



Isabel Henderson Newsletter

Term 2, Winter 2014

Hello families – it has already been such a busy year for the team at IHK, our assessment held on the 28th of March was a significant event for the team and committee.

It was a huge achievement to receive an exceeding result in all seven areas; once again I would like to congratulate the entire team for all of their hard work and dedication to ensure that all children are receiving such a high quality kindergarten program.

Moving forward for the year we are progressing on some core projects that will continue on our unique long day kindergarten program. One key initiative will be the review of our program structure (days) with the possibility of extending the number of days available to our three year old program. This continues our strategic vision of providing children with a two year kindergarten program provided by a team teaching approach, aiming to maintain quality all day. We will be issuing a survey to all current and wait list parents in the next few weeks which will be reviewed in a conjunction with quality, pedagogy and professional development goals and objectives.

Educational Program and Practice

Why is play important?

As outlined in the Early Years Framework and the Education and Care Services National Regulation, all early childhood and education settings are required to provide a play based program with a focus on learning through play rather than teaching through play. It is important that families understand the importance of play in the context of how children learn and the value of play in a child's learning. When children play whether it be the sandpit, pasting table or block corner they are developing their imagination and creativity. Play provides a holistic learning approach that develops a child's imagination, curiosity, problem solving and persistence and a love of learning.

Isabel Henderson provides an integrated play based program, I use the word integrated as it supports multiple learning domains; science, mathematics, literacy, social, emotional and physical. An integrated program carefully manages the balance between adult directed, child-led and child initiated free play. Our kindergarten teachers program and plan to achieve such a balance, ensuring children's individual learning opportunities are identified and that differences in social, emotional and cognitive development are supported to ensure children do not become disengaged and discouraged within a 'one size' fits all approach.

An example of how play increases opportunities for learning can be demonstrated with something as simple as a piece of outdoor equipment.

For one child, climbing an 'A' frame gains physical confidence and a sense of achievement. For another child learning from the same 'A' frame is social as they collaboratively work together with a new friend to create a game under the equipment recreating a recent camping experience. One child's learning experience from one part of the program maybe vastly different for another.



Hugo conquers the 'A'frame



Duncan and Leo enjoy camping under the 'A' frame building new friendships



Through play children have demonstrated an interest in bugs.

Why is play important? (...continued)

At IHK, our teaching team use work collaboratively, exchange ideas and provide open-ended, natural resources to support the variation in each group with an emphasis on planning the process, not the end product providing children choice in the program. This approach is supported with valuable observations about how children interact with the experiences, which are documented and used to plan and extend programs in a collaborative and reflective process with colleagues and families. This illustrates the importance of contributing to the objectives and strategies the teaching group design for your child throughout the year.

If IHK were to provide programs with increased amount of adult led activities where teachers may often lead all play or generate themed experiences in which the outcome is pre-defined, we run the risk of a child's potential in the program becoming disconnected from their interests or skill level, impacting their confidence and therefore not allowing the full potential of children's learning capability to be understood.

At IHK we have a strong knowledgeable teaching group who are able to provide a balance between child-led, child initiated and educator supported learning through play. The teachers support their practice with structured programs and built from observations of children's play. It is impor-



This interest is supported within the program, which will be extended for as long as the interest exists allowing children to achieve a deeper level of learning and understanding about their world.

tant as part of your child's kindergarten experience you work collaboratively with the teaching team, engaging in the reflective journals and program books that are made available as you enter each room and of course making a time to speak with the teachers if you require any further support.

'In play a child is always above his age; above his daily behaviour; in play, it is as though he were a head taller than himself. As in the focus of a magnifying glass, play contains all the developmental tendencies in a condensed form, it is as though the child were to jump above the level of his normal behaviour.' (Vygotsky 1967)

Nicole Messer, Director



Chair's Report

We have a number of new families this year so for those of you who aren't familiar with how the kinder operates Isabel Henderson Kindergarten is an incorporated association of which you all as fee-paying families are members.

The Committee of Management which you elect holds the license from the State Government to operate as a children's service and is responsible for the overall management of the kindergarten. The Committee is made up of volunteers (who are a mixture of current and past families) who contribute their time to ensure the centre is meeting legal obligations, is financially sound and best able to meet the community's needs both now and into the future.

Thank you to the following people who have volunteered to join the 2014 Committee of Management:

Tim Hiatt (past parent) – Treasurer

Jo Kirk (Harvey in the Budgies) – Secretary / Public Officer

Katherine Dean (Ada in Pelicans) – Sustainability

Alice Palmer (Vincent in Pelicans)- Compliance

Matt Borg (past parent)– Building and Grounds

Kate Frenchman & Juliet Strachan (Lucy in the Kingfishers & Florence in Budgies)– Fundraising

The committee of management are currently working on a number of projects including improved signage to the street, enhanced compliance and auditing system, installation of solar panels, new fund raising options for our special projects and some different social activities for families and parents. We are also currently working on a couple of grant applications, so, if you have grant writing experience or are just keen to contribute and would like to join the Committee in this role please let Nicole or Leanne know.

A number of other parents have also kindly volunteered their time and expertise Pom Kimber (Will in Pelicans) has stepped down from the committee this year but is continuing to assist with the kinder communications and design.

Vicki Jamieson (Molly in Pelicans) has also offered to help with organising some social events.

Lucy Barton (Queenie in Pelicans) has been busy reorganising our library and exploring a new cataloguing system

Prilla (Indi in Pelicans) has been helping us with a new website which will have resources for parents, more information on events at the kinder and a secure login for parents to access more detailed information

Kath Hiatt, a past parent, is currently helping prepare a survey to assist us in monitoring community needs. The results of this survey will be used to develop the kinder offering for 2015 & beyond.

Also a big thank you to Maria Arturi, Verity Campbell, Nikki Honey and Olivia Pintos Lopez who stood down from the Committee this year. Thanks Maria for your work to migrate us to Bendigo Bank and onto direct debit and electronic payments and assisting in covering us last year before we found Leanne. Verity for your work on the committee over the last couple of years achieving the ECCC sustainability award for the kinder in 2012 and working on the grant applications to the City of Yarra for the centenary book, celebration and urban orchard and in the wild and being our go to person for all things environmental. Nikki, your energy in organising the centenary and making it such a success and for administrating the grants we received last year from the City of Yarra. Olivia who has been on the committee for four years and was responsible amongst other things for our current website and many of our events posters.

As a community kinder we are always keen for families to be involved as you can see this may be involvement in the committee of management and its subcommittees (eg fund raising subcommittee) offering a skill to assist in the operation of a kinder, attending working bees or other events as they come up. Alternately if you have a skill or a profession you would like to bring to the educational programme such as an instrument or a career in dentistry please speak to one of the teachers in your room or to Nicole in the office – we would love to hear from you.

*Georgina Ednie, Chair
Isabel Henderson Committee of Management*



The 4 Year old Program...

During Term 2 in the 4-year-old programs of the Pelican and Kingfisher groups, we are continuing to foster the children's sense of being and belonging.



As their sense of being and belonging grows, so does their confidence to explore the programs and explore friendships through play. Every day at Kinder we support the children in being active participants in the group and the greater community.

We ended term 1 with an incursion from Drama Toolbox, themed Jungle Animals. The children got to dress up in various costumes and role play a story. This term, as a combined group, we participated as audience members to the Lightning Creek Band. Musicians Greg and Scott sang and taught songs to the children and introduced them to numerous new instruments. In correlation to this incursion, co-teacher Laura is leading a Song Book project with the children across both groups.

Co-teacher Mel is driving a group projects in the Pelican group based on the children's strong interest in insects and their habitats. The children have been learning about Monarch Butterflies, Cabbage Moths and Case Moths, to name a few. They learned about metamorphosis and the life cycles. One of our children even brought in mosquito larvae from home to share with the group.

Other group projects include sowing seeds, planting the seedlings, cooking and The Rubbish Project. In one week all groups sorted the compost, recyclables and collected the rubbish. Once washed we weighed the rubbish and found we had over half a kilo of waste, just from lunchboxes! The children were then asked 'where does this rubbish end up?' and 'what happens to it once there?'. Most children answered 'the rubbish truck' or 'tip' but were unaware of what happens at the tip. Group projects such as these opens up discussions to explore ways of minimizing our impact on the environment as well as giving the children opportunities to broaden their understanding of their world.

Links to Early Years Learning and Development Framework.

Community- Children are connected and contribute to their world. This is evident when:

- Children develop an awareness of the impact of human activity on environments and the interdependence of living things.
- Explore relationships with living and non-living things and observe, notice and respond to change
- Demonstrate increasing knowledge of and respect for the natural and constructed environments
- Practise inclusive ways of achieving coexistence
- Participate in reciprocal relationships
- Broaden their understanding of the world in which they live
- Begin to recognise they have a right to belong to many communities

Learning- Children are confident and involved learners. This is evident when:

- Children express wonder and interest in their environment
- Use reflective thinking, make connections between experiences, concepts and processes
- Engage in learning relationships
- Transfer knowledge from one setting to another

Toni, Margaret F, Margaret T,
Madeleine and Sue R



The 3 Year old Program...

In the Budgies we support children's early literacy in a range of ways. Imaginative play gives children the opportunity to create stories, engage in social conversation with peers and become flexible in the way that they use language.

At group time we repeat familiar stories so that children are able to tell them on their own. As the children re-read the book they become familiar with the language and become confident 'readers' In this photo Hugo is reading 'press here' for the group. In the second shot Thaleia, Harvey and Laz are recreating the story 'Wombat stew' through dramatic play. Play is the natural language of children and we provide the time, space & adult guidance for them to develop their language skills in ways that are fun, engaging and motivate children to learn.

Margaret and Madeleine



Project learning in the early years



This year at IHK we have been exploring The Project Approach – an inquiry based approach to learning in the early years.

These projects exist in conjunction with

regular programming. The Project approach integrates learning across all domains including language and literacy, numeracy, science, the arts and creativity while focussing upon an area of particular interest to the children. We began by documenting and extending a range of interests the children demonstrated enthusiasm for in term one, before refining our project topics in term two. The Budgies have been exploring the world of the Arctic and Antarctic icecaps through play, books, photographs, stories, drama and movement, art and science experiences. We encourage children to ask questions, for example: how tall is an Emperor Penguin? Then hypothesise and investigate the answers. Providing open-ended sensory stimulus also encourages learning, for example an art experience centred around a giant melting iceblock and coloured dye supports children to explore the scientific concept of phase transition and states of matter.

In the Pelicans we have begun exploring Insects and Mini-beasts after a number of children brought examples from home to share with the group, while others discovered slaters living under the rocks outside. Recently we have mapped some of the insects and mini-beasts that might live in The Wild at Kindergarten, encouraging children's awareness and appreciation of the natural world. In addition we have been learning about metamorphosis, life cycles and the difference between a moth and a butterfly! The Kingfishers have recently begun a project about multiculturalism and 'how children live around the world.'

Much of the learning for each of the groups will be documented on the walls and windows at Kinder so that children, families and teachers may continue to engage and contribute to our projects. We welcome families who may have knowledge or interest in these project areas to become involved share their experiences with us if they are able.

Melanie.



Weaving in term 2

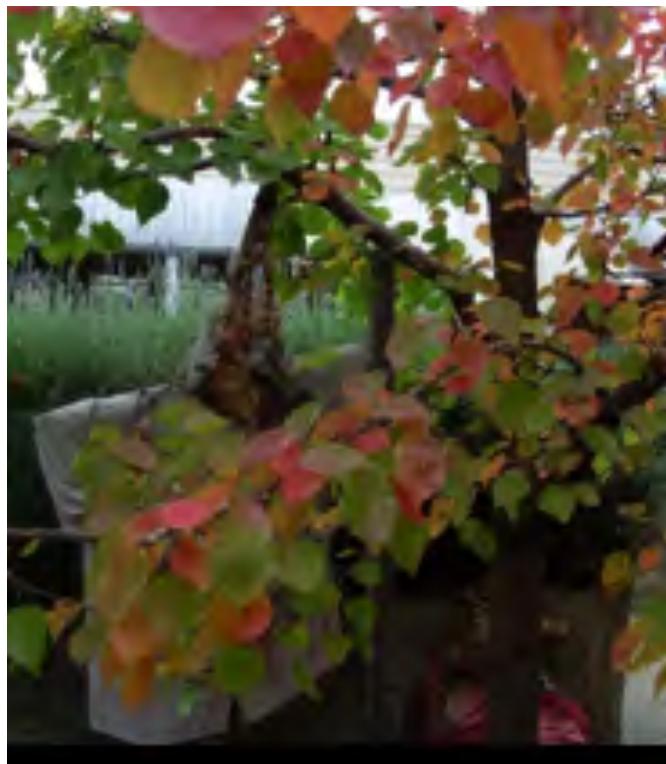
Over the term the children and I have been extending our ideas about weaving and developing the projects that we have been working on.

The large natural loom in The Wild is becoming more interesting by the week. As the trees were turning, one of the children that I was working with suggested that we use the leaves somehow. This idea lead to a great process of collecting, choosing, tying and then gently threading the leaves into the loom.



We also took the idea of the changing environment to create smaller weavings, also using leaves, and autumn coloured wools and as a few of us sat around the table the idea was raised to hang them in a tree that had similar colours. It was wonderful to see and talk about this tree as the weavings went up and the leaves fell away.

So please if you have not already checked out The Wild or our Autumn Tree, make sure you do.



Wonky (artist in residence)



Sustainability and why it is important to us

At Isabel Henderson Kindergarten we value the outdoor environment and believe that children benefit from experiencing the seasonal changes, the opportunity for physical development and the opportunity to play in a garden.

We believe in encouraging the children to learn about environmental and conservation issues, emphasis is placed on the use of natural and recycled materials, wise water usage, power saving, recycling, worm farming, vegetable gardening, waste minimization and positive regards and sense of living for all things.

Over the past decade we have completed a number of great practical sustainability projects from measuring our ecological footprint to installing energy efficient lighting, use of green energy, energy efficient appliances, wise water usage products, our 12500 L rainwater tank for the garden and our worm farm. Recent renovations to the foyer and ceilings also incorporated sustainable design principles and materials use. Together with the practical aspects of these projects we have also used these as an opportunity to educate the children about sustainability through class activities, foyer displays and discussion.

In 2014 the kindergarten is continuing on its journey of sustainability, some of our projects will include solar panels, continuing to improve our building efficiency, the low waste lunch project and recycling. Our focus will be incorporating these practical projects within the learning journey for the children. We are also very open to suggestions from the kindergarten community for other sustainability projects

*Toni, Margaret F and Kath
(committee member and Ada's mum)*

HOW LONG DOES IT TAKE TO DECOMPOSE	
Paper Towel	- 2-4 weeks
Banana Peel	- 3-4 weeks
Paper Bag	- 1 month
Newspaper	- 1.5 months
Apple Core	- 2 months
Cardboard	- 2 months
Cotton Gloves	- 3 months
Orange peels	- 6 months
Plywood	- 1-3 years
Wool Sock	- 1-5 years
Milk Cartons	- 5 years
Cigarette Butts	- 10-12 years
Leather shoes	- 25-40 years
Tinned Steel Can	- 50 years
Foamed Plastic Cups	- 50 years
Rubber Boot Sole	- 50-80 years
Plastic containers	- 50-80 years
Aluminum Can	- 200-500 yrs
Plastic Bottles	- 450 years
Disposable Diapers	- 550 years
Monofilament Fishing Line	- 600 years
Plastic Bags	- 200-1000 yrs

This will create awareness amongst people that this is also one of the reasons related to Global Green House Effect. Thank you for Sharing. [CHANGE EVERYTHING](#)





April Holiday Program

Our April School Holiday Program was full and fun packed. We enjoyed some clay and wood-working experiences and the children created plaster casts of their clay pressings.

Our camping day was very busy, setting up tents, cooking soup and damper and singing campfire songs. We ventured out on two excursions and had a visit from Bridget from North Fitzroy Library.

We finished our program with loads of Easter celebrations including an egg hunt and some traditional Greek Easter cooking.

We look forward to the June/July Program more excursions, continuing our link to the local community and enjoying a variety of new experiences.



Look out for
info on July
holiday program.
Enrollment form
at the end of this
newsletter



Important Events & Updates - Term 2 & 3



**Professional development closure
is on Friday the 5 September**

Social functions...

Hope you can join us for a

Family Get Together Picnic

Sunday 15 June | 10:00 am - Noon

Big Playground at Edinburgh Gardens
(near cnr Alfred Cres and Grant St)

Bring some morning tea to share.
If it rains, we will cancel.

Any questions, call Vicki Jamieson 0413949970

Family Get together in the park 10am-noon, Sunday June 15

Winter evening fire – 5.00-7.00 Friday 25th July

Welcoming spring - September , details to be confirmed, in the park

End of year break up party - Dec 15th



We are selling our liquid gold worm juice - it's a bargain at \$5 - ask about it at the office.



Working Bees...

We ask all families to participate in at least one working bee throughout the year. Our next dates are;
Saturday, July 19
Saturday October 25

Team Holidays

Over the next few months some employees will be taking leave throughout the term due to family commitments. All leave will be covered by existing team members on the team that the children know and who also understand the programs. Annual leave is as follows:

Toni will be on leave from the 12th June – 19th June

Madeleine will be on leave 23rd June – 25th June

Annur on leave 25th of July – 7th of August

Kate on leave 1st of Sept – 5th September

Margaret Finch on leave 15th of September – 19th September

Margaret Taylor on leave 11th of October – 31st of October



Kingfisher Gallery

KINGFISHERS







Budgie Gallery

B U D G I E S





Holiday Program Booking Form

Booking forms should be returned by Wednesday 18th June so that staff rosters can be arranged.

Hours: 9:00am - 5:00pm. A late fee will be charged for children collected after 6pm.

Half Day Session	9:00am - 1:00pm	Fee \$40
Full Day Session	9:00am - 5:00pm	Fee \$80

Child's Name: **Group:**

Contact Name: **Phone:**

Please tick required days.

WEEK 1 DATES HALF DAY FULL DAY

Monday June 30	<input type="checkbox"/> am	<input type="checkbox"/> am-pm
Tuesday July 1	<input type="checkbox"/> am	<input type="checkbox"/> am-pm
Wednesday July 2	<input type="checkbox"/> am	<input type="checkbox"/> am-pm
Thursday July 3	<input type="checkbox"/> am	<input type="checkbox"/> am-pm
Friday July 4	<input type="checkbox"/> am	<input type="checkbox"/> am-pm

WEEK 2 DATES HALF DAY FULL DAY

Monday July 7	<input type="checkbox"/> am	<input type="checkbox"/> am-pm
Tuesday July 8	<input type="checkbox"/> am	<input type="checkbox"/> am-pm
Wednesday July 9	<input type="checkbox"/> am	<input type="checkbox"/> am-pm
Thursday July 10	<input type="checkbox"/> am	<input type="checkbox"/> am-pm
Friday July 11	<input type="checkbox"/> am	<input type="checkbox"/> am-pm

In the event that my child will not be attending a day as booked I will let the centre know as soon as possible, so that the booking may be offered to another family. Please telephone staff 48 hours prior to the day you have booked if your child will not be coming on a day you have booked. If you do not inform staff before that time normal fees will apply.

Parent name: **Signature:**