



**Montgomery Park**  
Where Children Develop  
**Children's Centre**

**February Newsletter**  
**2010**

Hello and welcome to Montgomery Park for 2010. We look forward to a great year with all families, children and staff. This is our first newsletter for the year. You can expect newsletters bi-monthly in addition to any general information or individual room news.

The staff enjoyed a well earned rest over the Christmas/New Year period and have returned fresh and eager for a fantastic year of fun and learning with your children.

We have had a few changes in staffing this year with the departures of Emma, Martine & Antoinette at the end of last year. To fill their shoes we have some new faces. Dora will now be working full time, sharing a room leader role with Kaye in the Boronia Room. Dora is near to completion of her Diploma in Children's Services but also has over 10 years experience as room leader at centres in Darwin.

MPCC would like to welcome Joanna who commenced in the Waterlily Room at the beginning of the year. Joanna has had 2 years experience working as an early childhood worker at various centres and is a mother of 4 children.

Kaye commenced in the Boronia Room at the start of February. Kaye is a qualified early childhood worker who has over 15 years experience in the child care/early childhood industry.

Jade is currently on maternity leave and will return in April/May to the Banksia Room. Her position is currently being covered by the

lovely Tulay, who has been a regular agency reliever at the centre over the last 12 months. Our kindergarten teacher, Chun is also currently on maternity leave and will return at the beginning of March. In the meantime the kindergarten teacher role is being covered by the lovely Lisa who will continue until Chun's return. Lisa comes to us from an agency and is doing a fabulous job running the kinder program in Chun's absence.

Bec has also returned from maternity leave and will now be working as a casual reliever instead of returning full time, covering RDO's and room planning time. So you will most likely see her in your child's room at some stage.

This year the centre will be due to undergo the National Childcare Accreditation Council (NCAC) accreditation process from April this year. Last year when MPCC underwent the process NCAC deemed the centre as being 'Not Accredited' in some areas relating to policies and procedure documentation. MPCC has been working very hard on bringing these areas back up to standard and is confident of achieving better results this year.

Please keep a look out for our policy development board where reviewed policies will be placed for all families to peruse and provide suggestions and feedback. If you have any questions relating to Accreditation please contact Kylie, the Centre Director.

Our goals for this year are to ensure the safety, well being and education of all children attending our service, to provide warm and stimulating environments to enhance children's development and achieve high quality in all areas of accreditation and continue working together with families to provide the best environment and care for the children.

The Victorian Government has recently introduced a framework for all child related industry including; child care, kindergarten, maternal child health services and integration services that will follow on to when the child attends school.

This is the first time Victoria has had a framework such as this, therefore it may take a little time to come into full effect as it will be a case of trial and error and iron out any arising issues.

The framework will be used as our basis for program planning for the children. The areas (or 'outcomes') that we will be looking at for each child are; identity, community, well being, learning and communication. The framework uses these outcomes to provide a description of children's development from birth to 8 yrs. It is important to recognise that children will acquire learning across these outcomes at different rates, in different ways and at different times. **Please refer to the attached information outlining each of the outcomes.**

As last year, the children will each have their own portfolio which will consist of observations, photos, parent input and evaluations in the form of learning stories. Portfolios will be available for parents to look at any time. We welcome the input of all families to your child's portfolio at any time and there will be additional opportunities for parents to do this as family sheets are distributed throughout the year.

We also want to hear from you if you have any suggestions or feedback relating to your child's program or if there is something you would like to see included in the centre. If you have more than 1 child attending the centre, you may find that the number of observations in your child's portfolio may vary from child to child. This is due to the fact that each room has a different number of children who attend over the whole week. Those rooms with a higher volume of children will

have slightly less the number of observations than those rooms with lower numbers. Similarly, a child who attends the centre less than 3 days per week will have less observations than a child who attends for more days.

Please be assured that there will still be plenty of programmed activities for each individual child to enjoy. This will give the carers more opportunity to spend quality time and interacting with the children rather than constantly writing observations.

Each room will have a program plan that has the planning numbers of the children who have been planned for that program. All planning numbers are the same as your family door entry code. All program plans are displayed in your child's room.

Recently a parent information section has been developed in the foyer area. Here you will find information covering many areas of children's development and general things parents are faced with when raising children. Please feel free to take any information that may benefit you. If there is any information currently not included that you would like to see, please let Kylie or Wendy know and we will endeavour to assist you.

Soon to be introduced to the centre are parent/staff communication books for all children. These will be for families and staff to transfer communication via the child's book that may sometimes be forgotten/missed through verbal communication alone. We expect these to be introduced by Mid March.

The 'Suggestions' Box is back. This is located outside the office, please utilise this box to provide any feedback/suggestions regarding our services here at MPCC.

New families, please ensure you provide the office with the following information;

- Parent CRN
- Child CRN
- Up to date child immunisation record

Other existing families, please ensure your contact details are up to date. Forms to update information are available outside the office. This includes information such as;

- Contact phone numbers (both parent and other emergency contacts)
- Addresses for parent/s and child/ren
- Allergies and/or diet restrictions
- Medical Conditions
- Immunisation
- Court Orders

#### UPCOMING EVENTS

- Tuesday 2nd March - Kinder traffic school excursion
- Monday 8th March - Labour Day Public Holiday - Centre Closed
- Tuesday 9th March - Kinder Information Night (For current and prospective parents) From 7pm in the Kinder Room
- Sunday 14th March - Family Portrait Day (by appointment only)
- Friday 19th March - Family BBQ/Picnic at Essendon Traffic School. 6pm - 8pm
- Friday 2nd April - Good Friday - Centre Closed
- Monday 5th April - Easter Monday - Centre Closed
- Saturday 17th April - Working Bee

Parents, please be advised that MPCC does not recommend children wearing thongs or crocs to the centre as they can hinder the child's ability to run and climb as they slip off the feet.

Sandals are the recommended footwear for the summer as they are more secured to the foot.

#### *SAVE THE DATE: Centre Wide Working Bee* Saturday 17th April, 2010

As an important initiative at our community based children's centre, we would like to invite you to our first working bee for 2010. It's a centre wide event where we will ask all staff and parents to actively participate with various jobs which will help keep our centre a clean, safe and fun environment for our children.

Jobs include; cleaning centre toys and equipment as well as general repairs and gardening.

Further details will be shared closer to the event. Don't miss out on this great opportunity to be involved in the care of our centre and be eligible to claim your reimbursement on your paid participation levy! Please save this date in your diary now!

MPCC Committee

MPCC is seeking donations from families. Do you have any unused items, in good working condition that you think we may be able to use at the centre? All donations will be greatly appreciated and put to good use. Some items we seek that you may have include:

- \* Books, toys, equipment, furniture, paper (printed on one side OK), boxes, ribbons, etc. for pasting, old clothes and hats that we can use for spares, just to name a few!

#### PARENT LINE NUMBER: 9375 4918

- \* Please call this number to go straight through to your child's room.
- \* Please note that children are usually outside from approx. 9:30 to 11:00am/ 3:30 to 5:00pm. Your call may go unanswered during these times if there are no staff inside. You can leave a message on their phone and carers will get back to you ASAP. Otherwise office can also be contacted on this number.

Dear parents

The Committee are seeking the participation of a number of parents/guardians to become actively involved as room reps throughout our Montgomery Park Children's Centre.

It is important in our busy lives that we take the time to learn more about the people who surround our children daily.

Typically room reps have been responsible for the organisation of gatherings within the individual rooms or in some cases extending to multiple rooms. This type of gathering may be just for parents or in most cases for both parents and children. It is a great way to become socially involved with the families that our children are spending a good part of their early lives with.

Other duties include the co-ordination of an end of year gift and card for each care giver in each room.

Your time required will be limited but rewarding. The number of meetings you need to attend will be dependent on the room reps within your chosen room. Annmaree Carmichael will communicate the activity of the room reps back to the committee and assist where necessary.

If you would like to participate as a room rep for this year please forward your details to [kylie@montgomerypark.com.au](mailto:kylie@montgomerypark.com.au) or complete the form below and return it to the office by Friday 12th March

Thanks for your participation. We look forward to a fun and social year for both our children and their families.

Best regards

MPCC Committee.

Yes I would like to become involved as a room rep in the \_\_\_\_\_ room.

Name: \_\_\_\_\_

Child/ Children's Names: \_\_\_\_\_

\_\_\_\_\_

Contact email: \_\_\_\_\_

# IDENTITY

## OUTCOME 1 CHILDREN HAVE A STRONG SENSE OF IDENTITY

Relationships are the foundations for children to construct their sense of identity. When children's experiences with people and places are positive they can develop an understanding of themselves as being significant and respected and can feel a sense of belonging. In order to achieve this children need to build secure relationships with others.

When this is provided children can develop a sense of independence, start exploring their world and how to use their bodies.

Children may begin to take initiative, asking questions when needed and attempt new things. They may begin to reflect on their achievements, understanding when they have succeeded and feel proud of their accomplishments.

As their sense of self develops they may begin to take an interest in others, learning to interact, possibly even developing empathy and respect for others. They learn how to deal with different social situations.

Part of developing a sense of self is learning when to ask for help or companionship.

They may begin to develop an appreciation of other people, their personalities and culture.

# COMMUNITY

## OUTCOME TWO CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

Having a positive sense of identity through experiencing respectful, responsive relationships strengthens a child's interest and skills in being active participants in their communities.

Babies participate through smiling, crying, imitating and making sounds to show their level of interest.

Toddlers participate and connect with their peers through gestures such as offering toys to a distressed child, or welcoming another child with enthusiasm.

Older children show interest in how others regard them, they develop an understanding about friendships and come to realise how their actions and responses can affect others.

Children also become aware of their environment and how they fit in. They become aware of how the environment can affect them, through experiences such as wearing sun protection and exploring how and why environmental factors can affect their lives.

# WELLBEING

## OUTCOME 3 CHILDREN HAVE A STRONG SENSE OF WELLBEING

Well being includes both the physical and psychological aspects; good health, feelings of happiness, satisfaction and successful social interaction.

Well being begins with the development of a trust that their needs will be met by an accepting, safe environment. Children begin to seek out new challenges, make new discoveries and celebrate their own efforts and those of others.

A strong sense of well being provides children with confidence and optimism, thus maximising their potential to learn and explore and a desire to interact with others.

Being ready to persevere and 'have a go' when faced with something unfamiliar and challenging creates an opportunity for the child for success and achievement.

Children feel safe and secure and are confident to further their development by exploring with their motor skills, senses and cognitive thinking (problem solving).

Children begin to take responsibility for their own health and physical well being. Gaining confidence in personal hygiene, care and safety for themselves and others.

Routines, rituals and rules, such as hand-washing, toileting, packing away and walking safely in an indoor or outdoor setting all provide opportunities for children to learn about health and safety.

# LEARNING

## OUTCOME 4 CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

During early childhood children develop dispositions for learning, these form the foundations for future achievement. These dispositions are vital to ensuring that their learning is a lifelong process.

When children express wonder and interest in their environments, are curious and enthusiastic participants in learning and use play to investigate their world, they begin to develop positive dispositions for learning.

They develop the view that learning is exploratory, fun and rewarding and they use their imagination and curiosity to think of ideas.

They gain an increasing understanding of their environment and how this can be used to develop different concepts through exploration and experimentation.

They may begin to identify shapes, colours, letters, learn to give and follow directions.

Children learn through manipulating objects to investigate, assemble and construct.

They explore ideas using their imagination, creativity and play and they use their own and other's feedback to revise and build on an idea.

They learn from peers and share feelings and thoughts about learning from others and they begin to understand that listening to the responses of others can assist them to make new sense of experiences.

# COMMUNICATION

## OUTCOME 5 CHILDREN ARE EFFECTIVE COMMUNICATORS

Children begin communicating by using gestures, visual and non-verbal cues and sounds.

Children respond non-verbally and verbally to what they see, hear, touch, feel and taste and they explore sound and movement patterns to sing songs, chants and rhymes.

Children express their ideas using a wide range of media; stories and symbols, drawing, painting and sculpture and drama, dance and movement to express their ideas and make meaning.

Children begin to make coherent speech and ask and answer simple questions.

They begin to speak and construct messages with purpose and confidence and contribute their ideas and experiences in their play.

They begin to listen to others and respond appropriately to what has been said and learn negotiation skills.

Children begin to explore text through books and signs. They start to read the printed text or use pictures to assist them in understanding the meaning.

Older children begin to write and process words and learn to recognise different letters.