



Valley View Kindergarten Newsletter

Term 1 Week 1 2023

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What's Happening in Term 1!

Welcome to term 1 at Valley View Kindergarten. We are really looking forward to working with you and your children!

Throughout the year our priorities focus around: children recalling and recounting information (developing oral narrative skills—see handout attached) and building social and play skills through the development of relationships (Marte Meo approach).

In Newsletters and through emails and conversations we look forward to working in partnership with you in making this preschool year as magical and exciting as ever. There will be opportunities for Parent/Teacher Conversations and discussions around your child's progress throughout the year.

We will be providing a Book Based Learning program focussing on Pete the Cat Stories. The Book Based program focusses on the development of phonological awareness skills such as recognising rhyme, syllables, letter names and sounds. There are also a variety of numeracy and literacy activities suggested. With our large and beautiful outside learning environment the children will be involved in water play activities, utilising loose parts and a variety of nature play activities. Through these play based opportunities, the children will be learning important skills also.

Housekeeping/Important Dates:

Mon 30 Jan— First Day back for blue group 8.30-3.20.

Tues 31 Jan—First Day back for red group 8.30-3.20

Friday sessions for Blue Group Weeks 1 and 2: dates— Fri 4 Feb and Fri 11 Feb

Friday sessions for Red Group Weeks 3 and 4: dates— Fri 18 Feb and Fri 25 Feb

Adelaide Cup Day—Mon 13 March—No Kindy

PUPIL FREE DAY FOR TERM 1:

Tues 14 March—No Kindy

Good Fri—7 April, Easter Mon 10 April—no kindy on this day

Last Day Blue Group – Wed 12 April

Last Day Red Group—Thurs 13 April

Governing Council News

Attached to this Newsletter is some information about our upcoming Annual General Meeting. Without parents and families forming the Governing Council we can't operate so we would really love as many people as possible to be on our Governing Council. We hold 2-3 meetings per term normally on a Wed night and we have a lot of fun. Our AGM will focus on sharing information from 2022 and then electing office bearers including: Chairperson, Secretary, Treasurer and Fundraising Coordinator.

Annual General Meeting: Wed Feb 22 2023 7:30pm

At Valley View Kindergarten we have a **Blue Group** that attends on Mondays and Wednesdays from 8.30—3.20 and for the first 2 Fridays of the term (8.30-3.20).

The **Red Group** attends Tuesdays and Thursdays from 8.30-3.20 and in Week 3 and 4 on Fridays (8.30-3.20).

During the sessions your child will take part in a number of different learning activities and will learn the rituals and routines of the day.

Please ensure you let us know if your address or contact details have changed. Can you also please notify us if your child has any new medical conditions or allergies.

Further Program News:

Soon a fees notice will be placed in your child's notice pocket (inside the main double doors). The fees help us purchase resources and materials for your children. They include a Kindy T-shirt. Kindy T-Shirts will be distributed soon.

Hopefully you will have all received your child's Information pack over the holidays and have got your child to draw a picture of themselves and have filled out their 'entry profile.' Thank you so much for doing these things and returning them as soon as possible. This helps us with the development of your child's portfolio which you are welcome to look at anytime with your child. These can also be found in the cupboards when you enter the Kindy.

If you have any questions or queries please ask.

Information about our 'Play and Chat' Speech Commission will be sent out shortly also.



Our New Kindy Mural

An important celebration of our wonderful learning community achieved in 2022. A great place to have a photo taken at the start of 2023.

Valley View Kindergarten

Newsletter

2023—Jan



**For the
Family**

The Importance of Oral Narrative Skills

The ability to tell or retell a story has been shown to be predictive of reading performance and general educational outcomes. In addition, exposure to stories in the preschool years has been shown to be a better predictor of later success in school than any single language measure.

If children are to read, they need to have an understanding of:

- the meaning of words
- sentence structures
- sequencing and cause-effect relationships
- stories and experiences in telling stories.



'Story' is defined in a broad way, and includes relating past experiences, retelling a favourite story or talking about what is happening in a book from its pictures.

Oral narratives/stories form a bridge between day-to-day contextualized oral language and the more decontextualized, literate style of oral language used at school. Other skills developed in narrative include sequencing and cause-effect relationships.

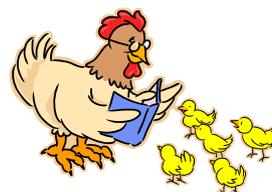
Oral narrative development usually begins very early when adults question toddlers about pictures in books or encourage children to remember and recount experiences. This kind of interaction gradually teaches the child the kind of information that is required to tell a successful narrative. The young child begins to give basic narratives that report or reflect upon past, personal experiences.

Gradually recounting includes more decontextualized language, making the information accessible to a wider audience (ie not just people who shared the experience). The structure becomes more complex, and recounting takes on a 'story-like' structure, which leads into the development of fictional/imaginative stories.

The levels of narrative development described by Westby et al can be used to:

- describe children's oral stories
- analyse published children's books
- (the developmental structure for oral and written stories is the same).

Remember, when selecting books to read, choose those that are at or slightly above the narrative level of individual children, to model and facilitate the next level of narrative development.



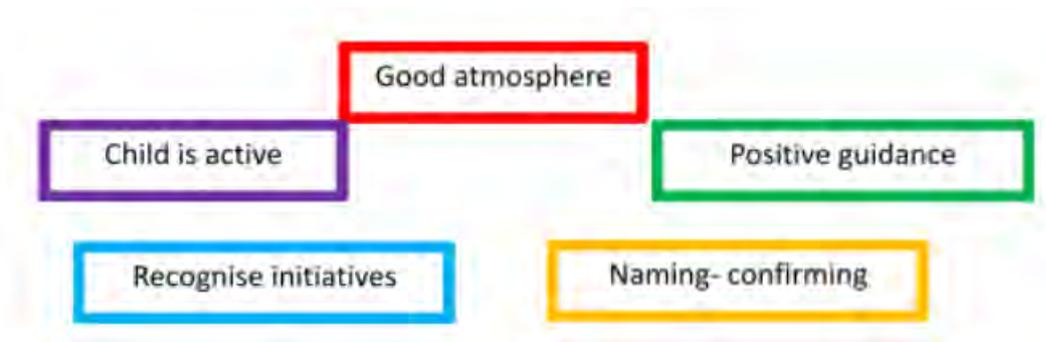


Background

Marte Meo is a Latin term for “on one’s own strength.” Marte Meo was developed by Maria Aarts (educational counsellor), after having a parent say to her, “I wish that I could have that kind of contact with my child.” This question led Maria to think about why our professional knowledge is not accessible to parents in a practical way, hence developing her own practical model which is accessible to parents.

About the model

The Marte Meo model is made up of 5 parts that all work together in supporting parents in developing a supportive interaction with their child, while strengthening their child’s initiatives and regulation.



Good atmosphere:

Referring to the energy you as a parent or therapist bring to the child. Having a good atmosphere could mean your body language and posture is relaxed and you have a welcoming smile on your face.

Child is active:

Every child can develop initiatives (initiatives could be a play idea, reaching for something or a verbalisation/noise) and can be socially attentive. Maria refers to every child having a ‘goldmine’ - a place where the child stores their ideas and initiatives.

Recognise initiatives:

Being able to recognise a child’s initiatives means waiting and following the child. This can be challenging, as a parent and therapist, because we subconsciously want to do things for the child so we can teach and lead them. However, if we are constantly taking the lead for the child, they aren’t able to develop and communicate their own initiatives.

Positive guidance (to accompany- to support):

If a child needs support, make it an important moment not a correction moment. For example: If the child is trying to walk up the slide but they keep sliding down, in the moment you could say, “Yeah, it’s hard going up the slide in socks.” This is positive guidance for the child to initiate taking off their socks, so it’s less slippery, instead of a direct correction, such as, “Taking off your socks will make it less slippery.”

Naming- confirming:

Naming means naming the child’s initiatives: their actions, emotions and verbalisations, as well as our own initiatives. Naming makes conversation more predictable for the child and lets them know that you are with them in that interaction.