

Upcoming events

3th April 2024 -Police Visit
4th April 2024-Hello Friends!! Travel Bug-Incursion
11th April 2024-Fire Fighter Visit
15th April-19th April- World Creativity & Innovation Week
25th April Anzac day

Child protection month

As we recently conducted a lockdown drill with the children, it has sparked an increase in conversations about strangers and potential dangers they may pose. In light of this, we view this as an important opportunity to educate the children on how to protect themselves from potential dangers.

In collaboration with the local authorities, we have reached out to both the police and firefighters to come and educate the children on safety measures. Miss PohWee has highlighted several key points that we plan to emphasize during these sessions, including the importance of not talking to strangers and the necessity of holding onto their parents' hands when required. Through these educational interactions, we aim to equip the children with the knowledge and skills needed to stay safe in various situations.

Furthermore, we are thrilled to extend a warm invitation to our local firefighters, who are esteemed members of our community. They will engage with our children, delivering valuable insights into fire safety and emergency preparedness. Through interactive sessions and demonstrations, the firefighters will empower our young learners with the necessary tools to respond effectively in the event of a fire or other emergencies. This educational opportunity not only fosters a sense of safety and security but also strengthens the bond between our centre and the local community. We eagerly anticipate this enriching experience as we prioritize the safety and well-being of our children.

Lastly, our educators will facilitate meaningful activities with the children to enhance their understanding of how to protect themselves. These activities will be carefully designed to engage the children and reinforce the important safety lessons they have learned. Through these efforts, we aim to empower our children with the knowledge and confidence to navigate the Environment safely.

Road safety

Ensuring the safety of every child at Turrumurra Kindergarten is our top priority. We strongly encourage parents to hold their children's hands when walking to the car park. This simple yet crucial step significantly reduces the risk of accidents, especially during peak hours when cars may be frequent and manoeuvring in tight spaces. By holding hands, parents can effectively guide and protect their children from potential hazards, such as moving vehicles or crowded areas. Together, let's create a safe and secure environment for all members of the Turrumurra Kindergarten community.

Useful information for parents

During children's learning journey, they will encounter the generative processes and elaborative process in learning. This is how they build their knowledge and understanding toward their learning.

GENERATIVE AND ELABORATIVE PROCESSES are like tools our brains use to learn and remember things better.

Generative processes help us create new ideas or solutions based on what we already know. It's like building on what we understand to learn something new.

Elaborative processes add more details or connections to what we're learning. It's like adding extra layers to our understanding to make it stronger and easier to remember. When we use both of these processes together, it helps us understand and remember new information much better.

Based on Fiorella & Mayer's research (2016), there are eight ways that can help children promote generative learning. "Eight Ways to Promote Generative Learning" refers to eight strategies or methods that can be used to encourage learners to actively create new connections and insights in their minds while they are learning. These strategies aim to stimulate critical thinking, problem-solving, and creativity to enhance the learning process. Please refer to the following diagram. If you have any questions, please do not hesitate to discuss them with PohWee.

References

Fiorella, L., & Mayer, R. E. (2016). *Eight Ways to Promote Generative Learning*. *Educational Psychology Review*, 28(4), 717-741. <https://doi.org/10.1007/s10648-015-9348-9>

Policy updates

Photography Policy

The Approved Provider or Nominated Supervisor will ensure:

- The Policy is discussed with parents/families during enrolment
- Parents authorise taking photos/videos of their child in writing before any are taken at the centre
- Authorisations include why the photos/videos will be taken and how they'll be used
- No children's photos/videos are posted on centre's social media, website, Apps etc if not authorised by parents
- Educators don't use their own phone, tablet etc to take photos/videos of children
- Educators never download photos/videos to a personal device
- Service phones, tablets etc are never taken home by employees and are stored securely
- Photos/videos used publicly only refer to child by first name and surname initial.

Parents/families:

- Can only photograph/video their own children unless given permission by another child's parents
- Must not share photos/videos with other children or educators (eg on social media) without express consent from child's parents or educators.

National Quality Framework Policy

We are covered by and value the National Quality Framework which includes the Early Years Learning Framework (EYLF), the National Education and Care Law and Regulations, and the National Quality Standard (NSQ) covering seven Quality Areas:

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Governance and Leadership

Services are assessed and rated on their performance. Rating levels include exceeding, meeting and working towards the NQS.

We are committed to the continuous improvement of our practices and seek and value input from families and our community, including in respect of our Quality Improvement Plan.

Technology Usage Policy

- IT devices at the service (eg computers, laptops, iPads, tablets, Smart Boards, TVs and DVD players) may only be used for work related activities eg children's play and projects

- Children will only access IT devices when directly supervised by educators
- Technology will not be used as a substitute for interactions and collaborative learning
- All screen content viewed by children at the service must:
 - o be suitable to the needs and development levels of each child watching
 - o hold the interests of the children watching
 - o be rated 'G' if relevant
- The time children spend watching content on IT devices at the service will be consistent with the Federal Government's Get Up and Grow Guidelines
 - o birth to 2 years zero time per day (very short viewings for educational purposes is okay)
 - o 2-5 years no more than one hour per day
- Educators must not access personal IT devices (eg smart phones, iPads, tablets) while interacting with children or contributing to service ratios
- Action will be taken against educators who use computers inappropriately or for illegal purposes.

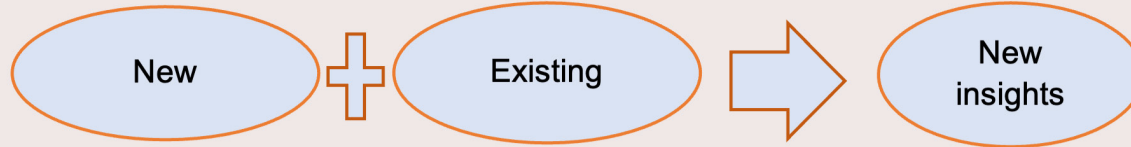
Educator of the month



The honor of Educator of the Month for March is bestowed upon **Miss Heli**. Hooray! We extend our heartfelt gratitude to Miss Heli for consistently putting forth exceptional effort in her appearance at every event hosted here at Turramurra Kindergarten. Her collaborative spirit shines through as she assists in setting up our event spaces. Miss Heli's meticulous attention to detail in decoration has not gone unnoticed. Thank you, Heli!

At Turramurra Kindergarten, we deeply value the unwavering support provided by our educators. They bear the crucial responsibility of nurturing and fostering the growth of our children. Thus, we believe it is paramount to acknowledge and celebrate their invaluable contributions to the development of our young learners.

Eight Ways to Promote Generative Learning

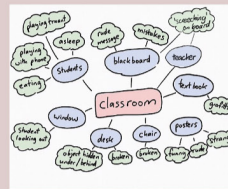


Summarising



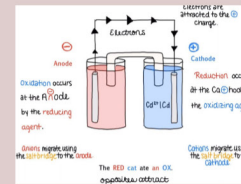
Breaking down complex material into easy to read, **analogies notes**.
Summarising key content.

Mapping



Creating a flow chart, concept map, or graphic organizer to explain links with more complex materials.

Drawing



Drawing and illustration to compliment a written piece of work, or drawing to explain a set of instruction or connections

Imagining



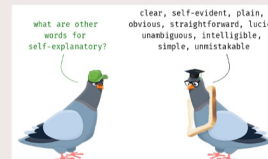
Creating a mental image for a piece of work, how it will look or happen.
Visualising before carrying out the action, physical or mental process.

Self-Testing



Recall and retrieving all you know about the topic, through writing or mapping.

Self Explaining



Elaborating(explaining) how and why. Breaking down work with examples or processes that lead to an answer.

Teaching



Teaching or explaining to a peer on their knowledge of a topic. Questioning and guiding, building your own topic knowledge.

Enacting



Using behavioral activity (gesturing or manipulating objects) to support appropriate cognitive activity during learning.