



Mitchelton Pre-Schooling  
Centre Inc.



from Mitchelton Pre-Schooling Centre

Term 2 2022

## News from the Committee

As parents, we all want the best for our children. In times of disruption, uncertainty and scary news stories, it can be difficult to maintain a positive frame of mind. You wouldn't be alone if you've recently started to experience anxious thoughts about the safety and security of our families, our children and the world we are building for them.

"Most People" is a picture book by Michael Leannah and Jennifer Morris that tackles the tricky topic of teaching our children that whilst bad things happen and some people behave in ways that are unkind, most people are caring and considerate. I particularly like the way the book describes "the seed of goodness inside each person waiting to sprout". If you are looking for ways to open honest discussions with your children about some hard topics, I recommend this book as a lovely place to start. A read-aloud version can be found at [Most People Read-Aloud - YouTube](#)

As I watched my 3 year old daughter mediate a dispute between her Elsa and Anna Lego figurines over breakfast this morning (when she should have been getting ready for kindy), I was reminded of the importance of play for children to process all sorts of emotions and feelings about their day to day world. There is a fabulous episode of "Bluey" that you have probably all seen ("Copycat") where Bluey re-enacts (through play with her sister Bingo) a sequence where she and her Dad find an injured bird. Our fabulous MPC educators and staff know full well that play is cathartic, restorative and ultimately both a learning and healing process for children. The cure for hard times is surely much more play!



On that note, I look forward to seeing many of you at our MPC Open Day on 4 June 2022. It is a wonderful chance for those families in our community who are still making up their minds about kindy to get a sense of our special little haven on Kedron Avenue, so I'd like to personally challenge each kindy family to extend an invitation to at least one family in their circle of friends to experience the MPC difference for themselves.

Belinda Hapgood (President MPC Management Committee)



*From 2023, the Queensland Government is introducing a new kindy funding model to give every child a great start. It will further support families to enrol in kindy—making it more affordable and more accessible.*

*The reform package will deliver significant funding so all children can attend kindy and experience those lifelong benefits. From 2023, kindergarten in Queensland will be free for our most vulnerable and disadvantaged children at both community kindergarten and kindergarten in long day care services. The new scheme focuses on affordability, improved access, inclusion and educational outcomes for Queensland children.*

[Kindy funding reform package \(earlychildhood.qld.gov.au\)](https://earlychildhood.qld.gov.au)

We'll keep you informed as soon as we receive more information!

## News from the Director (Leanne Hunter)

Being a part of the community is very important to us, particularly as MPC has been a part of this community for over 70 years. After the last couple of years, being able to take part in some community events is holding particular joy for us.

It seems so long ago when a number of hardy families joined us in the very wet Anzac Day parade with children proudly having a turn to carry the MPC banner. It was a wonderful feeling to have this shared experience with such a huge number of people with a shared purpose in saying thank you to our armed services. There are many complex concepts and emotions involved with Anzac Day which children will grasp as they grow however it was the sense of being a part of something big which was particularly relevant for many children.



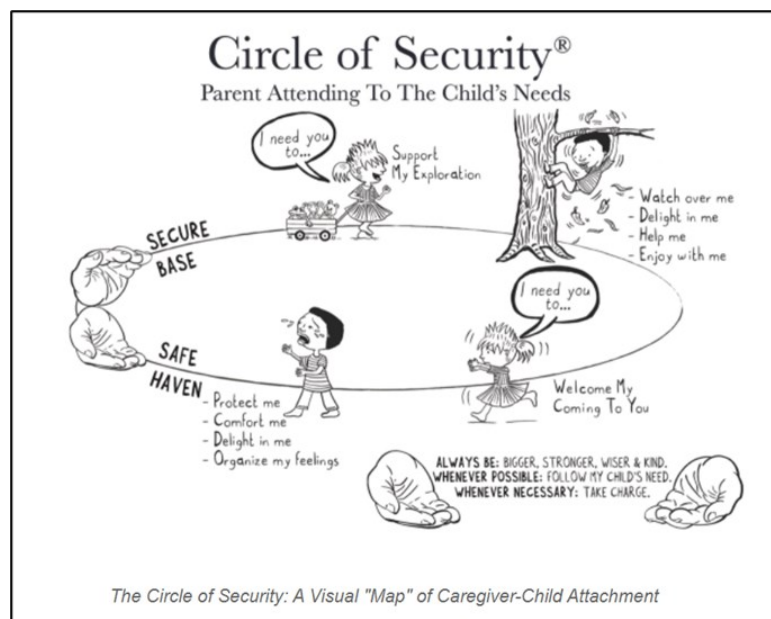
We are keen to respond to and initiate early dabbling in thinking about difficult questions. We may offer a thought to prompt further thinking or to listen to others and consider other possibilities without giving a definitive answer. Listening to and accepting different perspectives is a value we encourage. The goal of The Ethics Centre is to *bring people together, create space for open and honest conversation, and build the skills and capacity of people to live and act according to their values.* [What we do and how we can help you - The Ethics Centre](#) Early childhood is the right time for children to practise listening to others, being fair, saying thank you, helping and caring for each other.

Kindy is full of happy sounds and joyful, playful times. Alongside the fun there is serious learning in play. Articles in this newsletter are 'meaty', covering a range of big topics such as sustainability, Aboriginal and Torres Strait understandings, executive functioning as well as supporting children to face challenges and explore emotions and friends. The aim is to not only give you some insights into one of the many threads happening in your child's group, we hope it gives you more insight into what we believe is important across all of MPC.

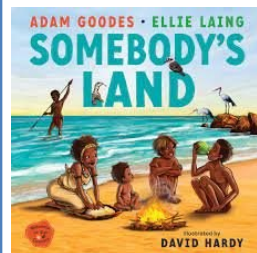
Building children's self-regulation is significant goal across MPC. A recent blog [SELF-REGULATION – Mitchelton Pre-Schooling Centre \(mpc.net.au\)](#) highlighted the reasons why we believe this is so important for children. We are not alone, as there are multiple research studies that demonstrate that self-regulation is a strong indicator of success in school. A parent very kindly added her thoughts and a significant point about the part we adults play in supporting growth through the various steps to self-regulation.

*I think another essential and critical part of co-regulation is the child's ability to find security and safety in the regulated emotions of the adult - not only signposting what will happen next or scaffolding their interactions, but that experience of the adult remaining steady and safe when the child's emotions are out of control. Over time, through that experience of safety, and through their own growth and maturing, they begin to find moments of self-regulation.*

This is further supported by the visual map provided by Circle of Security, based on attachment theory. [What is the Circle of Security – Circle of Security International](#)



The children and teachers have been further developing their understanding of First Nations People and its rich culture and complex history in the lead up to reconciliation week. Following reading stories like 'Somebody's Land,' 'Ceremony' and 'The sand symbols' there were many ponderings and questions from the children, for example;



*Aboriginal people had to hunt for food.*

*They didn't have shops to go to long ago.*

*Did they build their houses out of hay?*

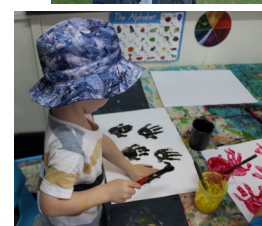
*Aboriginal people were sad after the white people came and said It's nobody's land, but it is somebody's land. Some children questioned 'Why did people say it was nobody's land?'*



The children are obviously thinking very deeply and like many challenging conversations these are not questions that always have a definitive answer. We will continue to ponder and build understandings slowly over the year.

Each morning we respectfully participate in an acknowledgement to country and have learnt more about its importance, that is not only for the people present but the Ancestors that have cared for and lived on this land for thousands of years before us. We say, **Thank you to the Turrbal and Yagera peoples for the land where we learn and play. We will look after it every day.**

The connection to country does not begin and end there. In small and big ways we are learning to connect to country by caring for our land, it's people and animals. We have been exploring culture in many ways. Viewing Aboriginal symbols in art and stories led many children to painting their own designs and telling their own stories on stones.



Listening to little yarns at rest time (a series of podcasts that explores the diverse Aboriginal and Torres Strait Islander nations of Australia) helps connect us to many parts of the country and culture we may know very little about. It is fascinating to hear the stories told by differing language groups.

The children also made handprints for a wreath that will be presented at the **National Sorry Day Ceremony on Thursday 2nd June 2022.**

As a staff team, we developed a Reconciliation Action Plan (RAP) during 2021. We had previously developed a statement which shared our understandings with families and framed decisions about authentic ways to build knowledge and understandings, with children, about Aboriginal and Torres Strait Islander peoples past and present.

*As stated in our RAP, our vision is to recognise, value and learn from Aboriginal and Torres Strait Islander peoples. We respect and celebrate First Nations cultures, histories and connections to Country. We commit to engage with children, families and our community to support First Peoples ways of knowing and being.*

Currently, many more staff members from MPC have, and are, participated in a cultural insights professional development to deepen our understanding of First Nations People and furthering our knowledge both personally and professionally to meaningfully embed these perspectives into the kindy curriculum.

Additionally, the staff team is engaging in a **Pathways to Cultural Integrity workshop** on Wednesday 3<sup>rd</sup> August 4.00 to 5.00pm to which any parents are welcome. Please let Leanne know if you would like to join us.



1. 2. 3.

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

1. Black – represents the Aboriginal people of Australia. Yellow circle – represents the Sun, the giver of life and protector. Red – represents the red earth, the red ochre used in ceremonies and Aboriginal peoples' spiritual relation to the land.
2. Blue - vigilance, truth and loyalty, perseverance & justice. White - peace and honesty. Red - hardiness, bravery, strength & valour.
3. The green stripes represent the land, the black stripes represent the people, and the blue the sea. The flag as a whole symbolises the unity of all Torres Strait Islanders.

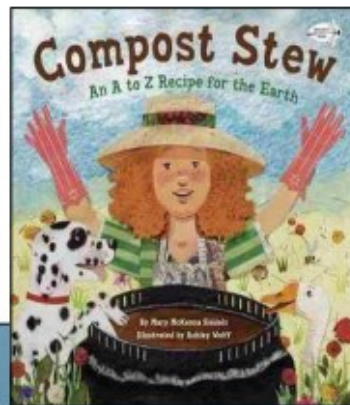


We recently had a robust conversation about what should go into the compost bin, the children drawing ideas from our labelled lunch scrap bins, which we sort into recyclable food scraps for 'worm food, the compost bin or to feed to Solomon's chooks'; the recyclable plastics bins; and rubbish to go to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

The children wondered

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

We looked inside our compost bin, which contained a mixture of broken-down compost and decaying fruit scraps. The children noticed the many tiny insects present and the soil like appearance of the compost. We shared a story called "Compost Stew" by Mary Elizabeth McKenna Siddals, which explains how compost is made, what to add to the compost bin, and how compost is used to promote plant growth and improve soil quality. The children are keen to add their own lunch scraps and take turns to aerate the material, by rotating the compost bin.



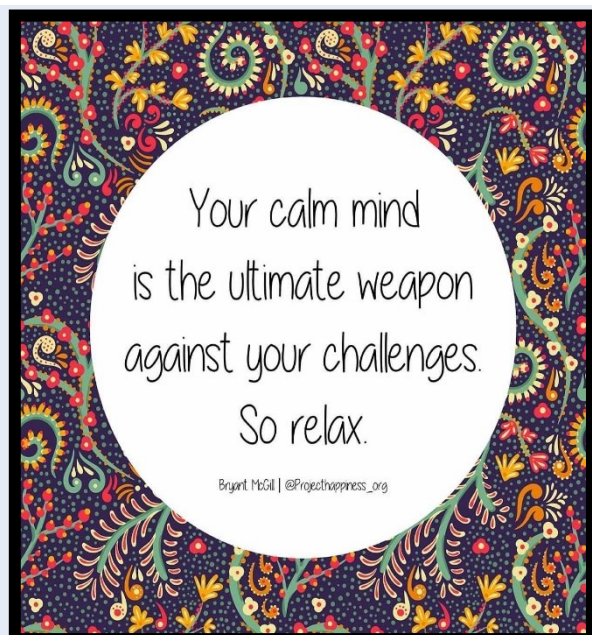
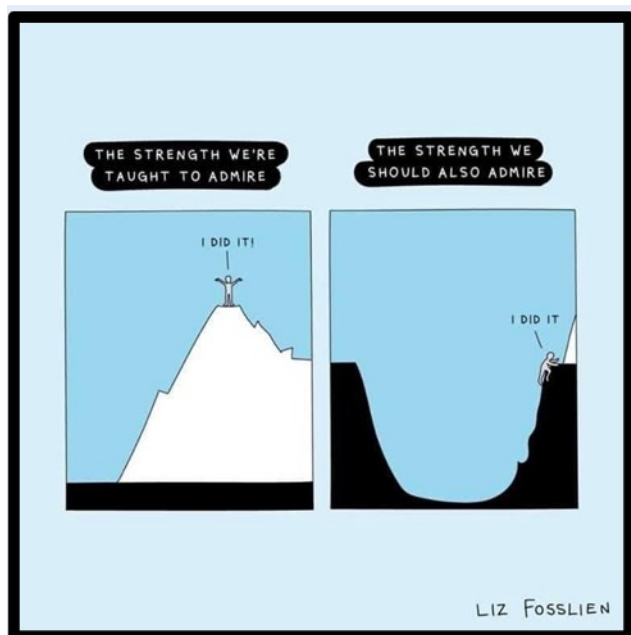


### Encouraging a sustainability lens

- ✓ Eddie discovered our water tank was very full after all the recent rain, however, to save wasting water used for sandpit play, Eddie recycled the water into our herb garden.
- ✓ Zara checks on our native beehives to make sure they have a clear flight path to their hive.
- ✓ Sol and his classmates use litter free lunch boxes to reduce the amount of packaging and land fill waste we produce.
- ✓ Everyone uses a re-fillable water bottle at Kindy.
- ✓ Harley searches in the recycle paper box for paper to make money for a game.
- ✓ We take turns to turn out the inside lights when we are playing outside.
- ✓ Zoe used both sides of the paper to make handprint patterns.







**Facing Challenges** is part of everyday life. Some we confront head on and don't even think about it. Other challenges bring out our feelings of fear and worry and we can struggle with how to deal with them for a long time. Sometimes we can get stuck here and never feel that we can take on the challenge that lies in front of us. It doesn't matter where you are in your life, age and success has no influence here, we are all confronted by challenge, but how our minds work through this can be the solution to overcoming a problem.

Everyday, all the children have moments of challenge. These may conflict with another child, saying goodbye to a parent, looking in their lunch box and seeing something new or their least favourite thing, being asked to do something that is not what they want to but is necessary, being confronted with the toppling of a creation over and over, or just surviving in a busy world with others.

As adults we have learned over the years to work through challenges and problems, and it is not always easy, it can be confronting, emotional and difficult. Are you the put aside for another day or too hard pile, or are you the dive in and face it whatever the outcome can be? Are you a mixture of both? Have you worked on practicing patience and understanding of how you feel when taking on any challenge, do you look at both sides to the situation?

At Kindy, as Educators our job is to help the children work out how they can face a challenge – emotionally, carefully, instinctively and physically. This takes time and patience and engaging in a sense of calm. An irrational brain cannot take on a problem! Thinking through, how, what, when, where and why in your brain, your heart and also talking to others is how challenges can be overcome. The illustration at the top of the page is often the first reaction given to children, and they love this praise! What I am encouraging you to do also is to look at the journey that had to be travelled for your child to solve the problem. When they are acknowledged as working through the problem, this helps them to take on so many more challenges in life.

I am adding a photo of Edgar. When we were doing the obstacle course, Edgar said he couldn't do it. When I asked why he said it was too hard and he was too big. We talked about the challenge he was facing it was both physical and mental, he was overcome with fear, and he was ready to shut down! With a calm approach, discussion, observation of others, guidance, he did it! He took on the challenge and then had the power to do it again and again! **WELL DONE EDGAR!**



There is nothing harder, as an adult than to watch a child who is upset and crying. From birth crying is the instant cue to let us know something needs fixing. As parents we innately want life to be better for our children, to be happy and healthy. It's easy to be with children in the excited, happy, joyful moments but can be uncomfortable to see children sad, angry or afraid.

As a parent, I personally struggled with this and wanted to protect my children from feeling, sadness or anger. It was during my child's first year of Kindy that I discovered this 'need to protect' wasn't providing him with emotional literacy or resilient skills. It is important for children to experience all emotions rather than moving the world around them and smoothing over their problems. We need children to practice the 'little problems' now so later in life, they have skills and knowledge to handle the big ones.

It's important for children to learn strategies when emotions come to visit. How can adults help with this growth? Allow children to feel and practice moments that are emotion evoking. (E.g. using a different water bottle, leaving a painting or snuggle toy at kindy overnight.)

When children are experiencing big emotions it's important to be with children in the moment:

- Notice the emotion and where you can feel it in your body.
- Label the emotion, 'This is sadness' or 'This is fear.'
- Scale the emotion "This is a 'big sad' feeling, in time it will feel smaller."
- Calm finger breathing or belly breathing.
- Allow your emotions space and acknowledge they are with you.
- Always remember that all emotions will pass. Give it time.
- Think about what you will do the next time the emotion visits you.

Unit 2/2 children have been playing various games and looking at illustrations in books to explore and label emotions. 'Emotion freeze' and sorting pictures into 'The box of feelings' have been some of our favourite activities. Our group discussions have been about what makes us feel happy, sad, angry, afraid and excited. We've discovered that everyone has feelings! Even adults too!



#### Great Books and Resources for children

'Aroha's Way' written by Rebekah Lipp

'In my heart' By Jo Witek

'Hey Warrior' by Karen Young (A book about anxiety in kid friendly terms)

'Big Life Journal' – <https://biglifejournal.com.au> (Growth mindset resources for children)

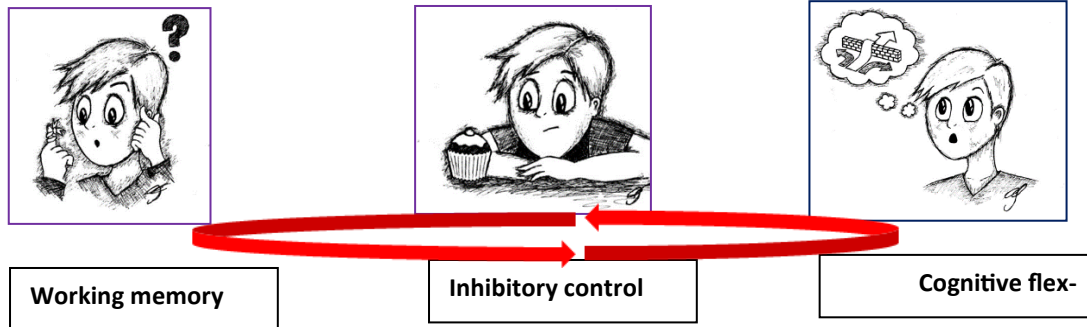
## MPC Enrolment Lists

## 2023 to 2025 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 enrolments are allocated in strict waiting list order.

Executive function is generally considered to consist of the following 3 elements:



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

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

**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.

Children learn and develop executive function and self-regulation skills gradually and with practice, in the same way they develop many other skills. We, in turn, can support this development by first using foundational strategies and then adding in more complex strategies that further develop children's executive function and self-regulation skills.

Executive function experiences are included as part of our everyday and we also purposefully plan experiences to practice these skills and increase the complexity in these experiences.

This week we played a new game where the children had to remember who they had sitting on each side of them (their neighbours) and then they all had to find 2 new neighbours.

So...what is significant about this request? As well as acknowledging our focus on building positive relationships with, and between, children. I want the children to build confidence in being with, and interacting with, a range of individuals, not just those they choose to play with. But just as importantly, this request will provide practice for the children (and allow us to observe) their executive function abilities. Will they:

- Remember what they were asked to do and who they had been sitting beside? This gets harder if we play a few times and have more neighbours to remember. (Working Memory)
- Resist the urge to sit beside someone they played with, someone they know well? (Inhibitory control)
- Be able to shift their attention to the wider group of children and be able to choose 2 new neighbours to sit near? (Cognitive flexibility – shifting, problem solving)



Executive function impacts on both a child's social interactions and their engagement in learning experiences. Children with under-developed executive function will have trouble recalling instructions or holding information in mind for short periods of time, they will be restless and likely to respond inappropriately when things don't go their way. They may find it hard to wait in turn, to keep their hands away from others or to remain focussed on the task they have been given. Their abilities to fully engage in experiences is limited as they will struggle to adapt to changes or to consider more than one piece of information at a time (eg considering two clues at once as they guess what's hiding under the material). Likewise, their ability to consider different solutions to problems or their ability to incorporate another child's ideas in play may be compromised.



# More information about Executive Functioning

## Why are Executive Function skills important for life?

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

We **take a deep breath**, rather than honk, if the car in front of us fails to move immediately when the light turns green. As adults, our **capacities to multitask**, to **display self-control**, to follow multiple-step directions even when interrupted, and to **stay focused** on what we are doing despite ever-present distractions are what undergird the deliberate, intentional, goal-directed behaviour that is required for daily life and success at work.

(Shonkoff 2011)



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



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

Our goal is to create self-regulated learners who:

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

MPC teachers and educators have been involved in a number of research projects over recent years and we have built our knowledge, skills and commitment to incorporate many possibilities for children to practise their executive function skills. Opportunities abound in the dramatic play games children develop, to practise executive function skills including:

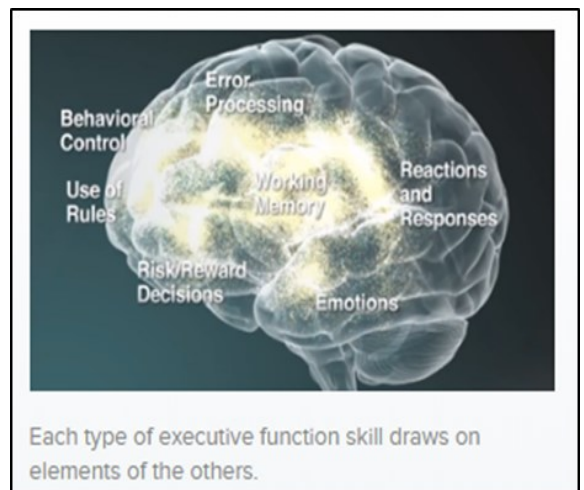
- ⇒ remembering the ideas in the game from one day to the next
- ⇒ planning what they need and what to collect/make/build first
- ⇒ listening to others, sometimes shifting their thinking to follow someone else's idea enabling the play to continue.

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

Useful information can be found at

[What is Executive Function? How Executive Functioning Skills Affect Early Development \(harvard.edu\)](https://www.harvard.edu/what-is-executive-function-how-executive-functioning-skills-affect-early-development/)

[C&NN ExecutiveFunctionToolkit\\_8-14\\_15\\_final \(childrenandnature.org\)](https://www.childrenandnature.org/C&NN_ExecutiveFunctionToolkit_8-14_15_final)



During my discussions with families recently, some parents have asked about their child's level of play and their ability to make friends with other children in our group. Having a friend can be very important to a parent but less so to a child who may be engaged in exploring surroundings, sitting back to take in what's happening or engrossed in a book. The word 'friends' is used in many ways and means different things to different children. A child may talk about their 'best friend' and this may be someone they play with regularly or a passing interaction. At kindy, just like life, we don't have an expectation that all children will be friends however we work towards children speaking and acting in friendly ways. Instead of the word 'friends' I like to use other term such as 'play partners'.

Children may choose a space to play in and engage, to their own degree, with others in that space. Children may have one close play partner or a few, or they may be comfortable playing with many children. Some children are equally as happy playing alone. As children move to different areas of our environment they are interacting with many other children along the way. Rather than focusing on your child making a 'friend' think about the valuable learning that is happening alongside other children: sharing, negotiating, taking turns, waiting and dealing with conflict by learning to be brave and speak up.

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 flow backwards and forwards between the stages. In these early days of kindy our focus is on encouraging children to feel safe and supported by teachers while saying goodbye to a parent each morning. We create positive experiences for them throughout the day as they become familiar with our environment and routines. 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 teachers. 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. Understanding what 'being friends' mean takes a very long time!

## Toothbrush cruncher—

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

Thanks everybody...The Toothbrush/Toothpaste Cruncher is filling again! Taking this small action has encouraged many parent/child conversations about a range of sustainable issues. Who knows where those conversations will lead!

[Oral Care Free Recycling Program · TerraCycle](#) This site shows a little about the re-cycle process and what they can be re-cycled into.





## To ponder...

As a staff team we are thinking about **anti-bias**. Everyone has their own world view and we are trying to be more aware of how this influences our responses to children. What does this mean and how does this impact on our communications with children? A few examples:

- When giving the washing bag to a child, *"Could you please help mum or dad with the washing"*.
- When R brought her birthday cakes to share and another child said they were yummy and to thank her mum, R replied that her dad made them. Shirley's response was to ask her if she helped, normalising the statement. Children hearing from other children bringing in a different perspective is very powerful. Conversations ensued about who in their family likes or does most of the cooking.
- Children can build their awareness about similarities and differences in families when they hear comments from other children such as, *I want to make 2 mother's day cards because I have 2 mums; I'll make a card for mum and a card for J (step-mum)*.
- We notice together, read books or highlight other perspectives to challenge some comments children make: *Boys don't have long hair. Girls can't be builders. Boys don't wear nail polish.*
- One child said, *Army men are bad*. To which another replied, *My dad's in the army. He's not a baddie*. Expanding children's range of experiences can moderate thinking.

To help frame our thinking we are using "The Anti-Bias Approach in Early Childhood" edited by Red Ruby Scarlet.

## Useful links!

- <https://www.youtube.com/watch?v=hMyDFYskZSU> How a child's brain develops through early experiences.
- <https://developingchild.harvard.edu/science/key-concepts/executive-function/> Executive Function: Skills for Life and Learning
- [https://www.researchgate.net/publication/264393764\\_Less-structured\\_time\\_in\\_children's\\_daily\\_lives\\_predicts\\_self-directed\\_executive\\_functioning](https://www.researchgate.net/publication/264393764_Less-structured_time_in_children's_daily_lives_predicts_self-directed_executive_functioning) When children spend more time in structured activities, they get worse at working toward goals, making decisions, and regulating their behavior.
- <https://www.heysigmund.com/anxiety-in-children-10-practical-strategies-to-help-kids-manage-perfectionism/> Anxiety in Children– 10 Practical strategies to help kids manage Perfectionism.
- <https://www.circleofsecurityinternational.com/p/parenting-blog/eliminate-two-words-from-your-parenting-vocabulary>  
*If you spend any time at a place where there are children, you will often hear a version of these two words: "you're okay". What happens, though, when a child hears these words?*
- [Teaching Your Child to Be Ethical | Education.com](#)
- [Meditation for Kids - Headspace](#)
- [How to teach your child patience | First Five Years](#)
- <https://www.playandlearntogether.com.au/play-experiences> play experiences for children by age, type of play (e.g. creative, construction, games) materials (e.g. blocks, playdough), learning areas or skills (e.g. mathematics, literacy, science), interest or topics (e.g. animals, celebrations), and lots more.
- [Caregiver Handouts: Games and Activities - HCDC Pediatrics \(harvard.edu\)](#) Here you'll find handouts with suggestions for games and activities to do with children of different ages. These activities can promote bonding and build children's brains through play.

## Loose parts

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

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

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

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

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

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



## News from Before & After Kindy Care

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

Many children are building connections and getting to know others from different groups and they are looking forward to having this time to play.

Sometimes there's time to investigate and follow up with an experiment. Some children noticed some passion fruit had fallen from the vine. Some were wrinkly, some were green and some changing to purple. We wondered what they would look like inside.

Some children looked, touched and smelt before cutting open. The wrinkly one looked pretty 'yukky' but the others looked good. A taste test was required and a couple of brave tasters gave it a go. Facial expression indicated the green ones were sour and the purple ones were delicious. Good to know and wonderful learning!





## Some parents, grandparents and special visitors have been to kindy!

Some parent comments... *Connor was so excited to show me his special kindy world. It was really lovely spending the morning with him and his friends- they all were all full of lots of news and very welcoming to me to join in all their games. It was great to see the flow of the day.* Danielle

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

All parents are welcome to come and stay for a play for either a little or long time. From a teacher's perspective, it's a great to have an extra pair of hand and ears to share with children. When parents see their child in a different situation, such as with a group of children, it often enables them to see their child in a different light. It also enables a greater understanding of your child's day and children they may be interacting with when you have experienced it yourself. Things your child may come home and tell you about suddenly make sense! The biggest reason however is... it builds another lovely connection between you and your child!

A comment from a parent about Grandparents/Special visitors morning. *..Thanks to you and Jordi for all your efforts and organisation with Grandparents Day today. Leo's grandparents were so impressed with you both, the centre as a whole, the environment and all the opportunities you all create for the kids. They said a few times that they now understand why I was so desperate to get Leo into MPC.*

A comment from a parent who came to the recent **"WHY PLAY! WHERE'S THE LEARNING?"** evening where parents had a taste of playing themselves with much hilarity while gaining more understandings about how we support children's learning through play... *If this is what happens at kindy, I think I'm going to give up my day job!*



Play outside.  
Oh. So true!



## A request for research participation

### [Improving parent-child relationships \(Research Participation - Survey\)](#)

My name is Brittnee Byron and I am working with Dr Erinn Hawkins (School of Psychology, Griffith University, Queensland) on a research study (GU REF: 2022/070) to validate a measure of parent-child relationships for toddlers.

Having good measures helps therapists make better decisions in therapy and gives researchers ways to evaluate how well the therapy works. To know how well the new measure works we need as many parents of toddlers as possible to complete a short online survey (approximately 15 minutes). All participant information is anonymous.

I have attached a copy of our recruitment flyer and more information about the study can be found here:

<https://www151.griffith.edu.au/redcap/surveys/?s=NTCX9M38H8>