

**Term Dates:**

**Term 2:** Thu 27 Apr - Fri 30 June

**Term 3:** Wed 26 July - Fri 22 Sep

**Term 4:** Tues 10 Oct - Fri 15 Dec

**What's going on at Kinma next week (Week 9, 19/06/17 – 25/06/17):**

**Term 2**

Date	Time	What's On
20/06/17	Tuesday	Tinkering in Preschool and Primary – email <a href="mailto:julig@kinma.nsw.edu.au">julig@kinma.nsw.edu.au</a> to help
21/06/17	Wednesday, 12.30pm	Snack Attack - Preschool
28/06/17	Wednesday at 2pm in the hall	Violin Concert – all welcome
30/06/17	Friday @ 3pm	Last Day Term 2

**Term 3**

Date	Time	What's On
26/07/17	9am	<b>First day Term 3</b>
19/08/17	10am-1pm, Preschool and Primary	Kinma Care Day
23/08/17	9.30-11.30am, Hall	Open Morning for interested families
22/09/17	3pm	Last Day Term 3

Keep reading to find out what has been happening .....

# Admin

## Weather

Please make sure that your children have sufficient clothing on when they come to Preschool and Primary over the next 4 weeks. The days are always a little cooler in the morning when you get to Kinma. We do have air conditioning in the Preschool and Primary **BUT** it is not intended to replace the jumper, beanie and shoes and socks.

## Outstanding Accounts

There are a few accounts for term 2 not paid. Can we ask to have all accounts finalised in the next week please. It is very important for the cash flow of the School to keep on top of our termly fees.

## It is on again - the challenge that we can meet easily (Gifts for Others)

**Over the next weeks we would love to see if we can collect 40 pairs of socks, 40 pairs of gloves and 40 toothbrushes.**

**Drop off to the office anytime. PLEASE ! We will make gifts for the less fortunate than us and share.**



Claire, Julie and Carin

# Education Co-ordinator

CHAT WITH OPEN DAY FAMILIES AT KINMA , 4 JUNE 2017

## Part 2

Looking at Awake learning, following from the basics last week ....

### SO TEACHERS...

Simultaneously trust children and so allow risk

Simultaneously model and expect work and play

They create an environment in which simultaneously (not pigeon holed) they offer rich stimuli for

- physical expression
- individual and social expression
- creative and intellectual expression

### A LITTLE ON the INTELLECTUAL SIDE OF THINGS, OFTEN POORLY UNDERSTOOD

We desperately need people in society who can consider the increasingly wicked problems that we swim in. We need people with skill banks to learn well with others AND we need CREATIVE AND CRITICAL THINKERS.

*“Everyone thinks. It is our nature to do so. But much of our thinking, left to itself, is biased, distorted, partial, uninformed, or downright prejudiced. Yet, the quality of our life and that of what we produce, make, or build depends precisely on the quality of our thought. Shoddy thinking is costly, both in money and in quality of life. Excellence in thought, however, must be systematically cultivated.”* Richard Paul, INSTITUTE OF CRITICAL THINKING

So at Kinma we teach thinking because we know that while caring is vital and necessary, it is not enough. We need people who can analyse those situations which have not been analysed in the past, synthesise in ways not yet done, and make judgements... careful, consciously thought out choices... so hard to do.

People make the mistake of thinking that these skills just arrive with doing school... we know well from Institute of Critical Thinking's 30 years of research that Critical Thinking is **appalling** taught at all levels from Kindergarten to University, with most University teachers admitting that they don't teach it.

We know that other than caring, thinking is the skill that is most in demand everywhere; in our communities, our organisations, in governments.

How Kinma teachers teach thinking specifically is a little bit of a secret – but do it they do! What does it look like?

Some examples.

- 1) A group of children in grp 1 judging between a series of pulley systems, designed by their 5-7 yr old class mates in tinkering, to determine which will be most time and content effective in moving the sand required for dam construction they are considering.
- 2) A group of Pre- Highs, heading to high school next year, trying to choosing reasonable websites from a swathe of choices (not easy when google brings up 148,000,000 choices for the single word terrorism) ,
- 3) A class unpacking the visual literacy and text in a newspaper as a group questions the biased nature of a report, and
- 4) A Preschool conversation among children regarding what is the difference between a real sorry and a pretend sorry. What is pretend? What is real?

Without such skills, all the kindness in the world, will keep you in the obeisance of masters and being awake means becoming your own master, slave to none.

So Kinma children are guided to be

- Alert
- Conscious of their feelings
- Aware of the needs of themselves, their families and friends and increasingly as they move to group 3, a world.

Above all our Teachers seek to create Learning environments so that children can build strong, deep relationships – with themselves, with others, with their environment and with ideas.

I leave you with a quote ... from an amazing book we could all read and dialogue!

*“People who try to think for themselves know that the cobwebs they spin are fragile and incomplete; but those who are content to be disciples, and become entangled in the cobwebs of others, forget that fragility and imagine they have landed on firm, stable ground. Borrowed ideas, which were originally intended to be only gossamer, thus harden and fossilise; ideologies become dogmas, and CURIOSITY, which should blow freely like the wind, suddenly becomes motionless. But it does not need to. CURIOSITY is not doomed to lose its freedom”*

IF WE ALL DO WHAT WE CAN TO ENSURE THE CONTINUATION OF AWAKE LEARNING!!

Juli G

# Preschool News

Mirrors have recently been added to the environment at Preschool to extend the children's exploration, enhance their creativity, to be a unique addition to activities and to create a different perspective whilst playing.

The staff had been talking about the use of mirrors when we explored different pedagogues and developmental theorists that were relevant to our style of education at Kinma Preschool. All the staff looked at

different excerpts of readings and we shared our findings at a staff meeting. We read from "The Hundred Languages of Children – The Reggio Emilia Approach" as well as Malaguzzi who was one of the founders of Reggio Emilia, Claire Warden who inspired our wonderful floor book and the Forest Schools.



Reggio Emilia is quite an innovative and inspiring approach which originated in Italy. Mirrors are often used in a Reggio Emilia setting as a basis for building the image of the child. They often do self-portrait paintings using mirrors. There are mirrors used with activities and on the walls to bend, reflect and refract light. At Kinma we draw upon many wonderful theories, approaches and pedagogy and make our own unique 'Kinma Way'.

We have been adding mirrors to our environment, to walls the building area, low down to reflect their building creations, to deepen their enquiry and see things from the back and the front. We added one in the reading area to play with light and for children to lie underneath and see themselves and explore their own image. We have been using a triple wooden framed mirror that can stand or lie down and also some square shaped acrylic mirrors as a base on a table with different coloured blocks and mosaics.



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When building on top of the mirror, as the blocks get taller the reflection gets deeper. River, River, Cedric, Josh, Astrid and Stanley explored the dimensions as they constructed the shapes on top of the mirrors. River HL said "Look at my one Josh... I'm doing this by myself everyone. Mine is a space rocket!" Cedric said "Look what that makes." Astrid said "I like making flowers like this." Stanley said "This is a hexagon." This gives a new flavour and inspiration to shape recognition, dimensions, sharing and creating.

We will continue to investigate reflections and mirrors in a variety of situations. We would like to make a cd chandelier above the floor book to let the light dance around above our heads!

A teacher's role "regarding creativity, is to help children climb their own mountain, as high as possible." From Loris Malaguzzi.



## BANANA SMOOTHIES



Millie, Joshy's mum bought bananas for us to make banana smoothies. Joshy, Cedric, Zeon, Khalil, Tim, Eli, Mabel, Grace, River HL and Alexander were keen to help. First we played the telephone game with the bananas. We pretended that the bananas were telephones and we talked to imaginary friends!

While the children were concentrating on their work they were also chatting. They were looking for rhymes: Mashing and bashing. Before, we were wondering if 'Lizzie was busy' ...





There are other steps to do. Putting the mashed bananas in the blender, pouring in the milk and adding a spoon of honey. Then it is time to share and enjoy the delicious treat! Thanks for helping! Thanks Millie!



## PUZZLE MAKING

Abby, Grace and Teo played together and put together a new puzzle. Teo said “When it is finished I want to make a puzzle.” So that is what the children did.

They wanted to use white paper and draw with coloured pencils and crayons. They drew their pictures and commented on each other’s drawings, Teo said “Grace you have learned to draw people!” They glued their pictures to cardboard to make them stronger. Teo showed Christine how he wanted her to cut the small pieces just like a shape of a puzzle. Cedric, Joshy and Tim were inspired by the puzzle maker and made one as well.



## MULCH FOR THE CHICKENS

Thank you to Lauren and Mia who noticed that the chickens were in a wet coup. They replaced their mulch with lovely dry mulch after all the rain. This is the second time they have done this as last year their little clawed feet were also rather damp. Thanks for helping our chickens.

## BIKE AND SCOOTER RIDING



We have been using our bikes and scooters recently. We drew a track around the tables for a clear indication of where to ride. We marked crossings so people could get through to the tables. The children were challenged by the idea of all going in one direction. They each had different ideas. Lizzie was concerned about 'collisions'! After a while and after voting, Kay suggested they go in one direction for 5 minutes by using a timer. And then change. Lizzie drew an arrow and pointed it one way. Everyone agreed this was a great plan!

*Sanda riding a balance bike.*

Until next time, Felicity, Kay, Christine, Lizzie, Pat, Nina, Victoria and Alley.



**Wyatt Park  
Tennis Centre**  
- Belrose -

# JULY Holiday Tennis Camps



[www.evolutetennisacademy.com](http://www.evolutetennisacademy.com)



**FREE** Before (7.30 to 9am) **AND**  
After (3 to 5pm) **Camp Care.**

**CHECK OUT OUR EXTRA  
WEEK OF CAMP BELOW!**

**TENNIS** (Hotshots  
Format) & **Multisport  
Activities...**  
**FUN-FUN-FUN!**

**FREE PIZZA  
LUNCH EACH  
LAST DAY OF  
CAMP - YUM!**

<b>DATES:</b>	<b>WEEK 1</b> – Monday 3 <sup>rd</sup> to Friday 7 <sup>th</sup> July	<b>WEEK 2</b> – Monday 10 <sup>th</sup> to Friday 14 <sup>th</sup> July
<b>PLUS++</b>	A special week <u>FOR KINMA KIDS.....</u>	<b>WEEK 3</b> – Monday 17 <sup>th</sup> to Friday 21 <sup>st</sup> July
<b>OPTIONS /</b>	Full Week, Full Days	Full Week, Half Days
<b>PRICING:</b>	Single Day, Full (9am to 3pm) \$170	Single Day, Half (9am to 12pm) \$140
<b>GENERAL</b>	- All children aged <b>4 to 16 years</b> welcome	- Daily Prizes & Heaps of <b>FUN!</b>
<b>INFO:</b>	- Experienced, Qualified coaches	- Camp runs rain, hail or shine!

**What to Bring**

- A racket, if they have one (if not we have spares)
- A hat & suncream + A water/drink bottle
- Morning Tea (1/2 day) Morning Tea + Lunch (full day)
- YES! We have a pro shop that sells treats!

**HOW TO BOOK IN...**

**ONLINE AT OUR WEBSITE:**  
[www.evolutetennisacademy.com](http://www.evolutetennisacademy.com)

**By email:** [evolutetennis@evolutetennisacademy.com](mailto:evolutetennis@evolutetennisacademy.com)

**By phone:** 0415 817 465

**FIND US AT WYATT PARK TENNIS CENTRE, BELROSE**  
Corner of Wyatt Avenue & Cotentin Road, Belrose



Experience a week of family friendly mellow winter escape at Daku Retreat in SavuSavu Fiji. Set by the the ocean, with great snorkelling, safe swimming and big grassy areas for volleyball and games, Daku is ideal for families.

There are bushwalks behind the retreat and kayaks free to use along the beach in front of the retreat. It's a relaxed and quiet place, a hidden gem of Fiji!

This year Daku and Liz Bennett (Bodhi in Group 3's mum) are offering this retreat to families with a special deal: kids 11 and under go free and have their own 30 minute class each day. The meals are really appealing for kids, with lots of fish/chicken and sweet potato in traditional style accompanied by veggies and salads, morning pancakes and bananas, and buffet style lunches.

The adults yoga program involves twice daily practices of 1½ hours on a beautiful deck over the ocean. Classes are suited to all levels.

Excursions and extras: Beach picnic, hiking, kayaking, trip to a waterfall, tapa making lesson and snorkelling trips.

Itinerary: Arrive Savusavu Saturday July 15. Retreat starts Sunday July 16, ends Friday evening July 21. Depart Savusavu July 22.

Cost: AUD \$1750 twin room; AUD \$2050 single room

More details here <https://paradisecourses.com/hatha-yoga-with-liz-bennett/>

# PARENTS TUNING INTO KIDS & KIDS TUNING INTO EMOTIONS

A unique 5-week program for parents and children aged 7-12, which focuses on managing challenging behaviours and emotions in positive ways!

By acknowledging how emotions and behaviours are connected, parents will learn to take on the role of emotion coach and teach their children to become emotionally intelligent. At the same time children will learn to understand and manage their own emotions (including anger, sadness and anxiety) in positive ways.

This evidence based Tuning into Kids program assists parents in:

- Developing a positive connection with your child, even in the more challenging moments
- Understanding your child's behaviours
- Help your child learn to manage their emotions
- Preventing behaviour problems in your child
- Teaching your child to deal with anger, anxiety, sadness and conflict

By tuning into their emotions children will learn to:

- Understand and manage their emotions
- Calm themselves when upset or angry
- Develop social skills and resilience
- Express themselves more effectively
- Manage their worries and anxieties
- Build self esteem, self worth and positive feelings about themselves
- Realise they are not alone

**WHERE:** Newport Public School  
**WHEN:** Wednesday 4-6.15 pm on  
 July 26, August 2, 9, 16, 23  
**COSTS** \$360 (1 parent and 1 child)  
**BOOKINGS:** Godelieve on 0425 256 989  
[info@goodfamilylife.com.au](mailto:info@goodfamilylife.com.au)



## FACILITATORS:



Godelieve Hofman-Verkuyl is an accredited and highly experienced Parent and Youth Coach with over 15 years experience, assisting families in creating respectful, understanding and supportive relationships between parents & their children. [www.goodfamilylife.com.au](http://www.goodfamilylife.com.au)



Natalie Mackenzie is a registered dramatherapist with over 10 years experience working creatively with children to support their emotional wellbeing. [www.playfulminds.com.au](http://www.playfulminds.com.au)