

## News from the Committee

What a busy start to term 2, with lots happening at MPC. I cannot believe we are already half way through the year.

### Looking back on recent events, MPC:-

- took part in the local annual **ANZAC Day March** which enables many wonderful conversations.
- hosted a **Play Night** enabling parents to gain insights about learning through play. Thank you to all the MPC Staff who made this night a huge success and thank you to our Events Coordinator, Jackie Taylor for catering this event.
- acknowledged and **celebrated mums** in a variety of different ways. For me, I had a wonderful night spent with my son; a memory I will treasure forever.
- has a **Woolworths Earn & Learn sticker box** 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 also have a box outside the Woolworths at Brookside. Thank you to all those who have brought in stickers so far, this promotion runs up until 25<sup>th</sup> June.

### In looking forward, MPC:

- is well underway with plans for the **70<sup>th</sup> Anniversary Celebration on Saturday 7<sup>th</sup> September from 10am to 2pm** which will celebrate such a huge milestone. You would have all recently received the first 70<sup>th</sup> Anniversary newsletter which will be sent to you periodically until September. I look forward to seeing you all there. If you can volunteer on the day or help source suitable items from local businesses or donate an item to the raffle, please contact our events coordinator, **Jackie Taylor, jktaylor2010@gmail.com**.
- thanks families and our working bee coordinator Sara Pengelly, who will be participating in the upcoming **working bee on 25th May**. These working bees are crucial in keeping the play areas clean and safe for the children to play in. If you want to help at this working bee or any of the future working bees please see Chris in the office.
- would like to thank our Marketing Coordinator, Tracy Constable who has put in a huge effort to make MPC and the upcoming **OPEN DAY on June 1<sup>st</sup>** well known within the community. You may have seen banners, signs and posters in many different locations as well as displays in Brookside Shopping Centre, Mitchellton Library, Neighbourhood Day and the upcoming event, Hills Carnival. However, parents remain our most effective means of advertisement by talking with friends and neighbours. If you have any connections with playgroups, children's gym or swimming clubs could you please assist us in our advertising by collecting some flyers to spread the word. If you live in a neighbourhood with lots of young families, please take some and deliver in their letterboxes!

It is fair to say with the above activities in the last few months and those still to come the staff and committee are all doing a fantastic job at MPC. We remain mindful that MPC is a community not-for-profit kindergarten which functions so well due to the contribution of parents and staff. In particular, I would like to thank the staff at MPC who excel in maintaining a caring and creative learning environment to ensure that our children develop and grow into their potential.

It is always insightful to see what our children are like at kindy. I know parents are always welcome to come and see their child at kindy at any time. I'm planning to, however I know if I don't allocate some time in my pretty busy schedule it will be the end of the year and I'll have missed out! Make your child's day and stay for an hour or two or three! Thanks to some parents who have stayed and played for writing their thoughts (page 12). It certainly adds further inspiration to make a date!

Wishing you all a happy and safe rest of term 2 and hope to see you at the upcoming **Bush Park Play this Sunday 19<sup>th</sup> May** from 9.00-10.00am. Guaranteed to be a fun family morning.

Emma-Kate Clyburn (President)

## News from the Director (Leanne Hunter)

Being a not-for-profit community kindergarten, building a sense of belonging to community is very important to us whether it is our own MPC community of families, the local community or the big wide world around us. We have been stepping out and about in our local community in many little ways.



Many families took part in the Anzac Day march with children having a turn to carry the MPC banner. It was a wonderful feeling to have this shared experience with such a huge number of people with a shared purpose in saying thank you to our armed services. There are many complex concepts and emotions involved with Anzac Day which children will grasp as they grow however it was the sense of being a part of something big which was particularly relevant for many children.

A couple of groups have already been for walks in the local community. Decisions about 'going out' are made by teaching teams within the context of their group. It takes considerable preparation and practice for children to walk as a group safely and many groups are practising walking to different destinations around kindy. After having David from Queensland Rail talk with the children about train safety, walking to the middle of the rail bridge is a great first walking adventure and provides a very different bird's eye view of kindy. The space near the creek in McConaghy Street which we affectionately call the 'Bush



Park' is another close-by walking destination in the local community where children can run, climb and explore.

If you haven't been to the Bush Park, come along on Sunday morning 19<sup>th</sup> May between 9.00 and 10.00 to explore this space with other MPC families, teachers and educators. Use the map, available on the day, and find the stars while exploring!

Thank you to Tracy, our hard-working marketing committee member, who co-ordinated with other parents for MPC to have a space at Tim Mander's Easter event. Having this exposure in the community is essential for us to spread the word to maintain MPC's future sustainability. By far our greatest marketing tool is word of mouth and parents like to hear what other parents have to say. Thank you very much Tracy, Jacki, Emma-Kate, Sue, Kate Trudy and Renae for sharing your stories about MPC. Tracy is currently organising for MPC to have a stand at the Hills Carnival, another local community event on Saturday 25<sup>th</sup> May. Many thanks to parent



who have already volunteered to help by emailing [admin@mpc.net.au](mailto:admin@mpc.net.au).

Parents, both current and future, were invited to find out more about the MPC community at the recent **"WHY PLAY! WHERE'S THE LEARNING?"** evening. With great spirits, parents had a taste of playing themselves with much hilarity while gaining more understandings about how we support children's learning through play. A few comments:

*Just a quick email to say thank you for a great night at the Parent Information Night this evening. It was extremely informative, and was also a great opportunity to get to know some of the staff, and understand how the kindy program is run.*

*Michelle You say things about play but until you do it, you don't really get it! Rebecca*

*A quick note to tell the educators the Play Night was great, so well run and insightful, even for second-time round Mum like me! Michelle*



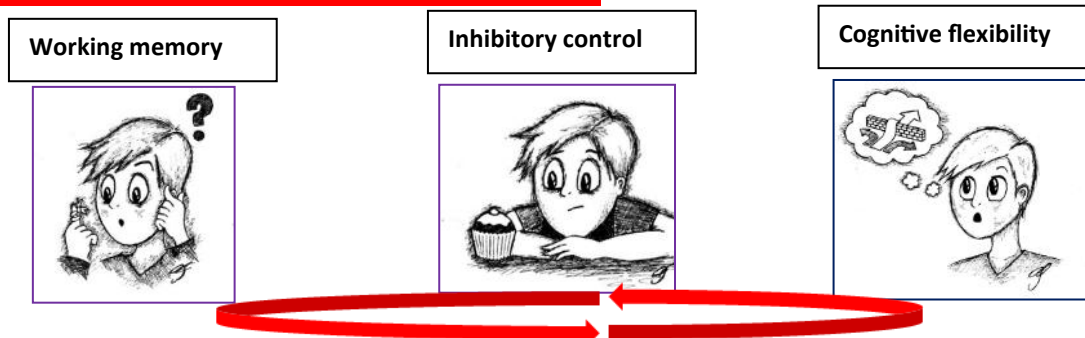
*All set up and ready to talk!*



## What is Executive Functioning?

An umbrella term used to refer to a variety of interdependent skills that are necessary for purposeful, goal-directed activity from learning to hold a crayon to engaging in more complex social play. (Shonkoff & Phillips, 2000, p.116)

## Elements of Executive Functioning



**Working memory** – the capacity to hold and manipulate information in our heads over short periods of time.

**Inhibitory Control** – the skill we use to master and filter our thoughts and impulses so we can resist temptations, distractions, and habits and to pause and think before we act – close links to self regulation.

**Cognitive or mental flexibility** – the capacity to nimbly switch gears and adjust to changed demands, priorities or perspectives. It enables us to apply different rules in different settings. (Cognitive flexibility includes problem solving, reasoning, planning, shifting)

## How do Executive Function skills help children?

As adults, we prepare dinner while simultaneously helping children with homework and making notes about appointments we need to schedule for the week. We **focus** on our jobs when we need to and our families when they need us. We **remember** the phone number that our neighbour just gave us so we can write it down as soon as we find a pen.

We **take a deep breath**, rather than honk, if the car in front of us fails to move immediately when the light turns green. As adults, our **capacities to multitask**, to **display self-control**, to follow multiple-step directions even when interrupted, and to **stay focused** on what we are doing despite ever-present distractions are what undergird the



## Executive Functioning (Cont.)



When children build their capacity to **think flexibly, remember, focus, self-regulate and make plans**, they will increase their ability to solve problems, make decisions, persist at tasks, recognise and correct mistakes, control impulsive behaviour as well as set goals and work towards them. **These skills will help them meet the challenges they will face at school and throughout their life.**

**Children aren't born with these skills—they are born with the potential to develop them.**

Our goal is to create self-regulated learners who:

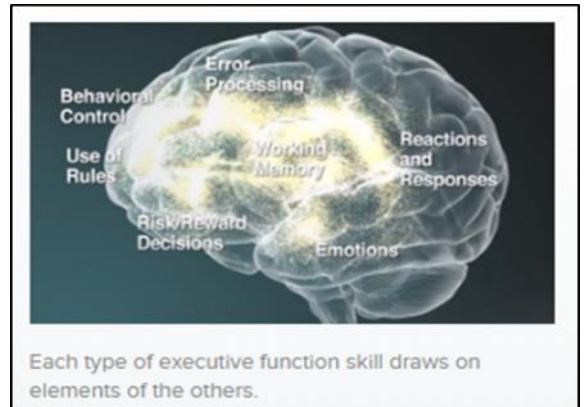
- Use memory to recall goals, tasks, processes and recall prior knowledge;
- Use inhibitory control to stay focused on tasks and to collaborate successfully with others;
- Use flexible thinking to be creative, to generate new ideas, to problem solve and to respond to new situations in positive ways.

MPC teachers and educators have been involved in a number of research projects over recent years and we have built our knowledge, skills and commitment to incorporate many possibilities for children to practise their executive function skills.

Opportunities abound in the dramatic play games children develop to practise executive function skills including:

- ⇒ remembering the ideas in the game from one day to the next
- ⇒ planning what they need and what to collect/make/build first
- ⇒ listening to others, sometimes shifting their thinking to follow someone else's idea enabling the play to continue.

Possibilities also abound in musical experiences, transitions, routines and everyday play. Even when we have to plan a way together to get the ball off the roof!



## Sustainability in Practice

Shirley and Jo (Unit 1 3 day group)

### The De-Composing Experiment

We are experimenting with different materials - banana peels, a whole apple, a plastic yoghurt cup and a plastic bag, to see if they decompose and how long it takes for them to change into compost.

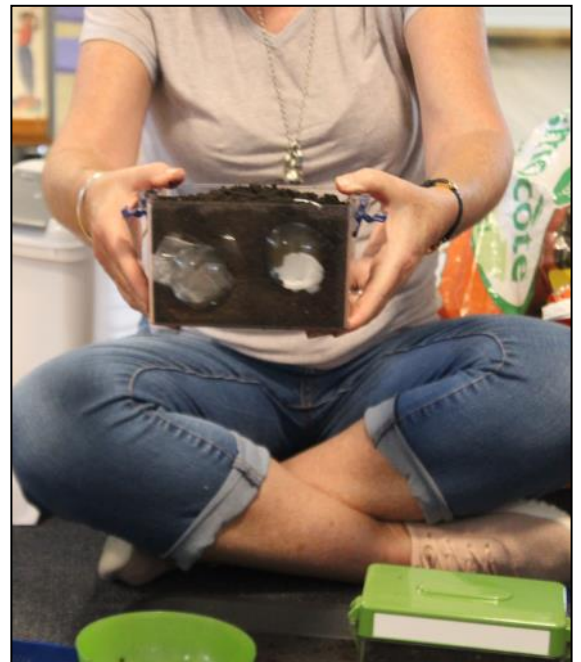
Some information we have researched...

- Plastic bags take 10-1000 years to break down.
- Yoghurt containers take 20-30 years to break down.
- Banana skins and apples take about 4 months to break down in a compost bin.

We watched a YouTube video called 'Plastic Planet' by Natracare. It is a short 6-minute animated film which talks about ways children can help to keep The World and our environments 'happy'.

When we use real-life experiences to explain complex topics, the children become more engaged and are better able to internalize the information we share with them. It makes their learning real and meaningful. Thinking out loud and wondering together is a great tool and especially when we ask questions like...

- 'What do you think that means?'
- 'What do you know about that?'
- 'What do you remember about....?'



*MPC 'supports children's exploration of the natural world and foster their understanding of sustainable practices.'*

Centre Philosophy



In Unit One we recently had a conversation about our new compost bin which required assembling. The children were eager to be involved given they got to use 'real' tools - screw drivers, spanners and maybe the electric drill. It became a group project over the week and all the children participated in some way. It was quite an achievement once finished and the children were excited to show their families the completed product.

We had a robust conversation about what should go into the compost bin, the children drawing ideas from our labelled lunch scrap bins, which we sort into recyclable food scraps for 'worm food/compost bin'; the recyclable plastics bins; and rubbish to go to land fill- 'the red bin'.

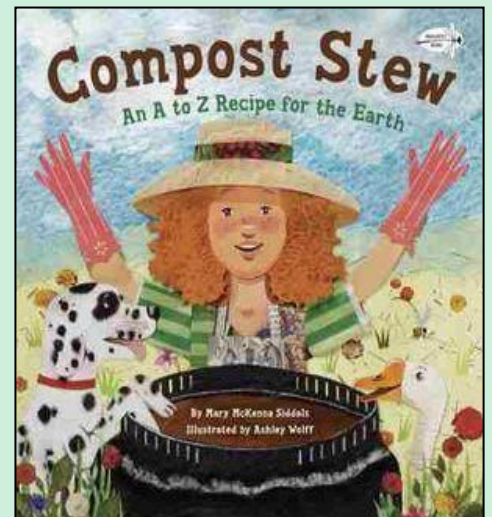
The children wondered

- If worms live in the worm food bin. We were not able to see any when we tipped it out, and realized that the Worm Farm was home for the worms.
- What is compost, how do you make it, and what do you use it for?
- What does 'land fill' mean?

We looked inside our old compost bin, which contained a mixture of broken down compost and decaying fruit scraps. The children noticed the many tiny insects present and the soil like appearance of the compost.

We shared a story called 'Compost Stew' by Mary Elizabeth McKenna Siddals, which explains how compost is made, what to add to the compost bin, and how compost is used to promote plant growth and improve soil quality. The children are keen to add their own lunch scraps and take turns to aerate the material, by rotating the compost bin.

Assembling the new compost bin.



## Toothbrush cruncher— another great sustainable idea brought to us by a MPC parent!

*Making little ripples lead to bigger ripples, creating waves of impact.*

Thanks everybody...The Toothbrush/Toothpaste Cruncher is filling again! Phoebe, a parent from last year, continues to take our collection to her dentist surgery and forward it to the company that re-cycles these products. Taking this small action has encouraged many parent/child conversations about a range of sustainable issues. Who knows where those conversations will lead!

<https://www.terracycle.com.au/en-AU/brigades/oral-care-brigade>

This site shows a little about the re-cycle process and what they can be re-cycled into. Please let us know if you have another re-cycle idea!



Each day, we notice the changes in our playground from the drying Tipuana seeds, the flowering Golden Penda tree or the exotic colour of the orange Bamboo Palm. At the beginning of this term, we used part of the orange bamboo palm (found on the ground) to play a traditional indigenous game called Koabangan – much like hide and seek. A player hides an object in a designated area and the other players attempt to find it. The players sit in a circle with their heads low and hands over their faces. One player hides the object somewhere in the playing area. On a signal being given by the 'hider' the players jump up and start looking for the hidden object. The idea is to be the first to find the object within a set time. The player finding the object has the next turn. Background *koabangan* was a finding-object game observed being played in the early 1900s by the Kokominni boys of north Queensland. The object commonly used was a goanna claw, but other objects were also used.

We have been playing Koabangan of an afternoon in the grassed area between the gardens. The gardens and pots in this area are valuable hiding spaces. As one person finds the object we spend time noticing the changes that have occurred to the plants since our Easter Break. The lettuce are getting bigger, corn is growing in the husks, there are small green oranges on the tree and the chives have a mauve coloured flower.

The book we are using to source these games is call The Yulunga:

*"The Yulunga: Traditional Indigenous Games resource was developed to provide all Australians with a greater understanding and appreciation of Indigenous culture—the way it was many thousands of years ago and still is today. Over the years sport has played a major role in developing a socially cohesive environment within Indigenous communities. Many of the games you see today have evolved from traditional games of the past."*

Adam Goodes



Dear MPC Families,

Teralba Park Stolen Generation Support Group Inc. is hosting a National Sorry Day Ceremony on Sunday Morning the 26<sup>th</sup> May. Please feel free to join MPC Staff members and community at this event.

### **National Sorry Day Ceremony**

**Sunday 26<sup>th</sup> May 2019**

**7:50am Teralba Park**

(Meet near the MPC flag from 7:30am)

Corner of Osborne & Pullen Road

Everton Park



I attended a conference a while ago and the speaker (Desley Jones) addressed the 16 Habits of Mind. (Costa and Kallick) I found these to be a very powerful. They link with what we do throughout our kindy day and they have a strong connection with our curriculum materials, 'The Early Years Learning Framework'. They also support the values we strive as parents to give our children to purposefully move through their lives. I have shared the website for you to read through further if you wish but here is the list for you to consider. <http://www.instituteofhabitsofmind.com/>

## The 16 Habits of Mind are:

- Thinking about Thinking
- Remaining Open to Continuous Learning
- Thinking Flexibly
- Persisting
- Finding Humor
- Striving for Accuracy
- Listening with Understanding and Empathy
- Gathering Data through All the Senses
- Thinking and Communicating with Clarity and Precision
- Thinking Interdependently
- Creating, Imagining, and Innovating
- Responding with Wonderment and Awe
- Applying Past Knowledge to New Situations
- Questioning and Posing Problems
- Managing Impulsivity
- Taking Responsible Risks

## Basically what this means:

Learning to stick to something, learning to restrain themselves emotionally, truly hearing what someone is saying, trying something different - giving it a go, reflecting on how things went and would you do it differently if given another chance, trying your hardest, wondering how to solve the problem, thinking about what I have learned or tried before that could help me solve this problem, using good communication, using all our senses to understand, creativity, recognising the 'WOW' moments in life, taking responsible risks, being able to have a laugh at ourselves or a situation, thinking together and cooperating and always wanting to learn more.

**At Kindy, we try to teach these skills in our daily practice with the children and also model these so the children can see them in action. Take some time to catch yourself doing the same thing...you will be surprised just how much they are a part of 'your' day. Now try and catch your child in a moment and help them see 'The Habits of Mind' that are taking place in their days.**



Outdoor spaces contribute most obviously but not limited to:

- Wellbeing
- Sustainability
- Indigenous perspectives
- Connections to the natural world
- Scientific explorations
- Risky play

Over the past 2 weeks we have been assessing and discussing risk alongside the children in regards to our fire pit and also some things some people may consider 'risky play' which the children wanted to try to either solve a problem or as part of their game.

Assessing and taking a risk is healthy! It is hard to watch your child do something that you fear may result in failure, disappointment or an injury. We need to work out the balance between supporting healthy risk while protecting children from injury, by observing and controlling hazards and knowing the children so you know when to step in to offer support. We also need to allow children to experience failure and disappointment, so that they can build resilience.

At MPC we support children in risky play and new challenges. Challenge and risk go hand in hand and learning must necessarily involve some risk – the risk of not knowing the answer, the risk of being wrong, the risk of failure, the risk of feeling vulnerable. Challenge and risk also involve being brave, persistent, learning from feedback, achieving success, feeling proud and learning to listen to their body, know their capabilities and assess risk.

This week in our unit 3/3 group the children were threading beads onto wire to hang in one of our trees. We moved an A-frame so the children could climb it to reach the branches they were wanting to hang the threadings from. Lots of these were being hung on the one branch so some children decided that they needed to hang them on the higher branches. But! How could they reach them? One of the children came up with the idea of hooking their wire over a stick to use to reach the higher branches. We had already collected some sticks as we had been sitting around the fire pit to discuss and practice with the children how to be safe around this space. A stick was chosen, the idea tried and it worked! A longer stick was later used to hang some on another higher branch.

Some of the conversations I heard between the children involved:

- My arms are longer so I can reach it.
- Let's measure. (They then held their arms up in the air beside each other).
- This stick is longer so it will reach higher
- We need a higher thing to climb. I know, a ladder.
- Yes! It worked. (Accompanied by a little fist pump)

Other children used a stool to step up onto the garden ledge or a step ladder to test and fly their parachutes which they had made. If we had just hung the threading wires in the tree for the children they would have missed out on all the conversations and problem solving, as well as the sense of pride they felt after hanging the wire up high themselves and we would have missed experiencing that with them.

## Do you know what the colours in the flags mean?



1. 2. 3.

1. Black – represents the Aboriginal people of Australia. Yellow circle – represents the Sun, the giver of life and protector. Red – represents the red earth, the red ochre used in ceremonies and Aboriginal peoples' spiritual relation to the land.

2. Blue - vigilance, truth and loyalty, perseverance & justice. White - peace and honesty. Red - hardiness, bravery, strength & valour.

3. The green stripes represent the land, the black stripes represent the people, and the blue the sea. The flag as a whole symbolises the unity of all Torres Strait Islanders .



Thank you for making time to talk to me during our recent Parent Teacher interviews. It's always a great opportunity for me to gain more insight into your child and share information with you about their time at kindy. I gave many parents examples of words we use at kindy when negotiating with and challenging children as well as in our everyday conversations so wanted to provide you with a list of these words you may like to use at home also.

- When children are negotiating the use of particular resources/toys that they may want to have a turn with, we remind them of our "Safe, Kind and Fair" words that are used amongst all groups at MPC.
- Children often approach adults saying they haven't been able to have a turn of a particular item and our response is "you could say, **can I have a turn after you?**". This leads into modelling language such as "**is it fair if you don't give anyone else a turn?**" to a child who has been playing with something for an extended length of time. Turn taking at a painting experience involves language such as "**can I please have the red paint when you've finished with it?**" or "**I would really like to use the red when you've finished?**". Please keep in mind this is also a fantastic way to develop some resilience in your child when situations don't go their way.
- Sometimes 3 year old language can be difficult for both adults and other children to understand. In these cases we say words such as "**Can you tell me another way?** or **Can you show me? I am still learning to understand what you're telling me and you're still learning to say it in a clear way?**".
- Often children are quick to tell us when another child is doing something they consider to be inappropriate. Our responses can include "**\_\_\_\_\_ is still learning to sit on the carpet/use their inside voices/ remember their walking feet on the verandah. You can help by showing them how to do it.**"
- When children are being bothered by another child (for many reasons) we encourage them to use the words "**stop, I don't like it when you \_\_\_\_\_**" and always reinforce that if they have tried those words and the behavior continues they should find an adult to help them follow this up.
- When a child is becoming aggressive towards another child we can say "**I can see you are angry, what could you do? or I can see you're having trouble with \_\_\_\_\_, let me help you. Come and sit near me so I can help you?**".
- Our recent introduction of the fire pole and climbing net have been challenging for some children. In these new situations we use words such as "**I can see you're thinking about climbing along the net. Can you work out what you're worried about? How likely is it that that would happen?**" We then reinforce to children that there are safety mats under them and during these times we are always there to support and encourage them when they are ready to have a go.
- If a child is distressed we often say "**How can I help you calm down? or I can see from your face you are feeling sad. What can I do to help you calm down? or Have you taken a breath? What can you do for yourself to calm down?**"

Not all the responses are the same for every child in every situation as individual children and context are considered. However, having thought about possible words in calm moments, helps with responses in those challenging moment.

## A request from a researcher seeking parents of babies

To whom it may concern,

I am a registered psychologist currently undertaking my masters degree in clinical psychology at the University of Queensland. As part of my degree I am completing a clinical research project aimed at supporting parents of infants who experience sleep and settling difficulties. Researchers at the University of Queensland are looking for parents of infants aged 2 to 8 months who experience persistent difficulties with sleep, crying and settling.

We are testing the usefulness of Baby Triple P, for parents of infants with sleep, crying and settling difficulties. We want to find ways to support parents in managing these difficult behaviours and increase their sense of confidence as a parent. If you or someone you know may like to participate in this study, please go to the website below for more information.

<https://exp.psy.uq.edu.au/babycrysleep/>

## News from Before & After Kindy Care

Our Before and After Kindy Care educators are very valuable to us. For many families, they provide the morning welcome and fond farewell. We are very grateful that they are a flexible bunch, who, although have their regular days, they also pop up to fill in any gaps if someone is away. They also all have their own strengths and interests to share with the children.

Story reading is always popular both individually and with the group. Having-a-go on the scramble net in unit2/3 playground is providing another opportunity to try something tricky. Using the natural 'loose parts' (sticks, rocks, seedpods, leaves...) provide endless opportunities for arranging and play. Many children are building connections and getting to know others from different groups and they are looking forward to having this time to play.



## News from Playgroup

Playgroup parents and grandparents are also building connections and enjoying their time in this relaxed safe place to play with their child and also have a chat with other adults. Picking up ideas about play possibilities and words to use from Jo, our wonderful co-ordinator, is also an added bonus.



### Term 2 and 3 Saturday Playgroup Dates:

May 18th

June 8th and 22nd

July 20th

August 3rd, 17th and 31st

**Playgroup meets from 9am to 10.30am**



## Loose parts

Loose parts are very important to us at kindy. What are Loose Parts you might well ask?

They are materials that can be moved, carried, combined, redesigned, lined up, and taken apart and put back together in multiple ways. They are materials with no specific set of directions that can be used alone or combined with other materials. Loose parts can be natural or synthetic.

In MPC's inside and outside environment we provide an array of loose parts for use in play: stones, stumps, sand, fabric, twigs, wood, balls, buckets, baskets, crates, boxes, logs, rope, tyres, shells and seedpods.

Why Loose Parts? There are many reasons why play spaces should include a multitude of loose parts, including:

- Loose parts can be used anyway children choose.
- Loose parts can be adapted and manipulated in many ways.
- Loose parts encourage creativity and imagination.
- Loose parts develop more skill and competence than most modern plastic toys
- Loose parts can be used in many different ways
- Loose parts can be used in combination with other materials to support imagination
- Loose parts encourage open ended learning.
- Children choose loose parts over fancy toys.

Adapted from *Theory of Loose Parts*  
[www.imagineeducation.com.au/files/CHCECE018022/14.pdf](http://www.imagineeducation.com.au/files/CHCECE018022/14.pdf)



## Useful links!

- <https://www.youtube.com/watch?v=hMyDFYskZSU> How a child's brain develops through early experiences.
- <https://developingchild.harvard.edu/science/key-concepts/executive-function/> Executive Function: Skills for Life and Learning
- [https://www.researchgate.net/publication/264393764\\_Less-structured\\_time\\_in\\_children's\\_daily\\_lives\\_predicts\\_self-directed\\_executive\\_functioning](https://www.researchgate.net/publication/264393764_Less-structured_time_in_children's_daily_lives_predicts_self-directed_executive_functioning) When children spend more time in structured activities, they get worse at working toward goals, making decisions, and regulating their behavior.
- <https://www.heysigmund.com/anxiety-in-children-10-practical-strategies-to-help-kids-manage-perfectionism/> Anxiety in Children– 10 Practical strategies to help kids manage Perfectionism.
- <https://www.circleofsecurityinternational.com/p/parenting-blog/eliminate-two-words-from-your-parenting-vocabulary> If you spend any time at a place where there are children, you will often hear a version of these two words: "you're okay". What happens, though, when a child hears these words?
- [http://www.drmariswingle.com/wp-content/uploads/iminds\\_excerpt.pdf](http://www.drmariswingle.com/wp-content/uploads/iminds_excerpt.pdf)  
Book extract: *i-Minds* is an exploration of modern culture and the place i-technologies (e.g., computers, cell phones, gaming devices) have in our world. Dr. Mari Swingle explores the influence of i-technology on children and families, friends and lovers, work and learning, development and brain function as influenced by our ever changing world and the technologies within.



## Parent's visits to kindy!

Connor was so excited to show me his special kindy world. It was really lovely spending the morning with him and his friends- they all were all full of lots of news and very welcoming to me to join in all their games. It was great to see the flow of the day and see Leanne and Vanessa work their magic! Looking forward to my next visit. Danielle

I stayed at drop off with Juliette a couple of weeks ago on a Tuesday and I got to watch the Kindy kids do their hello song which was wonderful. But the highlight of my 1 hour stay was definitely the buzz groups / show and tell. I loved watching each child talk about something interesting to them. Especially those kids who talked about their siblings when they couldn't think of anything else- that was super sweet! I'm looking forward to seeing how their confidence builds over the year and how their public storytelling improves so I'll be sure to sit in on another couple of buzz groups as the year goes on. I couldn't recommend a parent visit more highly! Vanessa

Thanks for allowing me to be a part of the kids day. It was a really good eye opener to see how my child is developing and how my child is interacting with other kids. It also gives the parents a first hand glance at how the teachers handle and respond to the kids in difficult situations. Good on you guys, I take my hat off to you. I know my child is safe and secure at kindy and receiving quality care from gentle and caring staff. Justin

I absolutely loved being able to come to kindy and engage with all the children. This opportunity let me have an insight into what really happens at kindy. I spent my morning chatting away and getting to know my daughter's friends on a personal level. You get to see how your child interacts and manages their day without you. It was so lovely to see all their games and role playing. It puts a big smile on your face! My child's reactions to have her mum at kindy playing was the best reward. Kudos to the teachers -they really are remarkable and create such a safe and nurtured environment for our children. Jacinta

I really enjoyed my time during the morning observing and interacting with Cooper and the other kids. In deciding to come for the parent day, I was keen to know what you do with the kids on a daily basis and how Cooper interacts with the other kids and his learning and enjoyment levels being at Kindy. It was a valuable and a good learning experience for me. I like the debrief you have with the kids after the morning play. I also like the 'unpack' techniques you use to help the kids learn new information. I'm sure the inside play is as valuable to experience as well. Perhaps if the timing is right when I'm off work again I can have the opportunity to spend the afternoon with Cooper later in the year. Thanks again. Erik

These are some of the comments made by parents who have stayed at kindy this year. From a teacher's perspective, it is great to have an extra pair of hand and ears to share with children. Sometimes there is time to share more information about your child if not at the time, then later. When parents see their child in a different situation, such as with a group of children, it often enables them to see their child in a different light. It also enables a greater understanding of your child's day and children they may be interacting with when you have experienced it yourself. Things your child may come home and tell you about suddenly make sense!

The biggest reason however is... it builds another lovely connection between you and your child!



Oh. So true!





**Stop Press! Great news!**  
**We've just confirmed dates for Speech**  
**Pathologists visits to kindy.**  
**Monday 27th May and Friday 7th June.**

**Jacqui Hanna** and **Denielle Richardsdon**, Speech Pathologists, are very generously giving their time to support parents and children at MPC. Jacqui and Denielle will be here to talk with parents who will have the opportunity to have a brief chat and talk about their child's speech and language development at no cost to you. This is not a formal consultation however a number of parents from last year made comments about how wonderful it was to either be reassured about their child's development or prompted to take further action.

Denielle has sent information *Communication Milestones: When to Worry About Late Bloomers* to assist parents in deciding to seek advice from Denielle or Jaqueline. She says,

*It could be anything from difficulty making certain sounds, to a shy personality, difficulty following instructions, difficulty making and keeping friends, or an inability to sit long enough to listen to a story. Maybe your little one isn't talking as much as their peers because of an older sibling who conveys all their needs for them.*

*It can be difficult to know whether your child is developing in line with his or her peers. There is a great deal of variation in child development, not to mention differences in personality and temperament. With all that in mind, how do you know if your child is delayed, or just a late bloomer? It is important to seek help as early as possible if you have concerns. The communication skills mentioned above are foundation skills not just for academic tasks such as reading and writing, but also for children's social and emotional wellbeing.*

*In summary, as your child approaches school-age, they may need additional assistance if:*

- ⇒ *They have difficulty putting sentences together*
- ⇒ *You notice a lot of grammatical errors still*
- ⇒ *They have difficulty with concepts (prepositions, colours, size, categories)*
- ⇒ *They don't ask or answer questions appropriately*
- ⇒ *They have difficulty following verbal directions*
- ⇒ *They have considerable difficulty with attention and concentration*
- ⇒ *They have difficulty taking turns, sharing, and/or following the rules of games*
- ⇒ *They have trouble expressing or regulating their emotions to the point that it interferes with daily functioning and/or peer relationships*
- ⇒ *They have difficulty making and keeping friendships.*

If you have a concern, could you **please add your name in the time slot in the central courtyard** and take and complete an **Expression of Interest** form to bring on the day.

**Denielle Richardson**

Foundations Speech Pathology  
M 0477 880 676

**Jacqueline Hanna**

Certified Practising Speech Pathologist  
jhspeech.com.au  
Ph: 0404211169 - Thursday Friday



Mitchelton Pre-Schooling  
Centre Inc.

# MPC BUSH PARK PLAY

Sunday 19<sup>th</sup> MAY 2019

9.00am – 10am

Bring your family and enjoy playing in the great outdoors.

This Bush Park is in McConaghy St (just over the rail bridge).

Come and see why we love it!

Please note that there are no toilets in the Bush Park however public toilets are close-by in train station and near the Blackwood Street railway carpark.

Many staff members will be in attendance however supervision of children is the responsibility of parents.

For your children's safety, please ensure that they wear closed in shoes and wear a sunsafe hat and clothing. Bring a water bottle.

Benefit/Risk Assessment for this morning is available in the office.

Please notify a staff member if **you do not want to have photos taken of your child or yourselves.**

Parking possibilities – train carpark, Kedron Ave, McConaghy Street.

The map highlights discovery and play possibilities.



You are welcome to bring your picnic rug and a snack to stay and enjoy with other families.

CLIMB A TREE...

Bring your sense of adventure!

LOOK IN THE CREEK!

Mitchelton Pre-Schooling Centre  
[www.mpc.net.au](http://www.mpc.net.au)



A Gowrie Affiliated Kindergarten

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