

# Parent Information Guide

2021



Little Ted's Kindergarten

Little Ted's Child Centre

20 Ellen Street

Oxley QLD 4075

The purpose of this handbook is to explain how we can work together at home and at Little Ted's Child Care Centre Kindergarten to help your child acquire the skills, attitudes and habits to do well in school and throughout life.



Dear Parents,

We are delighted that you have taken the time to come to Little Ted's Child Care Centre and Government Approved Kindergarten. This is the parent involvement we wish to encourage, in order to foster a true partnership between our families and our centre community. We hope that this year will be a happy and exciting experience for both you and your child.

Beginning Kindergarten is, as you know, an important step in your child's life. Every child is different. Every child is special, with special needs, special interests and special characteristics. Your child is important to you, and important to us, and we need to work together to help them grow, learn and develop, both as an individual and as a member of our centre community.

We believe that parents are the primary educators of their children and it is our task to work in union with them to help our children to be nurtured and continue to develop to their full potential during their time with us.

We hope this handbook will help you and your child, to adjust readily and happily at this important time.

Kate Deakin, Helen Dickson and Gail Mercer

## Our Philosophy for kindergarten

### We believe:

- that children should be valued as individuals;
- that children need to feel safe, supported and happy all the time;
- that PLAYING and TALKING are the ways in which young children learn about themselves and the world around them;
- that all learning should be meaningful and fun;
- that children are actively involved in learning;
- that children learn through hands-on experiences;
- that children learn through taking risks, making mistakes and celebrating success;
- that what children CAN DO rather than what children cannot do are the starting points in their learning;
- that learning should cater for the needs and interests of the individuals;
- that the process of learning is more important than the end product;
- that children develop their social, emotional, physical, cognitive and language skills at differing rates;
- all aspects of a child's development are equally important and interwoven;
- that children need time and space to produce work of quality and depth;
- that children need to develop a sense of responsibility for their own learning;
- that children who are encouraged to think for themselves are more likely to act independently;
- that children learn from everything that happens to them and do not naturally separate their learning into subject areas;
- that parents are the first educators of children and have a vital part to play in the establishment of their child's learning environment.

## **Our Goals for Kindergarten**

- To foster the development of a healthy self-image which will assist the child to regard themselves as an individual, people who are important, good friends of classmates, good learners and eager participants in kindergarten and centre activities.
- To ensure that each child in our care feels safe, secure and loved.
- To develop in each child an active curiosity about the world and an enthusiasm for learning based on their personal satisfaction and involvement.
- To provide opportunities for the children to build fundamental skills and acquire new information and knowledge.
- To provide opportunities to enable children to be expressive and creative through the use of language, physical activity, play materials, art and music.
- To develop the “whole child” socially, emotionally, cognitively, physically and spiritually.
- To ensure that parents and teachers work together in the interests of the individual child.

## **Goals of the Kindergarten Curriculum**

- To promote children’s learning and development through an individually appropriate, socially relevant and culturally inclusive curriculum.
- To strengthen children’s disposition to learn, and their feelings of self- worth, security and confidence.
- To encourage children to contribute and participate in learning communities.
- To promote a broad range of partnerships that enhance learning and continuity of experiences.

## **Life at Kindy**

At Little Ted's Kindy, the teachers see themselves as partners with parents in educating each child. We are a Government approved Kindergarten and the Kindergarten program is delivered by a registered early childhood teacher and a qualified early childhood assistant. The Kindergarten curriculum is planned using The Queensland Kindergarten Learning Guidelines (QKLG) and The Early Years Learning Framework (EYLF) and uses an Emergent Curriculum approach.

The Kindergarten curriculum is planned to cater for each child's interests and needs and to foster the development of certain abilities, attitudes and skills which will assist the child's educational development.

At Kindy, children learn by participating in a great variety of activities both within and outside the Kindy classroom. The most natural way for a child of this age to learn is to learn through play, by observation and by doing things themselves. This learning will be flexible in order to cater for interests, needs and abilities of the children.

Children attending Little Ted's Kindergarten are aged between 3 and 6 years and the Kindergarten room has a maximum of 20 children per day. Our staff ratio is 1 teacher to 11 children and the teachers are Mrs Kate Deakin (Bed EC) and Helen Dickson (Dip EC). Kate and Helen work together to deliver an exciting and educational curriculum to the Kindergarten children at Little Ted's.

## **Transition Statements**

Transition statements are completed in October for children going on to Prep. These statements are required by Prep teachers at this time and will be forwarded to your child's school after you have read them and added any further comments. You will be kept up to date with your child's progress throughout the year and if you have any concerns, suggestions or questions please see your child's teachers anytime.

# ♥ Welcome to Kindergarten

## **At Kindy children are encouraged to:**

- Express themselves and communicate with others;
- Form basic concepts which help them to understand their world;
- Develop self-confidence;
- Make friends;
- Share and co-operate with others;
- Develop physical skills and
- Develop a positive attitude to learning.

Many people still remain unsure to just what kindergarten is all about. It is the year before formal education begins (PREP) at primary school. Kindy is not “child minding” – it is about the development of important skills – those which are needed in everyday living, in relationships with other people, and in being ready for school. We strive to have each child working to his or her full potential, in all areas, and to have them feel good about themselves, and the prospect of school.

A child’s play is his/her work. It is the one way he/she has of making sense of the world in which the child lives, and is developing the child’s skills – emotionally, socially, intellectually and physically. Due to the unique nature and capabilities of each child, we cannot expect them to have all reached the same level at the same time. What we can strive for though, is to capture the learning interests and curiosity of each child, through the educational experiences we offer, and through providing an environment in which the child feels free to explore and learn without fear of failure.

As teachers we are guided by The Queensland Kindergarten Learning Guidelines (QKLG) and The Early Years Learning Framework (EYLF) and we use an Emergent Curriculum approach.

## **Therefore, as Early Childhood Educators we hope to:**

- Provide a play based learning environment, which encourages children to participate in concrete activities through active learning experiences and based on their interest and curiosity.
- Create a learning environment which is welcoming, safe, fun and caters for the needs and interests of individuals.
- Plan meaningful experiences which are based on our observation of individual children's learning.
- Support parents
- Be happy, smile a lot and celebrate all learning experiences – (no matter how big or how small).
- Provide an environment where the children are able to think for themselves and learn with, and from one another.
- Provide a curriculum which is based on developmentally appropriate early childhood teaching practice and
- Be in touch with and open to current early childhood trends and research and continue to reflect on all teaching practices.



## **Little Ted's Kindergarten Induction**

### **Starting Kindy**

Kindy and Childcare can be a strange and scary place for beginners. It is a time when they start to compare themselves with others. There is likely to be many new things that they are expected to do. Also many children from the Junior Kindy class find it scary to come upstairs to the “big room”. Teachers spend time building relationships with the Junior Kindy children prior to them transitioning and we welcome you to visit our room anytime.

## What teachers will do

- The first term of Kindy is very relaxed. It is a time for settling in, making friends, learning the rules and expectations.
- Help children to learn all the other children's names.
- Learn the daily routine so they know what we are doing next.
- Display the children's artwork, so that they feel a sense of ownership over the room.
- Help children to feel safe and secure through the relationship they build with each child by getting to know them.
- Gently encourage participation when a child is ready, no one is ever forced.
- Motivate the children to join in and have a go.
- Develop a sense of group dynamics where each child is valued and heard.
- Develop the knowledge that children and teachers are on the same level and learn together and from each other.

## What Parents can do

- Introduce Little Ted's, drive or walk past often. Talk about what will happen. Visit the Kindy room and allow your child to become familiar with the environment with you. We encourage visits prior to starting at the centre and children from the Junior Kindergarten class have a transition period between rooms for as long as required.
- Have faith that your child will be able to manage. If you are worried, it will make them think there really is something to worry about.
- Most of all be cheerful when saying goodbye, this tells your child Kindergarten is a happy place where they will learn many new and exciting things.





## **Parents in the Kindy Class**

We love to have Parents in our Kindy as parents and families play an important role in the Kindergarten program. Each parent has a unique set of talents and interests so don't be shy about offering your assistance.

There are a number of ways you can assist us in providing your child with the best possible education at kindy;

- Supporting and encouraging your child to develop a positive sense of self-worth.
- Discussing any problems or worries with your child's teachers.
- Visiting the kindergarten room and joining in the program.
- Supporting Little Ted's and participating in centre activities.
- Reading noticeboards, newsletters and making contributions to your child's online learning journal.
- Collecting junk materials to use in collage and carpentry.
- Offering to share any hobbies, interests or expertise you may have with the children (e.g. playing an instrument, pottery, cooking etc.).
- Assisting with maintenance and beautification of the centre grounds and gardens.

Little Ted's Child Care Centre is committed to creating an environment that allows the children to participate in sustainability practices. The Kindergarten children have a vegetable and herb garden, a compost bin, a worm farm and are involved in recycling and the beautification of our environment.

### **Phone calls**

Please feel free to telephone us anytime on 33792177. If we are unable to answer the phone, please leave a message and we will call you back. Please know we will telephone you with any concerns that may arise and if you are worried please call (we are here to help you settle into kindy as well). You may also email the Centre at [oxley@littleteds.com.au](mailto:oxley@littleteds.com.au).

## **Safety First**

- A Kindergarten child must be brought to and collected from Little Ted's by a responsible adult over the age of 18 years. The attendance Kiosk must be signed "in" and "out" every day your child attends.
- If at any time you arrange for someone else to collect your child from Kindy, please inform the Centre staff of these arrangements before they occur. Adults not known by the staff will be asked to provide photo identification.
- Please be aware Little Ted's is a **nut free** centre. Children attending Little Ted's have serious allergies and their safety is paramount to us. Please check ingredients carefully for nuts.

**We ask your complete co-operation on these matters for the sake of the children's safety.**

## **Sharing Information**

As part of our centre family we welcome you and invite you to share any family news with us- happy or sad. The sharing of information helps to create a community and an increased understanding of behaviour patterns of the children. Additional excitement or stress can markedly affect children's behaviour. It may help if we are informed. Any information of a confidential nature will be treated as such.

## **Attendance**

If you are going on holidays, or your child is ill, please contact the Centre and let us know. All absences must be marked as absences on the kiosk on your child's return.

## **Birthdays**

On this special occasion, you might like to send along an iced cake or small patty cakes so your child can share his/her birthday with kindy friends. You are most welcome to stay with us for your child's special day.

(Please ensure cakes are nut free).

## **Clothing**

Please dress your child in clothing that is easily washed so that they may really enjoy the activities provided. Since these activities include clay, painting, gardening, sand and water play, do not ask your child to “Stay clean” as this will inhibit participation. Please send your child each day, with a spare set of named clothes in their bag.

All children attending Little Ted's are provided with a wide brimmed hat on enrolment. It is essential that this hat is left at kindy or worn to kindy each day your child attends. Children without hats will be given a spare hat or asked to play in the shade. As our outdoor program is an important part of our day at kindy we ask that you ensure your child has a hat everyday they attend kindy. We also ask that child has a hat and sunscreen on before joining us in the outside playground in the mornings. Sunscreen will be reapplied during the day.

Suitable footwear is recommended.

## **Children's Requirements**

- One small port or bag
- A drink bottle
- Lunch box with morning tea, lunch and afternoon tea (HEALTHY please, no sweets and NO NUTS).
- A piece of fruit for the fruit bowl (this is cut up and shared). The bowl lives on top of the hat locker.
- A shady hat (provided on enrolment).
- A spare set of named clothes.
- Sheet set. Two sheets to fit mattress. Our mattresses measure 120cm x 70cm. One with elastic sewn across the corners. To be kept in a drawstring sheet bag and taken home for washing each week.

**Please mark all items clearly.**

## **Excursions**

Throughout the year excursions will be organised for the children's educational interests. Letters and permission slips will be sent home well in advance of any planned excursion and parents always have the right to veto their child attending. Parent assistance for supervision will be necessary for the safety of the children. So if you are able to join us it would be wonderful.

## **Health Policy**

Children with infectious disease must be excluded from Kindy for specified times (please see Little Ted's Child Care Centre Health Policy or your child's teachers for further information). If your child contracts any infectious illness please inform the Centre immediately as we have procedures to follow.

In cases of minor ailments, parents are asked to use their own judgement about whether a child is fit to attend. If parents think a sickness is likely to worsen the child should be kept at home.

A child who becomes ill during a session will be removed from the group to rest in a quiet place – a parent or other contact as listed on your child's enrolment form will then be notified. However, the child will not be released to anyone other than a parent, except with the direct permission, either written or telephoned, of the parent.

## **Junk Please**

Many important skills are developed by the children's use of junk materials, and thus we need a constant supply of all sorts of junk and craft supplies. Please send along anything you think we may be able to use.

## **Treasures from Home**

While we do not wish to dampen your child's enthusiasm we would appreciate it if toys brought from home were limited to those received on special occasions e.g. birthdays. Treasures can be lost and broken – please have your child leave them at home. Treasures that do find their way to Kindy will be placed in the office and can be collected at the end of the day.

Your child is encouraged however to bring to Kindy any type of interesting specimen/object e.g. rocks, shells, flowers, insects or animals to enrich the science program or for show and tell.

And any special comfort toy, blanket or storybook.

Tame, friendly pets would also be welcome on pre-arranged days.

## **Electronic Learning Journals**

What is a learning journal you ask? It is a different way of looking at your child's development. We will be documenting your child's year at Little Ted's. This will be done by collecting samples of your child's work, recording children's conversations, making written notes and taking photos, of what your child is doing. These work samples, notes and photos will be the foundation of the journal your child will build whilst attending Little Ted's kindergarten this year.

Information about how your child is learning, growing and changing (such as stories, photos, cutting activities, writing samples and paintings) will be collected. Observations about how your child plays with others, listens to stories, puts a story in order, works a puzzle, and uses large and small muscles will be added. Each observation will be decoded and as kindy goes on, we will collect many samples of different areas of learning to see how your child is developing.

This method of assessment will show your child's growth over time in a natural setting based on real performance. Often a test or checklist only tells what he or she could do on a particular day and at a particular time.

Portfolios assessment allows your child to participate in the evaluation. It focuses on what your child is doing, rather than what he or she is not doing. Finally, portfolio assessment helps us, as your child's teachers; plan our instruction to meet your child's individual learning needs.

We also believe that no one knows your child better than you do. Therefore, your help is important in assessing your child's development. When you are exploring your child's learning journal, we invite you to comment on the observations we have collected. This comment does not need to be long or from an educational view. It may be a short note, about something you have noticed at home, which relates to a particular observation, or a photo or two to add. Your comments will help us to get to know your child better.

Please free feel to discuss any concerns with Julie, Stephanie or Kate anytime. Our director Julie is also available anytime. We are very approachable and here to support you, as well as your child. Together we can strive to have your child working to his or her full potential, in all areas, and to have them feel good about themselves, and the prospect of school.

We look forward to an exciting 2021.

Kate Deakin, Helen Dickson and Gail Mercer

