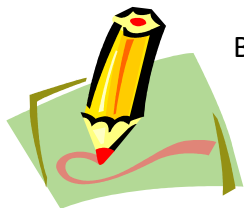


# The Ballymore Bulletin

## Term 3, 2019

### Desley's Dialogue



By the time you read this newsletter, we will be entering the final weeks of Term 3. It will have been another busy time for all of us and hopefully none of us are too worn out after the warmer (and drier) than usual winter, or the construction work that has taken place at kindy. It will be exciting for both children and staff to end Term 3 and begin Term 4 with new possibilities for play!

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 expanding and play is becoming more complex.

At this time of year there can be an expectation that we will change our practices at kindy in preparation for the children moving onto Prep. In fact, continuing our pretend play to the final days of kindy is the very best preparation we can offer your child – as highlighted in the article sent home (The Big Debate – “a play-based program...is crucial because it allows a focus on whole child development.” And also because of its role in developing executive function). For further reassurance, you may like to take a look at this link:

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

In this newsletter, I have also included an article that may be of interest and that will hopefully provide further understanding on how our

kindergarten curriculum supports children's developing numeracy:

It was based on a workshop I presented to early childhood teachers in 2014. It is titled **Playing with Maths**. The article was published in the journal *Educating Young Children*, Vol 2, 2014.

Early in Term 4, I will be making times for one-on-one discussions with parents. I hope these conversations will be useful in supporting the children's transitions at the end of the year – whether to Prep or to a new kindy group in 2020. At this time of year we talk with all the children about “when you go to Prep” rather than “when you go to Prep **next year**”. It is a subtle difference but does acknowledge that everyone will move on in their own time.

**THANK YOU TO  
OUR 2019  
COMMITTEE  
FOR  
SUPPORTING  
OUR NEW**

**PERGOLA AND SWING AREA – It is just lovely and  
the children and staff can't wait to use it!**



**Desley**

# The Ballymore Bulletin

## Term 3, 2019

### President's Report

Welcome to Term 3! I can hardly believe that we are nearing the final term of the kindy year. I hope you and your little people have continued to enjoy your time at Ballymore.

The highlight of this term for the Ballymore Kindy community would have to be the commencement of our new play space. What a wonderful area it is already shaping up to be! The children have thoroughly enjoyed watching the workers set up the scaffolding and fencing and have been curiously discussing what the next steps might be. They absolutely love the mud kitchen!! The committee are delighted with what it to come and thank Desley and her team for the magnificent design.

As parents we have been privileged to participate in an information evening hosted by Desley and her team on readiness for prep. As a committee and parent group, we were so grateful for this opportunity. The transition from kindy to prep can be challenging, and the information shared was incredibly useful, and will help lots of families during this change.

I would like to extend an enormous thank you to our families who assisted with our final working bee in



August, and to all those who have assisted with the maintenance throughout the year. It is only with your hard work and dedication that we can maintain such a beautiful space for our little people. Your time and contributions are greatly appreciated.

We hope you continue to enjoy the coffee catch ups and play dates this term. Please note we have rescheduled our parent dinner – keep a look out for the upcoming invitation.

Thank you for your ongoing attention to car park safety. Please remember to reverse to park, and take great care entering and exiting the car park.

And finally, don't forget to like and follow Ballymore on Facebook (Ballymore Kindy) and Instagram (ballymorekindy). If you haven't already, it would be wonderful if you could take some time to write a Google Review for the kindy – just google Ballymore Kindy, and on the pop-up box on the right of the screen, click the **Write Review** tab. Positive reviews help maintain Ballymore's exceptional reputation.

*Catherine Bonifant*



### Update on our Recycling Projects – Terracycle

Thank you everyone for your participation in our many and varied recycling possibilities. Terra cycle collection of Beauty Products has now come to an end. We will let you know if they replace it with something else. Thank you to everyone for your contributions!

We are still collecting Colgate Toothbrushes, toothpaste containers and packaging and also Aluminium Coffee Pod capsules for Terracycle.

# The Ballymore Bulletin

## Term 3, 2019

### Book Fair

Thank you so much everyone for the support of our Book Fair in Term 2. We hope everyone is enjoying books that they purchased. We are certainly enjoying the additions to our take-home library – many thanks for the donations!

We always show the children the books that have been donated in their name and in many cases (but not all) they really want to take them home to show their parents that their name is inside the front cover. I know some families already have the same book at home (thank you for donating a book your child loves!). While it may seem strange for them to borrow a book they already have, it may also be an opportunity to read a book “in stereo” – 2 copies at once. They may like to turn their pages along with yours.



### Family Bushwalk:

It was great to see so many families at our annual Bushwalk in the final week of Term 2. Bellbird Grove is



such an ideal spot to gather with its quite achievable walks for young legs and the safe and BIG space in which to run and play and share a picnic morning tea together.

The Family Bushwalk is not only a great social experience for families but also supports and extends our walks to the park behind kindy. To be out-of-doors, curious about the natural environment, brave enough to experience what the bush might offer but feeling secure enough to take on challenges is crucial to a young child's developing environmental

awareness and personal growth.

Here is a link to an article from The Guardian and sent in by a parent. It challenges us to consider the role of parenting and whether we are affording our children the right experiences to help them grow in confidence and competence.

[https://www.theguardian.com/commentisfree/2019/aug/06/heres-how-you-can-parent-less-and-give-your-children-space-to-try-fail-and-grow-from-it?CMP=Share\\_iOSApp\\_Other](https://www.theguardian.com/commentisfree/2019/aug/06/heres-how-you-can-parent-less-and-give-your-children-space-to-try-fail-and-grow-from-it?CMP=Share_iOSApp_Other)



# The Ballymore Bulletin

## Term 3, 2019

### Playing with Maths

Luke has taken down the basket of magnetic building pieces and is joining straight pieces onto balls. He says “I made a spider! I made lots of spiders”. The teacher approaches Luke with a container of chalk and suggests that he could use the chalk to make a web for his spiders. Luke draws a spiderweb on the carpet, using large circular motions. He places one spider in the middle. He then proceeds to draw several “webs” placing a spider in the middle of each one. The teacher sits down beside Luke and says, “Look at all your spiders, Luke. Each spider has its own home”

Our intentional teaching decisions rest within our philosophies and beliefs about the nature of education, and effective teaching and learning practice. To consider how we approach young children's mathematical development has to fit within the parameters of our professional understandings.

#### Beliefs about teaching/learning:

At Ballymore Kindy we have a core focus which underpins all our work with young children and their families. This core focus is on positive relationships within the early childhood setting using our framework titled – “Creating a Caring Community of Learners”. It comes from a fundamental belief that a child's social and emotional wellbeing is crucial to the quality of their educational experience and impacts significantly on their level of engagement and learning.



Within this framework, emphasis is placed on the agency of children and the importance of seeing them as capable and competent learners, generators of ideas and problem solvers across all areas of the curriculum. This approach has a direct influence on how we support children in developing mathematical understandings.

Other beliefs that underpin our approach to teaching and learning include that:

- a significant role for teachers and educators is to provide an environment (social, emotional, physical, psychological and cognitive) that supports and scaffolds children's endeavours as they play, explore and create;
- make believe play is an effective teaching/learning tool facilitating all elements of our relationships framework and engaging children in rich, personally meaningful experiences that support the social nature of learning and contribute to deeper level learning and
- most significantly we can assist children to develop positive dispositions for learning including curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

# The Ballymore Bulletin

## Term 3, 2019

(EYLF, p 34) as well as skills and processes such as problem solving, inquiry, experimentation, hypothesizing, researching and investigating (p35) thereby providing a strong foundation for more formal learning in the school setting.

The wellbeing and level of involvement of young children are considered measures of the quality of an environment by Professor Ferre Laevers, of the Experiential Education Research Centre in Belgium. According to Professor Laevers, “when these two conditions are fulfilled, we know that both the social-emotional and cognitive development of the child is secured.” (2012, p5) These factors should be the first consideration in asking “How is each of the children doing?” rather than focussing initially on what they have, or have not, learned.

### **Beliefs about maths:**

- Maths, like literacy, is all around us. It is a fundamental part of our everyday lives and we need to be aware of opportunities to talk about, and play with maths.
- Maths is a language - it is one way to understand the world in which we live
- There is no one way to solve maths problems or to arrive at an understanding of maths concepts (Berk, 2001, p197)

### **Beliefs about the teacher's role in fostering children's mathematical understandings:**

To capitalise on “maths moments”, teachers and educators have to be:

- effective observers of children’s play and interests
- mathematically aware
- facilitators of mathematical language
- co-constructors of curriculum with young children, linking children with one another, and with ideas and play within the environment. Both play and group times for planning and reflecting provide opportunities to share with one another the conversations and ideas individuals have engaged in or plan to engage in - “Bill says we need \$10 to buy a ticket to his puppet show. How would he write that on the sign?”, “I just brought this basket of tiles to show you. Today when I visited Lucy’s house, she had used some to cover the floor of her verandah. That might be an idea someone else would like to use.”
- players and conversationalists - not inquisitors. Our role is not one of continual questioning of children to assess their maths understandings – a strategy which can so often lead to the child’s withdrawal from the experience. The initial scenario of Luke and his spiders could so easily have become a question/answer situation. Instead it was a shared moment in one-to-one correspondence using language to describe a concept: “Each spider has its own home.” And sharing the joy of play.

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# The Ballymore Bulletin

## Term 3, 2019

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Term 3, 2019

## Carrot Cupcakes

### Ingredients:

- 1 1/2 cups SR flour
- 1 cup brown sugar
- 2 teaspoons mixed spice
- 1/2 cup vegetable oil
- 3 eggs
- 2 cups grated carrot



### Method:

1. Preheat oven to 180/160 fan forced. Grease muffin trays.
2. Combine sifted flour, sugar, spice, oil and eggs in medium bowl.
3. Stir in carrot till combined.
4. Spoon mixture into muffin tray.
5. Bake cupcakes about 30 minutes (depending on size).
6. Stand cakes in pan for 5 minutes then turn out onto wire rack to cool.

# The Ballymore Bulletin

## Term 3, 2019

### Transition Statements:

Transition statements are written at the end of the kindy year before children move onto Prep. When the transition statement is shared with the child's school, the information they contain about each child's strengths and interests is helpful for Prep teachers as they prepare to welcome each child and plan for their ongoing learning and development.

From this year, it is anticipated that transition statements will be completed in an online format. In Term 4, I will be asking parents to sign a consent form to agree to Kindy sharing your child's transition statement with their school.

### Spare Clothes and Old Clothes:

We are really enjoying our new mud kitchen, and the water trough is out again in time for Spring.

Please send your child in old clothes to kindy – it is so much easier for them to fully engage in play if they are not feeling anxious about clothes getting dirty and we definitely don't mind if they come in stained clothes!!

And please pack spare clothes for your child each day. They are sure to be needed!!

