



## News from the Committee

Wow, what a term we have had so far. The kids have loved being back, building upon old experiences and having new ones. Experiences vary from group to group as the teaching teams make decisions based upon the context and dynamics of their group. Some groups celebrated International PJ day by wearing their PJ's to kindy. Some are more involved than others in the BCC Creek Neighbour Program (see page 6). All children however have been involved in a number of recent and varied incursions.

Please note that the **'Toolkit for Prep' info night is on Tuesday 27<sup>th</sup> August at 7pm**. This event is held at MPC and is run by the MPC teachers. It provides parents with lots of helpful information, tools and tips for the transition to prep next year. Below is a parent comment from the night from last year:

*"Having nights like these are great, especially since this is our first time transitioning as parents into Prep as well. The staff at MPC really get you thinking about what we can do (as parents) to help our little ones journey. We both know we play a vital role ensuring our child is socially, emotionally and physically ready for the Prep programme, and attending this night shed some light on the many questions we had. During the evening the MPC teachers helped us understand what goes on in our little ones mind and what is expected of her in the next few months (and next year)—and how we can prepare her. We came away with some really useful tips including; play-based daily routines we can implement at home; a better understanding of how MPC are teaching our children to become more independent; and a list of great reading material. Thank you for such a short but informative evening."*

As a parent who has attend these nights in the past, I can highly recommend coming along, I certainly learnt at lot, and I look forward to seeing you there.

Have you seen the new central foyer and office front ... WOW!!!! Doesn't it look incredible. Thank you, Chris Nicoll for all the time and effort that went in over the school holidays to ensure this was ready for Term 3. It certainly has the WOW factor when you walk in. Please enjoy seeing the rotating children's artwork in the frames, as well as the combined 70<sup>th</sup> Anniversary frame with all the children's photos within. What a wonderful sight to look at as you walk through the new foyer.

MPC 70th Anniversary celebration is coming up on Saturday 7th September from 10-2pm and **we are seeking help from all MPC families!** If you could spare an hour or 2 on the day to help with before, during or after the event, please add your name to the master list or put your name down on the volunteer sheets next to your child's sign on sheet. Every little bit helps when pulling together a massive celebration like this. We also hope to see you all there enjoying the event with your family.

**Thank you in advance to all those that can volunteer.**



## News from the Committee (cont.)

**Thank you Jen Mortenson** for securing a grant within her workplace (Shell), which we will use to purchase a MPC logoed marque to use at all our marketing events throughout the year. If you have any internal grants open within your workplace our Grants Officer, Michelle Ng, would love to hear from you.

**Thank you to Sara Pengelly** (Working Bee Coordinator) and all those who will be attending the upcoming **working be on Saturday 24<sup>th</sup> August**. Please let Chris in the office know if you would also like to attend this working bee. Many hands make light work. **Thanks also to Sara and the parents and grandparents who helped at the Gardening morning. Your contribution is great appreciated.**

Word of mouth is our best form of communication, if you know of any little ones who are due to start kindy next year and are still looking for a place in a community kindy, **we still have a few vacancies left in the 2-day programs** at the beginning and end of the week. Please contact the office for more information on securing one of these spots.

Thank you for a fantastic start to Term 3, I hope everyone continues to have a great term ahead and I look forward to seeing many of you at the upcoming MPC 70<sup>th</sup> Anniversary Celebration on Saturday 7<sup>th</sup> Sept from 10am till 2pm.

## News from the Director (Leanne Hunter)

This newsletter is just like a box of chocolates and might I say that's a very good accompaniment for taking the time to read this mix of 'you never know what you're gonna get!'

There's a mix of articles from a number of different teachers and educators, some of whom were inspired by recent conversations at our staff retreat. No, this wasn't the 'relaxing by the pool with not a care in the world' style retreat, more of the getting together with time for longer professional conversations and building relationship style. A very worthwhile exercise with all giving up a part or all of their weekend time and mostly funded by MPC. We thank you and feel you have received 'bang for your buck' in terms of outcomes for children and families. Margaret Simms, an esteemed early childhood researcher, et al have recently released their findings in an article "What makes good even better? Excellent EC leadership" in the *International Journal of Educational Management*. She says,

*"Despite the neoliberal political context emphasising conformity, top-down quality assurance and compliance checking, this paper proposes effective EC leadership is best enacted through deep and trusting relationships with staff, where leaders and staff "look after" each other. From this position of psychological and emotional well-being, everyone can focus on creating the best possible environment for children and families."* p. 582.

All early childhood centres in Australia have an Educational Leader. At MPC, in 2015 we developed an Educational Leadership team model which enables us to:

- Increase teacher and educator involvement, sense of belonging, agency, confidence, willingness to take a risk.
- Increase individual and team resilience.
- View ourselves as a rich community of learners.
- Share thinking and possibilities enabling greater growth individually and collectively, increasing positive outcomes for children and families.
- Increase well-being.

If you think this sounds very eduspeak, you are right, as it comes from a paper which Anna, Kim and I are presenting at the Early Childhood Australia conference in Hobart in September. We believe that the shared educational leadership team model is very effective for us and clearly others in Australia are keen to hear about it too. What you see in this newsletter is the team model in practise as there are many different contributors to this newsletter. I know time is precious however we think this newsletter is worth taking a moment to read over with a cup of coffee. Consider chocolate too!

*What are we going to study today, Leanne?* was the question that greeted us one morning from one very confident and articulate kindergartener. Aside from providing all in hearing with a smile, I understand why he would make this statement as the knowledge building learning opportunities have been coming thick and fast at the moment. Here's a sample.

- ◇ While Selvi relieved for Vanessa, she very kindly shared some of her Sri Lankan culture with her stories of home, language (we're still practising how to sing *Hello my Friends* in Sri Lankan), traditional clothes and more recently taste-testing some food.
- ◇ New puzzles creating problem-solving opportunities.
- ◇ Sam, a past parent and paramedic, showed his ambulance to the children. Going into the back of the ambulance reduced the fear for some, enabled the children to see tools and equipment and have a positive experience in case they have to travel in an ambulance if sick or hurt.
- ◇ The books from Riverbend Books book display provided new material to devour.
- ◇ The model Muttaborasaurus and 'foam' bones from the Museum prompted many questions, discoveries and new knowledge! We measured how tall and how long the Paleontologist think they were from examining the bones. It was longer than seven children lying down head to toe!
- ◇ *Waterbug Wonders* collected some water from Cedar Creek which was full of water animals for children to catch and observe with magnifying glasses.
- ◇ The European bee mystery! We discovered lots of bees, dead or dying under the iron bark gum. This unexpected challenge has provided enormous learning opportunities about bees, benefit/risk assessments and being flexible.
- ◇ Playing in unit 2/3 playground the children experienced the camp-fire and learning ways to be safe. This culminated in the wonderful Campfire Night. Delicious sausages and marshmallows were enjoyed by all!
- ◇ The Reef Experience puppet show also provided new information about the Great Barrier Reef and how we can look after it.

All these experiences both planned and incidental provided rich learning opportunities. However the important everyday learning, particularly in the social and emotional domain have continued. It's no wonder the children go home very tired after some kindy days!



Strong oral language skills and rich vocabulary develop through 'sustained conversations with family and friends', and through hearing 'book language'. Statistics tell us that around 25% of young children arrive at Prep without the oral language they need to support their learning. Speech Pathology Australia states that by 4 years old, children should be intelligible to family members and to their teachers. By 5 years old, children should be intelligible to all people. Significantly, when we share stories with children and read aloud, children are learning about how to have conversations, how to listen and respond to questions, how to ask questions. They are learning about how books and written texts work and that print has meaning. They are learning to concentrate for sustained periods.

Making time throughout the day to enjoy a variety of books with your children not only supports oral language development but builds their repertoire of new and interesting words. The more words children know the more words they can learn. Often, when parents share a book with their child, they usually read and the child listens. Try encouraging your children to be the teller of the story. The adult becomes the listener, the questioner and the audience. Share information books, picture books and short chapter books. Wonder together about what could happen next. Read the cues the pictures are giving and talk about characters and the plot.

Encourage your children to develop a love of storytelling. These are real life imaginations that connect to children's own experiences through oral language. Make up or build stories together or recall familiar or favourite stories and change the plot or characters. Parents can model rich descriptive language when they make-up stories alongside their children. Parents can also be reading role models, showing children the value of taking time to read. Play listening games, sing, recite rhymes, play games with words. Notice together the sounds in words- onset and rhyme. Join your local library and expand the types and styles of literature your child is exposed to. To find out more about reading with children and oral language learning, go to the Speech Pathology Australia website, where you will find a load of great resources, including recommended book lists.

In Unit 1 3 Day Group, we have been playing word games and looking more closely at what words mean, especially when we find a new word in a story we are sharing. We start by sharing the story once or twice, and then we start looking for interesting words. We think about other

words that could mean the same thing and slot those into the text of the story. We make more complex and interesting sentences, and practice using the intonation or sounds in our voice to change the meaning of the written text. We witness the children sharing rich language exchanges in a fun and non-teaching way. Rhyming games and songs are tuning the children's ears and thoughts to word sounds. One of our favourite songs and stories at the moment is '*Upsy Down Town*' a nonsense rhyme which captures the children's sense of fun and plays on words that are opposites.

The main message here, is to make time each day to share conversations with your children, to read aloud together each day and to make your shared time entertaining and enjoyable.





The Code of Ethics states that *professionals who adhere to this Code of Ethics act in the best interests of all children and work collectively to ensure that every child is thriving and learning*. Being ethical involves thinking about everyday actions and decision making, either individually or collectively, and responding with respect to all concerned.

A couple of years ago, we decided as a staff team, to take the Code of Ethics 'off the wall' and examine it closely to see how it influences our thinking and decision-making. It is, in fact, one of our Quality Improvement Plans (QIP) which requires us to actively progress our understandings throughout the whole staff team.

At various whole staff team meetings and Professional Development sessions we have examined the principles which guide decision making in relation to ethical responsibilities. We have looked at how they relate to our everyday practice and we've used tools like the ethical decision making cycle when discussing dilemmas. Being ethical is not something that can be 'switched' off or on when it suits; rather it is about being mindful of the values that we hold and how they influence our decisions, practice and responses. Now that we are practiced at thinking ethically it is almost impossible to go back to thinking in a simpler manner. As Jo says, after attending more inservice, it gets in your blood!

Children can also think ethically. When we encourage children to listen to each other and imagine how another child might think, this provides everyday practise in building skills and ethical understandings. When a child is acknowledged for caring for another or speaking in a kind way we are supporting ethical responses. When we walk to the Bush Park, a regular first step is to collect rubbish. This is an example of our ethical commitment in working to reduce litter.

And from Jo...

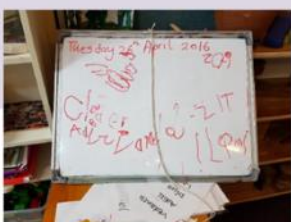
In June I was able to attend a Professional development opportunity hosted by Lady Gowrie and presented by Catharine Hydon about the Code of Ethics "*Making Meaning- the practice of ethical curriculum decision making*." In her opening statement Catharine pointed out that on a daily basis kindergarten teachers/educators are making over 900 ethical decisions to support all children's learning.

The Code of Ethics is always the basis of any decision we make, from the simple to the more complex. From *where to place the pens on the table to ensure everyone can reach?* to *Who will be disadvantaged? Who will have a greater advantage?*

## Positions

### Conforming to Society

*'education can and should achieve national social goals defined by government for the economic and social benefit of a nation'*



### Reforming Society

*'education can and should produce a rational individual capable of independent thought and self discipline – the self governing child'*



### Transforming Society

*'education can work with children and families to create a better world'*



Shaping Early Childhood G MacNaughton 2003 p111 - 245

Catharine highlighted these positions during her presentation that inform our thinking when setting up the kindy environment, in our daily interactions and any momentary and forward planning that we undertake.

Boatman



Mayfly nymph



Freshwater shrimp



Like cats peering in a fish bowl! Heads were down as children were searching for creatures in the 'creek water' supplied by Water Bug Wonders. What a fabulous hands on experience this incursion was! The children dressed as water bugs, classified and identified various species and predicted the position of habitat in the creek.

Using interactive dress-ups Sue taught the children features of water bugs.

How lucky are we to participate in all the planned incursions offered this term. These opportunities provide children with the experience to meet and listen to adults who specialise in their field. Including Sam the Ambulance man, Sue and Wanda from Water bug Wonders and Kevin from the Reef Experience.

While, incursions have been planned for all the children at MPC it is very common for each group to have a different experience. Each room will work and operate differently due to the context and dynamics of the group. Some groups may require a shorter presentation and more movement. While others groups may be looking for more information and questions to be answered. Careful decisions are made by the teachers and presenters to accommodate the individual needs of the group.

## MPC is involved with the BCC pilot Creek Neighbours Scheme

### From the Creek Neighbours Resource Kit

*Welcome to the Creek Neighbours program! This free educational program has been designed to connect children, their families and the Kindergarten community to their local creek and catchment. We aim to foster environmental stewardship of these areas across Brisbane by creating an understanding of catchments and what people can do to improve waterway health.*



Brisbane  
City Council

**Session 1:** Kindergarten visit by the Environment Centre team, involving a dip-netting activity in the creek and other fun games.



(Two groups took part in this and teaching teams have now shared their new knowledge in creek scooping with everyone!)

**Session 2:** Live Wildlife presentation with animals native to South East Queensland waterways

(Geckoes are coming Tuesday 17th and Friday 20th September)

**Session 3:** Celebration Day with local catchment volunteers and other activities Sunday 27th October at the Bush Park

**Session 4:** Fun environmental project at the Kindergarten (maybe seed bombs or a butterfly garden or another great idea).

Engaging children in conversations around their days helps to connect them with each other and enables them to give opinions, share knowledge and engage with their group of peers. Every day after our morning puzzle time the children are exposed to a variety of conversations around all aspects of their Kindy day, as well as the world outside our Kindy walls. When we have new items from the museum we enjoy playing the guessing game of what could be hiding under the cover. This brings a sense of wonder...for some they can think straight away of a possibility, for others they might need more time, so we say we will come back to you. Others love to have a 'safe guess', this might be what someone else has said or something we have had before. Recently, it was a Bush Turkey. After the BIG reveal we take time to talk about what it is, what we already know and what things we should try to investigate further.

The thinking and conversations didn't just stop there though...The unit one two-day group children have been using our playground at the moment as they have dead and dying bees covering theirs! We have spent some more time discussing this. The bee expert at the Museum has told us that it is most likely due to poison potentially being used to spray weeds and clover in our parks. They are coming back to their hive somewhere in our gum tree and dying. This is such a sad thing to be happening when we all know how bees are so important to our world. Anyway... the future scientists, environmentalists that sit in our group have thought of some solutions:

- ⇒ Don't poison the weeds!
- ⇒ Use something that won't hurt the bees!
- ⇒ Wear shoes outside if there are bees!
- ⇒ Wear long sleeve tops, and long pants! Wear a bee keepers suit!

**Thinking, Wondering, Literacy, Numeracy, Problem solving, Risk-taking, Patience, Self-regulation, Turn-taking and so much more... Such a rich language time – language to reflect on, listening to language and offering ideas and thoughts through language... Just in the first 30 minutes of our day!**

We are storytelling creatures, and as children we acquire language to tell those stories that we have inside us.

Jerome Bruner  
PICTUREQUOTES.COM

From the earliest moments of life, children begin to learn the fundamentals of language. The most powerful influence for effective language development are the verbal interactions with caregivers.

David Peckham  
PICTUREQUOTES.COM

It's a precious thing to be communicating to children, helping them discover the gift of language and thought.

Richard Scarry  
PICTUREQUOTES.COM

## New books!

Thank you for your book purchases from Riverbend Books. The 20% commission from sales totaling almost \$1800 has enabled us to purchase 21 new books and replace some much loved ones. Thank you also very much to parents who have donated a book to kindy. Your generosity is greatly appreciated.

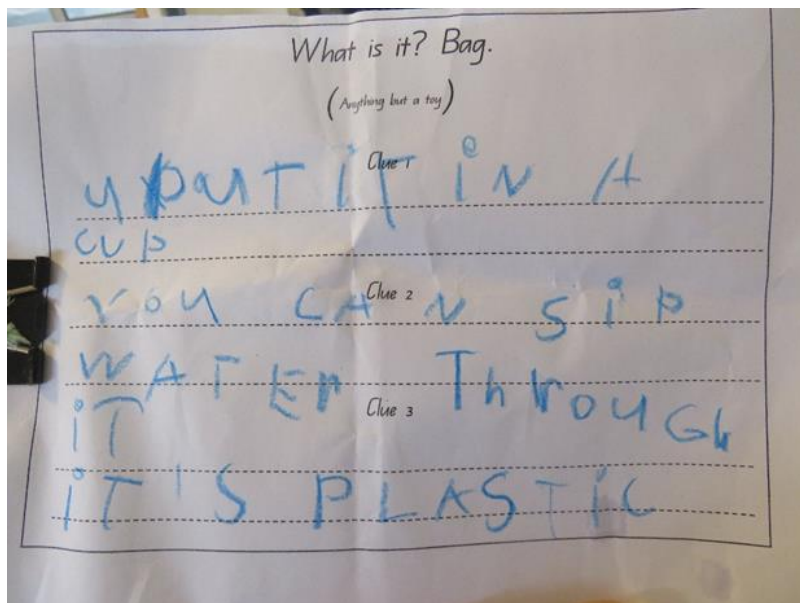


Being able to focus, hold and work with information in mind, filter distractions, control impulses, make plans and switch our thinking is like having an air traffic control system to manage arrivals and departures at a major airport. (See Term 2 newsletter for more information.)

These skills don't develop on their own, but children can develop and build these skills through practice. Play is one important way children can practise these skills, with the support of adults at first. Then as they build these skills, we as adults can step in and out as needed, as children engage in sustained play, coming up with an idea and recalling what their game is about, talking with each other about their games and 'rules', resolving issues and compromising and adapting to changes in the play and 'rules' as other children and ideas enter into games.

Understanding Executive functioning takes time to get your head around so here is a reminder. It is generally considered to consist of the following three elements:

1. Working memory – the capacity to hold and manipulate information in our heads over short periods of time. E.G. following directions, recall what happened in a story.
2. 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. E.G. block out distractions to focus on a story.
3. 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 (Centre for the Developing Child, 2011). E.G. consider the second and third clue when doing the What is it? Bag and adjust thinking to suit the clues.



If we consider the daily routine and transition times in our kindy days, we can see executive functions in practice in the experiences and games that are played: children recall instructions (working memory), resist distractions and the impulse to deviate from what is required (inhibitory control) and respond to changes. E.G. If the morning tea mats have been placed in a different location; or if we are going to play outside first, rather than having inside play first (cognitive flexibility).

If you get to spend some time in the day at kindy with us, you are likely to hear us using phrases with the children such as: **put this in your memory; get your brain to tell your body to slow down; block out other sounds, focus on Jack's words now.** This term the children have also been taking turns to decide on a 'password' to enter into the room after our outside play. So far they have mostly consisted of four numbers to remember. The child who thinks of this number is the doorman and the children have to recall the number to the doorman to get through the door. If they can't remember they listen to other children to try and help them remember before trying again. We talk about putting the numbers into our memory and say them out loud together to help get them into our memory. The children then put hats away, have a drink and then recall the password. The children are not only practising and building these skills, they are also becoming aware of their bodies and that their brain and bodies are connected. They are learning to understand that when our body is fast and wriggly, it makes it hard for our brains to focus and remember, hence making it harder to learn. We also practise strategies for helping to calm our bodies and brains such as slow breathing, stretching, body percussion (tapping or clapping on our bodies and ground like we do as we sing our hello song).

You may have noticed an article on our noticeboard in the front courtyard about "How parents are ruining their kids". If you haven't had the chance to stop and have a read here is a brief summary. John Marsden has written a new book titled *"The Art of Growing Up"* and expresses quite strong views on parenting in the 21<sup>st</sup> century.

According to Marsden, *parents need to take a good hard look at themselves and the emotional abuse they're inflicting on their children. They need to start working with teachers and schools to shape a resilient, adaptable and creative generation optimistic about taking on the joys and challenges of adulthood, and who believe the world can be changed for the better. He's adamant that parents are the single most important influence over the kind of adults young people become. If a child's life is built on good, healthy, strong foundations they can manage any of life's difficulties that come along and enjoy the highlights, but if your life is built upon weak, feeble, rocky foundations, everything will collapse given the slightest pressure.*

His tips for parents include:

- *Give children space- let them roam, let them be bored. Don't over plan their lives. Cut back on after school activities.*
- *Keep away from those ghastly soulless, sterile playgrounds and shopping malls. Look for real places, wild spaces.*
- *Be an adult – say no to your children at least once a day. If the role of adult in your family is vacant, then one of your children will fill it and it won't be pretty.*
- *Don't take up all the space – if you are dominating and loud, your children are highly likely to become passive, lacking spirit and personality and/or sullen.*
- *Believe about 40 per cent of the dramatic stories your children tell you of the injustices, corruption and satanic practices happening at school.*
- *Teach them empathy – When they win a sporting match, remind them that their jubilation was only possible because someone else – the losers – have been made to feel awful.*
- *Help them develop language skills – Don't finish their sentences. Don't correct them if they mispronounce a word. They'll work it out sooner or later. Ask open-ended questions.*
- *Make sure they have regular jobs at home – And that those jobs are done to a consistently high standard.*
- *Don't whinge about the miseries of your adult life – A lot of children now are fearful about growing up because their parents paint such a grim picture.*
- *Teach them to be very wary of people who know absolutely everything – The colour of truth is always grey. Extreme positions are for the ignorant.*

John Marsden's words can feel like a punch to the head for parents who are already taking on board so much information about being a parent from many sources. Parenting is a tough gig! However, this somewhat controversial article provides an opportunity to reflect on his words in the context of your family and the values you hold strong. Giving time to think about what's important for your family and staying strong to your values is never time wasted!

## Have you seen the blogs on the MPC website?

Go directly to <https://mpc.net.au/blog/>

Blog topics include:

- |  |  |
|--|--|
| • <i>Executive Functioning (in a nutshell)</i> | * <i>Disappointment is a good thing!</i>       |
| • <i>The Story of a Lost Banner</i>            | * <i>Circle of Security Parent Information</i> |
| • <i>70 years of MPC</i>                       | * <i>Sleep and rest at Kindy</i>               |
| • <i>Saying Good-bye</i>                       | * <i>Screen time confusion</i>                 |
| • <i>Why read to children</i>                  | * <i>MPC and Screens</i>                       |
| • <i>Going Bush!</i>                           | * <i>The Joy of a Question</i>                 |
| • <i>Reflections about Anzac Day!</i>          | * <i>Welcome to the MPC Blog page!</i>         |

## News from Before & After Kindy Care



The scramble net under the monkey bars has provided a new challenge for many children. One of the great things about B&A Care is that children can move to different parts of the kindy and try new things.

The cooler and windy weather has been the decider in moving the children inside to play. This has enabled children to explore and play in new indoor spaces as well.

B&A Care often affords children more relaxed time to follow their own ideas and spend more time with something they find challenging. Jo's comments to a child who was struggling to draw himself were effective in helping him calm his emotions so that he could begin to think more rationally. Jo broke the process into steps by prompting him to look in the mirror at different body parts and draw one bit at a time. When he'd finished he was proud of his efforts. Jo asked him how he felt about finishing it himself and suggested that he could put that feeling in his memory bank for other times when he's trying something tricky. '

'Having-a-go' can be extremely tricky particularly for children with a perfectionist personality, who don't want to make a mistake. Making mistakes and seeing that it is okay, is particularly important for children to practise often.

One parent commented that it was very helpful hearing how Jo gave clues to her child struggling with a puzzle so that she could use the same words at home too. Some suggestions are below.

We respond in different ways when children ask for help when completing a puzzle which provide endless opportunities for problem-solving and perseverance. Decisions about a response is influenced by our knowledge of the children and whether they would benefit from a simple acknowledgement or more specific support.

Responses could be:

- Thumbs up
- Look how much you've done already. What clues did you use to put those pieces in?
- Are you looking for a colour or shape clue?
- Hmmm
- Have you noticed the shape of that piece?
- Which piece will you try next?
- Gosh you're trying so hard.
- I can see you're getting upset about it. Let's take a break/calming breath before trying again.

## News from Playgroup

The Bee dilemma, with dead and dying bees in the unit 1 playground, prompted further exploration for Playgroup children recently as the Unit 2/3 playground became the 'place to be'. Becoming familiar with many areas of MPC is very valuable particularly for children coming to kindy next year.

Jo has enjoyed welcoming some new and familiar families who are making the most of our shady and stimulating environment.

Please email Chris if you would like to come to Playgroup on one or every second Saturday.  
([admin@mpc.net.au](mailto:admin@mpc.net.au))

## Toolkit for Prep

### PARENT INFORMATION NIGHT

**Tuesday 27<sup>th</sup> August 7.00pm to 8.30pm**  
(Refreshments from 6.45pm)

**A panel of members of the MPC staff team will discuss:**

- \* *School readiness and transitioning!*
- \* *Continuity between kindy and prep.*
- \* *What happens at the beginning of the prep year?*
- \* *Literacy and Numeracy: How can I help prepare my child?*
- \* *Tips for helping your child get organised!*
- \* *Helpful links.*

Janette recently went to a conference, and as building resilience is highly valued at Kindy, Janette shared this information with staff members and is keen to share with families.

Resilience is an important word. We use it at Kindy, we hear it in the media, there are books and there are also conferences. At the 'Resilient Kids Conference' I recently attended, one speaker in particular Hugh Van Cuylenburg was very engaging and passionate about building resilience. Michael Carr-Gregg, who also presented at this conference, said "it is easier to build strong, robust children than to fix them". Recent studies by Beyond Blue found that amongst children ages 4-17 years, 1 in 7 will suffer from a mental health issue, like anxiety. So how do we build happy and resilient children? To begin with, Hugh told us a remarkable story of spending an extended period teaching in far North of India. This is where he had a "life-changing experience" after meeting a community who were extraordinarily happy despite a lack of possessions. Their happiness, joy and positivity were infectious. What he saw was three things that they practised every day – **Gratitude**, **Empathy** and **Mindfulness** (G.E.M). He believes that practicing these three things can lead us to be "happier, experience better mental health and be more resilient".

**Gratitude** – appreciating what you already have, not what you don't have. Stopping in the moment. Talking about or writing in a 'gratitude journal' – **What went well for you today**. It's the positives but NOT 'three things you are grateful for'.

**Empathy** or compassion – feeling what someone else feels or putting yourself in someone else's shoes. Try saying nice things about others and modelling kindness to create kind kids, for example "letting people into traffic, holding the door open for someone, giving authentic compliments, shouting someone a coffee and treat your partner in a way you want your children to be treated when they grow up". It's a very powerful way to influence your children to carry out their own acts of kindness.

**Mindfulness** – be present and calm because past and future thoughts can often lead to anxiety. Practice meditation. There are some great apps recommended by Hugh to aid this (Headspace, Calm, Insight Timer and The Resilience Project).

For more information check out **The Resilience Project** on Facebook or "Raising resilient kids" by Michael Carr-Gregg and Sharon Witt.

## Useful links!

- <https://drkristygoodwin.com/3-things-you-need-to-know-before-you-post-about-your-child-online/>  
Three Things You Need To Know Before You Post About Your Child Online
- <https://developingchild.harvard.edu/resources/vroom/>  
Vroom is a set of tools and resources from the Bezos Family Foundation designed to inspire families to turn everyday moments into "brain building moments" by layering activities that are essential to healthy brain development onto existing routines.
- [https://blogs.edweek.org/teachers/teaching\\_now/2014/07/study\\_too\\_many\\_structured\\_activities\\_hinder\\_childrens\\_executive\\_functioning.html](https://blogs.edweek.org/teachers/teaching_now/2014/07/study_too_many_structured_activities_hinder_childrens_executive_functioning.html)  
*When children spend more time in structured activities, they get worse at working toward goals, making decisions, and regulating their behavior, according to a study. Instead, kids might learn more when they have the responsibility to decide for themselves what they're going to do with their time.*
- <https://podcasts.apple.com/au/podcast/parental-as-anything-with-maggie-dent/id1464488062>  
*Parental As Anything* podcasts by Maggie Dent . One of Australia's favourite parenting authors and educators Maggie Dent gives you tips and answers to your real-world parenting dilemmas — screen time, tantrums, building resilience, homework and more.

## All the 'little' things we do make a big difference!

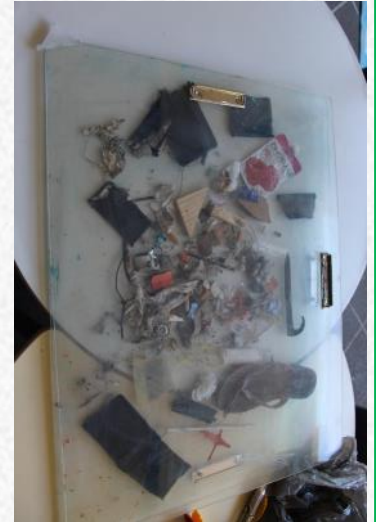


So why was this group of children outside kindy on the footpath? This was real learning in action in response to one child bringing in a piece of rubbish found on the footpath. This prompted conversations and a short walk outside the gate for the whole group to pick up rubbish on the grass, pathway or in the gutter. The children shared the tongs to pick up rubbish to put in our rubbish bin. The children (and parents) couldn't believe how much was collected and how much rubbish would have gone down the drain and eventually enter the waterways. These children are aware of the importance of this not happening to protect our wild-life.



Other groups of children saw the collected rubbish and were also aghast!

You may see a rubbish bin and tongs in the foyer and don't be surprised if your child wants to collect rubbish outside kindy to add to our bin!



Have you seen the new **Plastic lid cruncher** in the central foyer next to the **Toothbrush Cruncher**?

We're collecting flat plastic bottle tops. Please add clean lids to the bucket. The Envision Hands project recycles plastic bottle lids bound for landfill and turns them into colourful, super hero hands for children in need in Australia and around the world!

<https://envision.org.au/envision-hands/>



It's a great time of year for children to help with new plantings in the garden. Discussions with some children highlighted their preference for some flowers!





Join us as we celebrate our 70th anniversary!

# MPC 70<sup>th</sup> Anniversary Celebration

*Celebrating family connections and memories*

Saturday, 7 September 2019

10.00am – 2.00pm

Official Welcome 12.00pm

29 Kedron Avenue, Mitchelton

SLIDE

POPCORN

COFFEE

RAFFLE

FARM ANIMALS

DISCO ROOM

SNOW CONES

ART DISPLAY

OUR MPC PLAYGROUNDS

SAUSAGE SIZZLE

MPC HISTORICAL ITEMS AND PHOTOS

JUMPING CASTLE

[mpc.net.au/mpc-celebrates-70-years](http://mpc.net.au/mpc-celebrates-70-years)

Creating early childhood memories since 1949