



## DIRECTOR NEWS

The Early Childhood sector has seen a variety of changes over the past three years, many for the better. There has been an overhaul of the early childhood field, including the creation of a national governing body, new education framework and soon new regulations and legislation. In the next newsletter I will talk more about the national quality frame work which will be introduced nationally in January 2012. Government departments have acknowledged conclusive evidence that early childhood is a vital period in children's learning and development. Kurilpa has always been a centre that prides itself on going above and beyond quality educational programs. Brain research shows us that, from birth to five years, children already have most of the physical brain capacity they need. We know that significant learning and brain growth occurs during infancy. For very young children, relationships and strong attachments to caregivers provide the context for all learning as well as professionals and families working together to build programs for the diverse cultural contexts of learners. As teachers we recognize that the 0-5 years are fundamental in future educational success, and also when most of the brain development occurs. Our qualified team has an in-depth understanding of

education theories. We also work hard to gain an in-depth understanding of the children at Kurilpa.

The changes in the Early Childhood sector can be described as an acknowledgement of practices that are already occurring in long day care centre such as Kurilpa. The development and implementation of a national document called the 'Early Years Learning Framework' (EYLF), aligns as a complementary document to our emergent curriculum that we implement at Kurilpa in the education of your children.

To see the Early Years Learning Framework in practice please take the time to read your child's journal. Nowhere better will you see a clear developmental snap shot of the learning that your child engages in at Kurilpa. Teachers observe daily the play and interactions your child participates in and plans and records with the support of the emergent curriculum and the EYLF. Future planning and opportunities for your child are created and documented where by providing opportunities for the child to extend, develop, create, imagine, make assumptions and connections, belong and become. Interactions between children and staff are based on sustained, shared thinking within play-based programs to maximize children's learning outcomes.

There also is a Queensland Government document called the 'Queensland

Kindergarten Guidelines' that is implemented in the Kindergarten room. This document is a definitive set of outcomes which are aimed specifically for children in the year before entry into prep.. Kurilpa like many other long daycares and C&K centres run a Queensland Government Kindergarten approved program and receive funding for this program. All Kindergartens which receive government kindergarten funding such as Kurilpa use this document to support children in the year before school. We receive funding from the government for each child that attends the program for a minimum of 15 hours per week, and runs a daily program from 9:00-4:30. We have a university trained teacher Kate who implements the program with the support of Caroline and Jane who are diploma qualified team members. The three teachers work together to support and develop vital tools, skills, and knowledge to prepare them for prep. We do this in a play-based environment and are aware that each child develops individually. Kate specifically plans using the outcomes in the Kindergarten Guidelines; this can be seen in your child's journal. At Kurilpa we provide an environment for success where learning is intrinsic and provides the foundations for future learning. The specific requirements listed by the Queensland Government for funding where already in place and have been for the past five years. We at Kurilpa are excited that finally the government is

acknowledging our ongoing commitment to quality education programs and forming strong attachments and connections to child, family, team, community and earth in a flexible learning environment.

Thanks Marisa

### Important information and dates

**\*Re-enrolment forms for 2012 have been sent out. Please return them as soon as possible. Without this information it is very difficult to plan for next year and transition dates. We will try to accommodate all current families' requests for next year as soon as we have ALL re-enrolment forms returned.**

**\*Special person's morning tea at Kurilpa on Wednesday 28<sup>th</sup> September.**

**\*Indigenous workshop at 10am on Tuesday 4<sup>th</sup> October**

**\*Spring BBQ is on Sunday 9<sup>th</sup> October at 3pm at Kurilpa. We will be selling drinks and sausages.**

**\*Christmas toy catalogue with educational experience will be sent out the beginning of November**

**\*End of year celebration and children's art show. It's on at Kurilpa from 3-5:30 on Sunday 4<sup>th</sup> December.**

**\*Kurilpa will be closed for two weeks over the Christmas and New Year's period. The last day we will be open in 2011 is Thursday 22<sup>nd</sup> December, Friday 23<sup>rd</sup> is a student free day and not open. We will re-open on Monday 9<sup>th</sup> January 2012**

## Committee News!

It has been a busy time for Kurilpa Community Child Care Centre over the last few months! Organising the trivia night has taken up a lot of time for committee members. The night was a great success with \$3000 earned from our fundraising activities. This was the second time that we have had a trivia night and it has always been an enjoyable (and mentally challenging) social event for parents each year. It is the one 'parents only' event for the year which may contribute to its appeal. A big thank you, to Yasmin, Lucia, and Georgina for all their hard work, as well as the management committee members who assisted on the night.



Our second priority over the past months has been progressing the extensions to the centre. Plans have been drawn up and a model/mock up of the proposed changes to the centre has been on display outside the kitchen. The plans include a new and larger

kitchen, a new entry/ office area and a new staff room on a second level! We are now progressing to the second stage of meeting with town planners, local councilors and quantity surveyors and finally we will be applying for grants to fund the makeover. If any parents have the time or the skills to assist with this process please let Marisa know. We would be very grateful for any help.



Finally there are a few more fundraising and social events before the end of the year including the book week raffle, Avid reader book sale, spring BBQ, Christmas toy catalogue and end of year celebration/ art show.

I hope to see everyone at the spring BBQ at Kurilpa because the autumn BBQ was a lot of fun and the children had a great time.

As well you may have noticed that a lot of work has been happening around the centre. We have painted the centre exterior and the fence, re paved around the centre, new curtains, shade sails, and sand pit covers and outdoor climbing equipment. I think the centre is looking great.

Tracey De Simone- President



## Kitchen news!

Just a reminder when bringing in a celebration cake, please provide an ingredient list. Any decorations on the cake must also have a comprehensive list of ingredients. To list “sprinkles” as an ingredient is not adequate. We need to know exactly what the children have consumed should any reactions occur and to keep safe the children with known allergies. This requirement is part of our nutrition policy.

This is a recipe for a cake I have been baking recently. It is nutritious, delicious and so simple.

### **Seed and Dried Fruit Cake**

- 3/4 cup wholemeal self raising flour
- 1 cup of desiccated coconut
- 1/4 cup brown sugar
- 1/2 cup pepitas
- 1/2 cup sunflower seeds
- 1/3 cup sultanas
- 1/3 cup chopped dried apricots
- 1 egg

3/4 cup of milk

Whisk egg and milk together

Mix well into dry ingredients

Bake in moderate oven 20-25 mins.

Thanks Lizzie

## Nursery News!

In the Nursery one of our main focuses is to provide the children with a stimulating, nurturing, comforting, safe and positive environment. Through planning and documenting we gather information on how we feel the children are feeling and coping in the room. These ideas and thoughts are gathered throughout the day and during meals times, nappy changes, indoor and outdoor play and even at sleep time.

By helping the children to feel safe, secure and supported in the room it helps them build strong relationships with both Nick and I and the other regular staff they are often in contact with.

Once the children begin to feel confident and comfortable with themselves and the environment they begin to make choices for themselves. One of these choices involves self-help skills.

Lately we have noticed that the children have been enjoying and wanting to do more and more things on their own.

So we have decided to follow on with their interests by introducing more self-

help skills and working on the skills they currently know. The main self-help skills that the children do each day here in the

Nursery are:

- Eating independently, using utensils and cup as ability allows
- Wash their hands with face washes before and after all meals
- Wash their hands in the bathroom after nappy changes
- Recognizing and selecting their own water bottle from the contain and placing it back once finished
- Help dress themselves
- Accessing their own toys
- Deciding on activities/games that they want to play
- Helping and looking out for each other
- Wiping tables before and after we do an activity with paper towels
- Reading books to themselves
- Cleaning and packing away toys and books



The children really enjoy doing these simple activities for themselves and we notice that the children are always so



pleased when they have completed a task by and for themselves. Letting the children do these things for themselves sometimes results in creating more mess and can take more time than if we did it for them. However, by doing this the children will gain more self-confidence and pride in themselves which makes it all worthwhile!

Another area we have been focusing on in the Nursery room is preparing for the art show. Over the last couple of months we have presented the children with a wide range of experiences both teacher and child-initiated for the children to explore their way through.

By providing children with materials and opportunities to create art, we promote physical skills. Drawing, scribbling, painting and other art activities are natural ways for children to gain muscle control and coordination. Not only are the children creating some truly

beautiful pieces of art work but they are always working on developing their fine motor skills, As mentors for the children we play an important role in helping the children to develop these skills, by providing them with appropriate experiences, resources and guidance to assist them develop their fine motor skills through everyday play experiences and routines. Basing most of the experiences on the children's interest will ensure that they are enjoyable and meaningful; this will also help promote positive learning outcomes for the children. The activities we have introduced the Nursery children to are; drawing, painting, play dough and sometimes more complex arts and craft activities such as collage and different gluing experiences.

These art experiences which we have been performing with the Nursery children have been truly amazing experiences, the work they have been producing is mind blowing. We look forward to show-casing these artworks to you at the end of the year.

Sophie and Nick

## Toddler News!

Well, there have certainly been some changes for the toddler room over the past month. We were all very sad to see Teesh leave last month, but she is having

a fabulous time in Europe, making her way through Ibiza at the moment, exploring the sunny beaches of Spain and having a wonderful time doing so!!!



By the time this newsletter comes out I will be the proud mother of the beautiful Molly. I know that it was probably hard for my wonderful Toddler families, having Teesh leave Kurilpa and then myself leave for parental leave so soon. I understand that this may seem like a lot for your little ones to handle, but we have put a lot of strategies in place to make this transition as easy as possible.

Misty and Tess are both Group Leader trained teachers and have both had a lot of experience with Toddler aged children, with Misty already having a connection with many of our toddlers.

We all know as teachers and parents that a sense of belonging is very important for children to feel safe and secure in their surroundings and this is something that Misty, Tess and myself have strived for by allowing the children to form

connections with us in their own ways, responding to their personal needs and wants.



*“Experiencing belonging – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighborhood and a wider community. Belonging acknowledges children’s interdependence with others and the basis of relationships in defining identities. In early childhood and throughout life, relationships are crucial to a sense of belonging” (Belonging, Being and Becoming: The Early Years Learning Framework 2009).*

Misty and Tess have been working hard to keep things as routine and familiar as possible, following the same Toddler Room routine and including the children in planning and developing daily and weekly programs. They have also been working hard to foster strong and meaningful relationships with the children.

*“Rich and responsive relationships are essential if children are to thrive. Warm and affectionate bonds and interactions provide a rich social world for children to make sense of and create opportunities for them to learn by trying out their ideas with adults and other children within a safe, trusting and supportive environment” (Creche and Kindergarten, 2006).*

When children are active participants in decision making, when they are listened to and consulted and their views are heard, it is more likely that they will have a sense of empowerment and feel like valued members of their community. This is something that we feel very strongly about here at Kurilpa and because of this, our toddler room program is based around the children’s and teacher’s interests. We have also used this philosophy to help the children to feel comfortable with the changes in the room, listening to their thoughts and feelings about the situation, and using these to facilitate activities to help them feel safe and secure.



An example of this is a project that we are in the process of starting, that will include writing letters to and creating art work for sending to Teesh. We will keep in touch with Teesh through email and are also looking into the possibility of Skyping her with the children. Projects and activities like this help the children to feel in control of the changes that occur in everyday life.

*“Children’s identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances” (Belonging, Being and Becoming: The Early Years Learning Framework 2009).*



We would like to take this opportunity to thank you all wholeheartedly for your help and understanding throughout the past few months. Changes occur throughout all of our lives but are made much easier to handle by all of the love

and support that we are given by our families, friends and community. Thank you again for all of your support and understanding.

Lisa, Misty and Tess.

## Junior Kindy News!

Children test and learn about the world and their immediate environment by pushing boundaries. Children test these boundaries to find out about us and how much we will tolerate. They are little scientists learning and exploring their independence in the world around them.

Young children naturally test boundaries by experimenting with different behaviours to get what they want or achieve. It is important to keep in mind the desire to test limits and abilities are part of your child’s developmental process. In the children’s minds, the limits are arbitrary because they do not understand the consequences, danger, etc. Our job, in their minds, is to stop them.

Below I have provided an example of how we as adults might test boundaries; this example puts us in the child’s perspective.

Imagine you are standing on a roof deck of a skyscraper. There are no railings, the wind is blowing and the building sways. Where would you be? You would probably be in



the centre where you could gather some feeling of security. Now imagine there are high sturdy railings around the edge of the roof deck. You walk over to the railing, push on it a few times to make sure it is sturdy and will hold. Now you feel secure and free to stand by the edge, maybe even look down or out into the beyond.

Those railings really changed the experience for you didn't they? You went from feeling insecure to feeling secure just by having a firm boundary around you. It is just this kind of feeling of security children are after when challenging you to set firm and consistent limits and boundaries for them. (NaturalNews)

The world can be just as intimidating for your child as being on the roof deck without a railing was for you. Children look to their parents to tell them what is expected of them, what is appropriate to do and how to act.

Another way children learn about limits is by role playing, children will often role

play recent events or behaviours that they have witnessed from the world around them. Children need these limits and boundaries for guidance in an expanding world.

Remember that as you set these limits and boundaries for your child as a parent or teacher it is an act of nurturing and love, you are not trying to control the child, you are simply guiding them through life experiences by assuming the leadership role of parent/teacher.

When deciding on appropriate boundaries to use, consider the age and developmental stage of your child. Young children's limits and boundaries will be mostly about safety, as your child develops and grows your boundaries will need to change still focusing on safety but also providing appropriate opportunities for decision making. Children learn how to make good decisions for themselves through experience. We can help do this by reassessing the boundaries as our children grow and mature in their judgment. By discussing with your child and helping them to understand that there are direct consequences for violating the boundaries or limits, you are teaching your child to own up to the behaviour or actions that have broken the boundaries.

When you first set a limit or boundary remember to be consistent, your child may at first test this boundary several times by crying, throw a tantrum, or challenging you with different behaviours. This is your child's way of testing those

boundaries that you have put into place and is a normal process in your child's developmental learning.

Just like you tested those railings on the roof your child will test the boundaries and limits that you have placed around them. This is how your child tests if the boundaries are secure, solid and sturdy enough, to make them feel safe in their emerging world.

If you are interested in learning more about testing boundaries and different behaviours please let Carolyn or I know. If there are a number of people interested I will look into arranging a positive parenting course to come out one evening.

Ref:

[http://www.naturalnews.com/023208\\_child\\_children\\_life.html](http://www.naturalnews.com/023208_child_children_life.html)

Ange, Lisa and Carolyn

## Kindergarten News!

The year is certainly flying by. This stage of the year is a time for us to reflect on where we have been, what has been happening and to evaluate our progress so far. When we reflect on how we are progressing we look at the children, the teachers and the class as a whole. Staff wise, one change has been the introduction of job sharing between Caroline and Jane with Caroline working Monday to Wednesday and Jane Thursday and Friday. There are many elements to a successful

Kindergarten year; we will discuss some of them in this article. One of the most powerful things that you can hear from children and young adults when they reflect back on their Kindergarten year is that their teachers made them feel special and accepted. We want the children to feel valued and respected by us, for who they are as individuals. When children are able to feel respected they are more willing to engage in a variety of experiences and to try new things and challenge themselves.



We also want the children to have a sense of community in the room. Each day the children come in and engage with a variety of other personalities. With up to 24 each children day, we cannot realistically expect them to all be friends all of the time. However we do find when children have a sense of self and belonging they are more accepting of differences in others. We believe that *“all children and teachers have the right to be happy while at Kurilpa, and*

*you have the responsibility to make sure that others feel happy as well.”*

At this time of the year we are expanding on the children’s relationships by encouraging children to work with different people in a variety of situations and to join in whole class learning experiences as well. Social skills are learnt and developed over time. Like anything we teach there are times children can explore through play without our help, times for explicit teaching such as talking about how we manage our emotions in a group time and time when we facilitate the children’s learning eg helping two children to explain how they are feeling to each other. Social learning and teaching is something that occurs throughout the entire day. Our goal is for children to start to understand situations and to develop the confidence to ask for help or to try and solve it themselves, although we are always there if they need us. The way we teach social skills is based around our observations of the children as individuals and as a group. We use knowledge and research that has been written by educators, psychologists, sociologists and other early childhood experts of how children learn at different ages.

One of the factors that we take into account is the biological differences between boys and girls. For example girls tend to develop language skills earlier than boys; girls tend to have a higher emotional understanding. Boys tend to have more need for physical

play and boys tend to have greater spatial skills. Interestingly boys at the age of four for reasons nobody quite understands receive a sudden surge of testosterone-doubling their blood levels. This is the age they become interested in heroic action packed play, by the age of five the testosterone level drops by half. Neither of these implies that one gender has more skills than another. For example all-though girls might develop better language skills we still need to make sure that they are using these in a positive ways as we need to make sure that the boys are playing in a way that keeps themselves and others safe.

Individual differences also play a part in how children play-some girls will play superheroes and be more physical than some boys. Knowing the differences between genders and individuals helps us understand children’s behavior more and plan to meet it in a way that meets their needs. All children respond to calm but firm leadership, knowing that if there was a situation that they felt uncomfortable in we would be able to guide them and keep them safe. They need to feel that their teachers care for them and accept them as they are.



We have been evaluating the resources and experiences we are putting out for the children to use. Older children need to have a variety of play, real life and life like learning experiences. A wonderful example of real life play was our unit on space, within this unit the children established a 'real' shop in the room for which they both had to make items to sell and also take responsibility for the shop. The money raised was used to help fund an excursion to the planetarium. This was a wonderful learning experiences as children had to evaluate their work, take on responsibility and communicate to each other, teachers and parents.

One of our 'life like' learning opportunities came about from us as teachers evaluating how we thought the playground was working. We share the space with the Junior Kindy, who as a younger age group, can have very different needs than ours. We found that when the younger children went inside and we had the space to ourselves we needed to put out resources that are more challenging and specific to our age group. This has included allowing the children to use ropes as an open ended material. For example they can skip with them but they can also use them as fishing rods, petrol pumps etc. The ropes have been a great way for the children to develop their creativity but they have also had to think of some of the consequences of using the ropes, such as if you run and the rope is around your feet you might trip over.

Children also adapt to different rules in different situations. For example when they are here we don't allow guns but at home they may be allowed them. At home a child may be able to engage in more physical/rough play and this is really acceptable and we encourage this. Physical play tickling and cuddling helps bonding and it also allows children to release their physical energy and learn physical boundaries. At Kurilpa obviously we can't allow the same amount of touching or physical play for safety reasons. This does not mean we need to ban physical play-we still want the children to jump, run, roll, climb and balance because they need this for their development and it helps them learn.



We know that all children develop and learn social skills at their own rate. Our aim is for the children to be able to monitor their own behavior and to make judgments for themselves, while at the same time understanding that this requires continuous support and facilitation by adults. Our goal for this stage of year is for the older children



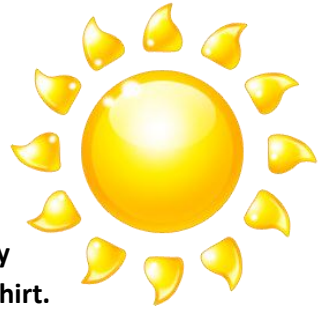
to feel confident in moving to their next educational setting and provide them with a rich range of tools to take with them. For the younger children we expect them to take on more responsibility and a leadership role next year with the new children. This means that they need to feel confident with the routine and expectations of the room. Next year the children who are doing their second year will be expected to follow the routines and to keep to the guidelines without as much teacher intervention. They will also have to find ways to work with and support the younger children who will not be familiar with the room. We have found this gives the children a lot of confidence and really challenges them in a positive way.

In November we will be providing parents an opportunity to meet with the Kindergarten teachers for parent interviews. Here we will discuss the learning and development of your child and also providing a transition letter for those children venturing onto school next year.

Kate, Caroline and Jane

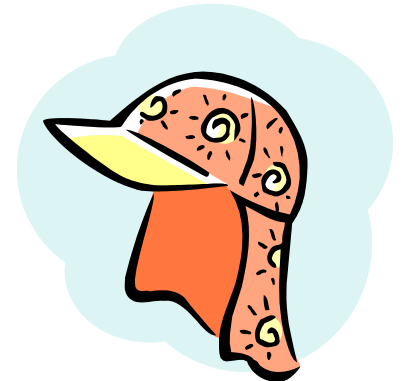
## SUMMER IS COMING

Make sure your children are protected while at Kurilpa by purchasing a Kurilpa hat and t-shirt. We still have lots available.



## T-SHIRTS

**\$12.00**



## HATS

**\$8.00**