

Campus Kindergarten

St. Lucia, Queensland

Newsletter DEC
2015 Term 4
Issue 11

CAMPUS CHRONICLE

CAMPUS KINDERGARTEN NEWSLETTER

CAMPUS CLOSURE

19th December 2015 to 18th January 2016

Reopen @ 19th January 2016



Merry Christmas



Message from the office ...

2015 has definitely flown by too quickly. As the year is coming to an end, I would like to take the opportunity to thank the Campus community for a wonderful year. The past few weeks have been incredibly busy with celebrations of your child's journey both in class and at our big End of Year celebration. For all the families that are leaving us this year, we wish you all the best and remember to come back and visit us. We would like to wish all families a Merry Christmas and Happy New Year.

To continue to improve our quality and service at Campus Kindergarten we would really appreciate it if you can take two minutes to complete an online evaluation survey. Your feedback is very valuable and will help us to improve.

Please follow the link to complete the survey:

<https://www.surveymonkey.com/r/familiysurvey2015>



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UPCOMING DATES

January 2016

- 19th Orientation week
- 21st Board Meeting
- 25th Term 1 Start
- 26th Public Holiday

February 2016

- 12th Family Welcome Afternoon Tea
- 18th Board Meeting

- 19th 2015 Student Reunion Day

March 2016

- 5th Working Bee
- 17th Annual AGM
- 23rd Easter Event
- 24th Term 1 End
- 29th Holiday Kindy

As the holiday season is about to begin here are just some community Christmas programs that are on offer that might be of interest:

Some suggestions are as follows:

- City Hall Light Spectacular
Event Date : 11/12/2015 - 24/12/2015
<http://www.weekendnotes.com/city-hall-light-spectacular/?sb=1&i=1&j=1&k=3&wemid=55607&wuid=718404&ap=FOGdTp9Diw>
- Christmas Fireworks Spectacular at South Bank
Event Date: 17/12/2015 - 21/12/2015
<http://www.weekendnotes.com/christmas-fireworks-spectacular-south-bank/>
- South Bank Christmas Markets 2015
Event Date 11/12/2015 - 23/12/2015
<http://www.weekendnotes.com/south-bank-christmas-markets/>
- Christmas Carollers @ Chinatown Mall
Event Date Saturday, 12 December | 12 – 2pm
<http://www.brisbane.qld.gov.au/whats-on/featured/school-holiday-activities-for-kids#/?i=4>
- Christmas col @lage workshop @ Museum of Brisbane
Event Date Monday, 14 December | 10am – 1pm
<http://www.brisbane.qld.gov.au/whats-on/featured/school-holiday-activities-for-kids#/?i=3>
- Christmas cards in the Gardens @ Brisbane Botanic Gardens Mt Coot-tha
Event Date: Tuesday, December 15, 2015, 10am – 2pm
<http://www.brisbane.qld.gov.au/whats-on/featured/school-holiday-activities-for-kids#/?i=3>
- Cracker Aussie Christmas @ Indooroopilly Library
Event Date : Thursday, 17 December | 10:30 – 11:30am
<http://www.brisbane.qld.gov.au/whats-on/featured/school-holiday-activities-for-kids#/?i=5>
- Christmas storytime @ West End Library
Event Date: Friday, 18 December | 10:30 – 11:30am
<http://www.brisbane.qld.gov.au/whats-on/featured/school-holiday-activities-for-kids#/?i=5>



House Keeping

Some housekeeping as usual:

- ★ Holiday Kindy is on offer at Campus Kindy between 14/12/2015 to 18/12/2015 .
- ★ Orientation Week begins on Tuesday 19th January 2016 and Term 1 2016 will commence on 25th January 2016.
- ★ Campus Kindy Website - regularly check our website as new items are being constantly added, and remember to provide us with some feedback!!!
- ★ Immunization update - It is a requirement from the Office of Early Childhood that we have documented records of all children's immunisation records. Please ensure that this is done EVERY TIME YOUR CHILD HAS ANOTHER IMMUNISATION in order for us to keep up-to-date with your child's Immunisation record at Campus Kindy.
- ★ Gate Safety – when entering and exiting the Kindy please ensure you check the gate behind you. For the safety of the children please ensure you turn around and check the gate is securely shut.



**EMERGENCY EXIT
ONLY
DO NOT ENTER**

For the safety of all the children at Campus Kindy we **STRONGLY ENCOURAGE** ALL parents to use our MAIN double gate as your main entrance gate. All other gates around Kindy are identified as emergency exit gates only, and by REGULATION they are to be used as **EMERGENCY** gates only and NOT to be used as a daily entrance point or a shortcut to UQ. The extra couple of minutes of your time to walk around and use the main entrance gate at the Kindy car park helps with the safety of the children at Campus Kindy.

- ★ Kindy Car Park & Safety – a reminder to all parents to take extra care in the car park. On your arrival and departure always take a second look before backing out of the car space and be mindful of any children or other cars to avoid any accidents.

Parking at Kindy around pick-up and drop-off times is always a busy time, particularly when you are in a rush. It can be frustrating but please take your time to avoid any accidents. Recently UQ Security has notified us that a lot of students around the University have been taking advantage of our car park and parking for long periods of time, and as such there have been extra patrols around the Kindy car park. To avoid any confusion please ensure that your car can be identified as a Kindy parent's car by displaying the ORANGE parking slip issued by the administration building. This slip will allow you 30 minutes of parking on the days you drop off and pick up your child. If you are staying at Kindy for longer than 30 minutes please ensure you pop into the administration building and request a GREEN visitor parking slip. If you ever experience any issues with Security regarding to your car while you are dropping or picking your child up at Kindy please feel free to come back in and ask either Alexis or me to assist you in the matter.



Campus Community Information



The **Starting Blocks** website, run by the Australian Children's Education and Care Quality Authority, has released new **infographics** to help parents to prepare themselves and their children for early childhood education and care. The new infographics include tips for parents, why the early years are so important for learning and development and the seven quality areas of the National Quality Standard
Link : <http://www.startingblocks.gov.au>

Dear Parents and Friends at Campus Kindy,
Do you know anyone having a baby at the Mater Mothers' Hospital who might be interested in having a student midwife support them through their pregnancy and birth?

I am a former Campus Kindy parent (Max graduated 2015), and mother of three children (15, 12 and 5) studying the Bachelor of Midwifery at UQ and the Mater Mothers' Hospital at South Brisbane. I have completed one year of study and will be beginning my second year in 2016.

My studies include following and supporting pregnant women and their families during their journey through pregnancy into parenthood.

As students we learn a great deal from this experience, but in return we are able to provide practical and emotional support. Receiving familiar and consistent care and support during pregnancy and birth is proven to be very beneficial.

Please contact me directly if you would like more information. I would be happy to talk further, or mail you some printed material about the program. This Midwifery "Continuity of Care" program is fully supported and endorsed by the UQ School of Nursing, Midwifery and Social Work, and Mater Mothers'.

I will also leave some brochures with Jessica at the Campus Kindy office.

Many thanks, and happy holidays!



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

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PRE-KINDY NEWS

In Pre Kindy this term we have been extremely busy with lots of exciting projects and experiences taking place. Throughout the term we wished Sienna, Greer, Anna, Lachlan, Max and Cara a very Happy Birthday. We would also like to celebrate our friends, Mikey, Ghea and Jack who will be having their birthdays over the holiday period.

It was a hot term and we were able to enjoy a lot of water play. This was so much fun, and the children really enjoyed having playful water fights.



At the beginning of the term we celebrated REmida Day which was lots of fun. The children from our Thursday and Friday group really enjoyed participating in making a banner and collecting recycled materials to be used on the day. This was a great way to celebrate Reggio culture with the children and families, as well as reinforcing the principles that Yvonne has been working on throughout the year regarding the importance of recycling and living a sustainable life.

Another great celebration which the children were very excited for was of course Spooktacular. In the lead up to this event the children expressed a keen interest in face painting. It was during this time that Lara and I practised new skills and created some wonderful and unique designs.



A great project that stemmed organically from the children's interest in books and reading this term was the creation of our Pre Kindy Library. This was a great area for the children to come and experience borrowing and responsibility. We spent time looking at how we look after books and the importance of being responsible for items that belong to everyone.



To extend upon the literacy theme, Lara supported and guided the children to learn the Auslan Alphabet. This was a very tricky task which the children were enthused about. It was so wonderful to watch them learn and grow. Over the course of the whole term the children were able to learn a sign language song which was showcased beautifully at our Pre Kindy End of Year Parties.



As an extension from the work the children did in term 3 with the creation of the tree, Skye so beautifully introduced the children to the art of Suminagashi/Floating ink. During this time the children worked closely and patiently with the inspiring and nurturing presence of Skye. She worked with the children to create unique and



symbolic art works which are meaningful and individual to each child. It was awe inspiring to watch the children be comfortable with something so new and different. The process required the children to manipulate brushes and ink to carefully to create their own beautiful prints. These leaves are a symbolic representation of their journey into Kindy.

Twilight was a huge success and a wonderful showcase of each child's efforts from throughout this year.

Lara, Yvonne and I are proud of the transition the children have made from the beginning of the year and feel that it is a credit to each of these amazing children.

We want to thank you for joining us on their journeys and congratulate not just these amazing children but each family for their invaluable part in this journey in partnership with us as a community. Sadly we are saying goodbye to three Pre Kindy classmates and their families: Dylan, Markus and Marius. We would like to wish them all the very best on their new journeys; best of luck, each one of you will be missed. After a busy and exciting year for all, Yvonne, Lara and I would like to wish everyone a happy and safe holiday. See you in 2016!



Here are some holiday fun ideas that have been most popular with your children this year!



All you need is self-raising flour, salt, food colourings, paint brushes, paint tray, measuring spoons, water and cut up pieces of cardboard. Here is the recipe that I found to work well.

- 1 Tablespoon Self Raising Flour
- 1 Table Spoon Salt
- 3 Teaspoons Water
- Food Colouring

Continually mix the ingredients with a paint brush until all ingredients have combined well into a paste.

When the paintings were all finished we placed a microwavable bowl in the centre of the microwave and put 1 painting at a time on top of the bowl. Our microwave roughly took 20 seconds to puff the paint but I did stop at intervals to check that I was not overcooking the puffy paint. The puffy paintings should come out warm not hot, so keep an eye on the time to avoid over cooking.

Homemade Playdoh

2 cups plain flour

1 cup salt

1 generous scoop cream of tartar

¼ cup cooking oil

2 cups boiling water

Food colour

Add the dry ingredients into the bowl mixing them together well. Make a well in the centre of the bowl and add the boiling water and the oil and food colour. Mix together really well; be careful though, it will be really hot! Add a bit of flour to a flat surface and knead together stretching the dough out and rolling back into a ball. This can take up to 10 minutes. The dough should be soft but not sticky and slightly stretchy. Best kept in an airtight container away from moisture.



Apple, cinnamon and oat pancakes

These are really simple and the kids really enjoyed eating them!

2 cups self-raising flour

1 cup oats

¼ cup sugar

2 eggs (or one jumbo egg)

1 cup of milk

Grated apple

Cinnamon to taste

Mix all ingredients together well, adding more milk as necessary. Once combined, cook on a medium/low heat with butter. Once the pancakes are bubbled all over they are ready to flip! ENJOY!

Egg and Veggie muffins

You will need a muffin tray and cupcake papers.

- Eggs
- Veggies of choice we used:
- Feta
- Cheese
- Capsicum
- Onion
- Tomato
- Basil
- Spinach
- Mushrooms
- Carrot
- Broccoli
- Zucchini

Any vegetables will go nicely.

Brown all vegetables in a frypan, allow to cool then add eggs and mix together, adding in fetta and cheese. To make 20 we used roughly 8 small eggs. Bake in the oven until golden brown and the tops spring back. Serve warm! Bon Appetite!



Egg and Lettuce Wraps

These were so simple and the kids really enjoyed them. We used the lettuce from our garden and the eggs from our chickens.

You will need 4-6 eggs depending on how many you want to make, mayonnaise and ½ teaspoon of curry powder. Hard boil the eggs and allow to cool completely, mash the eggs, add in the mayonnaise and curry powder. Use any type of lettuce; ones with large leaves work best. Spoon the egg mixture onto the lettuce leaf and fold like you would a tortilla or flat bread. Serve cold and enjoy a super healthy and yummy snack!



Kindy A News

Nutrition

This term Fiona has been looking at nutrition. Every week Kindy A have been cooking a healthy dish. The children have helped in all aspects of the journey, from deciding which recipe to prepare to consuming the end product!

Nutrition is very important for everyone, but it is especially important for children because it is directly linked to all aspects of their growth and development, factors which will have direct ties to their level of health as adults. The way children eat has a lasting impact on their health throughout their lives. Consuming nutritious foods helps children grow and develop as well as feel good about themselves. Children require a

variety of nutrient-dense foods such as fresh fruits, vegetables, whole grains, meat, fish and adequate calories in order to grow and develop properly.

Cooking helps children understand portion size and what ingredients go into various meals. Cooking gives us the opportunity to discuss what foods are good to eat all the time, such as fruits and vegetables and what foods are good to eat sometimes, such as cookies and chips. Learning how to cook will give the children the skills they need to prepare food. We also made a cookbook for everyone with these recipes, which we had tried and tested.



Muesli Cookies

Ingredients

3 ripe bananas

½ teaspoon ground cinnamon

2 cups of rolled oats

½ cup desiccated coconut

¼ cup of olive oil

½ cup of sultanas

Method

Step 1 - Preheat oven to 180 degrees

Step 2 - Mash bananas in medium sized bowl

Step 3 - Add all ingredients and mix with wooden spoon

Step 4 - Line tray with baking paper. Roll mixture into balls and place on tray. Press each ball slightly to flatten.

Step 5 - Bake in the oven for about 20 minutes or until brown



This term Michelle has been looking at our five senses. Our senses allow us to learn, to protect ourselves and to enjoy our world. Every week we have discovered a different sense during group times and various activities. We have learnt that we all have the same senses - eyes to see, ears to hear, a nose to smell, a tongue to taste, and skin to feel.

Touch: The sense of touch is spread through the whole body. We learnt that our skin is able to identify four kinds of touch sensations such as cold, heat, contact and pain.

Taste: We looked at the way our tongue works and found that despite helping us to identify different tastes our tongue also helps us to talk and eat. The tongue map showed us that we are able to taste four separate flavours: salty, sweet, sour and bitter.

Sight: Our sense of sight is all dependent on our eyes. They take in lots of information about the world around us such as shapes, colours, movement and much more.

Sound: Sounds are everywhere. Our ears are in charge of collecting sounds, processing them and sending sound signals to our brain. We learnt that sounds normally reach one ear first and then the other ear and that we have to look after our ears by avoiding super loud noises. We went on a nature walk in our garden and listened to all the sounds that surround us.

Smell: Our nose lets us smell and plays a big part of why we are able to taste things. To practise our sense of smell we played a game called 'What scent is this?' Michelle gathered some objects with different scents, including vanilla essence, mint and lavender from the garden, an onion and an orange.





Ash has been focussing on Jimmy Pike artwork. After an excursion to the UQ Anthropology Museum, the children were inspired by Jimmy Pike's artwork. His collection of artwork titled, "You Call it Desert, We Used to Live There" used vibrant colours and symbols from the Australian outback.

The children were given the opportunity to choose a piece of his artwork that they liked best and then create their own interpretation of it. All the children interpreted the pictures differently. They all spent a great deal of time working on their art pieces, ensuring that the colours and shapes were reflective of the original artwork. Ash discussed the artwork we saw:

the colours Jimmy Pike used, the drawing techniques we saw and ways in which we could re-create the images prior to the start of this project.

The class were eager to have a go at re-creating one of Jimmy's artworks and over the term the children were given the opportunity to do so. The precision and detail that has been put into their work so far has been amazing!

As a team, but particularly Ash, we have been looking at school readiness. School is the next step in the journey. We have looked at improving:

- Language skills
- Physical well-being
- Motor co-ordination and skills
- Concentration and emotional adjustment
- Independence

Thank you Kindy A friends and families, it has been an absolute pleasure to collaborate with you all this year. We wish you well in the future. Fiona, Michelle and Ash.



Kindy B News



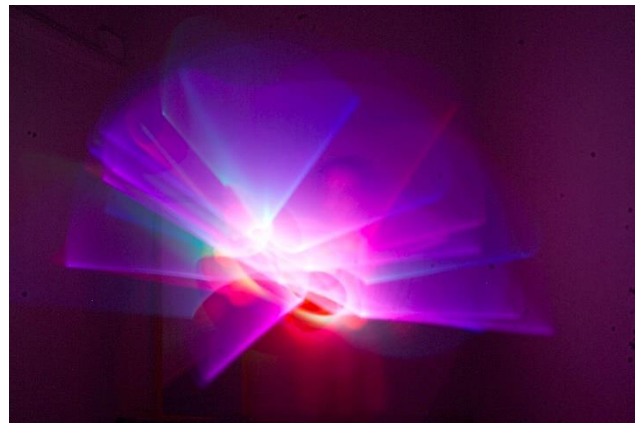
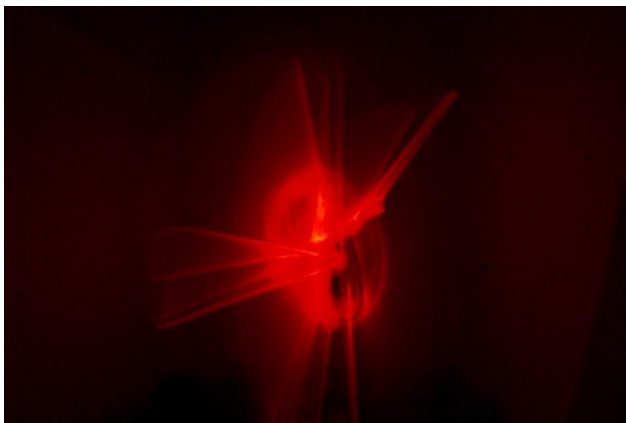
We started off our term in Kindy B by celebrating Nutrition Week in week 2. Each day the children helped to create different recipes using nutritious foods. The following were the 5 recipes: Monday – Tomato Salsa; Tuesday – Veggie Muffins; Wednesday – Tomato, Mint and Feta Fritters; Thursday – Healthy Pizzas; and Friday – Healthy Wraps. During Nutrition Week, we also talked about the six food groups and discussed which food is only meant to be eaten sometimes and which food you should always eat.



After visiting the 'Jimmy Pike' exhibit at the Anthropology Museum, the children developed an interest in the Indigenous Australian culture. To extend on this interest, Claire invited the children to create their own interpretation of one of Jimmy Pike's famous paintings. The children took two different approaches to this project: they either chose to reproduce the picture on their canvas or used the original painting as inspiration for their own. These beautiful paintings were displayed in the classroom.



Throughout Term 4, the children worked with Amy to finish the Life-Cycle sculptures which were started in Term 3. This interest in Life-Cycles began in Term 2 when the Chicken Incubator was introduced into Kindy A. The Turtle (Monday – Wednesday group) and Duck (Thursday – Friday group) sculptures were created by using pictures of each life stage as a guideline and making the body parts of the chosen animals using clay. Once each body part was made, the pieces were glued together and the children helped to paint them. The completed sculptures were displayed during Twilight.



Continuing on with the children's interest in light after visiting the Ipswich Art Gallery in Term 3, Crisandy decided to engage the children in a Light Project in Term 4. This project involved taking photos of the children using a Light Saver in the dark. Each child had the opportunity to create two photos. In the first photo, they wrote the first letter of their name using the Light Saver and the second was an abstract one.

National Quality Framework Updates



Australian Children's
Education & Care
Quality Authority

Quality Area 5: Relationships with Children



1 Educational
program
and practice

2 Children's health
and safety

3 Physical
environment

4 Staffing
arrangements

5 Relationships
with children

6 Partnerships
with families and
communities

7 Leadership
and service
management

? **WHY IS IT
IMPORTANT?**
Children need
quality care and
attention that
meets their
individual needs

Your child will feel safe, secure and that they belong. Positive relationships with educators help your children to play and learn.

Examples of what to look for:

- Your child is made to feel supported and welcomed.
- Educators respond to the individual needs and interests of children.

The **National Quality Framework** introduces a new quality standard to improve children's education and care services across Australia. Seven quality areas help ensure your child is given the best possible start in life. Over time, all Australian services will be rated against the National Quality Standard.

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Nutrition Snack Recipes

GLASS WINDOW BISCUITS



Ingredients

- 125g butter, softened
- 1/3 cup caster sugar
- 1/3 cup golden syrup
- 1 egg, at room temperature
- 2 1/2 cups plain flour
- 1/4 teaspoon bicarbonate of soda
- clear boiled lollies, to decorate

STEP 1

Using an electric mixer, beat butter, sugar and golden syrup until pale and creamy. Add egg. Beat until well combined. Sift flour and bicarbonate of soda over butter mixture. Stir until a soft dough forms. Turn onto a lightly floured surface. Knead dough until smooth. Divide in half. Press each piece into a 10cm diameter disc. Wrap in greaseproof paper. Refrigerate for 30 minutes or until firm.

STEP 2

Preheat oven to 180°C. Line 2 flat baking trays with baking paper.

STEP 3

Place lollies in snap-lock bags, keeping colours separate. Wrap bags in tea towels. Place on a chopping board. Gently crush lollies with a mallet or rolling pin.

STEP 4

Roll out each piece of dough between 2 sheets of baking paper until 4mm thick. Using tree and star biscuit cutters, cut shapes out of dough. Press leftover dough pieces together and repeat. Place biscuits on baking trays.

STEP 5

Cut little shapes out of centre of biscuits. Spoon crushed lolly into cut-out areas. Bake biscuits, 1 tray at a time, for 12 to 15 minutes or until lolly has melted and biscuits are light golden. Cool biscuits on trays for 5 minutes before transferring to a wire rack to cool completely.

Nutrition Snack Recipes

AVOCADO DIP WITH TURKISH CHIPS



Ingredients

- 450g loaf Turkish bread
- Olive oil cooking spray

AVOCADO DIP

- 2 avocados, peeled, stones removed
- 1 small lime, juiced
- 1 tomato, finely chopped
- 1 garlic clove, crushed
- 3 green onions, thinly sliced

STEP 1

Preheat oven to 180°C. Cut bread into 4 pieces. Cut each piece in half through the centre. Roll out each piece of bread with a rolling pin to flatten slightly. Cut into short fingers. Arrange bread on 2 baking trays. Spray lightly with oil. Bake for 15 minutes, or until toasted.

STEP 2

Make dip: Use a fork to mash avocados until almost smooth. Stir in lime juice, tomato, garlic and green onions. Season with salt and pepper.

STEP 3

Serve avocado dip with Turkish chips.

Nutrition Snack Recipes

SHORTBREAD CHRISTMAS TREES



Ingredients

- 7.5cm/7cm/6cm/5.5cm/4.5cm/2.5cm star-shaped cookie cutters
- 250g butter, softened
- 1/2 cup icing sugar
- 1 teaspoon vanilla extract
- 1 egg, at room temperature
- 2 1/2 cups plain flour
- 1/2 cup cornflour
- 200g white chocolate, melted
- 1/3 cup icing sugar
- 1 to 2 teaspoons water
- icing sugar, to serve

STEP 1

Using an electric hand mixer, beat butter, sugar and vanilla until pale and creamy. Add egg. Beat until well combined.

STEP 2

Sift flour and cornflour over butter mixture. Mix well. Divide in half. Press each half into a disc. Wrap each disc in baking paper. Refrigerate for 20 minutes.

STEP 3

Preheat oven to 160°C. Line 2 baking trays with baking paper. Roll each disc out between 2 sheets of baking paper to 3mm-thick.

STEP 4

Cut out 18 x 9cm stars, 18 x 7cm stars and 18 x 5.5cm stars from dough. Place onto prepared trays. Refrigerate for 15 minutes or until firm. Bake for 15 minutes or until light golden. Stand on trays for 5 minutes. Transfer to a wire rack to cool.

STEP 5

Place a 9cm star onto a flat surface. Spoon a little melted chocolate onto centre of star. Top with a second 9cm star, turning top star slightly so it is at an angle to first star. Repeat with a third 9cm star. Repeat with 3 x 7cm stars then with 3 x 5.5cm stars.

STEP 6

Combine icing sugar and enough water to make a thick paste. Drop a spoonful onto top of each tree. Use to hold place setting cards in position. Allow to set completely. Before placing onto table, dust with icing sugar.



Nutrition Snack Recipes

Santa Strawberries



Ingredients

- 24 large strawberries, fresh
- 1/2 cup cream cheese frosting (homemade or store-bought)

STEP 1

Prepare the strawberries:

Use a paring knife to carefully remove the green leaves and white hull (center) of each berry. Slice off the top 1/4 of each berry, reserving the tops.

STEP 2

Place the frosting in a resealable plastic bag with one corner snipped or a pastry bag with a very small tip.

STEP 3

Place the berries bottom side down on a platter. Working one at a time, pipe frosting onto the "top" of the berry. Replace the reserved berry top and pipe three dots onto the front of each berry to look like buttons and one dot on top to resemble the pom-pom on a hat.



Policy Review / Feedback



Dear Campus Communities,

We are constantly updating and renewing our centre's policies to provide the best quality care. We would appreciate any input or ideas you may have to contribute to our centre policies. Please read the attached policy and provide any feedback you may have .

NOTE: Other policies are also available for access in the admin building.

POLICY OF THE MONTH:

Program Planning Development Policy

Policy Name: _____

Please feel free to write down any feedback and comments and return this section to the office.

Lady Gowrie Community Kindergartens

PROGRAM PLANNING & DEVELOPMENT POLICY

CONSIDERATIONS:

NATIONAL QUALITY STANDARDS	1.1, 1.2, 4.2
NATIONAL LAW ACT & NATIONAL REGULATIONS	Law: Section 168, 323 Regulations: 73, 74, 75, 76, 118

POLICY STATEMENT:

To offer a dynamic program that is co-constructed on a daily basis from the observations and interactions of staff, families and children. To support the child in their development and learning and to involve their family in this process.

RELEVANT FORMS/MATERIAL:

- The Individual Kindergarten's Philosophy
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia (EYLF)
- Educators Belonging, Being & Becoming, Educator's Guide to the EYLF
- Queensland Kindergarten Learning Guideline (QKLG)
- Continua of Learning and Development (QKLG Companion)
- The Kindergarten Enrolment Form
- Lady Gowrie Community Kindergartens Family and Community Participation Policy
- Staff Position Descriptions
- The Gowrie (QLD) Inc. Professional Topics Workbook: The Educational Leader
- Foundations for Success: Guideline for extending and enriching learning for Aboriginal and Torres Strait Islander Children in the Kindergarten Year.
- National Quality Standard Professional Learning Program Resources.
- Australian Professional Standards for Teachers
- Guidelines for documenting children's learning (ACECQA Information Sheet)

SOURCES:

- Belonging, Being & Becoming – The Early Years Learning Framework for Australia (EYLF)
- The Queensland Kindergarten Learning Guideline (QKLG)
- Education and Care Services National Regulations 2011
- QKFS Program Delivery Guidelines for Approved Kindergarten Program Providers. (Accessed 2015)

REVIEWED: October 2015

Date to be Reviewed: April 2017

IMPLEMENTATION	
BEFORE YOU START	<p>A PROGRAM IS DELIVERED TO ALL CHILDREN BEING EDUCATED AND CARED FOR BY THE SERVICE WHICH:</p> <ul style="list-style-type: none"> • Is based on and delivered through an approved learning framework (Belonging, Being & Becoming – The Early Years Learning Framework for Australia (EYLF) and supported by Queensland Kindergarten Learning Guideline (QKLG)). • Is based on ongoing observation of the children and assessment of their individual strengths, experiences and interests; • Encourages and reflects involvement of families, children and Teacher/ Educators and, as appropriate, other relevant professionals; • Has a regular evaluation process of the program's implementation. This system of evaluation will value contributions of all members of the teaching team and ensure currency of program implementation.
EDUCATIONAL LEADER	<p>The Educational Leader will oversee the educational program supporting staff to implement the EYLF & QKLG reflective of the service's philosophy.</p> <p>If the Educational Leader is not the Nominated Supervisor, the Educational Leader is to liaise and work collaboratively with the Nominated Supervisor regarding the Service Program.</p> <p>The Educational Leader will support staff particularly in relation to critical reflection and promoting a culture of professional enquiry.</p>
OBSERVATION, IMPLEMENTATION & EVALUATION	<p>THE PLANNING AND DEVELOPMENT OF THE SERVICE PROGRAM IS BASED ON THE CYCLE OF OBSERVATION, IMPLEMENTATION AND EVALUATION:</p> <ul style="list-style-type: none"> • Information contained in each child's progress records must be gathered in a variety of ways. • Child progress records include reflections by staff on how group dynamics influence individual children's participation and wellbeing at the Service. • Teachers/ Educators must record examples of spontaneous activities and play that were initiated by children. • Child progress records must be used to profile changes in each child's learning and development over time.

	<ul style="list-style-type: none"> • Progress shown in child's records is shared with the child's family, e.g. through individual diaries / journals / portfolios and daily information book or summary of the day (the summary of the day may be emailed with family permission). • The processes for gathering, maintaining and using child progress records are evaluated regularly to ensure their effectiveness. • The program evaluation must be written, concise and must clearly define the program's strengths and weaknesses and highlight progress for individual children and groups of children. The evaluation will consider the engagement of children, engagement of the teaching team and the effectiveness of the environment setup. • Results of the program evaluation help to shape both immediate and longer term goals for the children. • The various documents used in a service program must demonstrate the full cycle of observation, implementation and evaluation for each child.
PROGRAM DEVELOPMENT	<p>THE DEVELOPMENT OF THE PROGRAM IS AN ORGANIC PROCESS ENCOMPASSING THE CHILDREN, FAMILIES AND TEACHER/ EDUCATOR, RESPONDING TO THEIR INTERESTS AND STRENGTHS AND EXTENDING THEIR VISION AND THEIR EXPERIENCES:</p> <ul style="list-style-type: none"> • Teachers/Educators view children as co-constructors of their own learning, who play an active and equal part in planning a negotiated / emergent curriculum. • Teachers/ Educators are creative in challenging children and the challenges are tailored to the competence levels and interests of individual children and small groups. Small groups of children are encouraged to work together on their own projects. • Teachers/ Educators take an active but sensitive role in identifying children's physical interests, skills, and abilities and in extending play, so that children feel competent in solving problems that require new skills (e.g. balance, flexibility, strength, eye-hand co-ordination, fine and gross motor skills). • Children are encouraged to manage conflict using non-aggressive strategies that have been modelled by staff. Each child has many opportunities to experience personal and interpersonal competence throughout the course of the day. • Teachers/ Educators encourage children to share ideas for group problem solving. • Children are encouraged to respond to music creatively through movement, dance and performance. • The program includes an integrated approach to creativity that

	<p>extends into different areas of the program including drawing, painting, modeling, dramatic play, storytelling and dramatisations.</p> <ul style="list-style-type: none"> • Children's work in progress is recorded (e.g. photos of children's work) and displayed with respect. • The program supports the creative expression of various cultures including those of the Service's families and Aboriginal, Torres Strait Islander and Australian South Sea Islander groups. Children learn songs, finger plays etc from various cultures. • The program recognises and promotes the history of Aboriginal and Torres Strait Islanders as the first Australians and makes contemporary connections to Aboriginal, Torres Strait Islander and Australian South Sea Islander people in the community today. • The program includes many experiences designed to promote children's language skills across all areas of learning and development. • Teachers/ Educators plan experiences that encourage children to learn how to negotiate and co-operate.
WHAT YOU SHOULD DO	<ul style="list-style-type: none"> • Include a balance of activities and learning experiences including indoor and outdoor, individual and group. • Allow for supervised periods for the children to rest, relax or sleep. • Include opportunities for the children to make choices and further develop and demonstrate their sense of agency. • Be flexible and responsive to changes in the children's abilities, interests and skills. • Include opportunities to nurture each child's self-esteem, self-reliance and competence. • Be inclusive of children of all abilities. • Ensure each child's social and cultural background is respected and valued. • Reflect an understanding of Australia's Aboriginal, Torres Strait Islander and Australian South Sea Islander heritage and Australia's multicultural heritage. • Throughout the year information should be progressively collated from a variety of sources to facilitate the completion of a transition statement for each child. Teachers/ Educators support the family and child in contributing information for the transition statement and promote the use of this document in supporting the family's transition to school.

<p>SHARING INFORMATION</p>	<ul style="list-style-type: none"> • General information about the program should be prominently displayed so that it is easily accessible to parents and guardians. <p><i>For example, “Our Pattern of the Day” can be displayed in each room giving general information about the program.</i></p> <ul style="list-style-type: none"> • A parent or guardian of a child must be given, on request, information about the content or operation of the program so far as it relates to their child. • <i>For example, parents and guardians can have ready access to their child’s Individual “Diary/Journal/ Portfolio” and on a daily basis to the “Day Book / Weekly Write Up” for the group their child participates in.</i> • Teachers / Educators will provide at least two scheduled opportunities per year for discussions with individual parents and carers to share information about the child. • Teachers / Educators will reflect on how the information displayed in the service environment makes learning visible, is in a format which is accessible for children and their families and promotes a sense of belonging for each child.
<p>ELECTRONIC SYSTEMS</p>	<p>Where a service undertakes documentation of the program electronically, such as a web based sharing system the service must:</p> <ul style="list-style-type: none"> • Ensure the security of the system and information shared is only accessible to current children and families, with permission for storage of images and documentation in this format sought on enrolment. • Consider how the documentation is available for children to access during the program. • Offer alternative arrangements to access the documentation for any family who requests this, e.g. printed portfolio.