



from Mitchelton Pre-Schooling Centre

March 2021

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. See who's who on the next page. Aside from having a chat when you see them, committee members can be contacted at committee@mpc.net.au.

Thank you to everyone who contributed to the successful Family afternoon. It was a wonderful afternoon where the current MPC children could show their family what they do at kindy and where they play. After not being able to have an event like this for the past 12 months, it was lovely to see all the families connecting. A special thank you to Clair Perkins who catered the event, committee members who helped out during the afternoon and the teachers who opened each of the units and set up wonderful array of things for the children to explore.



To stay up to date between newsletters **please like our Facebook page**. This will be used throughout the year for reminders and information on what is currently happening at MPC. It is a great marketing tool for the centre.

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.

CALLING all LANDSCAPERS, if you know of anyone, we are looking to upgrade the grassed area between Unit 2 & 3 and need a landscaper to help complete this job. Please contact Chris in the office or your classroom teacher if you have a contact.

To continue to update MPC within the classrooms and outside in the playgrounds, the MPC Committee, coordinated by Lucy Cotterill (Grants Officer), applies for grants throughout the year. If you know of any grants or if your business has any grants open currently please contact the MPC Office.

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 ok. All teachers have made comments though on how far all the kindy kids in all the groups have come in such a short time and they look forward to what the rest of the year brings.

I encourage you to read and respond with your thoughts on the latest email from Leanne regarding Term 2 drop offs. Last year for me this change to a quick drop off helped my little one to settle in quicker to the kindy day. However unlike last year where this was a mandatory requirement due to COVID, this year we would love to hear everyone's thoughts on the possible transition to this process for term 2.

The MPC website contains some wonderful information. Have you read the Blogs on our website which are so relevant to understand more about children and MPC at the beginning of the year: Separation & Resilience and the most recent on Whose choice is it? Also, have you read the article on our website on tips and ideas on 'Childcare strategies during the school holidays'?

https://mpc.net.au/enrolments/#school_holidays

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

(Emma-Kate Clyburn MPC President)

Committee (cont)

President	1\3	Emma-Kate Clyburn
Vice President	2\3	Kristin Saunders
Secretary	2\2	Leah Evangelisti
Treasurer	3\3	Erin Neville-Stanley
Grants Officer	3\3	Lucy Cotterill
Maintenance Officer	2\2	Michele Teakel
Marketing Officer	1\3	Clair Perkins
Personnel Officer	1\2	Fleur Provost
Events Officer	3\3	Caitlin Nathanson
Working Bee Co-ordinator	2\2	Celia Finter
Workplace Health and Safety Officer	1\3	Polly Richardson

News from Before & After Kindy

Before and After Kindy Care can be a vehicle for children from different groups to get to know each other as well as explore different spaces.

Just as children are settling into their everyday sessions, getting to know new children, educators and spaces also takes time.

Before and After Kindy Care aims to create a relaxed environment where children can explore, try new things, eat, watch, interact, play, read and chill. Whatever is best for them!

It certainly is a time for reading lots of books, having a quiet chat with secure arms for a cuddle always available.



News from Playgroup



Last Playgroup morning brought together a range of children and families to make use of our outdoor spaces. A couple of families have children enrolled and those children loved showing their parent around THEIR

kindy. One family brought along another family and appreciated that children in the broader community are very welcome too.

There is a lovely age range attending with children just walking to four and five year olds. The little ones are certainly aware, often in awe, of the bigger ones.

Future Term 2 Playgroup dates:

- ◇ 1st, 15th and 29th May
- ◇ 12th and 26th June

Feel free to let friends and neighbours know about our Saturday playgroup.

Cost: \$10.00 per session (cash or card payable on the day)

Time: 9.00am to 10.30am

News from the Director (Leanne Hunter)

These newsletters are just one of many means in which we aim to share information, specifically about MPC and more broadly about early childhood education. We aim to increase insights into MPC and many teachers, educators, committee members and parents contribute. If you would also like to contribute, please let me know for future editions.

Ongoing learning is a key focus for all stakeholders at MPC from children and families to the entire staff team.



A bit about our teaching team who you can see on the foyer wall and on the website...

Many teachers and educators have dedicated a significant amount of their working life to MPC ranging from just beginning to being very experienced with 65% having more than 10 years and 30% with more than 20 years experience in teaching young children. We have a strong, supportive staff culture and a variety of systems to share knowledge and skills including an Educational Leadership team, rather than just one Educational Leader, a Mentoring Program to support all teachers and educators and Action Research Projects.

Our solid grounding in the Convention on the Rights of the Child and Code of Ethics underpin our ongoing Professional Learning. MPC teachers and educators attend two Professional Learning days during the holiday breaks in January and April providing opportunities for sharing information and robust discussions. In January we determined this

year's Action Research Projects which include:

- Continuing our work in making **MPC philosophy** more explicit for families to see.
- Extend staff and families understandings about **ASD**

A term new to us and used by our guest ASD presenter (and parent) Caitlin Nathanson in January, was *diffability*. This term suggests an acceptance of all children as they are and from where they are at. It has a strengths-based focus, acknowledging interests and needs for both individual and inter-dependent learning.

Inclusion and accepting diversity are a part of everyday life at MPC and reflected in a number of ways including when children hear and say the words 'still learning to...'. These words are powerful! They positively re-frame children's thinking away from what they or another can't do to what they can with acceptance that it can take some children longer to learn something. This could be 'still learning to eat crusts' to 'still learning to join us on the listening mat' or 'still learning to use words if there is a problem'.

Our goals for children's growth and learning are varied and many. Feeling secure and having a sense of belonging to MPC is very important. One visual way for children to build their understanding that they are a part of MPC is to add their drawing to the central courtyard noticeboard inspired by Harmony Week. Keep your eye out for your child's drawing! Interest in drawing and abilities comes in many different forms. If your child notices differences in the drawings, it is a perfect opportunity to acknowledge and accept the differences. *"Yes, isn't it interesting to see the different ways children draw themselves"*.

Parent feed-back to Changing the drop-off procedure.

Thank you very much to parents who have taken the time to email responses to me or talk to their child's teacher about their views about signing their child in, saying good-bye and leaving their child at the gate to complete, with support, their morning unpacking jobs. Parents would continue to be invited to come in for the afternoon pick-ups. We value hearing different perspectives and this will help to inform our decision. I will email parents prior to the last week. It's been interesting to note that there is a pattern of greater acceptance of this change from parents who experienced a quick drop-off at the kindy gate last year (which was necessary) and more concerns from parents who did not experience this. Please keep your feed-back coming in!

We love it because of the enormous range of learning opportunities across all domains supporting children's physical, social and emotional well-being.

We love the natural environment and the learning that occurs both in planned and unplanned ways. What joy to see the tiny eggs on the leaf from the Swallowtail butterfly after watching her lay them; not to mention watching all stages of the life-cycle on the lime tree. (see page 12)

Our climate and shady playground afford ample opportunities for playing in the natural environment. Often children feel more relaxed outside and are keen to explore, experiment and be themselves. Resources and materials that may be kept inside can easily be moved and used outside encouraging flexibility and opening up possibilities.

Opportunities for interactions with others and managing when interactions don't go as anticipated abound. Learning ways to manage and move on build resilience. Outdoor play allows for dynamic, open-ended play opportunities where children can assess risk and take on a challenge. Children need to test their limits as they problem solve, decide to be brave and try something new.

Children continue to build physical skills and confidence over time and practice. We incorporate a range of opportunities, often through obstacle courses, for children to experience fundamental movement skills. We endeavour to include gross motor skills (whole body movements involving large muscles), fine motor skills (hands and fingers manipulating smaller objects), co-ordination (using different parts of the body together), sensory-motor (building awareness of the whole body through sight, touch, taste, smell, and hearing), perceptual and cognitive motor (connecting the brain and the body).

Fundamental movement skills include:

- Locomotor (walking, running, marching, jumping and landing, springing, hopping, galloping skipping, climbing, rolling, spinning, rocking, swinging)
- Non-locomotor (balancing, twisting, hanging)
- Hand/eye co-ordination (ball skills: throwing overarm, pushing, rolling, catching; bat and ball)
- Foot/eye co-ordination (kicking)
- Visual/spatial awareness (where body is in space- over, under, through, up, down)
- Strength (upper and lower body)
- Agility (ability to change direction quickly)

There are many opportunities in the great outdoors that encourage creativity, growth, learning, challenge and excitement. Besides, according to Laila, mud is fun!



We often refer to kindy as 'fun'. Although this is certainly a true statement, we sometimes forget that kindy presents many and varied challenges for children. The transition from home to kindy involves separating from parents, adapting to a new environment with new routines, using new equipment and taking on different responsibilities. Children are also learning to gain trust and feel secure with new adults and peers.

Each child tackles these challenges differently. Some may cry, whine, be angry and even appear irrational in their responses. Challenging behaviours may exist for quite a long time or may disappear after initial starting days. For some children it is often difficult to express fears and concerns and accept our reassurances. You may see children being unreasonable and difficult to manage.

Your own child may talk with you about children who regularly present with challenging behaviours, have oppositional or defiant outbursts and possibly loud and sometimes confronting tantrums (e.g. *Sally is the naughty girl, she always does the wrong thing. Sally gets angry and yells, Sally doesn't listen to the teacher*). This is a great opportunity to discuss these concerns and build coping strategies with your child. Acknowledge that their feelings of worry or concern are valid (e.g. ***Tom is still learning to.... The teacher will help Tom when he is upset, If you are worried you could talk to your teacher. Your teacher will keep you safe***).

Coping abilities develop at different rates, as children gain experience and understanding of the kindergarten environment and our expectations of them. Teaching staff are well experienced in managing difficult and oppositional behaviour, and are sensitive to supporting all children towards feeling safe and secure. When children are consistently supported through stressful episodes, or can begin to predict what is going to happen as a result of their behaviour, they learn to moderate and their stress levels are greatly reduced. Consequences, either negative or positive, are a valuable tool for learning:

For example- ***When I hit, push or kick to get what I want, the teacher will choose somewhere else for me to play or I will spend some time on my own to calm down; If I choose to ignore instructions or rules, I will miss out on something I like doing.***

Or- ***I put my hand up to talk at group time, then I can have a turn; If I want a turn with a toy, I need to ask; I use the toys and equipment at Kindy in a safe way; The teacher will help me when I don't know what to do.***

The role of teachers and parents is to work together to find strategies that are best suited to the child's adjustment into kindy. It is very important that you speak with the staff if your child is worried or concerned, or if you are unsure about situations that may occur. Open communication exists between parents and teachers for the child's benefit.

Other ways to help combat feelings of uncertainty is to increase a child's sense of competency and confidence. Self-esteem is enhanced when children begin to view themselves as capable and independent. At kindy we support children in their attempts at independence, and celebrate their achievements.

When you and other important people in their lives remark on their achievements – '***You played with other children at kindy today – you must feel very happy about making new friends***', or '***You unpacked your own bag today at kindy– that's very responsible***', you are reinforcing a positive sense of self.

Learning what to do when things don't always turn out as expected (e.g. forgetting your hat, and having to wear a spare kindy hat), will not only motivate the child to think and forward plan (e.g. I need to pack my bag), but will begin to build life skills such as resilience, organization and self-help.

Although you may be feeling exhausted and emotionally drained if your child is having difficulties separating or settling into kindy, be reassured that this can be a positive learning experience as you support your child to manage a range of experiences and emotions. So be confident in your approach and be aware that your child will pick up on any anxieties that you may be feeling. How children respond is influenced by your words to your children. We're happy to share other positive and/or clear words to use with your children when in tricky situations.

Our goal is for children to develop essential life skills, knowledge and strategies to enable them to cope with new situations that they will encounter in the future.

Building a sense of Belonging has always been at the core of our values at MPC. From your first experience with the centre, through your child/children's time in our groups, to walking out the gate on your last Kindy day, we hope that you have been able to feel part of our community and know that you are always still an important part of our greater MPC family.

Building this sense of 'Belonging' takes time, patience, and care to get to know you and to show you how we value your child and your family.

Time to listen,

Patience to watch and help to grow and develop skills and understanding, and showing that our **Care** for you and the Kindy as a place, is very important to us.

Every one of us is different in our own way. No two people are truly the same. The way we look, move, talk, our abilities, our interests, our skills, our personalities, our behaviours, our backgrounds, our values all belong to us and we show these in different ways and mannerisms. It is not our job to make judgements but to get to know the person and let them get to know us.

When we are starting to build a sense of belonging with the child, we want to get to know just what makes them tick – both positive in seeing their strengths and personalities, but also what can challenge them. We want them to know that they are valued in this place and that each and everyone is shown the same respect and care. Only when we give this consistency to the child will they start to show the same to others. This helps them learn how to build relationships with others and from that the sense of belonging starts to grow and develop. When we are starting to build this sense of belonging with you, our parents, we will do the same. It is important to us to listen to the information that you share, listen to the challenges, and listen to the love you have for your child. When all these things come together, we are building a relationship with mutual trust and understanding together – the child, the parents, and educators.

Each year Harmony Week celebrates inclusiveness, respect, and a sense of belonging for everyone. This year at Kindy we are showing how we are building a sense of belonging by displaying together the portraits of each of the children that are part of our MPC community. **Happy Harmony Day to you all!**

Questions which may be useful to ask about Prep.

It seems incredibly early to be talking about Prep, however a number of parents have told Janette and I that they are having meetings with local schools. Here are some questions which may prompt thinking to find out more about the school.

- How do preps start the year?
- What is the daily routine? Outside? Inside? Whole school activities?
- What about behaviour management? What about homework?
- What happens with lunch boxes, bags, notices?
- What about water provisions?
- What about dropping off and collecting?
- How are different learning styles catered for (eg physically active, quiet)?
- How much choice do children have in classroom/playground?
- What flexibility do classes have in terms of timetabling?
- What teacher aide (school officer) time is allocated to each class? Does this change throughout year?
- How do the Prep staff support or assist children with meal breaks, play breaks, playground, toilet, OSH, Assemblies/carnivals/music/library/swimming/ICT?
- What learning support resources are available?
- How is the school preparing to meet Australian Curriculum standards? What effect does this have on Prep?
- What if child doesn't cope with 5 days?
- Are parents welcome in classroom? How are parents involved in school?
- How are parents contacted in case of accident/emergency? How can parents contact teacher or classroom?
- What suggestions does the school have to help children prepare for Prep?

Have you ever noticed your mood when singing and dancing along with children? It's hard not to get wrapped up in their joy and excitement. Recently, my daughter and I have been doing 'Just Dance' moves before school. Initially, this started as a ploy to try and change the mood in our household during the morning rush. I can easily say dancing and singing has helped our household. Noticing this change in my home environment had me reflect and think how privileged I am in my occupation to experience daily singing and dancing with children.

It's wonderful to hear children singing favourite songs or rhymes from Kindy to their parents. I wanted to highlight with you how educationally valuable Music is to the child.

Music sessions and learning rhymes have been a regular part of our Kindy routine. Often starting, on day one and continuing throughout the year. Some days, we have more time set aside for music, other days the songs and rhymes are incorporated into our transitions or instructions. This term we've used songs to learn each other's names and get to know one another. I've noticed music sessions lift our mood after a big pack away. It's provided an opportunity for children to express themselves through dance, movement and connected us all.

Singing songs and saying rhymes enhances speech development. It builds understanding of literacy and numeracy and builds vocabulary. Moving to music, as well as dancing, develops gross motor skills, confidence, spatial awareness and physical co-ordination. Playing musical instruments develops fine motor skills, physical control and co-ordination. Listening to music assists with listening skills, communication, auditory memory and concentration. Designing, improvising and playing with instruments builds creativity and imagination.

Participating in songs with different rhythm, tempo, pitch and dynamic helps children to practice self-regulation. Allowing children to feel their bodies or voice moving fast or slow, high or low, loud or soft and finding patterns.

Music and dance is important to many cultures. It is used as part of everyday life, to mark special occasions, pass on knowledge and connect communities. Music has definitely been a much loved part of the children's daily routine this term.



Parents are very welcome to come to kindy!

Meet the children your child talks about!

See what kindy life is all about!

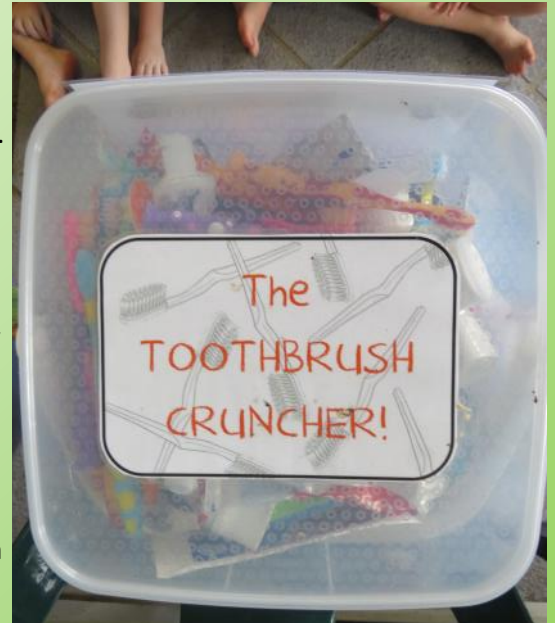
At MPC the natural environment and sustainability is very important to us. We support the children's interest and exploration of the environment and foster sustainable practices through everyday conversations, experiences and routines. We look for ways we can care for our MPC environment and the world as a whole. Have you noticed the table in the central foyer where we are collecting items such as bread bag tags, toothbrushes for recycling?

This week we went for a walk out to the central foyer to find **The Toothbrush Cruncher!**

The Toothbrush Cruncher collects used toothbrushes, toothpaste tubes, dental floss containers and brush heads from electric toothbrushes, ready to be recycled and made into new plastic objects so we can minimise the amount of rubbish and plastics being added to the rubbish piles at the dump.

We have already had some children bring in their used toothbrushes and toothpaste tubes to 'feed' to The Toothbrush Cruncher since learning about why we collect these.

In our group this year we have some children who love and are fascinated by the creatures and bugs that we find in our kindy environment. We also have some who are worried by these and don't like to be anywhere near them. Hence, we have had lots of conversations around the creatures we see, how to keep our bodies safe and the role these creatures play in our environment. These conversations take place in various scenarios, such as, in small groups looking at the museum items, gardening and bug hunting outside, watching our native bees, noticing insects eating leaves, butterflies and chrysalis' in gardens, looking at insects in our museum game, saying hello to Maggie our visiting magpie who likes to visit at lunch time each day.



Some of the other ways we are helping to look after our world :-

- Collecting our food scraps to feed to our worms. The worm wee we collect from the worms is great for our gardens.
- Working out and sorting our rubbish into either the rubbish, recycling or soft plastics bin.
- Adding unused paper into our recycling bin in Making Area to be used for other purposes.
- Making a frog hotel in our garden to provide shelter and encourage frogs to visit.
- Planting seeds and flowers for our fairy garden and for our bees.

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.

Parent Library!



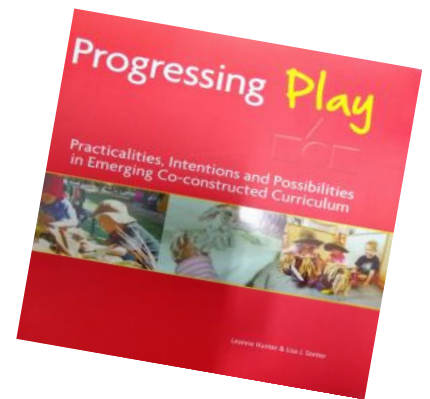
Reading books to children is a great way to prompt discussion and provide an opportunity for parents to bring up tricky topics. Some new books purchased and now residing in the parent library by Avril McDonald can provide wonderful leads into conversations relating to relaxation; managing worries; conquering fears, death; fears at night time.

Other children's books in the Parent Library can help parents bring up topics supporting understandings about parents being sick, managing a variety of different emotions, food allergies, anxiety, lying, transgender, persistence, death, sustainability.

It's well-worth your time to have a look!

An oldie (2012) but a goodie!

This book, written by Leanne Hunter and Lisa Sonter, not only provides a plethora of insights about emerging early childhood curriculum (or what happens each day) it highlights practicalities, intentional teaching and possibilities. It's an easy read full of practical ideas. As many of the examples are based at MPC, it provides further understandings about the what, why and how of teaching and learning at MPC.



When not to come to Kindy!

Extract from Parent Information Handbook

SUMMARY: WHEN NOT TO COME TO KINDY

- * Vomiting and/or diarrhoea within the previous 24 hours
- * High temperature of 38.0 degrees within the previous 24 hours
- * Influenza or influenza like symptoms
- * Green nasal discharge, lethargic and generally unwell
- * Conjunctivitis
- * Head Lice (until treated)
- * General cold symptoms

PLEASE RING OR EMAIL YOUR CHILD'S TEACHER IF YOUR CHILD IS GOING TO BE AWAY.

As the office is not always attended, please ensure you ring your child's unit directly.

If your child is unwell, we will call you. Please ensure your contact details and others you have given authority to collect and give consent, on your enrolment form, are up to date.

Should I be concerned if my child isn't making friends yet at kindy?

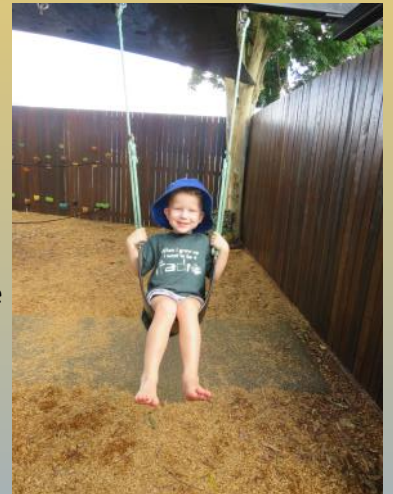
Some families are expressing concern that their child is unable to name a particular friend they have met and begun playing with at kindy. As your child grows they go through different stages of play development.

- Unoccupied Play (Birth-3 months)
- Solitary Play (Birth- 2 years) This is the stage when a child plays alone. They are not interested in playing with others.
- Onlooker Play (2 Years) During this stage a child begins to watch other children playing but does not play with them.
- Parallel Play (2 + years) When a child plays alongside or near others but does not play with them
- Associative Play (3-4years) When a child starts to interact with other during play but there is not a large amount of interaction at this stage.
- Cooperative Play (4+ years) When a child plays together with others and has interest in both the activity and other children involved in playing.

While these ages are guidelines, all children will develop at their own pace and move back and forth between different stages. In these early days of kindy our focus is on encouraging children to feel safe and supported by staff while saying goodbye to adults each morning. This is followed by creating positive experiences for them throughout the day as they become familiar with our environment and pattern of the day.

Some children are still coming to terms with saying goodbye while others are happy to give a wave and a kiss and move straight into playing. Some children have attended other centres in the past and continue to do so while for many of our group this is their first time away from the security of their home environment. How your child interacts with others is unique to them while still progressing through the play stages.

Our kindy environment is set up to allow for many individual spaces where children can play alongside others, begin to learn each other's names, learn to share resources and interact if they wish all while under the watchful eye of supportive adults. Encouraging play with others is not something to be rushed or forced, however as adults at kindy we model appropriate interactions and language children may use with each other during the day. Playing side by side may seem like they are not interacting, but there is valuable learning in this watching and listening. This is the beginning of the desire to be with other children and is what really starts to lay the groundwork for the more complex stages of play.



Can you help?



DO YOU HAVE A 3-7 YEAR OLD CHILD WHO WAS BORN VERY PRETERM?

The University of Queensland is looking for parents to share their experiences and/or needs around their child's transition to school.



Eligibility

1. Parents of children born before 32 weeks gestation
2. Your child is currently aged between 3 and 7 years old.
3. Your child is attending/planning to attend school in QLD.

We want to hear from you! You can:

1. Take part in a 60-90 minute small-group discussion (via Zoom) with other parents and a researcher, sharing your experiences, needs and perspectives. Participate from home – no in-person contact or travel is required. Participants will receive a \$20 gift card to reimburse them for their time.

For more information and to register your interest please contact lead researcher Dr Tomomi McAuliffe, email: t.mcauliffe@uq.edu.au phone: 07 3365 2084.

AND/OR

2. Complete a brief (anonymous) online survey: <https://exp.psy.uq.edu.au/premstars>

Participants can enter a draw to win \$20 Coles/Myer gift voucher.



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



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



Sustainability

The joy of seeing life-cycles in action! Many children saw the swallowtail butterfly lay some eggs and have been watching the various stages of growth. Not great for the citrus trees but great for the children!

The spiderlings in the egg sac of the Golden Orb spider are also being checked daily!



The Unit One children noticed small green caterpillars on our Kindy lime trees. After some research we learnt that they were Dainty Swallowtail, or Citrus Swallowtail caterpillars. Soon they would change into chrysalises, and after about 10 days they will emerge as butterflies. We watched the butterflies flying around our playground. We noticed new eggs and caterpillars on our lemonade and lime trees and realized the butterflies had laid their eggs there again.



EYLF: Children explore relationships with other living and non-living things and observe, notice and respond to change.



Did you know we are also providing receptacles for collecting other items that can be re-cycled including :

- *Toothbrushes and toothpaste
- *Bread tags
- *Coffee pods

More opportunities to talk about and take sustainable actions with your child!