



Mitchelton Pre-Schooling
Centre Inc.



from Mitchelton Pre-Schooling Centre

March 2022

News from the Committee — A message from the President

“Life is what happens to you while you’re busy making other plans.” - John Lennon, Beautiful Boy.

Thank you to those parents, carers, staff and friends of MPC who were able to finally attend the much anticipated AGM on 28 February 2022. We are very fortunate that despite the date changes, we still had a wonderful turnout on the evening. I loved meeting some new MPC families and taking the time to reconnect with old friends. It did feel very liberating to be out with adults at a nighttime function without wearing a mask! There was lots of connections and conversation between everyone in attendance and it was a lovely chance for parents and carers to informally interact with the MPC staff without the pressure of drop off or pick up.



Welcome to our new committee members (and those returning this year) and thank you for your willingness to step up and take a leadership role in the management of MPC. We are a not-for-profit organisation that is run by a committee of

Role	Unit	Name
President	3's	Belinda Hapgood
Vice President	2\3	Kristin O'Callaghan
Secretary	2\3 & 3's	Leah Evangelisti
Treasurer	1\3	Michele Teakel
Grants Officer	1\3	Mary Sommerville
Maintenance Officer	2\2	Amy Groher
Marketing Officer	2\3	Celia Finter
Personnel Officer	3's	Megan Pamentor
Events Officer	2\3	Teneille Clark
Working Bee Co-ordinator	1\2	Alicija Ancich
WH&S Officer	2\2	Jess Peters

volunteers (with the proviso that we have a professional and very experienced staff team to guide and direct our decision-making). This means that kindy is truly a place for the children of our community. I welcome your attendance at our committee meetings at any time even if you are not on the committee in a formal role (our first one is at 7 p.m. on Monday 14 March 2022 at MPC).

You will notice the list of MPC Committee Members and all can be contacted at committee@mpc.net.au

Mark your calendars for our **Play Afternoon on 19 March 2022 (either 1.30 - 2.30 p.m. for Beginning of the Week Groups or 3.00 - 4.00 p.m. for End of the Week Groups)**. This will be another chance to connect with teachers and other MPC families and for a chance for our children to show us how much they've already learned and grown in their kindy play spaces.

Belinda Hapgood

News from the Director (Leanne Hunter)

What a difference a week makes!

Clearly last week I was a little overwhelmed by the challenges that so many people are facing here and across the world. I did some research and wrote a blog, which is one of my strategies to help me feel as if I'm doing something. I was wondering about resilience and the impact of repeated attacks with living with the pandemic, horrible world events and then a flood. Is there a limit to resilience?

For me, it's the little things that make a difference. At the AGM I looked again at my report which began with

Resilience! Adaptability! Flexibility! Kindness! Hopefulness! These are some of the key dispositions and skills for life which are embedded in our philosophy and everyday curriculum. They are truly lifelong skills as all children and adults have had to draw on them as we have negotiated changes over the last two years.

It's hopefulness which I think has filled my resilience cup.



As I sit in the office I'm seeing the growing family contributions to the Food Bank and hearing some children ask their parents why it's there. People helping people. I listened to Anna and Vanessa talk to the children about making a pizza for dinner for one of the families who have been displaced due to the floods. Children helping children.



A family reaching out and accepting some practical help, not always easy but showing self-compassion.

There have been so many examples of kindness and moments of joy that I have noticed this week. I am fully aware that this is my week and others are still suffering. It is certainly not my place to suggest how anyone else manages repeated crisis. However this is my good week story. I have uploaded the blog I referred to which can be accessed [Enough already! Disasters challenge resilience. – Mitchelton Pre-Schooling Centre \(mpc.net.au\)](#)

This newsletter is always a mixed bag of articles and information and hopefully another way for you to connect with us at kindy. The teachers write articles prompted by what's happening with their groups. In this newsletter there are clearly similar threads related to how children are settling in: *Creating our Kindy family; Connecting and Learning through music; The art of Conversations; Adapting to being 1 of 22; Plodding along with Persistence; New beginnings*. I hope you pick up some insights about kindy however the most effective way is to come for a visit. Your child will love it!

Please
remember...

**Parents are very welcome to come to kindy! Meet
the children your child talks about! See what kindy
life is all about!**

MPC Enrolment Lists

2023 to 2026 are OPEN!

- ◆ Do you have younger children?
- ◆ Do you want the option of sending them to MPC?
- ◆ Is their name on the Enrolment Waiting List?

Do it now!you will then have peace of mind, knowing you don't have to think about it anymore. It's easy. Complete a form online or collect one from the office. Complete an additional form if you are considering MPC 3's group. **MPC does not have a sibling policy**, and offers and choice of groups for new

First days of kindy are often filled with feelings of 'butterflies', a mixture of excitement and worry. For some children after a few weeks the worry can subside and a new normal of kindy life begins. For others however, the worry can increase. Now your child knows how long they will be away from you and not every part of the kindy day is always fun. Some of the time it is really hard, like saying goodbye, sharing resources, finding belongings, being unsure of what the Teacher told me, remember names and so on. Being one of 22 can be tough. If your child is showing signs of not wanting to come to kindy, this is completely normal. Reality has sunk in. It is really helpful for teachers to be aware if your child doesn't feel too keen to come to kindy as there are many ways we can help support you and your child to feel more comfortable.

-Discussing the daily routine- using our visual chart (Breaking up the day so it doesn't feel so overwhelming) *"After you have a big play outside you have morning tea... and remember after Afternoon Tea Dad will be picking you up."* Knowing when you are coming back can put your child at ease.

-Making connections between home and kindy- a cuddly at rest time or a special book from home to share at kindy can help children feel more connected to their family while at kindy.

-Reading stories such as **The kissing hand** and **The Invisible string**.

We do not focus on separating from families at drop off time and throughout the day but rather how we can stay feeling connected to our loved ones. Our family wall is one way we achieve this. The children point to their family's photo and discuss one another's loved ones and it is so wonderful to overhear these conversations *"...this is my sister and that's my Mum we were at the beach that day."*

Creating a safe space and feeling of belonging is so important to children feeling like the kindy is THEIR KINDY and this is their KINDY FAMILY.

Our kindy family has our own visual rules and expectations to keep us safe, we have time altogether discussing and making group decisions and times where we work more independently. We have glorious moments of sharing and helping each other and other more challenging times of conflicts and upset. All these moments can be tricky for little minds to process. To support the sense of being a part of a team or family, to feel ownership of their kindy and to provide opportunities for leadership we have our "Happy Helpers' job chart. This chart also helps children to be aware that they are one of many as it can be a while before you have a chance of being "Teacher of the day", or the "Meteorologist" or the "line leader" for the obstacle course. But when that day finally comes it is very exciting! These roles help build confidence for our more introverted learners and give those more extroverted learners their time to shine!

Over the short, very turbulent time (given local and global events) we have been at kindy Vanessa, Jo and I have already observed how children naturally care for and develop connections with one other.

We watched in awe how many children took the initiative to help the children that were waking up from a rest by packing up their sheets and helping to clean their bed for them. Or when one child fell over we heard a *"You okay buddy?"* as a child stopped to check on them. Children are quick to get a sense of how helping others can make not only their peers and Teachers feel good but also themselves! That is why our underlying ethos in Unit 1 is to **BE KIND TO EACH OTHER**.



Music plays an enormous role in the everyday at Kindy. We sing, listen to others sing, incorporate dance, movement, games, and imagination, and generally have a great deal of fun in the process. But music also plays an important role in children's development and learning. During music sessions or at other times like transition times, children learn to engage and focus, as they become ready to learn new actions and words and to join with others to enjoy the experience.

Children are social learners and music sessions provide a perfect format to interact, have-a-go at something new, be brave, be part of the whole group and work towards finding a sense of belonging. Learning new songs and rhymes, introduces children to different vocabulary, word sounds and syllables and pronunciation. It supports children's understandings about learning to listen and concentrate, to retain and recall information and then repeat back what they have heard. It creates opportunities to learn more about number value, counting, size, shape, time and patterning.

Musical games and transitions can be used to promote executive function skills such as working memory and inhibitory control. Children begin to learn to distinguish the words from the actions, for example when we sing 'Open Shut' them, starting with hands closed on the 'open' part. Music helps children to remember parts of the kindy routine, to learn each other's names, to greet each other at morning circle time, and to support afternoon rest and relaxation time after a busy day playing.

It helps us to realize that we are all different but all part of a community. Singing and dancing is a feel-good experience. It makes us joyful and tunes our hearing to rhythm and beat. It builds muscle strength, coordination, and balance, and supports healthy brain development.

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

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

'There's a gumtree growing on a hill'
'Breathe'
Giddy up Horsey' using the rainbow ring
'Around and Stop'
'Der Glumph' using the stretchy lycra'
'Throw it out the Window'
'Open-Shut Them' (the opposite way)
'Heads and Shoulders' (the opposite way)



Conversation skills are important for children's development and wellbeing. That's because being able to have conversations helps children make friends, be listened to, ask for what they need and develop strong relationships with others. Conversation skills are about being able to talk and listen well. (Raisingchildren.net.au 2022)

As we begin our kindy year the art of conversation skills is so important to get to know our little people and you, our parents. Through conversation we are building a sense of trust and belonging, which is the core of getting to know one another. As your children see this adult interaction, they are gaining a sense that this is an okay place and that information is shared through reciprocal chatter, taking turns, waiting, and listening. They can see facial expressions showing concern, being serious, excited, enlightened and perhaps hear some laughter and sometimes tears.

We are role modelling manners and greetings, listening with eye contact and listening quietly! As adults we have taken many years to perfect the art of conversation, and for some it still does not come easily. We have learned to accept the quiet and shy along with the brave and gregarious and even the rambunctious. Conversations involve important social skill we support every day.

In these early days of kindy, we are beginning to build the art of listening and taking turns to share the **very important information which must come out right now**, or they might explode! We love our group conversations, and equally listening to a quiet one on one conversation when we are sitting beside your child, and they get to tell us a story. Listening and acknowledging helps us to build that same sense of belonging and trust with your child as we do with you.

Learning to wait, being one of twenty- two, is enormous! In our group sessions we are using our talking stick to take turns to say what is on our mind and then passing it to the next person. This is a reminder, it is my turn when the stick is in my hands. Oh the power of a talking stick!

Through the course of the day, when at play, gathering at transition times or morning tea and lunch, learning how to listen, talk and take turns at this stage is very much a time for practice. Learning to listen, is vital to learning routines and hearing information that is needed for the flow of the day. The children may hear us say, 'it is my turn to talk and your turn to listen', 'this is important information for you to remember', 'these are the instructions to follow'.

Many occasions during the day the children will also hear us say, "Did you listen/hear what ...just said to you" or "...is talking to you, can you help them or listen to what they are asking?" These conversations can revolve around a dilemma, an idea, a discovery or just a comment, but what is vital to learning about the art of good conversation is to learn to stop, look and listen.

Our role as educators and parents is to give the children the sense that what they have to say is important and needs to be acknowledged by listening to them. If we model these important behaviours, they will learn that the art of good conversation means; stopping, looking, and listening to the message that is being shared, and learn how to respond. I would encourage everyone to look at the article on the Raisingchildren.net.au page for some good practical tips and reminders on conversation skills.

Keep your eye open in the central courtyard for children's contributions for

Harmony Week 21st—27th March

Harmony Week celebrates Australia's cultural diversity. It's about inclusiveness, respect and a sense of belonging for everyone.

www.harmony.gov.au

When children see their artwork as a part of a big display it is another opportunity for them to feel a part of MPC.

At MPC, we're thinking about...

What it means to belong (to a family; to MPC; wider community)?

Who feels a sense of belonging? Who may not? Why? How do we find out?

Plodding along with PERSISTENCE. Anna, Vanessa & Tahni (unit 2/2 day group)

During the first five weeks we've enjoyed getting to know our group through their interests, play and conversations. With an unusual delayed start and disruptions last week, we've noticed the children have been very adaptable and resilient in these early days.

We acknowledge that starting somewhere new can be a little tricky and hard. Trying a new activity can be challenging. Doing tasks without the comfort of a parent can be confronting.

The children in unit 2/2 have been acknowledging these 'first moment' feelings and are focusing on the process of persisting. Persistence is never giving up, even when things get tough, Persistence helps us try new things and cope when things get difficult. Persistence helps us see things through to the end. There are many ways to be persistent.

We started by creating a mantra "I am strong, I am brave and I can do hard things everyday". We've been saying this mantra before having a go at drawing tasks. Telling ourselves to stay calm and try. Everybody has a different drawing style all our pictures will look different. Some children have been practicing persistence when conquering the monkey bars or attempting the fireman pole. Others are trying to persist when, making beds, putting on their socks or attempting puzzles.

During our first weeks we read a book from the Parent Library called '*Persistence- A little good in a big world*' by Zanni Louise. This book highlights many ways to be persistent such as *never giving up, doing something even when it's really hard, getting up when you fall, learning from mistakes, helping friends, learn to do things you really want to do and deal with challenges*. If you would like to read this book with your child, there is a copy in the parent library located in the central foyer.

The book offers opportunities to unpack what 'Persistence' means and opens up some possible conversations how even adults use persistence too.



New beginnings often affect our lives and those we share our lives with. Over the past weeks of this term, we have shared a new beginning with you and your child as you they started their Kindy year at Mitchelton Pre-Schooling Centre.

During the first weeks of kindy the children spend time getting to know each other, Megan, Angela and I and explore the environment. They are discovering all of the things they can do at kindy. This can include working on what they are already familiar with and also finding new challenges. They are learning to become confident and capable to choose what they want to do, what materials they will choose and who they will play with. They are also learning about being part of a group. It is a busy and exciting time for us all.

It can also be a time where some children or parents may at times feel worried or anxious. Building connections and relationships with the children and families, allows a sense of belonging to develop and grow. For some children a sense of belonging and place within the MPC kindy environment develops quickly, for others it develops more slowly. At the beginning of our year we focus strongly on supporting the children to build a sense of belonging, space and well-being in our kindy environment. Some of the ways we support this is:

- * Listening to the children and talking with them about their interests, ideas, families, dislikes, pets, favourite food etc.
- * Joining in play with them to support connections with others, learning how to enter games, model and support problem solving, discover what they can do at kindy.
- * Providing time for busy play and quieter reflection and relaxation throughout the day.
- * Adjusting to the needs of the group and individuals.
- * Following and building on the children's interests, to encourage them to be collaborative partners in their learning and actively share their thoughts and ideas.
- * Build links between MPC and home. Looking at family photos, sharing stories, borrowing books from kindy library, sharing photos or a story from the weekend, all help to build these connections.

Over the past few weeks, we have watched the children start to build connections within our group, become more confident to enter into established games, share ideas for new games, remember where to find equipment and how to put it away, adjust to being part of a group, and take risks in trying new things.

This week we started library borrowing in our group. Each Wednesday the children will have the opportunity to choose a new book to bring home and share with you. Please return library books each Monday. On Mondays when the children do their unpacking jobs, the red library box will be beside the sheet baskets for them to place their library bag into with the book inside. Please leave the books inside your child's library bag, so we can mark off they have been returned and keep the library bags ready for Wednesday borrowing.



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

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

At home children have their own set of toys and resources exclusively for the use of themselves and their siblings. At kindy all items are shared amongst the room and there is an expectation that children learn to work together and negotiate the use of these items. Within MPC as a centre we use common words such as "safe, kind and fair" when discussing all aspects of kindy life.

So how does this look in our everyday kindy experiences? What you may notice is that often there is not enough of an item for all children to have a turn at once. This may be items such as puzzles, paint pots or playdough items on a table or may be a collection of manipulative toys on the carpet such as the cars, Duplo or mobilo that the children have been using for the last few weeks. At our painting table for example there are 4 seats for children to sit at but sometimes only 3 paint pots. This enables us as adults to begin to develop the children's resilience and ability to wait for a turn at kindy which can be difficult to understand at the age of 3. We model language such as "can I have the yellow paint when you are finished with it" as well as "thank you for giving me a turn."

When children have been playing with the cars on the car mat we use language such as "I can see you have a lot of cars and there are other children wanting to play with them so is it fair if you have them all"? Let's be kind to others and choose 2 to keep in your hands and put the other ones out for other children to use." We have based many group discussions around the concept of waiting and the children are able to relate it to their everyday life experiences with their families as they could tell me they have to wait in line at the supermarket or at the coffee shop.

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

This is real life for a three year old and it is amazing how quickly they adapt!



Building resilience helps children not only to deal with current difficulties that are a part of everyday life, but also to develop the basic skills and habits that will help them deal with challenges later in life, during adolescence and adulthood.

Find out more at [Building resilience in children \(beyondblue.org.au\)](https://beyondblue.org.au)

News from Before & After Kindy Care



The rain has kept many children away from the challenges to be had in the playground but it's been nice to see connections made with children between units and with both Kim and myself as unfamiliar adults. What is also helpful is that the children who are returning this year are able to guide the newbies and use their experience at after care to help them. Words such as "I remember when I had to learn about that" have been used when sharing info about how after care works. Of course we are always flexible and with the rain we've used a variety of different spaces and resources both inside and outside and made some really significant connections with children and families.

Hayley

News from Playgroup

Did you know that you're welcome to come to Saturday morning Playgroup even if you come to kindy during the week? One parent made the comment that he gets to find out more about his child's day at kindy because when she is here playing with him, it prompts her memory to talk about other stories from her kindy days.

Jo, the Playgroup Co-Ordinator, is also an Educator in Unit 1 at the end of the week and will often catch a smile, wave or little chat with children she knows from Playgroup, when she sees them in different groups. Another lovely connection!

Playgroup has also been affected by the crazy start to the year however it's on

this Saturday 12th March 9.00-10.30

and

26th March 9.00-10.30

Everyone is welcome!

For forward planners, Term 2 dates are:

7th and 21st May

4th (along with Open Day) and 18th June

Links

- [Kindy funding reform package \(earlychildhood.qld.gov.au\)](https://earlychildhood.qld.gov.au) You may have heard the announcement of new kindergarten funding which will be implemented from 2023. To help families know how much funding they will be eligible for, a kindergarten calculator is being developed and will be available online prior to the start of the 2023 kindergarten year.
- [Conversation with Children about Coronavirus \(COVID-19\) \(startingblocks.gov.au\)](https://startingblocks.gov.au)
- <https://www.mindyeti.com> Research has shown that practicing mindfulness decreases stress, alleviates anxiety and increases focus. It has also been shown to strengthen interpersonal skills and increase compassion. Fifteen of the Mind Yeti mindfulness program sessions are freely available for anyone to use, no experience necessary! Designed for educators and families to do alongside children, or for older children to do on their own, Mind Yeti provides a great way for everyone to practice mindfulness during this difficult time.
- [Hello Breath: Listen - YouTube](#) *Say hello to your body's calming superpower, your breath*
- [Slow Breathing Part 1: Listen - YouTube](#) *Learn a special breathing technique to settle the Hubub*
- [Natural Disaster Recovery storybooks | Children's Health Queensland](#) BIRDIE STORIES and online flipbooks to help children understand and manage disasters.

Lady Gowrie Qld 2022 FAMILY WEBINAR SESSIONS Presented by Nutrition Australia Qld



Lady Gowrie Qld is pleased to introduce webinar series for families across the year to engage with topics that may be of interest to their family. These will be free of charge and registration is available for all families attending a Service affiliate or managed by Lady Gowrie Queensland.

The Australian Nutrition Foundation (Qld Div) Inc, trading as NAQ Nutrition (NAQ), is a non profit, non government community nutrition education organisation that has TDGR and charity status. NAQ was established in 1994 and has a 20 year history as a key community nutrition education body and is highly regarded as the independent voice of nutrition education in the Queensland community. NAQ is governed by a Committee of Management.

They deliver services across Queensland with individual members, organisations, corporate partners and other government and non-government key stakeholders to promote evidence-based healthy living messages. Our health promotion services and strategies including a range of nutrition education and cooking skill programs and other resources for various community groups across the lifespan to promote healthy life choices in relation to healthy food selection and physical activity.



DATE	WEBINAR INFORMATION
16th March Wednesday 6.30 – 7.30pm	Topic: Planning a Healthy lunchbox Packing a school lunchbox can be a stressful task for families. During this seminar, we will show parents how to pack a healthy, practical and delicious lunch box to fuel their child's body and brain. We will discuss how to pick nutritious snack options from the supermarket, reduce lunchbox waste, and provide ideas and recipes to support and encourage healthy eating habits.
20th April Wednesday 6.30 – 7.30pm	Topic: Toddler nutrition Knowing what and how much food to provide to toddlers can be difficult, particularly with their changing growth patterns and food preferences. This seminar is designed to help parent's understand nutrition needs across a toddler's growth and development, including what a portion size looks like the best drinks to provide. We also discuss how to develop a positive feeding relationship with your child.
11th May Wednesday 6.30 – 7.30pm	Topic: Managing fussy eaters Are you struggling with a fussy eater? This seminar will teach you key strategies for managing fussy eating, understand why your child may be a fussy eater and how to communicate positively with your child during mealtimes. We will also give you strategies on how to introduce new foods into your fussy eater's diet.
6th June Monday 6.30 – 7.30pm	Topic: Positive mealtimes Avoid meal time tantrums! We will show you tried and tested strategies to create a positive and happy mealtime, foster positive relationships between adults and children during mealtimes, introduce new foods into children's diets, and how to promote a positive relationship with food.

To register, please visit <https://ladygowrieqld.arlo.co/upcoming-courses>



Lady Gowrie^{Qld}
Educating and caring
for children since 1940

Parent Library!

Queensland Health has developed the BIRDIE STORIES and online flipbooks. *Birdie and the Virus* also has animated videos and sing-along, accessible online [Natural Disaster Recovery storybooks](#) | [Children's Health Queensland](#). They provide prompts for parents to read/watch with their children to understand more about disasters and the pandemic with a focus on what to do and recovery. We have purchased a copy of each one to add to the Parent Library which will be available for parents to borrow.



The Great Book Swap



MPC is a keen supporter of the **Indigenous Literacy Foundation**. One way we can support this organisation is to host a Great Book Swap. This also provides another opportunity for families to talk about ways of helping others. Children can be a part of the process of donating one of their books from home to be added to the collection of books which can be swapped for a gold coin during the last week of kindy.

How this will work: Parents are invited to bring in a/any books that they would like to donate to be added to a crate in the foyer

from now until the last week this term. The Great Book Swap table will be in the central foyer during the last week of kindy beginning **28th March**.

Parents and children are welcome to add a gold coin for each book they would like. All money raised will be donated to the Indigenous Literacy Foundation who will buy culturally relevant books for children like those in the photo.



Sustainability

Sustainability is embedded in our thinking and planning at MPC. Many sustainable decisions are not clear-cut, often it is a choice between options that may not fully support our sustainable goals. For example, we love our trees and we love grass or other more natural surfaces. However we also love flat play spaces for children, hence the artificial grass. Our preference would be to replace the artificial grass however we can't seem to come up with another sustainable solution that also meets children's need for some flat spaces to play.

Every day children are engaged with sustainability, whether it's sorting rubbish, noticing the native bees or careful consideration of water use. The graphic below highlights some other ways we help to share sustainable understandings with children.

However there's the bigger picture. The UNESCO goals inform global agendas to be achieved by 2030 and paint a broader picture of sustainability. World issues such as climate change and conflicts are huge issues for children to comprehend however contributing to the Foodbank to support families affected by the floods and being kind to each other are positive ways to begin to understand more global sustainable issues.

UNESCO and Sustainable Development Goals



We accept that our sustainability journey is ongoing, fluid and multi-directional and that moving towards our shared vision, regardless of pace, is still moving forward.

Young children are both current and future citizens with already existing capabilities to shape sustainable societies. Investments to build their awareness, values, knowledge and capacity for sustainable development will serve to set the world on more sustainable pathways now and into the future (UNESCO, 2014, p.78).

"Children must love the earth before they can save it." www.worldforumfoundation.org/wf/wf2006_nature/dreams.php



At MPC, we're helping to look after our world.