

KINDER GARTEN

ORIENTATION 2023



🏠 Kindergarten Team 2023 🌀



Mrs Maloney
Kindergarten Team Leader



Miss Craig
Classroom Teacher



Mrs Manion
Learning and Support Coordinator
L.A.S.T.



3rd Teacher



Mr Wilson - Assistant Principal K-2

Communication

To parents:

Weekly newsletters

Webpage

Letters/message from class teacher

Letters from stage leaders

Reports

Permission notes

Invoices

E-mail - School Bytes

Facebook

With parents:

Parent teacher night

Parent teacher interviews

Student reports

Phone calls, e-mails from teacher

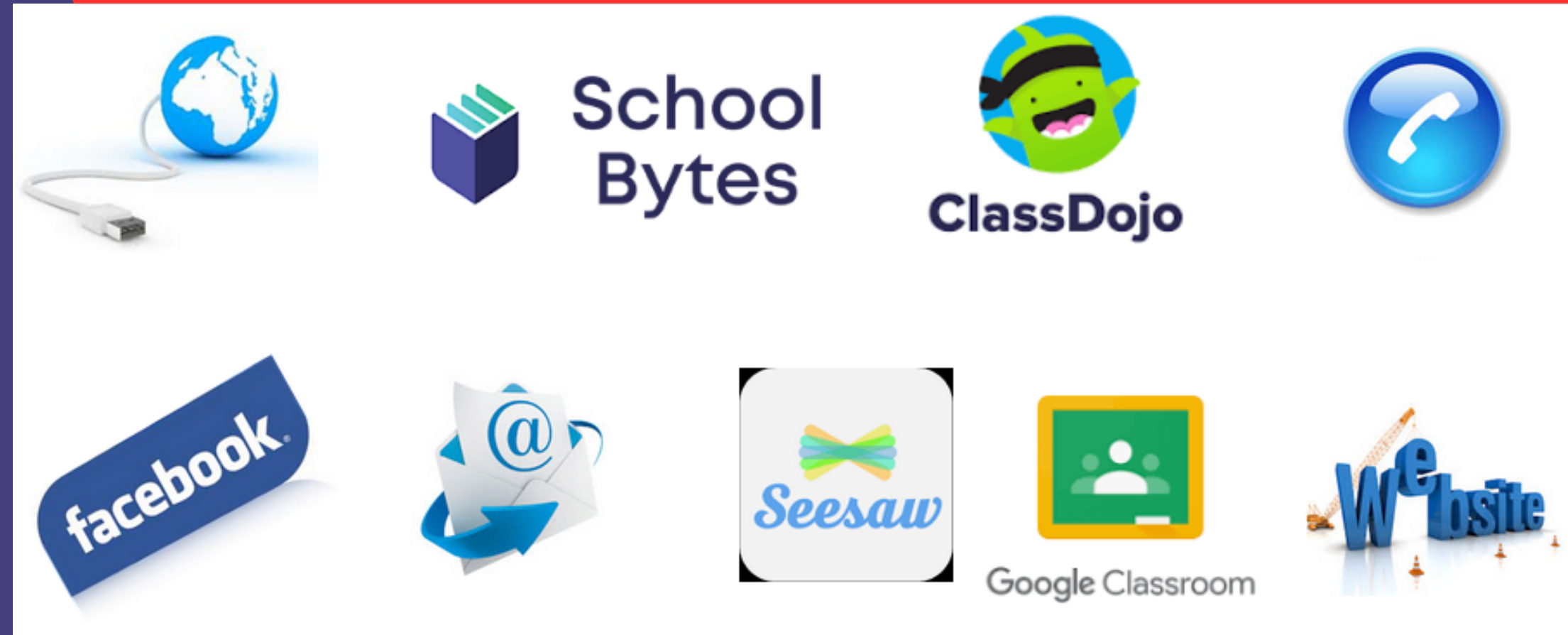
P&C meetings

In the playground

Helping in classrooms



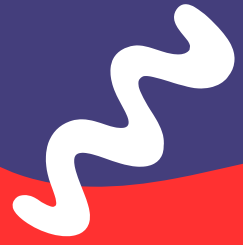
Welcome To Kindergarten



Communicating with your school.mov



Communication: Problem Solving



Always speak to the teacher first
Write a note to the teacher
Send a message on Class Dojo
Phone and make an appointment
Send an email

Teachers will:

Raise concerns with you as soon as possible: by note,
phone, message app and/or email.

Be available to talk with you at mutually convenient times



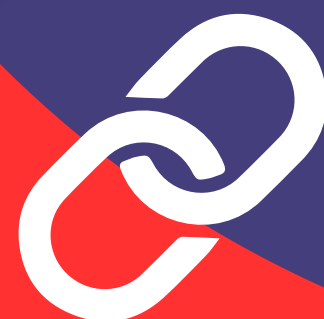


Starting Kindergarten



As a general guideline, once your child is at school, they will be required to do the following tasks independently.

- Express needs confidently.
- Follow simple instructions at the given time.
- Go to the toilet at appropriate times (no “last minute” dashes!)
- Pack away or clean up after finishing a task.
- Find and pack back-pack and put it on and take it off.
- Take jumper, shoes, socks, raincoat on and off.
- Manipulate buttons, zippers, draw-cords on clothing, bags, wallet and purses.



[My Day in Kindergarten.mov](#)

🏠 Starting Kindergarten



- Manipulate lunchbox, drink bottle lids and reseal pop-tops.
- Open sealed food items eg. Cheese sticks, muesli bars, peel top yoghurt, peel fruit, unwrap plastic-wrapped sandwiches.
 - Fold paper into four.
- Hold a pencil with the correct grip
- Take responsibility for belongings.
- Focus on a task for a short period.





Starting Kindergarten



How You Can Help

As a parent you can help facilitate a smooth transition to school by providing your child with as many opportunities as possible to practise these tasks over the coming months.

- Display your child's name on a flashcard, somewhere at the child's eye level. Write it with a capital letter at the beginning and lower case letters for the other letters. Allow your child to trace over their name using a finger or whiteboard marker.
- Read to your child wherever possible eg. while shopping, driving in the car, walking up the street. This reinforces the concept that text has meaning and is a way of communicating a message. Try to make a separate 'quiet' time for reading stories.
- Provide opportunities for play dough, colouring, cutting and pasting.





How You Can Help

- Learn the following rhyme to encourage correct pencil grip: “Thumb and Tall Man at the side, Peter Pointer goes for a ride.”
- Have a backyard picnic at morning tea or lunch time. Allow your child to pack the lunchbox and drink bottle they will be using at school into their bag and pack these back into their bag at the end of your time outside. Include a ‘toilet stop’ to introduce the concept of going at a specific time.
- Role play situations that may arise at school. Eg. Asking to go to the toilet, feeling thirsty, sick, hurt or needing help.



🏠 Starting Kindergarten

How You Can Help

- Allow your child to get dressed independently. Practise turning jumpers inside-out and putting shoes on the correct feet. They will learn to do it if you let them. Help them to become independent.
- Make your child responsible for a special job within the household each day. Encourage this job to be completed at a specific time and within a time limit. Help them build responsibility.
- Make sure your child gets enough sleep and that sleep patterns are well developed before school. Lack of sleep affects learning. Be the parent and don't give in to tantrums. Give them boundaries and enforce them!



🏠 Developing Resilience 🌀

- Bad things that happen are learning experiences.
- Let them happen and work through them.

Don't do it for them!

- Always communicate "The Resiliency Attitude" expressed in word or deed.
- Listening with compassion, validating the pain of a child's problems while conveying his or her ability to overcome, and providing thoughtful and nurturing gestures.
- Set clear and consistent boundaries.
- Always talk to your children in a positive sense.

ie. ***You're going to have a wonderful day. You'll meet your friends and do fun things at school. I'll see you this afternoon and you can tell me all about your day.***



🏠 Developing Resilience

- Teach/model "**life skills.**" - cooperation, healthy conflict resolution, resistance and assertiveness skills, communication skills, problem solving, decision making, and healthy stress management.
- **Increase Bonding.** This involves increasing the connections between young people and any pro-social activity (such as sports, art, music, drama)
- Provide caring and support. This includes providing unconditional positive communication and encouragement.
- Set and communicate high expectations.

Never Give Up!

- Resiliency is a life-span process and it ebbs and flows throughout an individual's life.



🏠 Developing Resilience 🌀

Orientation visits are an opportunity to establish routines and resilience for the future.

- When you arrive find the kindergarten teachers under the Coolibah Hall. A quick kiss, cuddle, reassure them that you will be back soon and then leave promptly. They will read your body language and emotions.
- When arriving at school in 2024 the routine of kiss and drop has been established.
- Nerves and butterflies are normal responses. Even a few tears. We can all be anxious about events in our lives.
- Don't try to console and promise things that may or may not be possible. Be **black and white**. Encourage **RESILIENCE**.



🏠 Developing Resilience 🌀

Mean Mothers

A mean mother never allows candy or sweets to take the place of a well balanced meal.

A mean mother insists on knowing where her children are at all times, who their friends are and what they do.

A mean mother breaks the Child Labour Law by making her children work- washing dishes, making beds, learning to cook and doing other cruel and unpleasant chores.

A mean mother makes life miserable for her offspring by insisting that they always tell the truth.

A mean mother produces teenagers who are wiser and more sensible.

A mean mother can smile with secret delight and pride when she hears her own grandchildren call their parents "mean".

What the world needs now are more Mean Mothers and Fathers.



🏠 Factors that impact learning 🌀



- a modern day dilemma!

- Before and after school care.
- Multiple after school activities.
- Shift work.
- Technology and more work brought home - computer games. (sometimes violent)
- Parents have less time to help at school as they work more.
- Media has become a pervasive and powerful shaper of self image.



Behaviour that promotes learning



Instruction is embedded within play and routine activities.

The major focus is to facilitate peer social interaction and concept development.

Instructional activities are kept brief and concrete.

Social skills need to be taught - as well as the concepts of rules and expectations.

Children need to understand the word

NO!



Behaviour that promotes learning



We need to:

Create a safe environment for children.

Ensure that all children, even those with the most challenging behaviours, have access to ongoing positive relationships – at home, with extended family, close neighbours, carers and teachers.



🏠 Behaviour that promotes learning

All children need simple rules, expectations and boundaries that are accessible and achievable. They need opportunities to:

- Give suggestions (be play organizers)
- Share toys and other materials
- Takes turns
- Be helpful
- Give compliments
- Understand how and when to give an apology
- Begin to empathize

These skills need to be explicitly modelled and taught.



🏠 Reading: How Can I Help? 🌀

You can help your child develop a love of reading by:

- Reading together. Encourage your child to join in reading the story using the pictures and common sense to predict or guess words.
- Talking about books that you read - predicting what they may be about.
- Letting your child 'read' the pictures. i.e. tell you the story
- Reading to your child pointing to the text as you do.
- Helping to attack words that can be sounded out.
- Praising and encouraging all involvement.

Do not expect all words to be correct. Your child will be reading from memory and re-telling the story using picture clues.



✏ Writing

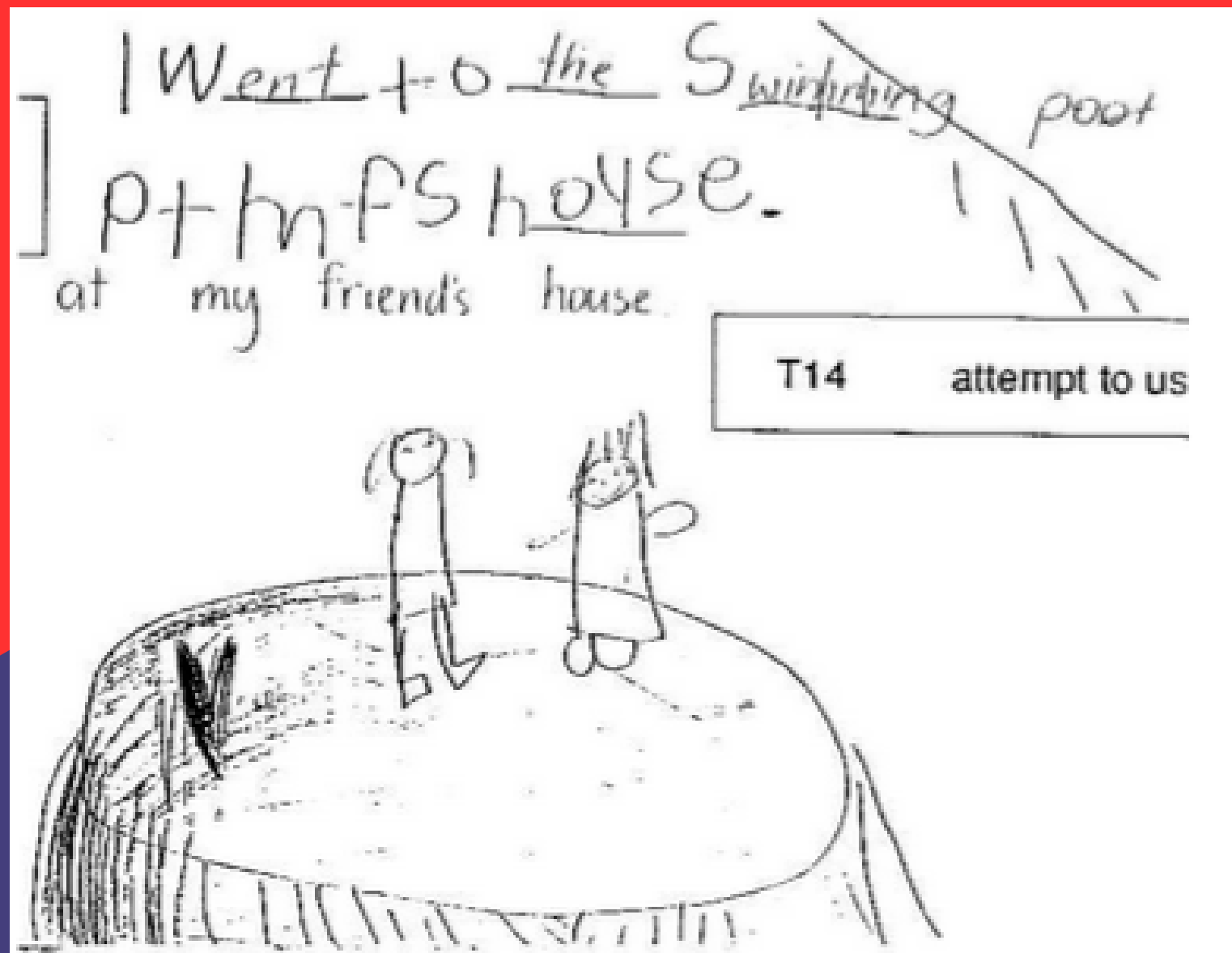


Scribbles and marks to represent letters and words.

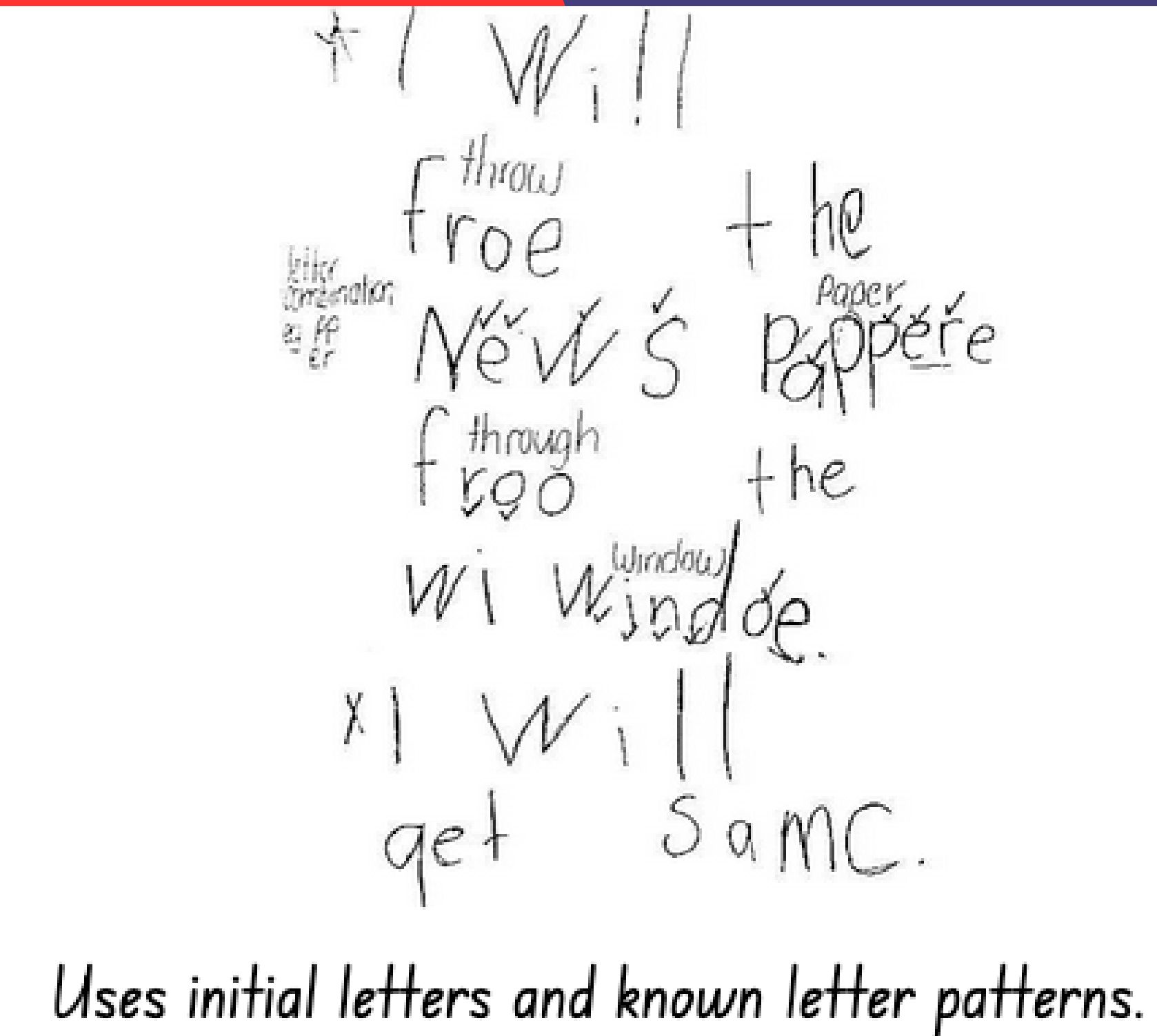


Copies some print models.

Writing



Records some dominant sounds.
e.g.. The first and last consonants



Uses initial letters and known letter patterns.

🏠 Writing



Substitutes words in a given sentence pattern.



Uses common sight words to construct a sentence.

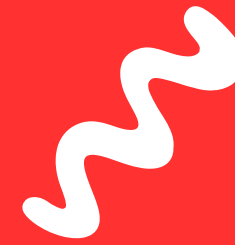
🏠 Writing 🌀



Independent writing using text models in classroom.



Writing - How Can I Help?



- Allow your child to write frequently and accept mistakes.
- Encourage them to listen for the sounds in the words.
- Encourage them to use words around them as models.
- Show them the correct way to hold a pencil.
- Demonstrate the correct way to form letters including the starting point.
- Scribe for them to record ideas.
- Read and talk to your child about what they see and experience as these experiences lay the foundation for writing about the world around them.





ES1 Mathematics



- Children count using songs and rhymes.
- Count objects using one to one correspondence.
- Count forwards and backwards.
- Use a hundreds chart and number lines to investigate counting patterns.
- Copy and make simple patterns.
- Represents groups of numbers using concrete materials.
- Combine, separate and compare collections of objects.

Kindergarten Mathematics is very language and concept based.

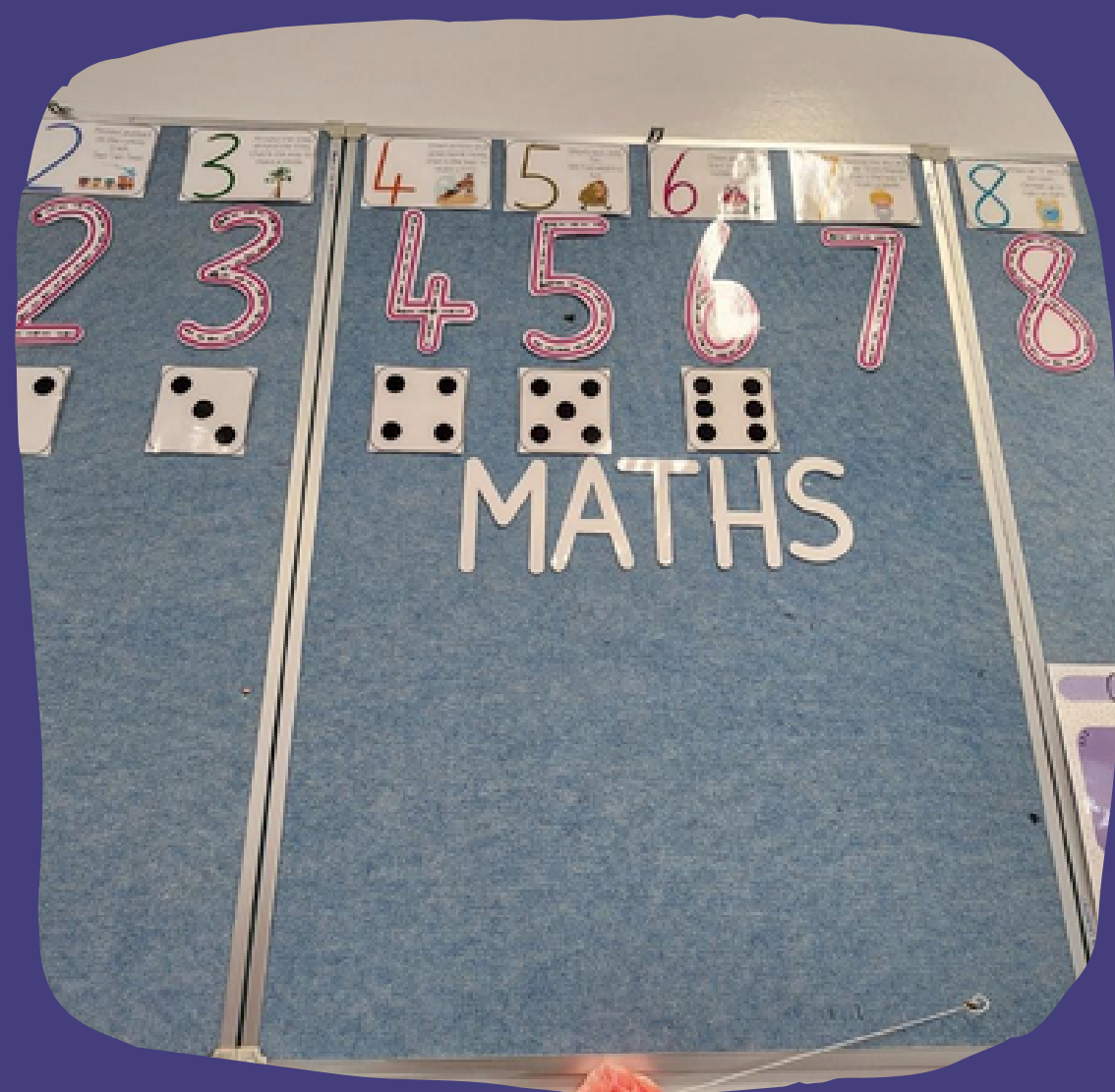
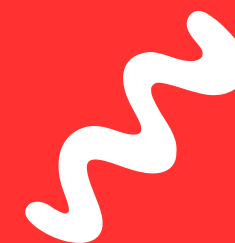
Children will:

- **use comparative language** - big, little, smaller, larger, thick, thin, tall, short.
- **use positional language** - behind, in front of, next to, on top of, under.
 - **build and discuss** models using mathematical language.
 - **sort and represent** 2D and 3D objects using everyday language.





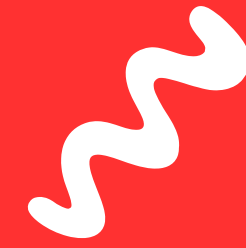
ES1 Mathematics - How Can I Help?



- Encourage everyday maths at home.
- Use everyday situations to encourage students to read and order numbers, to share groups of objects and to recognise shapes in their environment.
- Use a hundreds chart to explore numbers and patterns
- Ask questions which direct children to an item. e.g. Can you find me the magazine? It is behind the lounge inside the box.
- Ask your child to perform simple mental problems during everyday activities. e.g. Would you get me 3 spoons? How many would I have if you got 2 more?
- Talk about the days of the week. What day is it today? What will it be tomorrow?



ES1 Mathematics - How Can I Help?



- Do simple counting activities in the kitchen using an egg carton or the egg holder in the fridge.
- Ask them to count out the potatoes, counting one to one.
- Compare items from the fridge. e.g. Which carrot is longer?
- Look at the shape of packaging from the cupboard.



🏠 Kindergarten Orientation 2023

SPRINGWOOD PUBLIC SCHOOL

**THANK
YOU!**

WE WILL SEE YOU NEXT TIME!

