



Djeembana News February

We have had a great start! We welcomed Lisa (Mon, Tues) and Monica (Wed and Fridays) into the team last week. Vicki is settling in exceptionally well with the team and centre – well done Vicki.

The short hours and half groups were integral to this smooth start. I am sure many of you are aware that some of the children were anxious and unsure about coming into this new space with unfamiliar adults and unfamiliar routines and expectations. The half groups provided us with the opportunity to spend time with each child and begin to gain their trust. It also gave the teaching team time to get to know your children and explore which teaching approaches will work for them.

The children have become very familiar with the daily schedule, asking me where it is if I have forgotten to put it out. They even asked where it was at the beach so we have one for the beach now too. The schedule assists children to manage their anxiety when they are not sure what is

happening next and what is expected of them, they can check in on the board and the team can direct them to the board. The schedule is particularly useful for the visual learners who benefit from a visual cue as well as verbal cue. It also assists if we alter the arrangements for the day. We may all start inside or all outside or split into two groups and be inside and outside. Each day the children will be encouraged to check the visual schedule, so they know what is planned.

If you feel it would be useful to have a visual schedule at home, please let me know and I can create one for you. Visuals such as: meal time, bath time, dressing, No TV/Ipad, kindergarten time, any other extra curricula things you do, pack bag, bed time....

The children are demonstrating strong enjoyment for music both singing and moving. This is very exciting, as music is one of my strengths, so I look forward to sharing my musical resources with the group.

Thank you for returning the kinder books. Each child is having a turn at sharing their story with the group as a way of us getting to know each other and realizing the commonalities e.g Who has a dog? Where is your favorite holiday place? In the next weeks the children will be adding photos to their nooks of their first month as a kindergarten child.

The children have been introduced to Boon Wurrung perspectives through using some language: Bundjil – wedge tailed eagle and waang – black raven, walurt- possum Moom – backside, merring – eyes, wirring – ears, gaang – nose, wurrung- mouth/lips, barring – knees. Djinang – feet, marram – body,. Whenever possible we will use Boon Wurrung language to label animals, body parts, plants or things in the environment. We have been given permission to use the language by the Elders. Sometimes we may use language from another group if we are working with First Peoples from other Aboriginal Countries.

Snack time – please ensure the contents of the snack box are healthy and contain nutrients that will sustain the children's energy levels and therefore ability to learn. We are asking the children to eat fruit and vegetables before any other snack. If children arrive with chocolates, lollies, sugary foods they will be asked to take them home. Please be mindful of how much food you are packing as some children are trying to eat everything and then worried they are missing out on play time. On the half days sandwiches are not necessary as the children will

have lunch after kindergarten or before on Tuesdays. Only Fridays will they require lunch and a bit more food.

Thankyou for participating in the family picnic, it was a special evening. Lionel was very generous in sharing his culture and learnings. His yidaki session was beautiful lying with the big gum trees and summer sky.



Perceptual Motor Program (PMP): In a few weeks we will introduce the children to PMP. This is a program that is designed to develop a child's gross motor skills, coordination, concentration, listening skills, problem solving skills and be enjoyable. Each time we run PMP, eight activities are set up. An adult is positioned at each activity explaining what skill they are to perform, offering support and encouragement. The children are divided into teams of three or four and rotate through the activities. Usually the program takes 60 minutes to complete. The first date is the 4th of March with the program starting once all the children have arrived. For this program to run successfully we require at least 6 parents to be involved. A notice will be placed next to the attendance book asking for volunteers. The parents get as much out of this program as the children and it is a great way for you to get to know the other children. Looking forward to your support with PMP.

This newsletter I will highlight elements of the Victorian Early Years Learning and Development Framework to assist you in developing an understanding of how the outcomes influence the program, our observations and the development of each child.

Outcome One: Children have a strong sense of identity

Child feel safe, secure and supported

The first month has focused on building relationships between the children and the teaching team, of course these relationships continue to grow and strengthen as the year progresses. It has been important to get to know each child so we can plan a program that reflects their needs and development.

The children are becoming familiar with the routines and are transitioning smoothly over the day. The visual schedule assists children to know what is happening each day and reduces anxiety.

Every child has made a connection with at least one child even if only for a short period of time. The team has assisted children to explore new connections and sustain those connections.

Children develop their emerging autonomy, inter-dependence, resilience and sense of agency

The children have been exposed to new challenges and have made new discoveries particularly when we have been at the beach. e.g climbing rock wall, managing rock pools.

Children have persisted when faced with these new challenges, revisiting experiences until they have celebrated their achievement with others



Outcome two: Children are connected with and contribute to their world

Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active civic participation

The children (and families) have begun to develop a sense of Belonging to the pre-school, the centre and the environment. Many experiences have been planned to provide opportunities for all to develop a sense of belonging – children, families, extended family and teaching team.

Children have been encouraged to contribute their thoughts and feelings to group discussions and program development.

Children respond to diversity with respect

Djeembana is made up of 27 children all who have different abilities, personalities and stories.

The children are experiencing these differences as they interact with each other and listen to the stories from the Kinder books. The children are also becoming aware of the similarities they have with each other as they interact and chat during play.



Outcome three: Children have a strong sense of wellbeing

Children become strong in their social, emotional and spiritual wellbeing

Each child is developing trust in their abilities to interact with the program and contribute to the program.

When children are part of a group it important for them to learn how to understand, self-regulate and manage their emotions in ways that ensure they are included by others and in ways that demonstrate they understand the impact their emotions have on others. This is a skill

that many people work on for their entire life. The children are learning about ways to manage their feelings and ways to be kind towards others.

Outcome four: Children are confident and involved learners

Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

Each time the children enter the environment – indoors/outdoors/beach- they are observing what has been provided, what has changed, and what discoveries they can make. This leads to them exploring and investigating what they will do in those environments.

Challenges have been presented in all these environments inviting the children to take a risk and have a go. We have observed every child persisting when things have become a little more challenging.

Outcome five: Children are effective communicators

Children interact verbally and non-verbally with others for a range of purpose

Children's verbal skills vary greatly so when comprehension has been difficult between children they have drawn on their non-verbal skills. e.g facial expressions, physical responses, emotional responses.

Children are using their language to develop play ideas and share their thoughts and feelings about those play ideas.

Children engage with a range of texts and get meaning from these texts

Many stories have been shared often requiring the children to respond to the text by adding their thoughts and understanding of the stories.

Music time is planned each day with new rhymes and songs for the children to learn



Parent library – this is situated in the foyer for families to borrow from. Please write down the book you borrow so we can keep track of the stock.

Book Swap Stand is for children to take a book and replace with a book they are no longer interested in.

Coming events

Perceptual Motor Program (PMP) Wednesday 4th March, 11th March, 18th March and 25th March
Festival 14th March 10 -8pm and Sunday 15th Wayapa session at 8am followed by community breakfast.

Friday 20th March – Preschool closed due to team attending a conference

Harmony Day Wednesday 18th March 12:00 – luncheon share a plate of food from a country you have connection with. More details to come

Friday 27th March last day of term one



Jimbo's in there somewhere!!



Chickens learnt to perch last week

That's it for this month, if you have any questions please ask.

Karen