



## Committee of Management

---

Our kindergarten operations are managed by a voluntary Committee of Management consisting of parents whose children are enrolled at the kinder. From maintenance to fundraising, the Committee of Management provides support to the parents, staff and children and is responsible for efficient operations of our centre.

The other responsibilities of the Committee include:

As a **service manager** – working with staff to determine how the centre will operate, policy review and financial management.

As **employer** – the employment, payment and retention of kindergarten staff as well as professional development and organising relief staff.

As **licensee** – responsible for all operational matters including fulfilment of licensing and legislative requirements, reporting to the DEECD, Consumer Affairs, the ATO and other regulatory bodies.

### Introducing our Committee of Management

President– Julia White    Vice-President– Pru Fraser

Secretary– Kate Tyquin

Treasurer– Hayley Steyger

General members– Aleesha Kerr, Alison Penhale, Courtney Coulson,, Jaz Cinerari, Kelly Ragg, Kristen McInnes, Lucy Collins, Louise Flowers, Molly Dean, Rachel Cooper.

If you are interested in being involved in our committee and can commit to one meeting per month please contact the kindergarten.

## **PICNIC IN THE PARK**

All our families are invited to join the Kinder Staff at **Rotary Park** for a Social get together.

**Committee will be cooking sausages in bread available for \$3ea**

Please RSVP via the link sent in Storypark or let Sam/Sally know in the office

**5:30pm till 7:00pm**

**Tuesday March 5th**

(We all meet in the enclosed playground area)



## 'I can do it myself!' Encouraging your child's independence

Doing things without your help is an important way for children to build a strong sense of identity and wellbeing. It's a way for your child to see themselves as capable.

A baby learns to crawl and no longer needs to be carried all the time. A child starts family day care and learns to relate to a new adult without you being there. Your child learns how to take considered risks (jumping off the slide or approaching an unfamiliar group of children), with you present.

All are signs of a growing independence.

Children also learn how to be responsible for their own health and wellbeing by dressing, eating and toileting without your help. As they do, they practise large and fine motor skills, gain confidence and build self-esteem.

Over time, your child will become more and more able to do things for themselves – but for many years there will be a balance between doing things without your help and doing things with your support and guidance.

Time for children to follow their own ideas, to make their own choices, and develop as self-regulating learners, is important. Everything children do must have a purpose that makes sense to them. It is important to help children learn to be more independent.

### What can you do to encourage your child's independence?

- · Encourage babies to be independent by giving them lots of space to move (indoors and outdoors). Look at what life is like from floor level: what can you add to make the world interesting for your baby? What needs to be moved for safety?
- · Step back and let your child take reasonable risks. Your child may be wet, dirty and scraped as they climb down from the tree but they will be full of pride in what they've achieved.
- · At times, step back and let your child try to fix their own problems. Can your child resolve a conflict without your help? If not, can you support your child to find their own solution through suggesting options that might resolve problems or issues?
- · Encourage your child to feed themselves from an early age. Give older babies' finger food; introduce forks and spoons with toddlers. Older children might use tongs to serve themselves. Use small jugs or measuring cups so your child can pour their own drinks.
- · Find household tasks that your child can do independently or help you with – setting or clearing the table or putting their clothes in the laundry basket.
- · Arrange your home to encourage independence – have a stool near the basin so your child can wash their own hands; have tissue boxes in more than one room so children are encouraged to blow their noses; give your child a small towel to dry themselves with.
- · Make it easy for your child to dress and undress without your help. Pants with an elasticised waistband are easier to take off and pull on when toileting. Use shoes with Velcro straps rather than laces.
- · Look for signs of readiness: Children who are asking questions or trying things themselves may be ready for more independence. But don't withdraw all help and support at the first sign that they can do something alone, they need to practice doing things over and over again.
- · Encouraging your child to do things for themselves helps to avoid them learning that the "work of the household" is not their business. Recognising and encouraging them to make contributions to the household and shared experiences will lead to greater feelings of achievement.
- · If your child has a disability, encouraging them to be independent might take more time. Don't give up! Your early intervention service will have ideas and resources to support you.

### Related links

- · Teaching your child to get dressed – (includes a rough guide to dressing skills at different ages) - [www.raisingchildren.net.au](http://www.raisingchildren.net.au)– search 'how to get dressed'
- · Daily personal hygiene and care for pre-schoolers – (covers teaching your child to wash and dry themselves, assist to clean their teeth and blow their nose) - [www.raisingchildren.net.au](http://www.raisingchildren.net.au)– search 'hygiene'

**· At kinder we encourage the children to be independent by asking them to carry & hang up their bag when they arrive at kinder, finding their own hat in the hat tub and putting their share fruit into the basket. We ask you as parents/guardians to encourage the same behaviour. If you feel your child's bag is too heavy you may like to carry their drink bottle or lunchbox for them to 'lighten the load', as this will still encourage their independence.**

### Bush kinder– 4 yr. old groups

The children have adapted to the routine of bush kinder and are already enjoying some very imaginative play.

Please be reminded that if you need to contact bush kinder the number is

**0484 831 914**

(This phone is only used on Wednesdays).

For the safety of local residents, kinder children being picked up or dropped off and to keep dust to a minimum, we ask that you **do not exceed 20km** an hour when travelling along plantation lane.

Thank you

### Supervision within our Kindergarten

When dropping off your Kinder child, please keep any siblings with you at all times as our educators priority is our kinder children.

### Spare Clothing

The children have been having a lot of fun engaging in water play while the days are still hot please remember to pack a couple of pairs of spare clothes for them to get changed into, as kinder only has limited spares.

We ask that families please also provide a wet clothes bag whether it be a bought one or plastic bag to put spare clothes in, as we have limited access to plastic bags.

### Running Late?

It is important that you pick your child up on time when your child's session finishes. We are running our After Kinder Care program from the Pre Kinder room, as the Kinder program is finished by 2pm it is important your child is signed out by then to avoid any confusion for the After Kinder Care staff.

If you are running late to collect your child or you have had to arrange someone else to collect them on your behalf please remember to give us a quick call on 5772 1387 just to let us know and then we can reassure your child that you are on your way. Please also make sure your phone is on during session times so we can contact you if we need.

Thankyou

### Crayons at Kinder

These are the crayons we use at Kinder they are stabilised wax crayon that is designed specifically for children. These aid fine motor skills and to develop correct pencil grip.



### Immunisation

If your child has just had or are due to have their next immunisation please remember to provide kinder with an up to date copy of the Medicare immunisation statement.

This statement is required as part of the

'No Jab No Play policy'.

### Door Code

At drop off and pick up times it can be quite busy with multiple people coming to collect children.

**Please remember to not share the code with others** as you may be giving access to someone who does not have the authority to see or collect a child within our service. Your children's safety is of our highest priority.

If you do not know the code or someone else is picking up your child, please have them report to the office with photo ID so we can verify they have authoriastion to collect.

# What should you do if your child swears?

Young children are constantly reminding parents that they pay attention to them. They'll do this in surprising ways, offering up new thoughts, actions, and especially words. Sometimes the choices are funny and impressive. Other times, what comes out of the mouths of children between ages 3 and 6 is not as adorable, especially if it is a swear word.

It might just be one word. They may not know what it means. You may not know where they heard it. Unfortunately, unwanted language is everywhere. You can't prevent them from being exposed to it.

Imitation is a big part of development. Children see and hear what's said after someone stubs their toe or yells at another driver, and they decide to try it. Part of this is emulating a sibling or parent; part is attention; part is the reaction. Does it get people upset or get a laugh? The feedback can be encouraging, which is why it's good to remain neutral and offer no reaction.

When you hear swearing, try these guidelines:

- **Take a breathe before you say anything.** You don't want to give unwanted behaviour too much attention
- **Ask why.** "What were you feeling when you said that?" You might tease out that they were angry or frustrated.
- **Problem-solve together.** How else could you say that? What are some mad words? What would you say if you were at Grandma's house? "You're building their repertoire. Your job of parenting is to give them tools of what to do and say in different settings..
- **Explain acceptable behaviour.** If the word was directed at someone else, clearly express that this isn't acceptable. "
- **Encourage understanding through questions.** How do you think that word made the person feel? How would you feel? How would it make you feel if they said sorry? It all helps build empathy. When they show empathy, praise them. Support the behaviour that you want to see,

**Be concrete.** Younger kids don't understand subtleties, but they understand good/bad, yes/no, that's the way things are.. Keep it simple:

By following these rules, along with curbing bad language, you're creating an environment to talk about feelings and building their social and emotional learning.

If you are concerned about your child's language please feel free to speak with your child's teacher for further advice.