



# **Barcaldine Kindergarten**

## **Parent Handbook**

### **2013**



Barcaldine Kindergarten

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## General Information

Welcome to Barcaldine Kindergarten. This handbook will provide you with information to help you prepare your child for Kindy.

**Director/Teacher:** Kylie Burton (Nominated Supervisor)  
**Qualification:** Bachelor of Education (Primary)  
Diploma of Children's Services (Early Childhood)

**Assistant:** Clare Donald  
**Qualification:** Diploma for Nursery Nurses (Child Services)

## School Based

**Trainee Assistant:** Emily Steedman  
Currently studying Certificate III of Children's Services (Early Childhood)

Other Centre Staff include:

Adele Lipsett (Director of Limited Hours Care program); Megan Horman (Assistant Limited Hours Care); Katie Marshall (School Based Trainee Assistant LHC); Sandy Chilchott (Cleaner)

Current information about the Kindergarten staff and group are displayed at the Centre.

**Kindergarten Session Times: Tuesday – Friday 8:45am – 2:45pm**

Kindergarten is for children aged 3 to 5 years. Once a child is 3 ½ years old, they **must** attend a minimum of five (5) days a fortnight, however owing to distance, C&K have approved one session per week for rural children.

### Queensland Term Dates - 2013

Term	Dates	Length
Term 1	Tuesday 29 January - Thursday 28 March	9 weeks
Term 2	Monday 15 April - Friday 21 June	10 weeks
Term 3	Monday 8 July - Friday 20 September	11 weeks
Term 4	Tuesday 8 October - Friday 6 December	9 weeks

## **Philosophy**

**We Play to Learn**

**We Learn to Live**

**We Live to Be the Best We Can Be**

We believe every child is unique in terms of life experience, developmental readiness and cultural heritage. Partnership between family and kindy is, therefore, essential to the optimal growth and development of young children. Relationships between staff and families is based on respect and collaboration, providing a secure network in which children feel valued.

We believe in the integration of learning and play, as children learn best by a holistic approach to teaching and learning, where staff are responsive to the needs of children by providing a safe, nurturing, stimulating environment that accommodates and embraces differences. We strive for success by promoting the self-worth of individuals through high expectations, intentional teaching and valuing the contributions children make to the learning environment. Staff are committed to reflective practice and ongoing learning attending professional development opportunities and meeting on a regular basis.

We believe, with this foundation, children become curious, inspired learners, able to make independent choices and communicate with confidence.

## **Aims and Goals**

The Barcaldine Kindergarten aims to meet the National Quality Framework Quality Areas, Standards and Elements by:

- Developing acceptable social skills, that include:
  - sharing
  - taking turns
  - listening politely while another person is speaking
  - using conflict resolution techniques
- Developing assertiveness through:
  - expressing their feelings
  - making own decisions
  - taking responsibility
  - showing initiative
- Encouraging children to become self-motivated learners and thinkers who:
  - show enthusiasm for learning
  - ask questions
  - display wide ranging interests
  - are developing problem solving skills
- Developing both fine and gross motor skills
  - “fine” motor refers to the use of small muscles needed to draw, cut, thread, weave, manipulate play dough and pick up puzzle pieces.

- “gross” motor refers to the use of large muscles needed to run, jump, climb, throw and kick.
- Encouraging a respect for and appreciation of other cultures
- Encouraging children to be thoughtful and caring community members by:
  - showing respect and concern for other children and adults
  - being willing to help one another
  - being a responsible group member
  - respecting community rules
  - caring for the environment

Parents and guardians are invited to discuss the activities and experiences offered in our learning program, along with any goals they have for their child.

## Kindergarten Management

We are a **not for profit, community kindergarten** which means that the parents hold positions on a Management Committee which makes decisions about the overall management and day to day running of the centre.

We are affiliated with the Crèche and Kindergarten Association of Queensland (C&K). A consultant from C&K regularly visits to advise staff and committee and to ensure that our program and facilities are of approved standards. C&K act as an agent for the State Government in administering funding to Affiliated Centres. This funding covers approximately 80% of the staff costs. The remaining 20% of staff costs and all other operating costs (electricity, telephone, cleaning, stationary, art & craft supplies and educational resources) come from fees and fundraising.

The Kindergarten is licensed by the Office of Early Childhood Education and Care under the Child Care Act 2002 and Child Care Regulation 2003. The centre must meet the requirements about activities, experiences and programs, numbers of staff members and children, and staff members' qualifications according to the legislation. The Office of Early Childhood Education and Care complete regular licensing procedures required under the Childcare Regulations and can be contacted on (ph) **1800 637 711**.

We urge parents/carers to show support and take responsibility by way of participation in the committee, attending meetings, centre and playground maintenance and fundraising activities.

Our Annual General Meeting (AGM) is held in early February and we invite and encourage **all** parents to attend and encourage parents to consider taking on one of the committee positions.

Committee meetings are held on monthly basis throughout the year and we invite and encourage **all** parents to attend.

The greater the parent/ carer involvement in our kindergarten, the greater the benefits are for our children.

### **Current Committee Members**

<b>Position</b>	<b>Name</b>	<b>Contact details</b>
President	Kate Birse	0428 765 208
Vice- President	Priscilla Kempson	0428 512 017
Treasurer	Kelly Lord	0430 427 614
Secretary	Laura Balderson	0427 403 434

## Kindergarten Fees

\$25.00 per day

\$30.00 annual enrolment fee

\$25.00 per semester maintenance levy

\$ 5.00 per year Association Membership (enables parents to become financial members of the Barcaldine Kindergarten Association).

### Banking Details for payment of Kindergarten Fees:

**Account Name: Barcaldine Kindergarten Association**

**BSB: 034-194**

**Account Number: 163195**

### Fees Policy:

- Accounts will be issued at the start of each term. Full term fees **MUST** be paid within three (3) weeks of receiving the account.
- Alternatively, fees may be paid weekly or fortnightly **in advance**. This must be approved and arranged with the Fees Treasurer. (The first payment will be due on your child's first day at Kindergarten). Please include the enrolment fee (\$30), maintenance levy (\$25) and the association membership (\$5) with your first payment.
- **NO FEES WILL BE CARRIED OVER INTO THE NEXT TERM.**
- **If you are experiencing difficulty with paying the fees, please approach the Fees Treasurer asking for an extension of time, giving a firm date by which the fees will be paid.**
- **If no payment of fees** has been offered within the above guidelines, **children will not be allowed to attend kindergarten.**
- Public holidays are to be included in the fees.
- Families with twins attending the centre will receive a 50% fee discount for the second child.
- The Association may employ the services of an agency to recover outstanding fees.

## What to Bring to Kindy

(It is important that these are **clearly named**)

1. Wide-brimmed hat.
2. Plastic mug with handle.
3. Healthy morning tea, lunch and drink  
We have a cold water fountain, so children are able to access water throughout the day and at meal times.  
Suggestions for a healthy lunch box are sandwiches, fresh/tinned/dried fruit, raw or cooked vegetables, salad, chicken pieces, cold meat, cheese, cracker bread, rice, boiled egg, yoghurt, milk, diluted juice.  
**Please try to limit the amount of processed food that you place into your child's lunch box. Please avoid sending iced cakes, sweet biscuits, roll-ups, potato chips, lollies, chocolates, cordial or other sweet, sticky foods.**
4. Spare set of old clothing to be stored in the child's bag.
5. Sheets (two flat cot sheets are ideal) and a small cushion. These are to be individually named and placed in a drawstring bag which should be clearly named **on the outside**.
6. One of the following (to go into our storeroom for use during the year): pack of 4 toilet rolls or large box of tissues.

## Parent Involvement and Participation

Parents play an important role in the education of their children, parent participation and involvement in the Kindergarten program on a variety of levels is encouraged, for example: sharing skills and interests in the educational program, attending parent meetings and social functions or being involved in the committee.

To keep up to date with the latest happenings please read the notice boards and check your child's mail pocket every day your child attends Kindergarten. A monthly newsletter will be sent home to also keep you informed. We also use email and have a Facebook page with events posted to keep you up to date.

Our aim is to encourage open, relaxed and friendly communication between all members of the kindergarten community. If you are concerned about anything related to kindergarten affairs please speak to the Director immediately. If the concern is with the Director, please speak to the Committee president (contact details are on page 5) so that the matter can be dealt with promptly. Experience has shown that problems are usually the result of a misunderstanding or a lack of awareness that a problem exists (see the Complaints Procedure in the Kindergarten Policies Section of this Handbook).

**Please ensure the Kindergarten staff have your current contact details including an email address.**



## The Daily Routine

### SIGN IN / SIGN OUT BOOK

This is located inside the Kindergarten and needs to be signed in the morning when you arrive and again in the afternoon when you collect your child. By law you are required to print your full name, sign and include a daily contact telephone number in the spaces provided on the sign in/out sheet. If you have made arrangements for someone other than yourself to bring or collect your child, then that person must sign on your behalf.

**If you wish for a person other than those listed as the emergency contact/s for your child, to sign in or collect your child from the Kindergarten, written permission, signed by either of the parents/ guardian, in the form of a letter, fax or email, must be provided in advance to the Director. A phone call is not sufficient.**

### ARRIVAL

Please try to arrive by 8:45 am. Parents are requested **not** to arrive before 8:30am. Between 8:30am and 8:45am children are to be supervised by their parents, this would be an ideal time for you to sit with your child/ren and their portfolio. You may like to include notes, pictures and glue in any work from the previous kindergarten session or home.

#### Children's Routine on Arrival:

1. Hang bag on hook on veranda
2. Place lunch box and drink in refrigerator
3. Shoes/sandals off and placed in their bag
4. Hang hat over bag
5. Apply sunscreen and wash hands
6. Choose an activity

At Kindergarten we encourage the children to develop independence and self help skills; therefore we ask parents/guardians to encourage their child to attempt the arrival routine for themselves.

At approximately 8:55am the Teacher will direct children to gather and sit quietly to begin the daily routine. They will be welcomed, roll marked and informed about activities that are available for the day. There are two more sessions held during the day, where the children come together as a group to share books, stories, talks, music or dance. These sessions are short (in keeping with the attention spans of 3-5 year olds) but provide children with an introduction to formal listening, speaking and social skills.

Parents are most welcome to stay for these sessions, but please remember that small children are very easily distracted and full attention should be on the Teacher.

<b>MORNING TEA</b>	10:15am
<b>LUNCH</b>	12:15pm
<b>REST TIME</b>	1.00pm – 1.30pm (lights off, all children reading or resting quietly on their beds)
<b>COLLECTION</b>	2:45 pm

**Note:** As Limited Hours Care (LHC) is operating, it is very important that parents collect their children on time. After 2:45pm an extra charge will be incurred.

## **Indoor & Outdoor Play**

We incorporate both indoor and outdoor time for the children to play in a variety of environments. During the hotter months the outdoor sessions will be held first thing in the morning (weather permitting) and during the cooler months the outdoor session will be held after morning tea time. During fourth term water play is included in the curriculum.



## **Children with Additional Needs**

The Barcaldine Kindergarten will endeavour to integrate children with additional needs into the program. These additional needs may include: physical, intellectual, social, emotional or behavioural issues or disabilities. Following an interview with the parent and child/ren, the Director together with the parents, will assess the needs of the child and the suitability of the program setting and structure. Together the parents and Director will determine whether the program can provide quality care and education to the child. Where appropriate, the Director will endeavour to facilitate links with special support services.

## **Duties and Responsibilities of Staff**

### **Director/ Teacher:**

- Carry out the policies for the kindergarten as set down by the Committee.
- Be aware of the roles of the Committee and staff; keep the Committee informed about the Kindergarten; and keep required records up to date.
- Work closely with the Committee; give guidance and advice on professional matters; attend monthly meetings in a consultative (non-voting) capacity; provide a report and in all ways assist the Committee in the promotion of the centre.
- Plan for and maintain high standards of administration of the centre.
- Keep a written curriculum and child development records.
- Plan for and maintain close communication with and supervise staff members.
- Plan for and maintain close communication with parents.
- Maintain confidentiality in matters relating to parent, staff and children.
- Maintain the centre in an orderly and safe condition; immediately notifying Committee of any potential dangers and record and notify Committee of equipment and maintenance needs.
- Take whatever action is necessary to ensure children's supervision, health and safety.
- Participate in professional development courses in accordance with the Award.

### **Assistant:**

- Take direction from the Director for the preparation and supervision of activities and in all other matters pertaining to the program of the kindergarten.
- Be communicative, supportive.
- Be flexible in following the changing interests and needs of the children.
- Be clear and consistent about the rules of supervision and discipline.
- Be alert to potentially dangerous or disruptive situations and be vigilant about supervision.
- Be clear about the action to be taken in cases of emergencies.
- Regard information learned about children or families in the kindergarten as strictly confidential and not to be discussed with anyone other than the Director.
- Refer parents who might express a concern to the Director who has the sole responsibility for communicating with parents on matters of concern.
- Attend staff meetings called by the Director and contribute to these meetings.
- Check equipment daily; remove broken equipment; report maintenance needs and new supplies required; keep storeroom tidy and generally care for the appearance of the kindergarten.

### **Staff Professional Development**

The Kindergarten actively supports the ongoing professional development of all staff members through their attendance at courses, seminars, workshops and conferences. Our Workplace Agreement requires teaching staff to participate in three (3) days of professional development each year in their own time. As well, additional involvement is encouraged and assistance may be provided in certain circumstances. Each staff member is encouraged to develop an ongoing approach to planning their professional development.

## **Barcaldine Kindergarten Policies**

Following is a list of some policies and matters of specific note that have been adopted by the kindergarten. For all policies and full detail of those below, please refer to the Policy Manual located in the office or speak to the Director. Please note that due to the introduction of the National Quality Framework in 2012 these policies are under review and should be updated by April of 2013.

### **1. PARENT RESPONSIBILITIES**

It is the parent's responsibility to notify the Director of the Kindergarten regarding changes in personal information.

It is the parent's responsibility to read all the information relating to the centre in order to be familiar with policy information.

It is the parent's responsibility to comply with relevant health and hygiene policies of the centre and to participate in the centre's activities.

### **2. ARRIVAL AND DEPARTURE**

It is required that children be brought to the centre and be collected by a responsible adult of at least eighteen (18) years of age.

On arrival the custodial parent/guardian should sign the attendance book and take the child to a staff member.

When departing, the parent/guardian should ensure that staff is aware that the child is ready to leave. Director must be informed via a signed letter, fax or e-mail, if an adult other than the custodial parent/guardian or persons listed on the emergency contact list in the child's enrolment booklet is collecting the child. A signature and the full name of the person collecting the child and time of departure is required in the sign in/out attendance book.

Staff require time to prepare and tidy up on either side of program times. Parent's co-operation is sought in keeping to session times. Kindy begins at 8:45am and finishes at 2:45pm. Children remaining after this time will be signed into the Limited Hours Care Program (LHC) and parents will be charged at the current rate.

**Children washing hands on arrival and departure is essential.**

### **3. IMMUNISATION**

We strongly encourage the immunisation of children before attending kindergarten against measles, mumps, rubella, poliomyelitis, diphtheria, whooping cough, HIB and tetanus. It is necessary for us to sight and keep a copy of your child's immunisation records on file.

### **4. ENVIRONMENT**

This centre actively promotes conservation and encourages children and families to protect the environment. Native animals and insects are treated with care and respect and are allowed to remain free while appropriate observation for children's information is made.

The maintaining of trees and shrubs indigenous to a particular area is carried out on a regular basis to give effective shade and to provide a habitat for birds and other wildlife. Care of the environment is fostered among children and adults

The use of fresh food is encouraged for lunch and morning and afternoon teas to reduce the over use of packaging. This is a conservation issue as well as a nutritional one.

Pest control is carried out annually during vacation times.

## **5. ANTI DISCRIMINATION POLICY AND INCLUSION POLICY**

When children enter an Early Childhood setting, whether a child care centre, kindergarten or preschool, they bring with them a rich variety of cultural and social backgrounds and experiences.

This centre recognises the individuality of each child and family and observes a policy of acceptance regardless of race, creed, gender, disability, class or culture.

(For disability see also C&K's Policy Statement on "Special Needs Children")

## **6. SKIN CARE**

This centre requires children and adults to wear wide brimmed hats while outdoors. Each child must have his or her own hat, clearly named.

Parents may choose to apply sunscreen or insect repellent lotion to the child's skin at the beginning of the program or should give permission, in writing (via enrolment booklet) for staff to apply the particular lotion which has been provided by the parents. We encourage parents/guardians to ensure their child wears clothing with sleeves for added sun protection. We discourage children from wearing clothing without sleeves.

The slip, slop, slap, seek and slide routine is taught throughout the year as part of the sun safety program. (Slip on a shirt, slop on sunscreen, slap on a hat, seek shade/shelter and slide on sunglasses.

## **7. FOOD AND NUTRITION**

This centre upholds the concept of wholesome nutrition based on the basic food groups. Fruit and vegetables are promoted as appropriate snack foods and water is readily available.

Parents are advised against sending any food containing too much sugar. Muesli bars, roll ups, biscuits, chocolate and sweets are not appropriate snacks at the centre.

**Please ensure staff at the centre are fully informed about any food allergies in relation to your child/ren.**

## **8. SHOES VERSUS BAREFEET**

This centre recognises the benefits of barefooted play for children's growth and the development of sensory awareness. Shoes may be taken off during outdoor play. Nerve endings in the feet can sense the textures. Bare feet can grip climbing equipment and promote more balance and control, for example during music sessions or when climbing.

As an additional benefit, noise levels may be reduced indoors when shoes are removed. Children should be encouraged to remove and replace shoes independently.

## **9. ILLNESS, INFECTIOUS DISEASES AND INJURIES**

We ask that you do not send sick children to kindergarten. The Director will contact the parent/guardian should a child become unwell whilst at kindergarten.

It is most important that the parent/ guardian inform the Director should the kindergarten child contract or come into contact with any infectious/ contagious disease (including swine flu, chicken pox, head lice etc.). **The Director is authorised to refuse admittance to any child showing symptoms of an illness that may affect the health of other children/ staff.** Please do not bring siblings with an infectious or contagious disease into the kindergarten.

In the event that a child is injured whilst at kindergarten, an accident/ incident report form will be completed and the parent/ guardian will be advised about the incident details, the action taken and any authorities which have been notified.

#### **10. ADMINISTRATION OF MEDICATION**

- The Director will only administer prescribed medication.
- Over the counter medications will NOT be administered by staff.
- No medication other than that with the original label and dosage will be given.
- Medication will be administered strictly in accordance with the instruction on the label from the chemist. Only manufacturers recommended doses will be administered.
- No medication prescribed for anyone other than the particular child will be given.
- All medications must be clearly marked with the child's name.
- An **ADMINISTRATION OF MEDICATION** form must be completed and signed by the parent/guardian indicating the time and dosage. This form can be obtained from the director or staff member.
- Please give the signed and completed form directly to the Director so that she may check it and confirm instructions.
- **DO NOT LEAVE MEDICATION IN THE CHILD'S BAG AND PLEASE ENSURE DIRECTOR/ STAFF IS NOTIFIED IF A CHILD IS ON MEDICATION.**
- Under no circumstances will cough drops ie: butter methods etc, be given to children.

#### **11. HYGIENE**

Staffs promote healthy hygiene practices within the daily routine, including hand washing and the use of gloves. Children are taught a specific hand washing routine. This is supervised closely before mealtimes.

There is a supervised toilet routine for all children before each meal break. The toilets are disinfected after the morning tea toilet routine.

Toys and dress up clothes are regularly washed and/ or disinfected. Additionally, spare clothes, hats and bed linen is used by only one child, after which they are washed before being made available to another used by another child.

A colour coded system is used for cleaning cloths, i.e. washing up, benches, floor spills.

#### **12. SAFETY, EMERGENCY AND EVACUATION PROCEDURES**

To maintain the safety of all children we ensure that all playground equipment meets safety standards and is checked daily. Worn or damaged items are removed and repaired or replaced. Children are always supervised and the facilities and play areas comply with C&K safety policy requirements.

Parents are encouraged to adhere to the safe parking zones marked outside the Kindergarten. The gates to the centre are childproof and we request that parents/ guardians discourage the children from climbing on the fences or trying to open those gates.

All staff in contact with children as required by the Child Care (Child Care Centres) Regulations 2003 are to hold a current Senior First Aid and CPR Certificate.

The Kindergarten complies with the regulation requirements regarding fire drills and instruction for the children. Fire evacuation procedures are clearly displayed in the Kindergarten and exits are marked. Yellow lines are painted on the veranda to outline the designated evacuation route for children and staff. The teaching of the fire safety procedure is taught through the kindergarten program.

In the event of an emergency or threat to the children and staff, a lock down procedure is followed. The teaching of the look down procedure is taught through the kindergarten program.

### **13. COMMUNICATION**

Parents are encouraged to speak with Kindergarten staff about their child's progress, or any concerns they may have. Open communication between parents and staff facilitates positive home/kindergarten relationships built on trust and co-operation.

Where discussion is needed it is important to make an appointment to speak with the Director/Staff outside of session times rather than to take attention away from the children. This also gives the Director/Staff the opportunity to refer to development records and observations in discussing any concerns.

### **14. COMPLAINTS PROCEDURE**

Where a parent has any concern relating to the program, staff, the waiting list roll, we advocate that the parent make direct contact with the Director.

Where a parent has any query relating to the payment of fees or any matter relating to committee management or administration, we advocate discussion with the appropriate committee member. (Contact details on page 5).

If the matter cannot be resolved, the C&K Early Education Consultant may be asked to assist. (See C&K EEC/Staff Committee Consultation Process Paper displayed in Kindergarten room).

### **15. STUDENT PLACEMENT**

This Kindergarten recognises the importance of student placements as being consistent with the long term training of staff in the provision of quality education and care for children. However, acceptance of placement of student teachers/assistants must be relevant to the Kindy children's needs at the time.

Students are supervised by the Kindergarten Director/Staff and by University/TAFE staff.

### **16. WORK EXPERIENCE AND OTHER STUDENTS**

This centre supports the inclusion of work experience school students in the educational program. This can be implemented on a limited basis upon request from the school liaison officer and in consultation with the Director.

### **17. VOLUNTEERS**

This centre may accept placement of volunteers but only after the commitment to students has been met and after full investigation of the person concerned. Volunteers will work under the guidance of the Kindergarten Director and qualified staff.

### **18. HOLIDAYS**

When holidays are taken during the school term, the child's place will be retained. The Director must be informed in writing of a period of absence and fees must be prepaid.

### **19. ABSENCE OF A CHILD**

Parents must notify staff if their child is to be absent due to illness (See C&K's "Sick Children's Policy").

### **20. EXCURSIONS**

Parents will be notified if the children are to go on an excursion or outing. Children will leave the centre only if there is one adult to every two children. Children must wear sandals, sneakers or shoes with laces, (not thongs, waterproof boots or shoes with slippery soles).

Permission slips for each excursion must be signed by the parent/guardian prior to departure.

## **21. BEHAVIOUR MANAGEMENT POLICY**

**Aim:** To instil in the child an understanding of the limits to acceptable behaviour and the reason for these limits. Discipline and expectations of behaviour vary greatly among different cultures, social groupings and child rearing practices.

**Reason:** We believe setting limits for behaviour is important for the safety and protection of children, others and the environment. We believe consistency is important in order to maximise the benefits of our socialising. We believe that there is no occasion when physical punishment should be used against a child.

The need for a behaviour management policy arises from the need for all members of the Kindergarten community to be consistent, clear and co-ordinated about expectations of behaviour. An atmosphere of clarity and consistency enhances the program's ability to help children to learn and to be safe and secure.

We believe consistency is important in order to minimise confusion amongst us all. Ultimately, setting limits for behaviour aims to teach children self discipline. We aim to help children to learn the consequences of their behaviour so that they understand how their actions affect those around them. The aim is to enable children to become self disciplined and self directed, so that their needs and interests become clearer to themselves and those about them.

Children have an enormous capacity to absorb information about themselves, others and the environment in which they live. Awareness of self, other and the environment is a vital to living harmoniously. Discipline is a means by which children are helped to develop that awareness.

### **Explanation:**

By setting appropriate and consistent limits to behaviour, we provide a secure environment in which children can explore their physical and social world.

Setting limits helps children:

- Feel secure.
- Find appropriate expression for feelings that are hard to control.
- Respect themselves and others. We show this respect by treating others as we like them to treat us. We all have a range of emotional reactions to situations. It is important to respect these reactions as valid. It is OK to be angry. However, we do not translate this anger into inappropriate aggression against others. Destroying is also inappropriate.
- Be careful with their own and other's belongings and work
- Show respect for insects, animals and plants
- Keep themselves and our environment clean.

### **Behaviour Management Prevention (what we do)**

- Try to get to know the children – they are more likely to respond to expectations if they sense you know and like them.
- Set-up/change the environment to facilitate careful movement.
- Be aware of the need to settle or redirect play at the beginning/end of activities (transition times).
- Plan patterns of active and restful activities – prevent over excitement
- Provide good role modelling behaviour – children learn through imitation.



- Give attention to good choices with specific praise, e.g. “child’s name” you waited so nicely/well for your turn.”
- Remember a child’s developmental needs, abilities and behaviours. e.g. young children have limited sharing skills. Remember also, when children are not yet sure of you, they may act inappropriately to get your attention.

**If Prevention Does Not Work:**

- Try first to distract or defuse a situation, giving children a release.
- Uses “do” rather than “don’t” and give brief explanations. Request/direct the child in what you won’t them to do, not focus on what they are doing inappropriately. (i.e) “child’s name” feet on the floor please. Is more appropriate then, don’t stand on the chair.
- Respond in a calm but firm matter, indicating what you expect from the child and refer to choices the child has made (good choices, poor choices).
- Help the child to realise the consequences of his/her actions.
- Follow through with the consequences.
- Use of a “time away” mat will be used if all other means of directing the child’s behaviour have been attempted. The child will remain on the “time away” mat for one minute for each year of age (i.e.) 3 minutes for 3 year old, 4 minutes for a 4 year old. The time away mat allows the child a designated area to sit, calm down and think about their behaviour.

**When the time is up, the person who placed the child on the “time away” mat will invite the child back into the play environment. It is essential to restore a positive relationship between the child and staff member before either of them go home.**

For further information on the National Quality Framework that includes the Quality Areas, Standards and Elements governing the way in which our centre is managed please refer to [www.acecqa.gov.au](http://www.acecqa.gov.au) .

## REST AND PLAY



### Why we need to rest?

“A child will spend 40 percent of their childhood asleep. Sleep is especially important for children as it directly impacts mental and physical development.... Preschoolers typically sleep 11 to 13 hours each night....Poor or inadequate sleep can lead to mood swings, behavioural problems such as hyperactivity and cognitive problems that impact their ability to learn in school.”

~Maggie Dent

Source: [www.maggiedent.com](http://www.maggiedent.com)

### So what happens at Kindy?

Children are encouraged to rest and relax during the kindy day. This is negotiated with children with most children opting to look at books or listen to music or audio stories while lying on a prepared bed. Breathing and relaxation techniques are taught explicitly as these are beneficial throughout life to help reduce stress and anxiety.

## Play at Kindy



Play is children's work. Through play children develop their physical, intellectual, social and emotional skills. As educators we look for opportunities to further each child's development by extending their learning within the context of play.

# BARCOLDINE KINDERGÄTTERN

