



Pooh Bear's House

4 YEAR KINDERGARTEN BOOKLET 2023



**DEVELOPED BY KIM RUSSELL AND
4 YEAR KINDERGARTEN TEAM**

- May 2023





WOMINJEKA (WELCOME)

Acknowledgement Of Country

POOH BEARS HOUSE WOULD LIKE TO ACKNOWLEDGE THE WURUNDJERI PEOPLE OF THE KULIN NATION AS THE TRADITIONAL CUSTODIANS OF THE LAND WHERE WE DELIVER KINDERGARTEN PROGRAMS AND PAY RESPECT TO THEIR ELDERS PAST AND PRESENT. WE FURTHER RECOGNISE THAT ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE HAVE BEEN NURTURING AND TEACHING CHILDREN ON THIS LAND FOR MANY THOUSANDS OF YEARS AND WE HONOUR AND RESPECT THAT ROLE.



Welcome

We welcome you and your child to Pooh Bear's House Kindergarten. Our program aims to provide a broad range of activities and experiences which will support your child to become confident, successful, involved, inquisitive and independent learners, with a strong sense of wellbeing. We support children to be respectful of others by showing care and empathy.

We hope that you and your child will enjoy your time at Pooh Bear's House kindergarten, and we look forward to getting to know your family. We aim first and foremost to have happy children and families. We welcome your interest and participation, and we look forward to having our kindergarten enriched by your connection with us.

Kim, Jess, and the Kindergarten Team

Kindergarten to a child is a world full of exciting experiences. Here, your child will grow, and make new friends. We want your child to enjoy their time at PBH Kindergarten. Please take a few minutes to read the following information so you can help your child settle in. If at any time, you have a query, a suggestion, or a concern, feel free to talk to Jess, our Kindergarten Teacher, as Kim the Director.

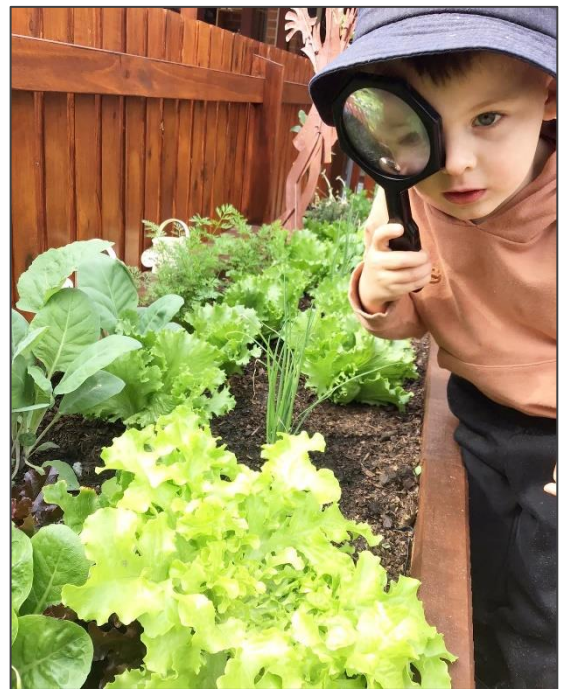
*Our Kindergarten is licensed by the Department of Education and Early Childhood Development, to hold **31 children in the room**, at any one time.*

Rationale

Pooh Bear's House's Four-Year Kindergarten understands that children take their play very seriously and that **play is the way children learn**. The kindergarten program acknowledges **children as unique individuals** and plans experiences that are **open-ended** and can be approached and worked on in varied ways. The educators provide a safe and caring, yet stimulating and challenging environment for children to **explore, risk-take and learn through play**.

PBH kindergarten has a strong foundation in **caring and paying respect for our land**.

We promote the importance of building positive attitudes towards **sustainable values and practice** within the children's educational program. Concepts surrounding water conservation, recycling, compost, gardening, care for and respect for the natural environment are integral to the daily program. Educators promote an **awareness of nature concepts** and underlining **Indigenous teachings** that aim to develop children's connection to the land.



Educating through Connections

Here at Pooh Bear's House Kindergarten, we strive for building connections as **relationships are at the heart of early years education**. Our dedicated and highly trained teachers and educators scaffold a warm, positive, and educational program.

Meet Our Kindergarten Teacher - Jess



Hi, my name is **Jess**, and I am the Kindergarten Teacher here at Pooh Bear's House and have been for the past 5 years.

I have my **Bachelor of Teaching in Early Childhood and Primary (Honours)** from Monash University and have been with PBH since 2018. In my years of teaching experiences, I have taught through the young early years all the way through into primary education.

Early childhood teaching has always been my passion as I believe the first five years of a person's life is fundamental in shaping who they become. I strive to create and inspire young learners to reach their goals through a holistic kindergarten program that best reflects everyone important in each child's life. Fundamentally, I believe that respectful, caring bonds with children and their families are the vital foundation for a wonderful early years' learning experience. Early years is a time for play, laughter, inquiry, experimentation, kindness, and respect. These are the values that I envision when supporting young learner in exploring who they are and their world.

Our Director - Meet Kim



Pooh Bear's House ELC
- Kim Russell

Supporting our Programming



Educational Consultant
- Kelly Goodsir



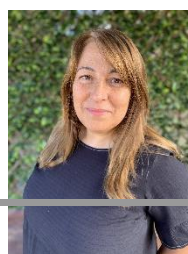
Educational Leader
- Sophie Russell



BROOKE
8th Year at PBH



MIHAELA
9th year at PBH



TIA
3rd year at PBH



RACHAEL
2nd year at PBH

Our Kindergarten Philosophy

At Pooh Bear's House Kindergarten, we believe that play is an essential component in building and shaping children's development. Through emerging play, experimentation, exploration, movement and using their senses, children can grow and learn about themselves, about others and most importantly, about the world around them. The kindergarten educators deliver high quality education and care by drawing upon our diverse teaching styles, skills, and knowledge of the Belonging, Being and Becoming – Early Years Learning and Development Framework (EYLF), the Victorian Early Years Learning and Development Framework (VEYLDF) and 8 Aboriginal Ways of Learning framework.

We recognise and value the identity of the child within their family and community, through a curriculum that embraces and supports children's learning within this context. We believe that children thrive when families and early childhood educators work in partnership to support their learning outcomes.

Key Points Underpinning Our Philosophy

- We embrace the diversity of our community and encourage each child and their family to share their culture, language, ideas and values.
- We promote inclusive practices to enrich and embrace the needs, abilities and experiences of our children, families and community.
- We foster languages connecting all of us through learning more about our own cultures to exploring our wider world around us. In addition to exploring a variety of language through social interactions, books, and music, we also learn **AusLAN sign language**, and we are currently introducing **Woiwurrung** (our local Indigenous language).
- We promote relationships of trust and respect, to enhance children's sense of well-being, security and identity.
- We promote the use of natural resources and knowledge of the natural environment and sustainable practices.
- We promote our connection to our land and developing an understanding of respecting all living things in the light of Indigenous perspectives through looking after the environment through sustainable practices
- We assist and guide children to be active and autonomous individuals, to ensure they are confident and capable thinkers and communicators.
- We emphasise variety in our programs and supplement them with a range of incursions based on music, movement, educational and environmental themes.
- We incorporate excursions to complement our programming and for the children to experience life within the constraints of the centre.
- We ensure every child has autonomy in their nutritious and healthy food choices, with an emphasis of fresh and whole foods and promote healthy eating and active living continually throughout our program.
- We promote and cater for each child's health and physical wellbeing, promoting a positive sense of self.
- We encourage familial and community involvement.

- We recognise and support our educators who are valued for their individual skills, knowledge, personalities, and life experiences.

WE BELIEVE THAT OUR PHILOSOPHY CHANGES AS NEW INSIGHTS ARE GAINED, AND OUR PRACTICE IS EVALUATED.

Regarding children we

Recognise and celebrate children's individual interests and plan experiences to support and extend their learning at varied developmental stages

Provide opportunities for children to actively participate in creating their own learning through hands on exploration of open-ended materials

Ensure long periods of uninterrupted time at play to explore and gain satisfaction from their experiences

Empower children to exercise independence, contribute to the program, make choices about their day and feel they can make a difference to the world around them.

Encourage and support interest and connection with the natural world and outdoor environment

Guide children to respect each other, equipment, and the environment

Provide opportunities for children to express themselves creatively through a range of materials



Our Philosophy in Practice...



Value families input and aim for them to feel a sense of belonging and partnership with the kindergarten

Recognise, respect, and celebrate family diversity

Welcome and appreciate family involvement

Consult families regarding their child's learning, development, and well being

Encourage family feedback to review centre policies, practices, and our Philosophy.

Regarding educators we

Aim to achieve excellence in our role as educators through regular professional development

Provide equitable learning opportunities and value each child's contribution

Listen to children and share in the delight of their discoveries and development

Plan the environment and experiences to support children's interests and further stimulate their learning

Recognise and respect children's individual differences and support them to develop at their own pace

Aim to build mutually respectful and reciprocal relationships with children and families

Protect and nurture children's health and well being

Regarding families we

Kindergarten Daily Rhythm

THE RITUALS WE IMPLEMENT EVERYDAY SUPPORTS FLEXIBILITY AND LEARNING

This program is specifically created to meet all areas of the curriculum and our PBH philosophy. As children in the Funded Four-Year-Old Kindergarten Program are **required to attend 15 hours per week**, this is a great way to see your child's allocated hours and to guide arrivals and departure times.

Our Kindergarten runs daily from **8.30 am – 1.30 pm**. Please ensure your child arrives as close to the starting time as possible. This will guarantee that your child will make the most of each day.



Progressive Arrival

Kindergarten program starts at **8:30am** with greetings and open-ended play



Morning Movement

Gathered start to the day that focuses on gross motor movement and coordination



Morning Gathering

Acknowledgement of Country. Sharing events/news and reflecting on class expectations



Progressive Morning Tea

Encouraged to serve their own food and drink to develop fine motor and practical life skills.



Indoor/Outdoor Program

Engaging in intentional environments socially or independently. Participating in intended small group focus or teacher-led experiences including art, science, literacy, numeracy, or music



Group Gathering

Gathering to engage in teacher scaffolded learning of the current inquiry or daily question through books, games, songs, and multimedia



Lunch Gathering

We set up, serve, and share a meal with each other



Rest and Relaxation

Down time as we explore mindfulness, meditation, yoga and breathing strategies to prepare our bodies for the afternoon



Reflection Time

Gathering to engage in a guided reflection of the day as we wrap up kinder time



Afternoon Tea

Encouraged to serve their own food and drink to develop fine motor and practical life skills.



Progressive Farewell

Kindergarten program finishes

Our Program

Our educators are passionate and committed to the field of Early Childhood Education and bring together many years of knowledge and experience. Our daily kindergarten program is based on a flexible routine that can be spontaneously adapted to incorporate **children's current individual needs, ideas and interests**.

The routines and activities are regularly discussed amongst educators, evaluated, and refined to suit the changing developmental levels of the children. Children are given long periods of **uninterrupted time to explore both the indoor and outdoor environment, initiate their own ideas**, engage in settled productive play for a period suitable for their developmental level and gain satisfaction from doing so.

A sense of belonging is fostered so children feel that they are part of a group in which they can feel relaxed and confident to contribute and are connected to the wider community.

Sustainable environmental values and practices are promoted and are an integral part of the daily program. Outdoor play is highly valued, and educators are passionate about the importance of children experiencing and connecting with the natural world firsthand. Children are empowered to make a difference to the world around them through involvement with recycling, composting and water conservation.



State & Federal Curriculum Frameworks

As of 2010 all Children's Service Centres in Victoria function under a National and State Early Childhood Curriculum - The Early Years Learning Frameworks.

The State Framework identifies five Early Years Learning and Development Outcomes for all children and provides teachers with common language in expressing early childhood development:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators.

In addition, the Victorian Framework emphasises the importance of supporting children's and families' transitions as they move within and across services throughout the early childhood period. At the end of the 4-year-old kinder year teachers will provide the families and prep teachers with a Transition Statement (a comprehensive "kinder report") to assist in smooth transition to school.

For more information on the Victorian Framework please go to:

<http://www.eduweb.vic.gov.au/edulibrary/public/earlychildhood/learning/veylframework.pdf>

Special Visitors

Interesting presentations, entertainers and animals come to visit the program over the course of the year. Visitors will include; Wild Action Australian Animals, a Sergeant from the Police Force, Healthways Water Safety Program, Responsible Pet Ownership, Wild Xposure, COOL Kids First Aid, Charlie Silly Pants, Discovery Science, Balegrowers etc. These are included in the fees and you will be notified of these special days throughout the year. **We also have weekly specialists programs adding to sports, music, mindfulness and more to our already amazing programs.**



We have health checks with Inspiro Dental, flu vaccines through Apotex & Knox Audiology hearing tests.

Excursions

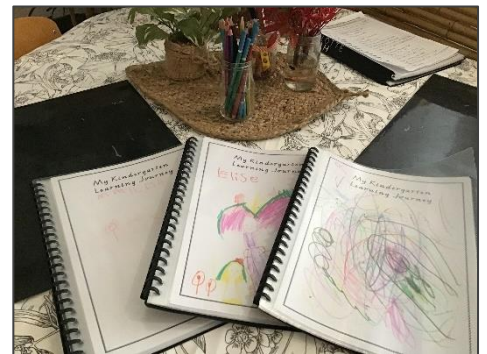


Excursions are planned throughout the year to compliment the programming. They are **an integral part of the kindergarten program and will be arranged to enrich the experiences of the children.** Parental permission will be sought for all excursions and the day will be organised to comply with the Department of Education and Children's Services Regulations. Parent volunteers are always welcomed and appreciated for any excursion.

Portfolios

Each child has a **self-portfolio** which builds over time to visually document their unique learning journey at kindergarten. The children are involved in creating pieces to go in their portfolios, taking photos of their work and getting educators to transcribe their ideas or stories. These portfolios are a tool for children to reflect on their own learning and goals throughout their kindergarten year. These portfolios are kept in the classroom for children to explore, add and reflect on their own learning and plan for future learning.

In conjunction with the children's self-portfolio, our online **e-portfolios** on 'Educa' are digital collections of learning observations, group stories and reflections of learning for families to engage with. This will provide a meaningful insight into childrens' learning, development and wellbeing in kindergarten through personalised stories, photos and videos.



Family Involvement

Children love having their family members visit kindergarten. These visits enrich the program for all children! On this occasion(s) we invite you to stay as little or as long as you like and welcome you to join in play with the children. If you would like to share any interests or hobbies with the children please speak to the teacher as the children are always thrilled to hear about parent's occupations, hobbies or interests.

**Please note that although it is not always possible, it is appreciated if toddlers can be cared for elsewhere, so that your time at kindergarten is a special time for you and your child.*

Second Year of Funded Kindergarten

It is essential that families carefully consider when is the right time for your child to commence kindergarten as children in Victoria are only provided with one year of funded 4-year-old kindergarten by the government. For a second year of kindergarten a Declaration form needs to be lodged to the Department of Education and Early Childhood Development. The kindergarten teacher is required to submit this form ascertaining at least two areas of developmental delay, the benefits of a second year and the strategies that will be implemented for a successful second year of 4-year-old kinder. Maturity is not a developmental delay.

We understand how difficult a decision this is and are more than happy to provide further information, professional opinions and suggestions for alternative decisions. The Preschool Fieldwork Officer for Ringwood is also available by request from the Kindergarten Teacher and families for observations, assessments and assistance in determining School Readiness on an individual basis.



Complaints

These should be directed in the first instance to teachers, if you feel you were not heard please approach management. A further avenue for dealing with complaints is through the

Department of Education & Early Childhood Development.

Children's Services Advisor

Department of Education & Early Childhood Development

**Level 4, 295 Springvale Road
GLEN WAVERLEY VIC 3150**

Phone: 1300 333 231

Finally

And finally, we want to thank you for choosing Pooh Bear's House Kindergarten for your child's important kindergarten year! We look forward to getting to know you, your family and most importantly your child over the coming year

Transition to School Information

The transition from **kindergarten** to **school** for many families and children is an incredibly stressful time and one that is filled with many different questions. The following information is based on information from primary school teachers and is designed to answer some of those questions - what your child needs to know before they go to school. These can be support both in kindergarten and at home to ensure that children are prepared for this big step.

THE KEY POINTS THAT WERE NOTED ARE AS FOLLOWS:

1. Children do not need to be proficient in **writing their names**, but they do need to be able to recognise it and attempt to write it.
2. It is important that children have the **confidence** to ask questions, make their needs known and take care of themselves in an environment where there may be one teacher for up to 30 children.
3. There is no expectation that children need to be able to **read and write** before school if they have an understanding of what letters are and how they are used. Many parents teach their child differently to how a school will teach and therefore the child will become very confused and bored if they know too much.
4. There is an expectation that children are independent at **toileting and dressing** themselves
5. Children should be encouraged to maintain their **home languages**
6. Children will be asked to complete a variety of **gross motor activities** to assess their level of competence
7. Children need to show an **interest in learning**
8. Children need to understand the way **recess and lunch** works as they are used to being given hot nutritious meals during the day
9. It is important that children can **make friends, share and negotiate** with others
10. **Concentration skills** are important so that children learn to sit in groups
11. Children should have **realistic expectations** of school



What we do here at Pooh Bear's House to assist with transition to school...

SELF-CONFIDENCE

Building a child's confidence is extremely important to their continual success at school and beyond. Here in the kinder the children are given lots of opportunities to succeed in front of their peers and teachers. **'Sharing Times and group sessions'** are a great opportunity for children to get up in front of their group and talk about something that is important to them. They are then given the chance to answer questions from their peers. Children are also given the responsibility to be **'Helpers'** in a variety of tasks throughout the day where more confident children are paired with less confident.

SOCIAL SKILLS AND EMOTIONAL REGULATION



Social and emotional development is just as important for a successful school experience as cognitive development. Kindergarten is a particularly important period for this area of development; it's where the foundational skills for understanding of emotions and coping, and appropriate social behavior are learned and embedded. Here at kinder the children are given opportunities to **explore, recognise and understand their emotions and strategies to calm or cope with emotions**. Also, in kinder as children will

socially initiate, develop and maintain social friendships and group learning, which are key skills in preparing children to be social learners.

GROSS AND FINE MOTOR EXPERIENCES

We have a lot of **gross motor equipment** at the centre for children to play with and presently are adding to the resources. The obstacle course will encourage climbing, balancing, hopping, jumping, crawling through tunnels etc. The bike track will promote sound large muscle co-ordination and our sandpit, undercover decking and large structure play equipment also improve and develop the children's gross motor development. We also program for specific gross motor games and enjoy dancing sessions outdoors to continue to build the children's confidence, these activities always remain competition free and all children are encouraged to participate. This is also a good opportunity for children to learn about games with rules which can be quite complex for them to understand.



Also, the children are encouraged to engage in **fine motor development** through hands-on experiences, games, hand action songs and exercises. The development of these finger, hand and wrist muscles and skills are fundamental in pre-writing development and self-care skills (ie wiping nose, doing up buttons, tying shoelaces).

LITERACY AND NUMERACY UNDERSTANDINGS

Play-based learning plays a crucial role in the development of literacy and numeracy understandings. In kindergarten, children engage in literacy and numeracy through **play-based exploration as children need opportunities to use them** (and to see them being used) in real life situations. The children are surrounded by language, literature and mathematical concepts throughout the day.

There is a wealth of story books, resource books, signs and labels for the children to learn that letters and words mean something. The children have access to a variety of writing materials that are available to them all day. Children are not forced to write, but when an interest is shown, children are encouraged to extend on it by 'writing' their names -e.g. information from interest projects, name sign in sheets, words for the pictures they draw, cards to family members etc. Children are read to throughout the day and often get an opportunity to 'read' to their friends or younger children when they visit the other rooms. When kids 'read' they analyse the pictures of the story and make up the appropriate words – this is a fantastic exercise as it not only shows that children are understanding that words make meaning, but they are building on their confidence and imagination. Also, children engage in recognising and applying numbers and shape, as well as concepts relating to measurement, categorisation and patterning.



INDEPENDENCE AND SELF-HELP SKILLS



Here in the kindergarten, we encourage children to become independent at toileting by close supervision of the bathroom. Children are also encouraged to dress themselves, throughout the day, i.e./ after a toileting accident, redressing into socks and shoes, and changing for the weather. They are given many opportunities to develop self-help skills, from tidying up after their play experiences, assisting in the cleaning up after themselves at lunch time, pouring their own drinks and serving their own food.

PASSION FOR LEARNING AND CREATIVE THINKING

Our whole program is designed to ensure that children are interested in learning and have an inquisitive mind about the world around them. We want to foster their natural curiosity at this stage in their lives. All of our day to day programs and projects are based on the children's interests and therefore they are much more likely to invest the time to explore, investigate and learn. These experiences give ownership to children and encourage problem solving, creative thinking and decision making. We use realistic materials and equipment so that their experiences are more genuine.



Kindergarten Reminders

Orientation

Children who are new to Pooh Bear's House will be offered an **orientation period to help settle into Kindergarten**. To help your child make a happy and smooth transition from home to kindergarten we run a staggered starting program with three smaller sessions, free of charge, in the kinder. To organise orientation please call the office staff for bookings. This allows children and educators, time and space to get to know each other. If you have any questions about the orientation process, please contact management on the centre phone number or through email.

What To Expect

Even if your child has attended kindergarten or childcare elsewhere, the transition to a new setting (even a new room) is both physically and emotionally demanding. Most children are very tired at the end of the day and it is often wise to reduce extracurricular activities during Term 1 to compensate for this.

Clothing

Clothing worn to kindergarten should be comfortable and allow maximum freedom of movement. **Kinder uniforms must be clearly labelled**. Children will also need to bring a change of clothes clearly named in their bag. Part of the learning experience is in gaining **independence in self-help skills**. This can be aided by easy to manage clothes such as; elastic waists, buckles, press studs, zips and Velcro. In the interests of your child's safety, long dresses, clogs, thongs and slip on slide type shoes should not be worn to kindergarten as they are difficult to move freely in and climb.

Toys

Children frequently wish to show the educators and friends a special toy. Please keep in mind that toys should only come to kinder occasionally as they inevitably get lost or broken and keeping track of them takes up valuable time and is a big responsibility for your child. Books, tapes, CDs and comfort toys for relaxation are however happily accepted.

What To Bring For Kindergarten

1. **Kinder Bag** - to transport belongings (to be brought to and from kinder each day)
2. **Drink Bottle** - A clearly named drink bottle for water only to stay at Kinder (we will ensure these are washed and the children take responsibility to fill them up each day)
3. **Spare Clothes** -A set of spare clothes for all weather, clearly named which can be left in the child's bag
4. **No Food Please** – All food is prepared on site and we do ask parents to refrain from allowing their child to bring any food into the kindergarten. We must consider allergies, some being severe in the centre, and we ask for family's cooperation on this matter.
5. **Hat** – A Pooh Bears House hat will be provided to each child
6. **Sensitive Sunscreen** – Standard and sensitive SPF 30+ sunscreen is provided by the centre. If your child requires a more specific sunscreen, due to allergies, please provide a labelled bottle for the staff to apply throughout the day.

**GORGEOUS POEM ABOUT THE IMPORTANCE OF
EDUCATORS AND PARENTS WORKING TOGETHER....**

Unity

*I dreamed I stood in a studio and watched two sculptors there,
The clay they used was a young child's mind and they fashioned it with care.*

*One a teacher, the tools he used were books and music and art,
One a parent with guiding hands and a gentle, loving heart.*

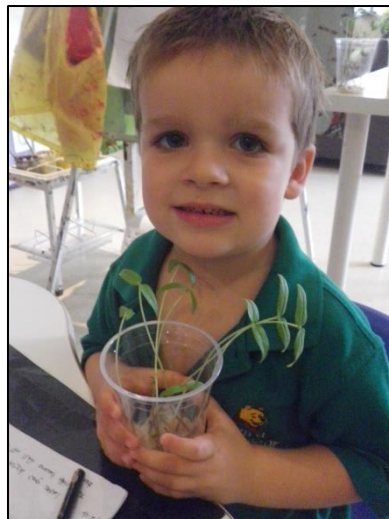
*Day after day the teacher toiled with a touch that was deft and sure,
While the parent labored by his side and polished to smooth it pure.*

*And when at last their task was done, they were proud of what they had
wrought,*

*For the things they had moulded into the child could neither be sold nor
bought.*

*And each agreed he would have failed if he had worked alone,
For behind the parent stood the school, and behind the teacher the home*

- Author Unknown



What your child might be doing at different stages

(<https://www.education.vic.gov.au/parents/child-development/Pages/child-development-stages.aspx>)

This section provides information on what your child might be doing at different ages as well as tips to help you help them. It is important to remember that children develop at different rates. Don't worry if your child hasn't reached certain milestones that other children the same age have.

Preschool-aged children will be developing more socially, have real friendships and understand the causes of feelings. Physically they are much more coordinated in high energy activities such as running and climbing and may have progressed to riding a tricycle. All children develop at different rates; however, in this age range there are some skills that are especially important for your child's self-esteem and learning. For example, being able to speak clearly is important in order to be understood by others.

AT THREE TO FOUR YEARS

A child aged three to four is becoming more independent and will be very adventurous. They will want to be involved in everyday activities like cooking and shopping.

At three to four years your child might be:

- socialising with a broader range of people
- understanding how to share and play well with other children
- developing a sense of humour and concern for others
- using hands and fingers skillfully
- holding a pencil in a mature grip using preferred hand
- speaking well
- decreasing temper tantrums.

Here are some ideas to help you support your child's development at three to four years:

- Play games that involve sharing and taking turns.
- Encourage your child to draw and talk about their picture.
- Give your child lots of opportunity to play outdoors – spend time running, tumbling and rolling.
- Read to your child and ask them questions about the story.
- Get your child to help you with cooking, shopping or gardening.

AT FOUR TO FIVE YEARS

Your child's personality will be shining through and they will be dealing with new changes to their routine – like going to kindergarten. They are making friends and building their independence and asking lots of questions.

At four to five years you child might be:

- asking complex questions
- improving walking, running and climbing skills
- using a bicycle with training wheels
- improving drawing skills and learning to write some numbers and letters
- understanding the meaning of numbers
- developing relationships with peers
- showing independence but maybe becoming frustrated when tired, angry or embarrassed
- showing confidence and increasing skill and speed in physical abilities
- having extended conversations.

Here are some ideas to help you support your child's development at four to five years:

- encouraging them to explore, experiment and try things
- talking about what is happening and encouraging your child to talk or finding out answers to questions together
- reminding your child of events that have happened before
- making suggestions about imaginary play, for example asking, 'What would it be like to be small like a mouse?', or providing props to use for play
- sharing songs, stories, and rhymes, both new ones and old favourite

