

June 2019

## This issue –

*Focus on Assessment and Rating visit related topics.*

1. *Introduction...Assessment & Rating Visit & Quality Improvement Plan*
2. *Transition to School*
3. *Uncle Paul's story*
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5. *Outside play in Winter*

### 1. Introduction

With our **Assessment and Rating visit** to occur between **June 10 and August 16**, there is much to do in preparation. The submission of our **Quality Improvement Plan (QIP)** by May 24, was the first significant step in proceeding toward our visit.

The **QIP** is a detailed plan which includes the service strengths plus how we consider the service is demonstrating "Exceeding" the National Standards across seven Quality Areas (QA's). After completing a self assessment, goals for improvement are then included. **Our goals for 2019 are attached.**

Our **first goal**, to construct a street library, is an extension of our "Book Swap" program, bringing the preschool and the community together in promoting the value and importance plus love of reading to the development of literacy skills.



The generous donation of well-loved and cared for books by parents, is enabling us to bring this idea to life ( QA 6 Collaboration Partnerships with Families and Communities).

Our **second goal**, reflects the children's and staff's desire to include music in our program.....outdoors.....our playground offering inviting spaces in which to place instruments suited to the outdoors (QA 1 Educational Program and Practice). We are approaching a local Men's Shed to work with us on achieving these, and should you have any thoughts on how we can progress, please let me know.



In future newsletters, I will continue to explain the other goals while keeping you informed on the progress with the street library and music area.

## Bye for now

### Rhonda

### 2. Transition to School

Thank you to **Stephanie Cole and Helen Nafranowicz**, our **guest speakers** from **O.L.O.R** whose informative evening of information sharing for the transition to school engaged and entertained all who attended.

With our request for confirmation of who is going to school/returning to preschool in 2020 plus mid-year parent teacher meetings, it's now time to consider if your child is ready to transition to school. Meeting with the teacher provides an uninterrupted opportunity to share your thoughts and

concerns, to reflect on your child's participation at preschool and collaborate in decision making.

Academic readiness is only one consideration, social and emotional preparedness been of equal importance when contemplating a child's ability to cope with 5 days in a group setting. Can they share one adult's attention all day, look after their belongings, follow instructions and respond positively to group rules and guidelines, work cooperatively with others and not become too tired?

Parents often ask what they can do to help prepare their children for school. This is a process that has already commenced as you have nurtured and loved your children since their birth. You have been their first teachers and will continue to be so all their lives.



123's

Being ready for school is more than knowing the ABC's and



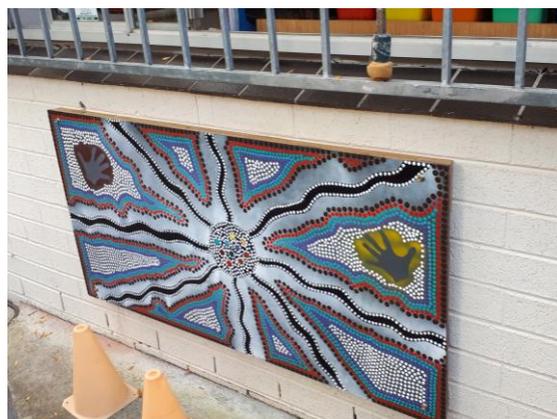
It is about your child's whole development, perception of themselves, desire to learn, interest and curiosity about the world and readiness to go out into the world to develop and grow without mum and dad.

Resilience is such an important attribute to foster and encourage to cope with all that life brings to us. Resilience enables us to "have a go", learn through making mistakes and taking on challenges, to bounce back with persistence and determination when things don't go as we plan and to see the value of all that happens in our lives to who we are...we learn from all life's experiences.

So, when thinking about school in 2020, consider your child being able to

manage five full days in a busy and stimulating environment, focus and attend, work independently, communicate their thoughts, needs and wants, move on from disappointment to success, tackle challenges with enthusiasm, manage the ups and downs of human relationships assertively and with confidence.

### 3. Uncle Paul's story



Our connection with the local Aboriginal & Torres Strait Islander (ATSI) community has been growing and changing over many years, Uncle Lex our first connection and then Aunty Rita, Aunty Jeannie and then Uncle Paul through an organisation called Ngroo.

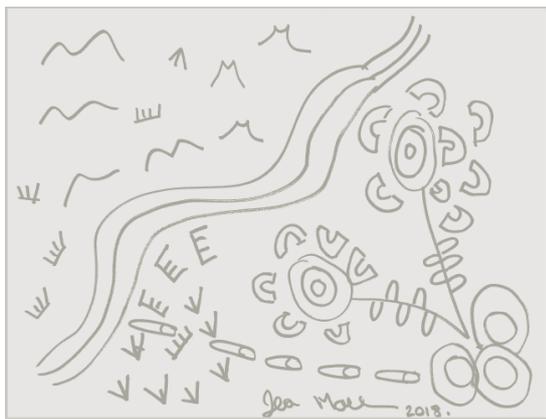
Their sharing of knowledge and life stories plus respect shown for our preschool community, has enabled special relationships to form.

Uncle Paul first came and engaged with the children in their play several years ago, and now continues to work with us to integrate learning about ATSI culture and the local community into our day to day activities.

His talent, knowledge of local ATSI culture and skills as an artist has led to a bush tucker garden, rainbow snake artwork and two murals representing our preschool community and its place in the local community, Uncle Paul expressing his thoughts and perceptions in his own unique way.

Our first drawn representation was spontaneously created by Aunty Jeannie as she listened to my telling of our preschool history when she was visiting with us.

Aunty Jeannie's representation is displayed in each room and the foyer and tells us there was a creek through the preschool ground long ago, so she began by drawing the creek. Then added three circles as the office, the



centre of knowledge, with two lines moving out to the kookaburra and emu rooms, the teachers along the lines with two big gathering circles at the end with children sitting around. Then, animals that used to live here were added, plus birds that now visit us.

Finally the entrance path was included, so all could enter.

Uncle Paul will display his story next to the murals. We are privileged and honoured to have these people in our lives, Reconciliation Week and Sorry Day offering the opportunity to reflect on significant historical times.

4.

#### Educational Leader

*The greatest sign of success for a teacher... is to be able to say, the children are now working as if I do not exist. Maria Montessori*

Each year one of the teachers accepts the role of Educational Leader, this year Rhonda continuing the role until term 3 when Adriana will accept the position, because Rhonda is no longer teaching permanently. (This is a QIP goal too).

The role is a requirement of the national Regulations and National Quality Framework, a vital "Hands On", learning everyday role, which involves working with the educators to-

- implement our cycle of planning effectively and adjust it where felt valuable.
- ensure our documentation captures each child's participation and learning meaningfully.
- Develop and grow their own skills as a teacher, educator and leader.
- Lead the development and implementation of an effective program.
- Ensure that children's learning and development are guided by

the learning outcomes of the Early Years Learning Framework (EYLF).

Our Program focuses on play and leisure based learning, essential in the significant and critical early years of education.

The Education Leader is also there for parents and families, to respond to questions, discuss concerns plus share information and listen to your suggestions. Your comments about contributions to our program are greatly appreciated, as your expert knowledge of your child is invaluable for us, and enhances our learning and understanding. *If you have any questions or queries related to the educational program, please ask... and add your comments to our daily journaling too!*



#### 5. **Outside play in Winter**

**Find attached** an article on "It's great to play outside (even when it's cold)" highlighting the benefits of play and exploration in all sorts of weather .

We will be offering the opportunity to play outside throughout Winter, so gumboots, hats, gloves and jackets would be appropriate clothing for your child to bring/wear each day.

