



# Crystal Brook Kindergarten

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Government  
of South Australia

Department for Education

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## Diary Dates 2019

22nd March

Marc Mudge is paving  
at rear of yard to  
create a 'gathering  
space'

25th March Kirsten  
(Speech Pathologist  
visiting)

26th March

Assessment and  
Rating visiting

29th-30th March

"The Nature of  
Listening" Symposium  
for the International  
Association of  
Nature Pedagogy in  
Melbourne

7th April

Daylight Saving Ends

9th April

Last day of Kindy for  
term 1

19th April

Good Friday

27th May

Grandparents and  
Special Friends Day 1  
-3pm at the Kindy in  
support of the  
Biggest Morning Tea

Term 1, Week 8

19th March 2019

## News from the Kindy...

Our term continues to progress at a very busy productive pace, with many exciting developments taking place throughout the kindy and in the outdoor learning environment.

In week 7 all Educators from CBK attended the Understanding Poverty workshop. This was held at Gladstone with all sites in the Upper Mid North Partnership attending. The framework gave Educators a better understanding of those living in poverty, ways we can action support including strategies. Some key messages delivered included the importance of building relationships, hidden rules in society, the economic continuum and mutual exchanges.

I also recently attended two days in Adelaide at the Leaders and Literacy Summit. The keynote speakers were very informative and I enjoyed sharing information with our educators. I particularly enjoyed attending various break out sessions that were very relevant to our preschool setting—including the assessment and rating process, quality literacy practices from a site in Port Lincoln and pedagogical documentation.

After reflecting on my two days in Adelaide, and speaking with educators and Governing Council, we are keen to develop a reading initiative at the Kindy. There is more information about this later in the newsletter and also in the March Chronicle.

We have two priorities listed in our Quality Improvement Plan for 2019 that we are working towards...

- *Children's voice to be central to the planning and programming*

*cycle, so their individual and group strengths, interests and goals are noticed, documented, analysed, acted and reflected upon.*

*A child's learning will be facilitated through exploration and play, in physical environments that have been intentionally designed to enrich their experiences.*

Through critical reflection and engaging in self review practices, we have identified some challenges of practice. We have identified some changes to our pedagogy and practices that are required to assist us to reach our goals.

These include...

- Use the pedagogy of listening to capture and document authentic children's voice.
- Commit to structures to support dedicated time to plan, review and reflect on planning and programming cycle.
- Have a clear planning cycle in order to enrich learning design.

We welcome families to engage with the displays around the kindy. Please feel free to clarify any of this information being shared on display boards and online. We have installed a feedback tin above the lockers. Families are encouraged to provide feedback which will be reviewed at fortnightly administration meetings and responded to in a way which is determined by our families. This constructive feedback helps us to continually improve our practices in all quality areas. Have a wonderful week! Kind regards, Karena

## TAFE student placement

We welcome Amanda Bilney who is studying for her Certificate III in Children's Services. Amanda will be on placement during term 1 and part of term 2, working in the Occasional Care and Preschool programs. We wish Amanda a very beneficial and enjoyable time with us, and know families will make Amanda feel welcome at our Centre.

## Crystal Brook Playgroup

Playgroup is on Fridays at the Kindy from 9.30-11.30am. Kyra is our Supported Playgroup Facilitator.

Keep your eye on the Playgroup and Kindy Facebook pages to see what the weekly activity is. Please bring a piece of fruit or a healthy snack for a shared platter, and a gold coin donation. All families are welcome!

The CaFHS nurse visits on the 2nd and 4th Friday of each month.

## Breakfast bar @ Kindy

The "breakfast bar" operates daily at kindy and provides children with the opportunity to fill their tummy with a healthy, wholesome breakfast before they start their day. It is up to each individual child if they want to access the breakfast bar.

We started the breakfast bar in 2015 as we noticed some children were hungry once they arrived at kindy and were wanting to start on their lunch box early in the day.

We have noticed that children enjoy socialising with their peers around the breakfast bar, which gives them the chance to develop their oral language skills through asking and responding to their peers. Ros supports the children at the breakfast bar and engages in quality conversations with them, assisting them to settle positively into kindy. Children also build their independent skills as they use knives to spread their toast by themselves.

Sometimes we have cereal on the menu, such as weet-bix with banana and strawberries on top. Children also get to experience new foods that they may not usually eat at home, but are willing to try at kindy!

## Request for Photo frames

Do you have any photo frames in storage and surplus to your needs?

Together with our families, we are developing a space to display children's family photos to promote their sense of identity, their relationships with family and community, feelings of belonging and partnerships.

If you have any unused frames that you no longer want, we will happily take them. They can be dropped off to the kindy on Mon-Fri. Thank you for your support with this

## Intergenerational Program at Crystal Brook Hospital

Our visits to Southern Flinders Health, Crystal Brook Campus began almost 3 years ago in 2016. There hasn't been a fortnight where we have missed a visit. Our hearts and minds are drawn to the residents who gather each visit to meet the children. And we are often speaking about them at kindy until we return the following fortnight.

Gordon and Shirley have been a special part of our visits, and in the three years since we first met, we have learnt much about kindness, compassion, understanding, love and respect through our connection.

Gordon always shakes our hand to greet us, shares anecdotes of his past, giving us a glimpse into his early life. Gordon also enjoys throwing a soft ball back and forth with the children. Shirley clasps her hands as we enter the room, gives us "Shirley kisses" on our cheek, beckons for the children to sit on her knee for a cuddle, and relishes in the increased noise level within the room.

On Tuesday 5th February we took all of the 2019 kindy children for a visit to introduce them to the residents. As our visit was drawing to a close, and we were saying goodbye to the residents, Gordon and Shirley both conveyed simple messages to an educator, that gives us a wonderful insight into how the visits make them feel.

"Thanks for the children. More like home" Gordon W

"Kids are beautiful. Back again! Just lovely. Beautiful! Come along. Nice to come" Shirley (98 years)



## Belonging and Identity

***Element 1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.***

A family tree is a wonderful starting point to develop a curriculum built around children's identities, their relationships with family and community and the interests, skills and knowledge they have as a result of those relationships.

Experiencing belonging – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.”

Working in partnership with families, educators use the Learning Outcomes to guide their planning for children's learning. In order to engage children actively in learning, educators identify children's strengths and interests, choose appropriate teaching strategies and design the learning environment.”

“Educators' practices and the relationships they form with children and families have a significant effect on children's involvement and success in learning. Children thrive when families and educators work together in partnership to support young children's learning.”

“When educators establish respectful and caring relationships with children and families, they are able to work together to construct curriculum and learning experiences relevant to children in their local context. These experiences gradually expand children's knowledge and understanding of the world.”

Outcome 1: Children Have A Strong Sense Of Identity



### Term 1 Attendance figures

Week 1 88.5%

Week 2 96.2%

Week 3 90.4%

Week 4 78.8%

Week 5 75%

Week 6 92.3%

Week 7—Pupil free day

Goal 93%

So far for 2019... attendance is 86.9%



## Indoor, Outdoor & Beyond learning environments developments

We have engaged Marc Mudge to do some paving at the rear of the Kindy yard to create a welcoming space to connect our learners to the Nukunu land. We have requested the pavers be laid to represent the colours of the Aboriginal flag in a circular pattern with a path leading to this gathering space. Around the edge of the pavers, we will have large rocks, logs and plants. Two cement troughs and an antique bath have been donated to the kindy to add plants to. This space can be used to gather the children, to sit and be present in a space, as we say our 'Acknowledgment of Country'.

We are in the process of organising a large sign to display next to our Kindergarten sign (at the front gate) to promote our Bush Kindy. We are after an image that reflects the landscape, untouched, natural, wild beauty of Bowman Park. We were thinking the creek bed (near the ford) as this is one of our favourite locations to explore at Bush Kindy. Recently, Ernie and Karena took a small group of children who volunteered to be a part of a photo shoot to Bowman Park. We eagerly await to see the photos that Ernie captured that day. This image will form the background of the large sign to display on our fence.

We have commissioned Leonora, a wonderful local Aboriginal artist to do a painting that reflects our Kindergarten's connection to the beyond space at Bowman Park. The painting will overlay part of the background photograph to thank the Nukunu nation for letting us share their land, our promise to look after it, learn from it and grow together

Dylan Ferguson will continue with the next stage of our outdoor learning environment development, with him recently providing a quote for a bridge, hand pump and platform over creek bed area. We look forward to our continued collaboration with Dylan from Native Habit.

We follow many sites across South Australia and Australia on social media, and take great inspiration from photos of inspiring learning spaces, high quality practices, indoor, outdoor and beyond learning environments. Our favourite learning spaces are Reggio Inspired; calming, natural, welcoming and very aesthetic, where children can investigate and explore their areas of interest. This photo was posted by Alberton Primary School at the beginning of their school year.

Thank you to Kristy and Simon who have recently sourced and sanded three cable reels for our kindy. They have been very welcomed pieces of furniture to our indoor environment and the children and adults have appreciated being able to use them as tables.



## Reading initiative at Crystal Brook Kindergarten

- ***Are you a member of the Crystal Brook community who would like to contribute to building the early literacy levels of young children in our community?***
- ***Do you enjoy reading?***
- ***Would you like to volunteer to read books to children on a regular basis?***

The Crystal Brook Kindergarten is developing an initiative to support the early literacy of children, by inviting interested community members to read books to children on a regular basis at the Kindy. Our kindy is proud of the relationships and connections that we have within our community, and we are harnessing this strength, to help build on and improve the literacy levels of young children.

We are keen for regular volunteers to visit the kindy and spend time reading aloud to children, sharing in the magic of language, supporting children to develop their vocabulary, phonological awareness skills, cognitive development and developing relationships between adults and children.

Reading with children is fun! It can be a time of great conversation that helps to build their knowledge and understanding through information sharing of factual books, or a time to soak up the fictional world of characters and their endeavours!

We know the years from birth to age 5 is a critical time for children to develop their emergent literacy skills, setting a foundation for them to learn to read and write, and contribute to their literacy and academic achievements later in life.

The kindy will provide a DCSI screening for all volunteers and provide you with an information session about the program. You are not locked in to a time every week because we know that various appointments etc pop up. However we would love to hear from you if you can volunteer your time on a regular basis (weekly, fortnightly, once a month). You are welcome to bring a friend so that there may be two of you reading simultaneously to small groups of children.

The kindy is a nurturing environment that truly values the role volunteers play in uplifting the lives of children. We have a wonderful group of children attending Kindy and Occasional Care, they are all capable and competent, and they have a very special ability to connect with members of our community. The time spent with them will leave you feeling like you are making a difference just by sitting, reading aloud and enjoying the magic of books. The smiles, laughter and conversation that will follow a story will impact on your feelings of wellness too!

We'd love to hear from you! If this initiative sounds like something you may be interested in, please contact Karena at the Crystal Brook Kindergarten on 86362411 or mobile 0427172529 to register your interest to find out more!



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**Be, Grow, Explore**



*"Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around"*

Leo Buscaglia

As a part of our sustainability practices we are now recycling soft plastics. This is in addition to our yellow recycling (paper, glass and plastic) and our green food scraps which go to the chickens and compost. If you have any soft plastics you would like to collect with you children please bring them into kindy and place them in the blue bin. We will then take them into Port Pirie to be recycled.



## Caring for our environment

Recently our Occasional Care and Kindy children displayed so many dispositions for learning as they helped replenish soft fall areas with bark chips. They are developing a strong sense of ownership in our outdoor learning environment and are keen to contribute to improving its appearance. It was great to see so many persist with this big task (shifting four cubic metres), displaying wonderful social interactions and enjoying the results of their hard work. Thank you to the Educators for supporting the children with this task.

Special thanks to Kristy and Simon for shovelling sand (3 cubic metres) into the sand pit the following day. The children have loved having lots of new, soft sand to play and create with.

You can read about the children's insights into caring for aspects of our kindy environment in our learning journal that is on display each morning.