



Coromandel Valley Kindergarten

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Newsletter # 5 June 2019

Diary Dates

Term 2:

- Wednesday 3rd July 6pm to 7pm – Q&A series 2 – Nutrition
- Pyjama Day (because the last one felt so good!) Tuesday 2nd & Thursday 4th July
- Last day of term Thursday 4th July 3.45pm
- Last Playgroup for term Friday 5th July 9am to 11am
- Playgroup resumes Friday 2nd August 9am to 11am
- Term 3 commences Monday 22nd July 8.15am
- **Art Show – rescheduled for Friday 9th August 5pm to 7pm (term 3)**

Sun Sense - We had a presentation from the Cancer Council at our Annual General Meeting. Please have a check in your family pocket for info. brochures.

Kindy Photos - Our professional photos are available for you if you have finalised payment for them via the photographers order envelope. Please see staff to collect them. You don't have to purchase the photographs however, if you have not pre ordered and paid for your child's photographs you are welcome to contact Shoot SA and organise payment. When we have confirmation from Shoot SA of payment we are then able to release the photograph pack to you.

Curriculum News

As a professional educator team the staff at Kindy have ongoing conversations about our important, relevant and realistic goals;

Aboriginal Culture – we are committed to continue developing our Reconciliation Action Plan (RAP). Attached is the draft copy of the (RAP) showing the work we have achieved so far. If you are interested in joining us in developing the RAP please let a staff member know.

Numeracy and Literacy / Audit – several children have recently self-assessed during conversations and have expressed that they “don't know how to do that” (read, count). We know this is not the case – that all of the children are able to demonstrate as a minimum pre-reading and beginning numeracy skills.

This has sparked our interest as educators to complete individual audits and analyse the learning tasks and environments of why a group of children are not viewing themselves as readers / writers, mathematicians. We will be looking at what we as educators need to challenge or change to improve and reinforce the child's image of themselves.

Mark Making PLC – Jen, Melissa and Georgia have continued to attend the Professional Learning Community (PLC) and are preparing to host (during term 3) the reception teachers from Coromandel Valley Primary School who will be observing literacy and mark making opportunities in a play based setting. Our teachers will be visiting the school to observe literacy learning in the school setting. Our goal is to deepen our understanding of the children's transference of knowledge and skills across learning environments as well as maintain and further develop our reciprocal relationships with the early years teachers at school.

Nature Play and Loose Parts – interest in these experiences has been reignited after our Wild Imagination excursion. On the day many of the children were using various lengths and thicknesses of ropes, rope nets, large plastic barrels, tyres and disused banners. If you think you may have anything that is in good condition please talk to staff about donating it.

Group Times – Large groups don't suit everyone, especially young children developing their dispositions for learning and executive functions. We have been observing the children and considering how our group times are working. We have devised a schedule for children to split into smaller groups to meet a need of a cohort – review and revise information, practice executive functions and cultivate next steps in learning.

Recording Children's Work – we have a range of methods for recording and sharing your child's work. Learning stories, Floor book, Portfolios, focus teacher conversations and the Facebook page would all be familiar to you and we will continue to use these methods. *Keep an eye out for an invitation to again touch base with your child's focus teacher during term 3.*

You may start to notice Pedagogical Documentation in your child's portfolio. This is a method of recording and analysing observations of children's play. The benefits of this method are it maintains and stretches our educational base work, frames your child's play based learning with educational outcomes and offers teachers an opportunity to plan future learning tasks and environments.