



JACK

&

JILL

Up Coming!

13th February, 10am

Small group of Possums visiting Glengarry nursing home.

20th February

Staff professional development with Phil Butler

'Exploring project work and beyond'

27th February @ 7pm

Information evening for the Parents and Carers of Possums

BABY NEWS



Miss Val and Phil have had a baby girl Victoria Elizabeth Tarrant.

Victoria was born on 30/1/2028, 3670g and 54cm. Congratulations Val and Phil.

Congratulations to William and Terasa (Andrew's family) on the birth of baby Jemma

Congratulations to Hubert and Maud (Augustin and Theophile's family) on the birth of baby Ellénore

We are sure Andrew, Augustin and Theophile will make wonderful big brothers.

Welcome to Miss Caitlin who is an educator on Wednesday's in the Bilby room. Caitlin is currently studying for her diploma in children's services.

Please bring in a small framed photo of your family.....Please Please!
The children love sharing the pictures with their friends and it supports our learning about identity.

Ali shares a learning story from the Possum room.



February

Dear Families,

A warm welcome to Jack and Jill Kindergarten 2018, welcome to our new friends, MacKenzie, Teddy, Oliver, Kate and Elle. We look forward to sharing the unique journey of early childhood education and nurture with you and your families.



Late last year we had a parent suggestion in relation to taking pre-schoolers to visit a local aged care facility. We are going to trial visits on a Thursday morning (fortnightly) starting this Thursday with six Possums. Each fortnight a small group of children aged 4-5 from our preschool room will be walking to Glengarry, taking some activities, singing voices and morning tea. This is an opportunity for children to meet nearby residents and explore another part of the community. In the next couple of weeks we will be asking for a couple of parent helpers.



The children are currently looking at families, community and exploring ideas of identity. The early years learning framework focuses on a central theme of Belonging, Being and Becoming, I have included a extract for families to read, this helps to gain an understanding of how children construct their identities.

Belonging, Being and Becoming are integral parts of identity. Children learn about themselves and construct their own identity within the context of their families and communities. This includes their relationships with people, places and things and the actions and responses of others. Identity is not fixed. It is shaped by experiences.

When children have positive experiences they develop an understanding of themselves as significant and respected, and feel a sense of belonging.

Relationships are the foundations for the construction of identity – 'who I am', 'how I belong' and 'what is my influence?' In early childhood settings children develop a sense of belonging when they feel accepted, develop attachments and trust those that care for them. As children are developing their sense of identity, they explore different aspects of it (physical, social, emotional, spiritual, cognitive), through their play and their relationships. When children feel safe, secure and supported they grow in confidence to explore and learn.

The concept of Being reminds educators to focus on children in the here and now, and of the importance of children's right to be a child and experience the joy of childhood. Being involves children developing an awareness of their social and cultural heritage, of gender and their significance in their world.

Becoming includes children building and shaping their identity through their evolving experiences and relationships which include change and transitions. Children are always learning about the impact of their personal beliefs and values. Children's agency, as well as guidance, care and teaching by families and educators shape children's experiences of becoming.

(Pg 20 Early Years Learning Framework)

Warm Regards
Jack and Jill Team

SALT TRAY SENSORY EXPERIENCE IN THE POSSUM ROOM.

As we welcome our new Junior Possum's into the Possum room we continue to plan experiences that harness and promote children's interests and development.

A salt tray is a wonderful way to promote pre-writing skills and mark-making. Inspired by the Montessori philosophy, this has been a fantastic sensory experience, and very much enjoyed by Senior and Junior Possums. The children were able to use their fingers to write or make marks in the salt. As the children drew with their fingers, the shape was visible due to the black paper on the bottom of the tray. At first children were provided with their own names as a provocation. Some of the children chose to write their name with their finger, others preferred drawing squiggles, lines and shapes. As well as developing fine motor skills and encouraging sensory investigation, the children are also learning to recognise their own name.

The experience was offered again the next week, this time introducing Aboriginal symbols into our learning environment. The pictures were offered as a provocation and the Possums were again very interested.

The children knew what most of the symbols meant by looking at the picture on the cards. As we strive to embed aboriginal perspectives in our program, we spoke as a group about what the symbols mean and where they come from.



Children are developing dispositions for becoming confident and involved learners .