN



Mrs Matthews has plans for a vertical garden on the chainwire fence near our sheds. To be a part of this beautification/gardening project, please send in an empty 2 Litre plastic milk bottle with the lid still on.

We will be cutting the bottom off the bottles, filling them with potting mix and attaching them to the fence.

Families may also like to send in a cutting from the garden at home to plant in one of the bottles.

REEF EXPERIENCE PUPPET SHOW



Kevin's puppet show – Reef Experience – really captured our imaginations. We pretended that we were swimming underwater with him.

We met a coral cod, dolphin, moray eel, turtle, seahorse and more.

We talked about how important it is to remember to throw our rubbish into the bin. Otherwise it could end up in the ocean and harm the sea creatures.

Zara had to untie a plastic bag caught on the dolphin's tail.

HELPING CHILDREN TO DEVELOP SOCIAL COMPETENCE

Competence in building and maintaining relationships with others involves a complex interplay of feelings, thoughts, and skills. While these components take a long time to learn, their foundations are laid in early childhood by responsive, patient, and supportive parents, teachers, and other adults, and in the context of a variety of opportunities to interact with peers. (Katz & McClellan, 1997).

Social competence is made up of a number of components:

- Emotion regulation
- Social knowledge and understanding
- Social skills, and
- Social dispositions (enduring habits of mind or ways of responding in situations)

For example: a basic competence required for successful peer-group interaction is turn taking.

To take turns successfully a child must:

- Be able to postpone her wishes (emotion regulation)
- Understand that taking turns is expected and normal in the social context (social knowledge)
- Behave appropriately when her turn comes (social skills), and
- Respond this way each time turn taking is required (social dispositions)

Following are some thoughts about children's social development, and strategies that we use at kindy and which may be useful at home:

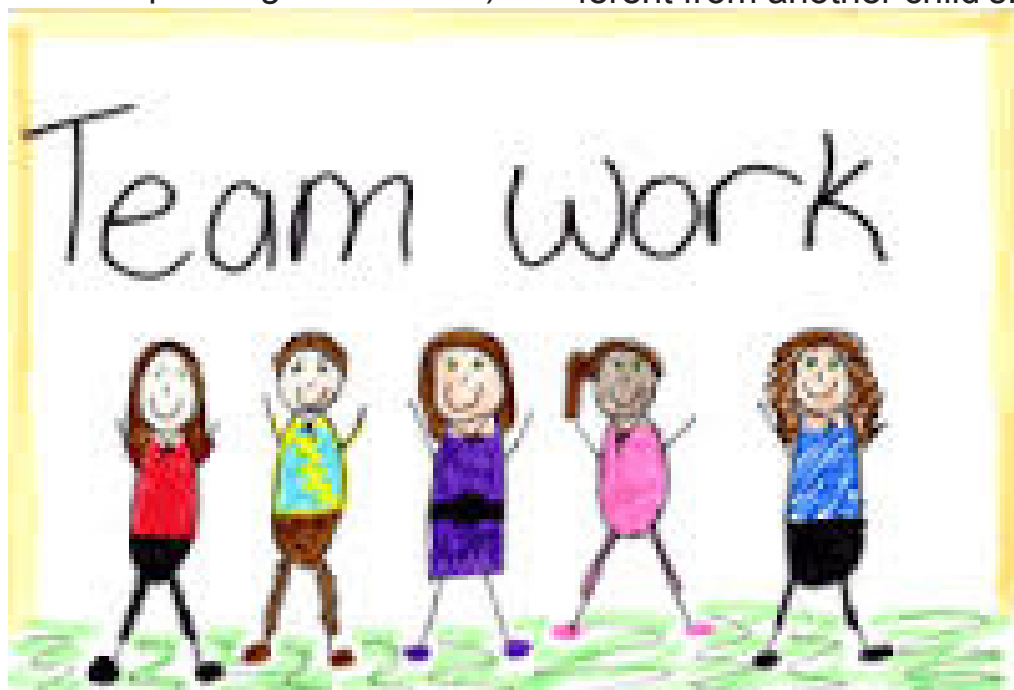
- Children are individuals and as with other areas of development and learning, their abilities to handle social situations may be different from another child's.

over-react or to engage into lengthy discussions. Children can read your "vibes". If they sense you are worried or anxious or that you will solve their problems, they may well play on that for attention. A little tough (objective) love can help enormously.

- Young children generally see the world from their perspective only. It is very hard for them to see another's point of view. They may actually neglect to tell you how they excluded the same person from play the day before, or that they only wanted everyone to play their way. There are two sides to every story.
- Acknowledge your child's feelings. It is OK to feel sad or disappointed, but don't dwell on them. One of the most important attitudes we can help children to develop is resilience and the emotional perspective to distinguish between what is a tragedy and what is not. Being able to cope with, and move on from, disappointments in life is a valuable skill. Young children should not be encouraged to think it is a disaster if they miss a turn with a toy or that they

must always get what they want. Being able to face the disappointments in life with a sense of humour is a special gift we can give children.

- Don't encourage your child to feel they are a victim when social problems arise. Rather than focusing on how someone may have treated them badly, concentrate on empowering your child. Problem solving is a BIG part of what we do at kindy and this is important in social situations too. Encourage your child to brainstorm possible actions they may take: "What could you do if Mary won't let you play?" Accept all answers (don't judge) – eg tell the teacher, cry, go and play with someone else, ask them again – and then help them to select the most appropriate one to try.
- Children may say "So-and-so hurt my feelings". Encouraging this response places them at the mercy of someone else. It makes them a victim. It is important to acknowledge that instantaneous feeling of sadness or disappointment; "I bet you felt a little sad about that?" but then begin to empower them by reminding them that other people cannot make them feel one way or another – feelings are controlled by their own brain, they are in charge of their feelings. Help them to find ways to change their feelings – play with different people, move on to an activity they enjoy, have a cold drink and relax and then go back to play. As adults we should also avoid plac-



As with other areas of development, the components of social competence take time and practice for young children to master, but are essential skills for life and learning. Many school learning experiences are based on small and large group work. When children's social skills are well developed they engage more effectively in these activities.

Take care not to compare children and their social skills. They are all engaged in a lifelong learning experience. Some may need more time or practice in one area of development than others.

- Children will often come home with tales of woe regarding friendships: "So-and-so said they weren't my friend!" etc. Try not to

ing a child in the position of being responsible for how another child feels. Again it is OK to feel sad when you miss a turn or when your mum won't let you go to play at someone's house – that is part of life. Relying on another child to make you feel happy is an inappropriate response.

- It can be a good idea to try to avoid asking your child: "Who are your friends?" or "Who did you play with today?" Questions such as these can be hard to answer at the end of a busy day when children are tired. They can also create

when children have a reliance on one particular "friend" making it harder for them to manage when that person is away from kindy or school. While we want children to be interdependent, we have to balance this with independence and the ability to get along with a wide range of children. At kindy we regularly manage situations so that children are partnered with someone who they don't usually play with – this may be at the lunch tables, when completing tidy-up tasks or in group activities such as transition games, music experiences or re-



accept respect



the expectation that children must have a friend, and can cause pressure when "friendships" run into trouble. In reality young children are just beginning to develop the skills of reciprocity, attachment and responsibility, that make friendships possible, so relationships with peers can be very changeable at this age. Rather it may be better to ask: "What games did you play today? Who else was in the game?"

- Difficulties can also arise

laxation sessions. Initially this can be a big challenge for some children but participating in these experiences is great practice at getting along with different personalities.

- At kindy our group circle times are one strategy that we use to develop children's sense of belonging to a group, that their contribution to the group is valued and that their actions impact on the people around them. At kindy we emphasise the idea that because we spend time

together we should care for each other and support and respect each other. We deliberately avoid saying that we have to be friends with everyone in the group. Instead we talk about speaking to, and treating each other, in a "caring" way. Being friends with everyone is not realistic but being respectful and caring to everyone is.

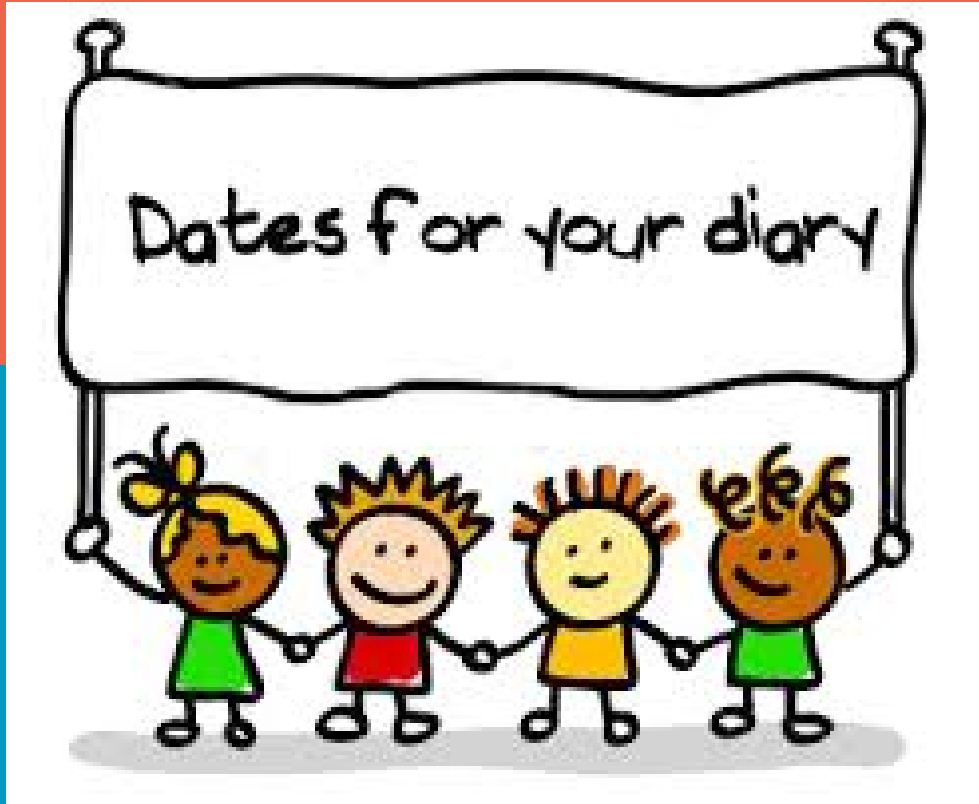
- When social conflicts arise we are careful not to take sides. This avoids identifying either child as victim or aggressor – neither role is useful to a child's development at this age. Often one child's action may be a reaction to something that happened 5 minutes before, an hour ago, or the day before. Instead we approach this as a problem solving opportunity – helping the children to state the problem, think of solutions, implement and evaluate. Role playing ways to communicate with each other is another valuable learning tool.

Social skills are complex and children learn messages about how to relate to others from their parents. Mrs Curling (Karen) shares that the greatest lesson she learnt from her father and that she passes on to her own children is that "optimism is the key". Early childhood is the ideal time for children to learn that:

- Mistakes are great because when we make mistakes we can learn something and we can always try things differently next time, especially if we have had our problem solving skills encouraged, and
- Disappointments won't last forever, but they are important for us all. They help us to become more understanding, empathetic, caring and resilient.

OTHER

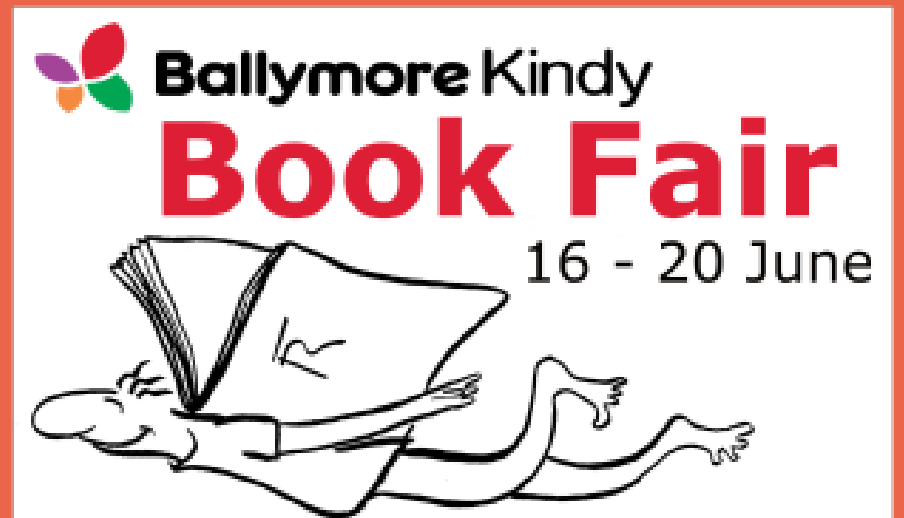
DATES FOR THE DIARY



Cheese and Wine

Friday June 13th - this is a low key, but very enjoyable way to spend time with other parents and chat!! Everyone is asked to bring either a bottle of wine or a plate of food to share (the list will go up next week). We really hope you may be able to come along and spend even a small amount of time.

Book Fair



Our centre will be hosting a display of quality children's book from Riverbend Books at Bulimba over the week of June 16-20 Commission made from the sale of books will be used to purchase more books for our centre library. Your support would be greatly appreciated.

Kindy playdough recipe (from Mrs Curling)



- 3 cups plain flour
- 6 tablespoons cream of tartar
- 1 ½ cups salt
- 3 cups water
- 3 tablespoons oil
- Food dye, colour, or a dash of acrylic paint

Mix all the ingredients continuously over a low-moderate heat until mixture forms a ball and congeals.

Bushwalk

