

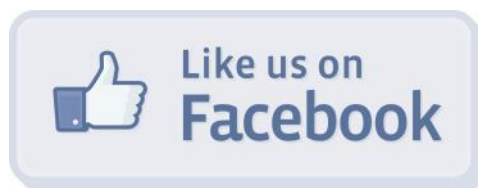
## News from the Committee

Thank you to all the parents who volunteered to be a part of the **MPC Management Committee**, we have a great team this year. All the committee members have hit the ground running in their new roles and are all doing a fantastic job. I look forward to seeing what this committee can accomplish this year.

A huge thank you to Sara Pengelly, Louise Wood and all the parents coming to the **Working Bee** on Saturday. A thank you also to the parents who have been coming in regularly to tidy and maintain our grounds and play spaces. Your work is greatly appreciated.

Thank you to everyone who contributed to the successful **Family Morning**. It was a wonderful morning where the current MPC children could show their family what they do at kindy and where they play. A special thank you to Jackie Taylor who catered the event and the teaching teams who opened each of the units.

To stay up to date between newsletters please like our **Facebook page**. This will be used throughout the year to for reminders and information on what is currently happening at MPC. Although it is a great marketing tool for the centre., the best advertising is through your word of mouth.



We are in the process of working on the final designs to upgrade the landscaping in the **Unit 1 courtyard**, this work will be undertaken over the Easter break, ready for the children to enjoy in Term 2.

Once again MPC will be participating in the **Woolworths Earn & Learn** promotion and from 1st May to 25th June a sticker box will be located in the MPC foyer. If you happen to shop at Woolworths we would love you to collect and bring the stickers in to help raise funds for additional resources in all the classrooms. We will also have a box outside the Woolworths at Brookside.

MPC takes great pride in having an up to date **Quality Improvement Plan (QIP)**. The QIP contains great information and forms part of the culture of continual improvement at MPC. The QIP is held in the foyer at MPC if you would like to access a hard copy to read. I encourage you all to do this.

All the children have done so well at **transitioning** to their new life as being kindy kids 2 or 3 days a week. For some, this transition has been a struggle, but please take comfort (even on those hard drop off moments) in knowing they are in a wonderful place, with wonderful teachers, who all care and want the best for them during their time at kindy. This transition can take time and that is okay. All teachers have made comments though on how far all the children, in all the groups, have come in such a short time and they look forward to seeing children progress throughout the year.

Have you read the recent **Blogs** on our website which are so relevant to understand more about children and MPC at the beginning of the year: *Saying Goodbye* and *Sleep and Rest at Kindy*?

Have you seen the flyer about the upcoming Parent Information Evening **Circle of Security** at kindy on Wednesday 27th March ? More information is on the back page.

As the holidays approach I would like to wish everyone a **happy and safe Easter break**.

Emma-Kate Clyburn (MPC President)

## News from the Director (Leanne Hunter)

Our reflections about our ways of communicating with families which we aim to be authentic, relevant, time efficient and effective for a wide audience of parents have influenced the decision to tweak some of our plans. All teaching teams communicate in a variety of ways including *Daily Conversation Starters*, *Photos*, *The 'big books'* which record children's thinking and learning, *Notice board posters*, *emails*, *informal chats and group and individual parent meetings*. The blog is also another more recent addition to our suite of multiple means of communicating with families.

Communication is a two-way street with both parents and teaching teams taking responsibility to be informed and ensure open communication. Just as it takes time for children to feel secure in this environment, it also takes time for parents to feel a sense of belonging. For some children, it is important for parents to be 'their voice' and share these thoughts or worries with the teaching team. This partnership is essential for providing the best experience for children.

The newsletter is undergoing some changes. In the past we have included some additional 'what's happening' information and published twice per term. The tweaking of this newsletter involves producing only one per term with a focus on providing information about MPC's vision and practices as well as articles about children's development. We aim to build knowledge and this knowledge may help to inform thinking about parenting decisions. Parenting is a tough (and rewarding) gig! Sometimes the impetus for thinking and change comes from frustration, a random comment from a friend or from something you read. We aim to add some research based information on a variety of topics that may be of interest. Aside from clarification about some policies, in this edition, you will find information about:

- |  |                                 |
|--|---------------------------------|
| * Learning through Music                                   | * Building a sense of belonging |
| * Listening to children's ideas and recording their voices | * Once living, now dead         |
| * Inquiry alongside children                               | * Begin 1 Of 22                 |
| * More about Before and After Kindy Care and Playgroup     |                                 |
| * How we help to look after the world!                     |                                 |

## Kindy policies...



Lady Gowrie, which is MPC's Central Governing Body, regularly reviews policies. These policies are then reviewed and discussed by the staff team and committee members along with

any interested parents before being adopted. The essential information from many policies is included in the Parent Information Handbook and all policies are available for viewing in the central foyer. We also endeavour to highlight new policy information in the newsletter from time-to-time. Information about three policies follows.

### Immunisation

It is strongly recommended that all children have their immunisation schedule up to date before commencing at our Centre. In the event of an outbreak of a vaccine preventable disease, all families will be notified. Any non-immunised children will be required to be withdrawn from the centre until the risk has passed in accordance with the National Health and Medical Research Council exclusion guidelines.

All parents are requested to inform a staff member if their child or other members of the immediate family contracts a vaccine preventable disease. Historically, MPC has had an immunisation rate of enrolled children higher than 95% with a small percentage of children not-immunised for a variety of reasons.

Please ensure that MPC has your child's updated immunisation record. For further information, please refer to the Immunisation Policy located in the Gowrie Policy folder in the central foyer.

## Kindy policies (continued) ...

### Managing a high temperature at kindy: quick reference of procedure before administering paracetamol.

{The normal temperature for a Child is up to 38 degrees Celsius. A high fever is when the child's temperature is equal to or greater than 38.5 degrees Celsius. }



- If a child is suspected of having a high temperature staff will assess the situation and take immediate steps to reduce the temperature (remove excess clothing) and take the child's temperature.
- Child's temperature will be re-taken (after 10 minutes recommended). No Paracetamol is to be administered at this time.
- When temperature is under 38.0 C, staff will continue to monitor.
- Where the Child's temperature is 38.0 C to 38.4 C parent/guardian will be called to inform them that their child has a fever, that their temperature will continue to be monitored and if it reaches 38.5 C, discuss consent for administration of Paracetamol. If parent/guardian has not already collected child, he/she will need to be collected now.
- If child's temperature reaches over 39.0 C and Parent / Guardian/ Emergency Contact cannot be contacted, to give verbal permission and/or collect the Child an ambulance will be called while continuing to try to locate Parent/Guardian/Emergency Contact.

(If child deteriorates at any time, parent and/or ambulance will be called and first aid plan followed.)

Please talk with your child's teacher if you need further clarification.

### Administration of Medication.

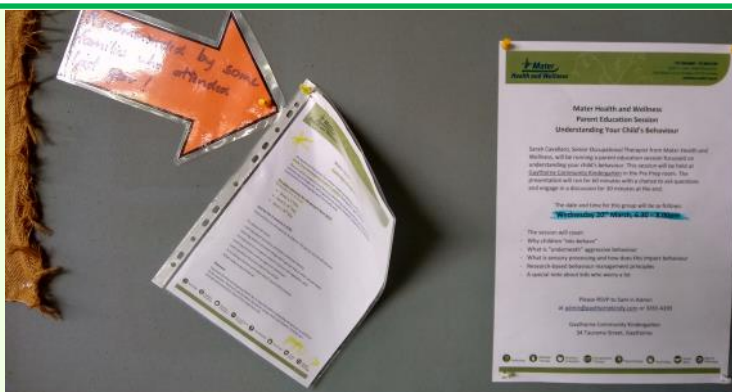
- Parents are asked not to bring their child to kindy until at least 3 doses of any new medication have been administered and if child is not well enough to attend.
- Where a child is receiving medication at home (including paracetamol) but not at kindy, Parents/Guardians will provide to staff (in writing), details of the medication, its purpose and of any possible side effects.
- Where medication for long term conditions is required, Parents/Guardians will provide the Service with a letter/Action Plan/Management Plan from the child's medical practitioner or specialist providing details of the medical condition, correct dosage (as prescribed) and how the condition is to be managed.
- Medication will only be administered if it is prescribed by a registered medical practitioner, in its original container, bearing the original label with the name of the child to whom the medication is to be administered, and before the expiry or use-by date.
- Medication which must be handed to a member of the teaching team, will only be administered if the Parent/Guardian has completed and signed a **Medication Permission Form**

## Notices around kindy

Information about Parent Information Sessions are on the central courtyard noticeboard.

- ◇ **Understanding your Child's Behaviour** on Wed 20th March at Gaythorne Kindergarten.
- ◇ **Calm Kids Kindy Program** in May at Emily Foord Kindergarten.

**See the noticeboard for more information.**







Music plays an enormous role in the everyday at Kindy. We sing, listen to others sing, incorporate dance, movement, games and imagination, and generally have a great deal of fun in the process. But music also plays an important role in children's development and learning. During music sessions or at other times like transition times, children learn to engage and focus, as they become ready to learn new actions and words and to join with others to enjoy the experience. Children are social learners and music sessions provide a perfect format to interact, have-a-go at something new, be brave, be part of the whole group and

work towards finding a sense of belonging. Learning new songs and rhymes, introduces children to different vocabulary, word sounds and syllables and pronunciation. It supports children's understandings about learning to listen and concentrate, to retain and recall information and then repeat back what they have heard. It creates opportunities to learn more about number value, counting, size, shape, time and patterning. Musical games and transitions can be used to promote executive function skills such as working memory and inhibitory control. Children begin to learn to distinguish the words from the actions, for example when we play 'Simon Says'. Music helps children to remember parts of the Kindy routine, to learn each other's names, to greet each other at morning circle time, and to support afternoon rest and relaxation time after a busy day playing. It helps us to realize that we are all different but all part of a community. Singing and dancing is a feel good experience. It makes us joyful and tunes our hearing to rhythm and beat. It builds muscle strength, coordination and balance, and supports healthy brain development.

To sing costs nothing, but the rewards are endless. So be a role model—sing or hum out loud - in the car, shower, at bed time, at the park, when you are playing. Your child will love you for it!

In Unit 1 3 Day Group some of our favourite songs are....

*Miss Suzy The Pirate Song*  
*Dead Cockroaches*

*This Little Girl/Boy Der Glumph*  
*Throw it out the Window*

*Open-Shut Them* (the opposite way)

*Heads and Shoulders* (the opposite way)



Playing Dead Cockroaches

## Are you finding it challenging to read all the notices?

A parent a few years ago told me her secret for keeping up with reading notices. Her process was:

- ♦ sign in and take note of notices requiring immediate attention in the unit;
- ♦ on her way out she would scan the noticeboards in the central foyer to see what's new;
- ♦ come in early one afternoon a week to read what she was interested in.

Being a systems person, this appealed to me. Maybe it will appeal to you!

Our focus during the early days at kindy is to help children build a sense of belonging.

Children are exploring, investigating, discovering, listening, creating, watching, connecting with each other; playing alone, playing alongside and together and coping when something doesn't go right. Practicing being one of 22 in a group requires waiting, managing big feelings, following directions, trying new things, being brave, being helpful, doing responsible jobs, learning new routines and possibilities for play at kindy. They are such busy days!

When children feel secure in a new place and have a sense of belonging, they are more able to respond with their thinking brain rather than their survival brain (fight, flight or freeze). Children need to feel their way out of their survival brain. Logical thought plays a very limited role and our job is to ensure their survival needs are met before we can enhance their thinking state. Children's responses to new situations varies enormously and how we meet one child's needs may be very different to how we meet another. Decisions are based on ways to enrich a child's feelings of being safe, connected and valued and that they can get help when they need it. A sense of belonging takes time and effort to grow and when children feel included they are more likely to be accepting of others.

Time, predictability and consistent responses allows children to feel their big emotions and learn ways to calm and feel safe in new situations. To help children feel secure, we provide a stable and simple environment and routine to allow children opportunities for repetition and to be able to predict what's happening next. Getting to know children, listening and aligning our interest to theirs helps to build relationships and attachments which are pivotal to a feeling of belonging.

What does it mean to be a part of or belong to a group? We slowly build a collective identity through getting to know each other, interacting, sharing jobs and experiences. As a group we've talk about the word belonging: being a part of a family when we look at the family photos; being a part of the Blue Group when we all helped to make a collage. We notice when someone is away or when somebody is helpful to another. Being a buddy automatically implies being helpful and children have already experienced finding a bed buddy, lunch box buddy and/or balance buddy.



**Harmony Week is the 17th to 23rd March.** It celebrates Australia's cultural diversity. It's about inclusiveness, respect and a sense of belonging for everyone—from the traditional owners of this land to those who have come from many countries around the world.

[www.harmony.gov.au](http://www.harmony.gov.au)

At MPC, we're thinking about with children and with each other...  
What it means to belong (to a family; to MPC; wider community)?  
Who feels a sense of belonging? Who may not? Why? How do we find out? How we can build on children's understandings of cultural respect?





Our first term at Kindy is all about routines and getting to know the children. Over the course of seven weeks Mrs Helsdon, Pam and myself have spent time talking with children getting to know them and listening to their ideas. Before the year starts, we sit down and plan what we would like to achieve during the term but a huge part of that goal setting is void until we get to know the children. We do this by talking to parents during their first playdates, sitting beside children as they eat and play, joining in their games and turning our attention to their interests. We ask questions about their families, interests and get to know each child. Over time, we observe the way they like to learn? What sparks joy? What concerns them?

Children share their understandings with us as they play and interact with us and the environment. This term we have set out to focus on the children's interest and record the discoveries and verbal language in our Big Book (Group Project Book). The purpose of the Group Project book is to record in depth, learning and development over time.

Children's thoughts and progression of thinking is documented in many different ways to show a child's learning process. Some children have added their thoughts, drawings and writing to group investigations. *"Children are capable of driving their own learning through their interests. Children are communicators and communicate in a multitude of ways."* (The Reggio Emilia Approach)

Documented interests in our Group Project Book so far include:

- Scat in the playground
- Delivery of the new fridge
- Toys don't heal
- Potting flowers
- Cheetah's
- Mosquitoes
- Meal worms and How do they drink?
- Are they real? ( The museum items)

We aim to spend time sitting in the "pondering" or unknown rather than providing the children with

answers straight away to their investigations. We look forward to adding more interests to the 'Big Book' and reflecting on the journey travelled this year.



A child's mind is not a container to be filled but rather a fire to be kindled.

Dorothea Brande

Usually in our Kindy year these conversations start as we get items from the museum, but this year, we have been talking about once living, now dead since week 2! Talking about the disappearance of a pet, whether it be a fish, bird etc., can be a difficult topic with young children, but one not to be shied away from. As with everything in our world, there are learning opportunities to be grasped and the wondering that comes from that gives us many areas to explore.

The unit 2 fish tank over the last year has been a happy little environment for four guppies and one bristle nosed catfish. So at the start of the year we decided with the children to add four new colourful guppies. Things were going 'swimmingly', until we noticed the disappearance of the first guppy...and it continued. Every day the children would check, count and wonder what was happening. Of course not a trace of evidence was ever left! Then one day we realised who the culprit was – always hiding on the log waiting for a colourful tail to swim passed! After we realised what the problem was we had to work out a plan as we now had only one growing bristle nosed cat fish! BUT WHY?

**Where is the learning so far...looking after animals, literacy, numeracy, team work, relationships (anger, fascination, grief, how to get along with others...), life cycles, things do die not just disappear, investigations, enquiry based learning, research skills, problem solving ...**

**Our discussions then** centred around how to stop this happening. We researched information about the catfish and found that they would also eat zucchini as well as fish food and algae from the glass. We knew that our catfish loved to keep our tank clean because we would see its big mouth sucking the glass.

Louise was given the job to talk to someone at the pet shop. They told us that Guppies are slow swimmers and their colourful tails look like fish food falling in the water! Guppies are also not school fish, so they don't swim together in the tank! It was suggested to try the zucchini, then enter faster swimmers that swim together!

As a group, we cut up a piece of zucchini attached it to a sinker with fishing line and a floater at the top! Now to wait and watch. Our catfish doesn't like to be watched, so if we wanted to see him trying the zucchini we had to be quiet and still! All day and it didn't go near the zucchini much to our disappointment. The next day the tank was a very exciting area to watch. The slice from yesterday had many 'chomp' marks in it. Success, our bristle nosed cat fish loves zucchini! Over the next week we added more and it ate it. We are ready to add some new fish – faster fish, fish that swim together (a school), and to keep feeding the bristle nosed catfish more zucchini!

**More learning... floating and sinking, fast and slow, animal behaviours, self-regulation, patience, making plans, observations, death and dying...**

'Once living and now dead' is not a subject to be pushed away and covered up by a gentle story. It is reality and a learning opportunity. All around us every day the world has things that perish from either illness, tragedy, environmental issues – people, animals, plant life... It provides us with an opportunity to talk about death both as a natural part of life and in this case, question, investigate and problem solve.



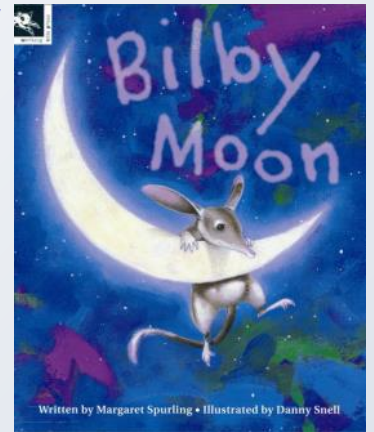


A couple of weeks ago we read the story *Bilby Moon*. It is a story about a little bilby who loves to watch the moon at night but notices parts of the moon start to go missing. He asks the other animals if they have seen the missing parts of the moon as he watches each night as it gets smaller and then disappears, only to reappear as a full moon again.

*"I wonder what happened to the moon?"*, we wondered with the children.

Some of the children's responses were:

- *It was hiding.*
- *Some of it went into the clouds.*
- *The moon goes down and then the sun comes up.*



The next day we watched a time lapse video showing the different phases of the moon. I asked the children to remember back to the *Bilby Moon* story and again we thought about this alongside the children. We could have answered the questions for the children and explained how the earth and moon rotate and that the earth rotates around the sun. We could have demonstrated this, read about it in books and watched a video online to see how this all happens.

But then we would have missed the chance to hear the children's thinking and understandings about this. We have encouraged the children to tell us in their own way, what they know and understand and have wondered alongside them, asking questions and thinking about what we all want to find out. We have started to record the children's thinking in our **Wondering Journal**, adding their words from group discussions and their drawings some have been interested to do to show their ideas. We want to provide opportunity for children to build their skills of inquiry, discovery, communicating their own and listening to others ideas, asking questions, making predictions, imagination and creative thinking.

As we have had more discussions, read some stories and asked further questions the children have shared further thinking and knowledge:

- *The moon goes down into the sea.*
- *The moon goes to England and then the sun comes to us.*
- *The shadow goes in front of the moon so we can't see it.*
- *The moon is made of rocks.*
- *The moon shines light out.*
- *The sun would be really hot on our finger if we could fly there somehow.*

Questioning and wondering has led into exploration about mysteries of their world and the children have an interest in finding out more about where the moon - where does it go? Why does it change shape? Does it go under the sea? Which has also led onto discussions about where the sun goes at night, other planets in our solar system, astronauts, what is the moon made of? – I could go on and on!

Stay tuned and keep an eye out for our Wondering Journal as we continue sharing our thinking, gathering evidence and information, asking questions and coming to our own understandings.

**To help support awe, wonder and child-led learning resist the urge to always give answers straight away. This can take away the opportunity to nurture children's inquiry and curiosity and when we support inquiry and learn with children we support development of their higher order thinking skills.**

**Have you seen the Parent Library?** It's tucked away on the left as you enter the foyer. There are fabulous books which prompt thinking about a broad range of topics centred around children and families. Topics include:

- Healthy eating
- Supporting children's development
- Guiding children's behaviour
- Personal growth and understandings ...



What does it mean for children to adapt from an environment at home where they are the only child or one of a group of siblings who have their parent's full attention most of the time to a kindy environment where they are one of a group of 22 children with only 2 adults? This can be a very challenging time for children as they learn a whole new set of dynamics and relationships but one that is full of rich learning experiences.

In our kindy room you will notice that we have purposely set out familiar experiences at the beginning of the year to allow the children the opportunity to settle comfortably at kindy with games, toys and activities they are used to playing previously. As the term and year progresses we will intentionally change these and remove some planned experiences as the children grow in their ability and confidence to self-select items. One of the biggest influences on how children play at kindy is in the number of items available for groups of children to access. This is often where the big differences between home and kindy are noticed.

At home children have their own set of toys and resources exclusively for the use of themselves and their siblings. At kindy all items are shared amongst the room and there is an expectation that children learn to work together and negotiate the use of these items. Within MPC as a centre we use common words such as "safe, kind and fair" when discussing all aspects of kindy life. So how does this look in our everyday kindy experiences? What you may notice is that often there is not enough of an item for all children to have a turn at once. This may be items such as puzzles, paint pots or playdough items on a table or may be a collection of manipulative toys on the carpet such as the cars, duplo or mobilo that the children have been using for the last few weeks.

At our painting table for example, there are 4 seats for children to sit at but sometimes only 3 paint pots. This enables us as adults to begin to develop the children's patience, resilience and ability to wait for a turn at kindy. Waiting can be difficult to understand at the age of 3 but is a life long skill. We model language such as "*can I have the yellow paint when you are finished with it*" as well as "*thank you for giving me a turn.*" When children have been playing with the cars on the car mat we use language such as "*I can see you have a lot of cars and there are other children wanting to play with them so is it fair if you have them all? Let's be kind to others and choose 2 to keep in your hands and put the other ones out for other children to use.*" We have based many group discussions around the concept of waiting and the children are able to relate it to their everyday life experiences with their families as they could tell me they have to wait in line at the supermarket or at the coffee shop.

Another common challenge children have at the beginning of kindy is their access for everyday conversations with adults. At home it is easy to respond to children's question and requests immediately but at kindy with 22 children sometimes this isn't possible. In these scenarios we are helping the children to understand that we may not always be able to respond to them immediately if we are already engaged with another adult or child. Children requiring assistance may ask for help and be told "*I am helping someone else but will help you as soon as I can. You can have a go yourself or wait for me.*" If we are engaged in a conversation and another child approaches us we may say "*can you see I am talking to someone at the moment, if you wait here I will be with you soon or can go back to your game and I will come over when I can.*"

Before playing outside each day we review various safety aspects of the playground, particularly the monkey bars and climbing wall which require adult supervision at this time of year. We will establish if the monkey bars are open or closed (ask your child to show you with their arms how we indicate if they are closed) then remind the children if there is no adult next to the equipment they can come and ask us to watch them. As a group we talk a lot and remind the children that sometimes adults can come to help you but sometimes they may be busy with other children and have to say no and that's ok.

# Easter Egg Dilemma

*Some families like their children to give Easter treats to others. Others are concerned about the type and amount of food their children eat. Some families do not celebrate Easter, others feel that this is their personal choice.*



- *Some older brothers and sisters like to share out treats and younger ones may want to join in too. Is it fair if they don't?*
- *Does the giving and getting of chocolates overshadow the importance of playing and learning?*
- *What is the role of the centre in celebrations? What is the impact when the group factor is considered (E.G. One child giving out lollies is probably not such an issue, but what about more. What happens when children get chocolates or sweets x 10?)*
- *What about those who don't celebrate or participate. What are the ramifications for this child?*

**So what to do? I don't know if there is a 'right' answer to any of this. I would ask parents to be mindful of these issues, and please consider other parent's points of view in their decision making.**

## News from Before & After Kindy Care

Building connections and getting to know children from other groups is one of the joys in the relaxed setting of B&A Care. Another joy is the beauty of time where there is often the opportunity to spend time with more in depth conversations and undertake lengthy projects.

Uninterrupted time can be spent **wondering if there is something living in the tree** or watching a stingless native bee with a big load of pollen on its legs making its way to the entrance of the hive.

Being outside is a big part of Before and After Kindy Care. Children often feel more relaxed when outside.

**Tiptoe craft**, where children use what they find in the

environment. Sometimes children draw what they see or arrange natural materials to tell stories, use rocks and sticks to make pretend fires, thread leaves on twigs (to cook fish and

marshmallows), notice individual rocks, find shells in the sandpit.

The possibilities are endless!



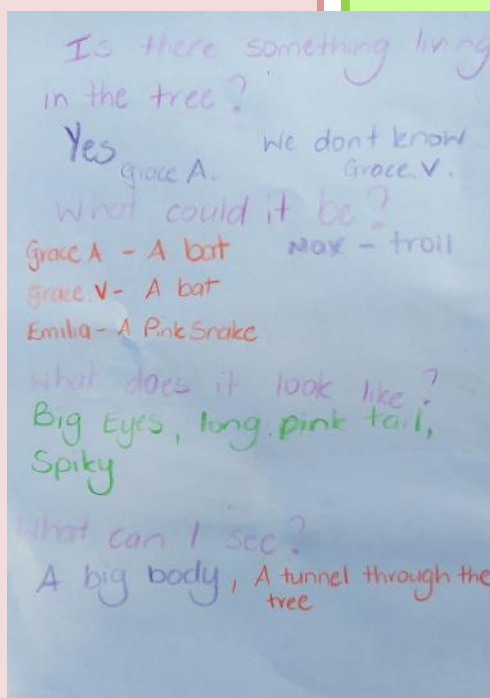
## News from Playgroup



Jo, who wears many hats at kindy as Educator alongside Shirley, B&A on Monday and Tuesday afternoons as well as the welcoming face for Saturday morning

Playgroup. It is a very relaxed morning where parents use our beautiful playgrounds to engage and explore with their children. Jo welcomed some new

families who came to the last Saturday morning Playgroup. Some children bundled in eager to take a look and get into playing while another family took their time to have a quiet wander just by themselves quietly taking in the surroundings and chatting together about what they could see.





At MPC, the natural environment and sustainability is very important to us. Have you seen the sustainability notice board pictured below? Have you seen MPC's Risk Assessment Statement on the office foyer wall and accessed on MPC website at [https://mpc.net.au/wp-content/uploads/2018/01/MPC\\_Risk\\_Assessments\\_Statement.pdf](https://mpc.net.au/wp-content/uploads/2018/01/MPC_Risk_Assessments_Statement.pdf)



## Risk is Essential

*"We are a nation of pushy helicopter parents," writes Kate Blincoe in an article in The Guardian, "project managing a schedule of activities and waiting below our children on the monkey bars in case they should slip. It's no wonder that the simulated risk of computer games is so compelling and addictive – the real world seems tame in comparison. Yet humans are designed to experience a degree of fear – manage it out of their lives and they will seek it elsewhere, on the internet, or with self-destructive behaviour."*

*So how can we put some of that danger and excitement back into the lives of our cosseted children? The answer is step-by-step and in an age-appropriate way. First, the outdoors is key. Outdoors time every day is essential...Encourage the toddler to poke around under hedges and permit your primary-age children to leave your sight. Unsupervised time...might lead to more cuts and scrapes, or fights between siblings, but it is what many of us did as children, and it teaches them how to make risk-related decisions for themselves. Risk perception is like a muscle that needs to be developed and flexed."*

*Blincoe reports that "roaming distance" (how far children play from home), has decreased by 90% in the past 30 years."*

(accessed at Exchange Everyday <https://www.childcareexchange.com/eed/issue/4876/>)

*"Children must love the earth before they can save it."* [www.worldforumfoundation.org/wf/wf2006\\_nature/dreams.php](http://www.worldforumfoundation.org/wf/wf2006_nature/dreams.php)



## Useful links!

- <https://mpc.net.au/blog/> Saying goodbye... ; Sleep and Rest at Kindy
- <https://www.earthhour.org.au/> Earth Hour 30th March 2019
- <https://www.kidsdigfood.com.au/blog/> Some useful articles to prompt thinking about any food related issues for families.
- <http://www.earlychildhoodaustralia.org.au/parent-resources/separation-anxiety/> Support for Separation Anxiety.
- <http://www.earlyyearscount.earlychildhood.qld.gov.au/type/biglearninglife/> Variety of videos and articles for families developed by the Queensland Education Department.
- <https://drkaylenhenderson.com/free-resources/> List of Downloadable Tip Sheets from Dr Kay Henderson, a child psychiatrist.



Tip Sheet 1: Understanding Attachment.

Tip Sheet 2: Sleep Tips For Young Children: How Much is Enough and Why Sleep is So Important.

Tip Sheet 3: The Importance of Play.

Tip Sheet 4: Managing Your Child's Separation Distress.

Tip Sheet 5: Common Childhood Mental Health Problems Explained.

Tip Sheet 6: Talking With Children About Separation and Divorce.

Tip Sheet 7: Helping Your Toddler Prepare For and Bond With A New Baby Sibling.

Tip Sheet 8: Talking With Young Children About Death.

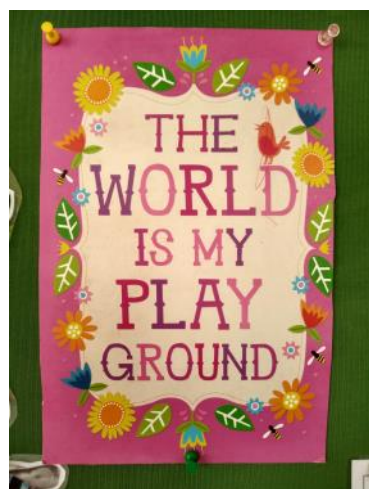
Tip Sheet 9: Screen Time Recommendations for Infants and Young Children.

Tip Sheet 10: Speech and Language Development and Delays in Young Children.

Tip Sheet 11: Using Praise to Promote a Growth Mindset in Young Children.

Tip Sheet 12: Talking to Children about Body Safety.

## Parent Information Evening



Around Kindy!



The staff and committee of  
**Mitchelton Pre-Schooling Centre**

invite you to a  
**Parent Information Evening**

**Wednesday 27<sup>th</sup> March**

**Time: 6.45pm for 7pm start**

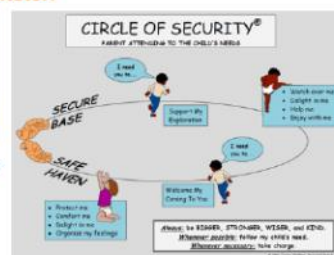
(Refreshments served from 6.45pm to 7.00pm)

This evening will be facilitated by Melissa Clark, who is an experienced teacher at Bulimba Kindergarten and a Circle of Security facilitator.

### An introduction to CIRCLE OF SECURITY

The Circle of Security is a relationship-based early intervention program designed to enhance attachment security between parents and children.

This one hour session will provide an introduction to the Circle of Security program which will increase awareness and may be helpful to your parenting. Time will be allowed for questions and answers with both Melissa and MPC teachers.



R.S.V.P. by: Tuesday 26<sup>th</sup> March

EMAIL: [admin@mpc.net.au](mailto:admin@mpc.net.au) OR Add your name to the list next to your child's sign in/out folder.

**ALL WELCOME – Friends are welcome too!**