



**Term Dates:**

Term 2: Wed 2 May – Fri 6 July

Term 3: Wed 1 Aug – Fri 28 Sep

Term 4: Tues 16 Oct – Fri 14 Dec

Term 2		
Date	Time	What's On
<b>Week 6</b>		
11/06/18	All day	<b>Public Holiday</b> – no Preschool or Primary
12/06/18	6.30pm-8.30pm	Open Evening - 'A Taste of Kinma'
13/06/18	All day	Group 2 Excursion – Sydney Academy of Sport and Recreation, Narrabeen
13/06/18	am	Bushlink
16/06/18	3.00 – 6.00pm	Bush Dance *Helpers required
<b>Week 7 onwards</b>		
18/06/18		Group 1 Excursion – Maritime Museum
21/06/18		Tinkering *Helpers required
22/06/18	8.00 – 9.30am	Photo Exhibition, Hall
25/06/18	9.30am	Education Committee Meeting
06/07/18		Term 2 finishes
<b>Term 3</b>		
01/08/18		First day Term 3
28/09/18		Term 3 finishes
<b>Term 4</b>		
16/10/18		First day Term 4
14/12/18		Term 4 finishes



**Come along for an afternoon of fun, music, dancing and singing. Light meal provided!**

**Have you bought your tickets yet?**

\$50 per family, \$15 per adult, \$10 per child

**Can you help – Serving food? Fire-pit duty?**

**Can you make a healthy dessert to bring on the night?**

Let the office know or see these parents if you can help:

Georgie Hannon: Group 1 (Darcy & Rafferty's mum)

Sam Hall: Group 2 (Joe & Eloise's mum)

Nic Woodcock: Group 3 (Ivy, Isobel & Astrid's mum)

# Kinma Board Members

Ginny Neighbour, Chair	9880 2492
Steve Dixon, Deputy Chair	0412 949 441
Tomas Steyer, Treasurer	9450 0738
Amy Webster	0434 806 014
Anne de Silva	9450 0738
Sona Huberova	0466 482 682

# Admin

## Social Emotional Learning - Parent Enrichment Forum Term 2

**Social and emotional learning (SEL) enhances students' capacity to integrate skills, attitudes, and behaviours to deal effectively and ethically with daily tasks and challenges.**

It was great to have families join staff last week to discuss the importance of Social and Emotional Learning for your children at Kinma

As parents it is what we are doing all the time. Sometimes we do it brilliantly, and other times we do not.

At Kinma we have different forms of teaching. We have learning that is embedded in our practice and is the very fabric of who we are. It is the discussions we have on the basketball court, on a bush walk, sitting beside a child or a group eating lunch, it is when we are working out something in the classroom and the list goes on. We have learning that is explicit and concise in our instructions. This is where we are supporting and strengthening a student's tool box.

Our forum started off with some amateur theatre and role play at both Preschool and Primary.

Nina, Christine and Felicity took to the stage role playing a scenario of children not sharing or turn taking with a large model horse. Our children (Nina and Christine) snatched, grabbed, shouted and ran away when Felicity (teacher) arrived on the scene. Sound familiar?

Felicity offered guidance and facilitation to support the children to reach an agreement. As staff we did not create blame and shame! The scenario demonstrated that relationship and harmony is increased when children have the opportunity to work through challenges.

Andy and Kate took over the stage with a number of willing students (Beatrice, Julie C, Deepika and Nina) to show how at Kinma we balance and support the importance of each child as an individual and what they bring within the context of whole group. As you can imagine we had the excitable, louder child, the quiet, nervous one and the one that is a little older and loves to be immersed in books. Staff work together to allow each child to be honoured for who they are and support them in being part of a group.

Deepika modelled a group session on mathematics and how to make opportunities for all learners, understanding and supporting their varying needs.

As pointed out theorists such as Dewey, Piaget and Bruner gave us an understanding of how children learn and grow. Teachers use that developmental theory, together with Kinma's philosophy and their experience of what works to make decisions about how to support varying situations. At Kinma we allow **time** for children to engage and work through situations.



### Self-awareness

The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

### Self-management

The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

## **Social awareness**

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

## **Relationship skills**

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship-building
- Teamwork

## **Responsible decision-making**

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

**We did plan to watch a small video at the end of the session but ran short on time so we have included it here so you can enjoy <https://www.youtube.com/watch?v=5AggMo1P05E>**

Again, thank you for coming along to collaborate with us on learning with your children.

Kinma Staff

## LEARNING FORUM by Preschool



Term 2's learning forum was about social and emotional learning. Julie Carr gave an introduction to the afternoon, talking about the importance of social and emotional skills.

Preschool then took over the stage, with Nina, Christine and Felicity role playing a scenario of children not sharing and taking turns with a large model horse. The children (Nina and Christine) snatched, grabbed, shouted, and ran away when Felicity, the teacher, arrived on the scene. Felicity offered guidance and facilitated the children to reach an agreement. She asked "What can we do here?" and waited for the children's ideas and suggestions. This scenario demonstrated that relationship and harmony is increased when children have the opportunity to work through challenges.



Children at the forum dropped their toys and were very interested in the role play.

Kay then talked about the role play, drawing out some of the points.

- Learning about sharing and turn taking is part of the Preschool everyday
- Developmental theorists like Dewey, Piaget and Bruner gave us an understanding of how children learn and grow. Teachers use that developmental theory, together with the school philosophy and their experience of what works and what doesn't work to make decisions about how to react and respond in each situation with each child
- They also use their knowledge of each individual child including differing levels of impulsivity and ability to self-regulate. Also that tiredness and diet can affect children's behaviour

- Children are supported to be able to recognise, name and express their feelings in an acceptable way. They are asked “How do you feel?” and teachers respond by saying “It is OK to feel angry – everyone feels angry sometimes, but it is not OK to hit/bite/kick. Teachers may then ask what you can do if you are feeling angry – run around the garden, stomp about, go to the bottom of the garden and have a scream.
- Other children learn incidentally by observing and listening to these situations. They learn that if they are in a similar situation this process will happen for them
- Turn taking is the basis for verbal communication. Conversation is about one person listening (waiting) whilst another speaks and then it is their turn to speak
- A difference with social and emotional learning at Kinma is that generally, it is not about solving an issue in the quickest possible way, but using these situations as learning opportunities to empower the child with skills and work towards emotional self – regulation and social competence – life skills for now and the future.



George and Elijah watch the sand timer as they wait for their turn on the swings.

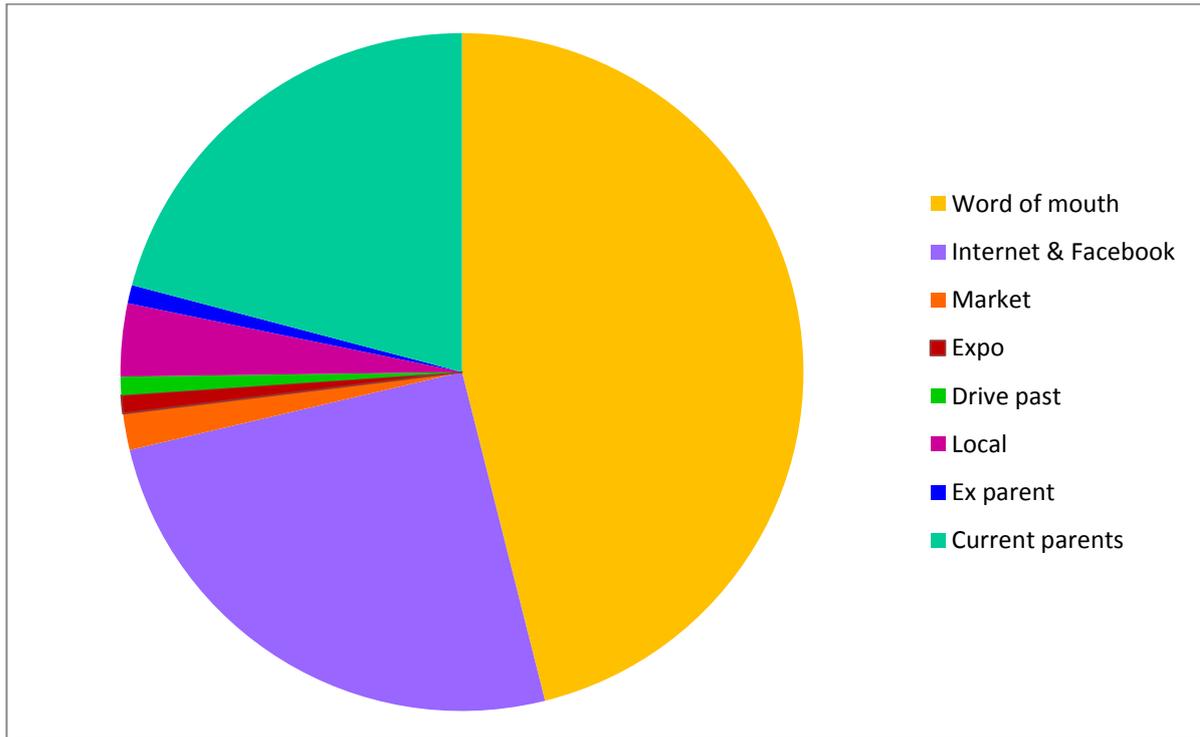


Kinma Preschool Staff

## WHERE DO OUR ENQUIRIES COME FROM?

In 2017 we had over 140 enquiries to Kinma. These are comprised of people calling or dropping in to the office to find out about Kinma, and also those who come to our open events and days. The figures show that word of mouth was the most popular way people heard about us – this includes friends and from current families. Current parents shown below shows enquiries from our current parents who want a place for siblings or a Primary place for current students. Thank you to every family who helps to spread the word about the beauty of what we have here at Kinma in our Play Group, Preschool and Primary.

**2017 Enquiries**



# Preschool News

## WHERE WERE OUR CLOTHES MADE?

George asked if his name was on his hat. We noticed that the label said....

### MADE IN CHINA

We started looking at labels in our jackets to find out where they were made. Two jackets were also.....

### MADE IN CHINA

So we got the globe to find out where China was. We told a story about someone in China making the jackets and hat and putting them on a truck. The truck drove to the ocean and the jackets and the hat were put on a ship and travelled on the ship to Australia.

“And then they go on another truck to get to K-Mart” said Keira.



More children came up to find out what was going on and joined in, first finding the label on their clothes and then finding out where it was made.

River, Louella and Amelia all had clothes that were

### MADE IN INDONESIA

Clothes were also.....

### MADE IN BANGLADESH

and some were.....

### MADE IN INDIA.

We looked at all these countries on the globe.

“That’s a long way from China to Australia” said Aidan

“And that’s not very far” said Louella, pointing at the distance between China and Bangladesh.

“I live in Australia. Where is my house?” asked Ivy.

Christine was wearing a top that was.....

## MADE IN AMERICA



Mila and Amelia got their backpacks from their lockers and looked at the labels on all the changing clothes – t-shirts, undies and pants. “Clothes aren’t made in Australia, but toys are” said Max.

Maya, Lewis, Mila, River, Abby, Keira, Amelia, Alexander, George, Max, Louella, Aidan, Elijah and Ivy all investigated where their clothes had been made.



The next day there were lots of clothes on the floor. As we were having afternoon tea together, the clothes were held up for children to identify them and put in their lockers. We looked at each label to find out where the clothes were made. Out of 25 pieces of clothing, 24 were made in China and 1 was made in Bangladesh.

“Lots of clothes are made in China” observed River

But our store of changing clothes is seriously depleted at the moment. If you have any Kinma clothes or recycled bags, please return them. If you have any spare undies, socks or warm jumpers or jackets to donate, we will gladly receive them.

From Kay, Nina, Pat, Karthi, Felicity, Lizzie and Christine

# Group 1

Once again we have climbed our magic treehouse, this time being transported to Ancient Egypt! Our journey began with the discovery of some parchments and letters on the basketball court. Jack and Annie had sent us a letter! Not only that, but they also sent us a mysterious code which Josh was quick to point out was hieroglyphs. Armed with a 'code breaker', everyone set off decoding the messages sent to us. The next book title was revealed... *Mummies in the morning*.

This week, Alley left a book about Ancient Egypt open which resulted in a special visitor. Nefertiti brought us a message from Jack and Annie in scroll containing information on how to build a pyramid. We then set off on designing and building our own pyramids using different construction materials.



Zoe, Bambi and Darcy used dominoes to construct their pyramid. And connector shapes to make the Great Wall of Egypt!

Their pyramid came with emergency exits, shelter when it rained and a part of the wall that skydivers could climb up, get their parachutes and jump into the pyramid.

Rafferty and Harley worked together to design a pyramid which had plenty of food, water and LOTS of treasure - jewels, gold, silver and bronze!



Lenny designed his own flower pyramid. Inside contained gems, gold, diamonds, space rocks... and booby traps!

Samara and Poppy's pyramid used a combination of dienes blocks and dominoes. They considered the structural integrity of their pyramid, reinforcing it with tens blocks. They even thought of having little guards outside that protected

the pyramid. Inside, they had a room with a bed to put the pharaoh on so that they would be comfortable during their flight to the other life.

Everyone was absorbed in the experience, taking great pleasure in collaboratively designing and then sharing their pyramid creation to all.

The historical exploration will continue into next week, where we will be exploring the Ancient Egyptian number system as a whole class as well as our maths groups. After that, we shall be going on a great voyage of the seven seas. This brings us to a friendly reminder of filling out and handing in your little one's excursion form on the Monday of week 8!

How did the Egyptians build the pyramids? Last week we experimented with machines that made lifting easier. We looked at the humble pulley and how it could be used to make light work of lifting Alley! First we tried to lift Alley by pulling her up into the loft. We found that it took 7 people just to get her slightly off the ground. After watching a fantastic video on Pulleys we figured out that if we put a pulley on Alley's harness, ran the rope up and down through a few more pulley's, Alley seemed to be a lot lighter! In fact we managed to lift her (high enough that Willow knocked on her helmet from up in the loft) with just two children!



Andy, Kate, Alley and Sal

# PITTWATER ARTISTS *Trail*

## WINTER EXHIBITION

Featuring 19 artists and a wide variety  
of works at the Newport Community Centre  
11-13 The Boulevard, Newport



Saturday to Monday · 9 -11 June, 10am-4pm  
Opening night · Saturday 9 June, 6-8pm

Also includes a silent auction of selected artworks  
proudly supporting a future free of youth suicide  
with One Eighty. [www.oneeighty.org.au](http://www.oneeighty.org.au)



[www.pittwaterartiststrail.com.au](http://www.pittwaterartiststrail.com.au)



# School Holiday Activities Winter 2018

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**BOOKINGS OPEN 7AM  
TUESDAY 12 JUNE 2018**



"Winter Fun" by Elisabeth, age 7, Cromer Vacation Care

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