

PIELC NEWSLETTER

July 2025



A message from our director

Lynne Clements

This Term, our Centre has welcomed many visitors, each contributing to our ongoing journey toward excellence. From experienced specialists in health, child development/learning, Pre-School Field Workers, Kindergarten Improvement Officers, many student teachers on placement eager to learn, and staff from other centres visiting to exchange ideas - we welcome these many, and diverse collaborations with our community.

We've also been fortunate to receive support from generous local volunteers, dedicated family members, and community members who bring unique skills in gardening, repairs, storytelling, singing, yoga, and more. It's been a vibrant and enriching term - and there's still so much ahead. Thank you for being part of your child's journey with us.

We'd love to hear from you

As Term 2 draws to a close, it's hard to believe we're already halfway through the year! This is a great time for all of us as educators and families to reflect on how things are going. We feel privileged to be part of your child's early learning journey and are committed to ensuring every child and family feels safe, respected, and included. Strong relationships and open communication are at the heart of our service, and we'd love to hear from you.

If you have a moment, please send us a quick email to share your thoughts or feedback.

- What have you appreciated about your child's time at PIELC so far this year?
- Or is there something you feel we could do differently or improve upon?

We genuinely welcome all feedback whether it's a quick note of thanks or a suggestion for improvement. You can email us at assist@pielc.com.au, or drop a written note into the Feedback Box that is located in the library space. Your input helps us grow and ensures we continue to meet the needs of every child and family.

We're always listening, always learning, and we thank you for being such a valued part of our community.

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Important dates

- PIELC will be CLOSED on Friday the 26th of September for the AFL grand final public holiday
- PIELC will be CLOSED on Monday the 3rd of November for staff PD day
- PIELC will be CLOSED on Tuesday the 4th of November for the Melbourne cup public holiday
- The last day of childcare for 2025 will be Thursday the 18th of December

Thank you for your support!

Thank you for supporting our Fundraiser for Wear it Yellow for Children's Ground.

The PIELC donations contributed to the \$420,000 which was raised to support First Nations children and families. That is a huge \$100,000 increase on Wear it Yellow 2024!

The money you've helped raise will go directly into First Nations-led learning, health, employment, and community and cultural development.

Sister centre - GAP early learning centre

We are delighted to announce a new partnership with GAP Early Learning Centre in Alice Springs, which will now be our official "sister centre." This wonderful collaboration offers a unique opportunity for both services to connect, share ideas, and learn from one another—despite being located in different parts of the country. As part of our first exchange, each of our rooms contributed to creating a special book that showcases life at PIELC along with a picture story book by a local author, which we have proudly shared with GAP.

We are very much looking forward to building on this relationship and believe it will strengthen our shared commitment to providing high-quality early childhood education and care.



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A note from Nina, our speech pathologist

Storytelling and language development:

Storytelling is one of the most powerful ways to support your child's early communication and language development. Whether you're reading a book, talking about your day, or making up an imaginative story together, you're helping your child build important skills that support learning, self-expression, and connection.

Through stories, children learn:

- How language works (words, sentences, grammar),
- How to express thoughts and feelings, and
- How to share their own experiences (e.g. what happened at daycare/kinder, how they felt about it, or something they're excited about).

These skills form the foundation for later academic learning and meaningful social interactions.

What Makes a Story?

Even very young children can begin to understand the basic parts of a story:

- Who is in the story (the characters)
- Where and when it happens (the setting)
- What happened (the events)
- How the characters felt or responded
- How it ended (the conclusion)

These elements help children give context to what they're saying, organise their thoughts, and make their stories easier for others to follow.

Strategies by Age Group

Babies (6–18 months)

- Talk throughout the day: "Now we're putting on your socks. One sock... two socks!"
- Use songs and rhymes: Rhythm helps babies learn the flow of language.
- Use body language: Facial expressions and gestures are early storytelling tools.

Toddlers (1–3 years)

- Use simple stories with repetition: "The bear went over the mountain..." helps them join in.
- Add props: Puppets or toys bring the characters to life.
- Start creating stories together: Begin a sentence and let them finish: "Once there was a..." "Who loved to..."

Preschoolers (3–5 years)

- Encourage retelling: Ask, "What happened in the story?" or "What did you do at daycare/kinder today?"
- Ask about story parts: "Who was there?" "Where were you?" "What happened next?"
- Let them lead: Start a story and let them finish it. This builds imagination, sequencing, and expressive language.
- Include drawing or visuals: Some children enjoy drawing their stories or using pictures to help organise ideas.

The Big Picture

When children learn how to tell stories, they're learning much more than words. They're learning how to explain, connect, and make sense of their experiences. They are also building confidence to share their thoughts and ideas in their own unique way. They might be telling you about their day, solving a problem with a friend, or in the future, writing a story at school. So, make space for your child's stories, told in their own way. You're helping build the communication tools they'll use to connect, understand, and be understood.

Our speech pathologist, Nina Sawtell works at PIELC on Tuesdays and Thursdays. Please feel free to get in touch for support with your child's speech sounds or language development, including practical strategies to use at home.

sp@pielc.com.au
(03) 5952 1747

Gumnuts

Narelle, Harpreet, Bianca & Carol

It's hard to believe we are already halfway through the year! Term 2 has been a time of exciting transitions and new beginnings in the Gumnuts room. We've seen some of our older Gumnuts move on to new learning environments, while we've warmly welcomed many new children and families into our group. It has been a joy to observe how quickly our new Gumnuts have settled in, bringing with them a shared enthusiasm for cars, craft, and music.

We began the term by reflecting on Anzac Day, introducing our youngest learners to the significance of remembrance in a meaningful and age-appropriate way. Many of the children contributed to the creation of a collaborative wreath.

As the weather turned cooler, we explored the changing seasons of Autumn and Winter through a variety of sensory and craft-based experiences. The children created beautiful autumn trees, fluffy snowmen, and rainy day clouds, while we discussed the weather changes we see and feel during this time of year. These discussions help support early science and language development, as well as an awareness of the natural world.

This term, we also acknowledged Reconciliation Week with a hands-on activity using natural materials such as bark, leaves, and sand to create textured leaves. This experience allowed the Gumnuts to explore different textures and begin developing an appreciation for the land and Indigenous culture. These leaves are now forming the beginning of a collaborative foyer display, which will be completed in celebration of NAIDOC Week in Term 3.

We look forward to all the learning and discovery that Term 3 will bring as we continue to support the Gumnuts in their individual and collective journeys.



Explorers

Diana, Leah, Sim & Kayla



Throughout the term, we've observed the beautiful development of relationships within the group. From warm hugs and greetings at the door to collaborative play and shared laughter in the classroom and playground, our Explorers continue to show kindness, empathy, and curiosity in their interactions. These early connections are such an important part of their social and emotional development.

This term, one of our key focuses has been name recognition. Developing an awareness of their own names supports each child's sense of identity and belonging, while also building foundational literacy skills. Our educators have integrated this learning into daily routines by using name tags, personalised placemats, sleep bag labels, and matching name activities displayed around the classroom.

In addition to literacy, we've also been exploring colour recognition. This learning area supports a range of developmental domains, including cognitive growth, communication skills, and creative expression. The children have engaged in colour-based learning through storytelling, art and craft activities, sensory play, sorting games, and exploration in our vibrant outdoor play environment. These experiences not only support their learning but also foster joy and wonder as they discover the world around them.

We are incredibly proud of all that our Explorers have achieved and look forward to continuing this exciting learning journey together in Term 3.



Blossoms

Emma, Julianne & Julie

The Blossoms have had a very busy and fun term, full of wonder, smiles and learning!

To commemorate ANZAC Day, the children participated in baking ANZAC biscuits, which we later enjoyed together during afternoon tea. We also created a collaborative poppy wreath that proudly adorned our room door,

We celebrated Mother's Day by making our mums/special person a beautiful handmade card and heart-shaped suncatcher. The children were so excited to give their gifts and were sure they were well received.

A highlight of the term was harvesting produce from our vegetable garden. The children enthusiastically picked a variety of vegetables and herbs, exploring new tastes and celebrating the success of their hard work in the garden.

A shared fascination with pirates inspired a fun and imaginative treasure hunt in the sandpit. Wearing pirate hats they decorated themselves, the children searched for hidden gold coins—a truly exciting and memorable experience that encouraged teamwork and creative play.

During National Reconciliation Week, the Blossoms contributed to a group art project inspired by this year's theme, "Bridging Now to Next." by creating a bridge of handprints.

We enjoyed reading and listening to numerous Dreamtime stories as well as making our own indigenous animals using clay coloured playdough and natural resources.

We can't wait to see you all in term 3 for more fun!



Wallabies

Pennie, Simonette & Isabel

What an exciting term we have had in the Wallabies room! We started off the term with remembering the sacrifice of our ANZACs through stories, insightful discussions and working together to design and construct our PIELC wreath, which was laid at the Cowes ANZAC Day service. Learning moments like these provide children with the opportunity to connect with their community and feel a sense of belonging at a deeper level.

We also took a trip on the high seas, as we celebrated National Pirate week.

The Wallabies had a wonderful time learning new pirate greetings, exploring pirate songs, hunting for treasure and of course dressing up. What can appear to be a barrel of fun also has deep learning connections, as through dramatic play, children develop a sense of self, and develop their social, emotional and language skills.

As the term draws to close the weather is beginning to turn extra chilly. Even during the winter months, we still value outdoor play. Outdoor play has multiple benefits for children's physical, cognitive and social-emotional development. As such we kindly ask that children remember to bring warm jackets, beanies, and wear shoes that are appropriate for wet outdoor play. Packing an extra pair of socks and runners is also a great option.

We'd also like to acknowledge our other staff members Melissa, Nicole, Jess, Izzy & Kate who are an invaluable help in our LDC rooms.

We are so excited to see what term 3 brings us in the Wallabies room, as all the children continue to grow, learn and develop their sense of being, belonging and becoming.



First year of kinder

Emus, Joeys & Possums

We have been so busy learning it is hard to believe we are at the end of Term 2 already. Confidence has grown within our kinder community with children actively participating in all aspects of the educational program. We have had the privilege to observe children exploring their indoor and outdoor kinder spaces, routines and independence where they are making choices, problem solving and engaging in some important early years learning and self help skills.

***Outcome 1 CHILDREN HAVE A STRONG SENSE OF IDENTITY**

To support children's self-concept and identity as they creatively explore their sense of self we have offered a variety of inclusive art experiences, drawing self portraits and supporting children's learning through sensory experiences and dramatic play camping, picnic, ice-cream shops, construction and familiar routines. We celebrated mothers day and the special people in our lives making treasures to share and love. We provided the children with spaces to have the opportunity to find a quiet space to self-regulate and to access resources to support their emotional growth. We hope to continue to build a strong community and improve collaboration between families and educators in planning quality outcomes for each child to reach their full potential.

***Outcome 2 CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD**

As we are committed to reconciliation in action, our kinder groups have undertaken Acknowledgement to Country through a variety of art mediums, songs and yarning circles. We have loved the wonderful contributions to our centre's reconciliation leaf bridge project .

We ventured on excursions working together as a team to safely explore our community. Visiting the Cowes Primary School Gym and Sanctuary over the term. The police visitors also came to visit us at kinder where we listened to the community officers, looked at their uniforms and excitedly had the opportunity to listen to the sirens and check out the police vehicles.

***Outcome 3 CHILDREN HAVE A STRONG SENSE OF WELLBEING**

The joy of participating in the Yoga Program with Deb from 'breath in 2 yoga' was a pleasure to participate in with many aspects of the children's physical and mental wellbeing promoted through yoga poses, emotional regulation, focus and self esteem. The children have participated in Rhythm and Music for Self Regulation (RAMSR). Gradually we are learning valuable mindfulness techniques and listening to instructions that have been explored and implemented via our music and movement experiences. Importantly fine motor learning experiences are intentionally planned and assessed to strengthen hand muscles to support pencil and scissor grasp and skills, to build coordination and improve core muscle strength. Pasting and painting experiences have also been popular to develop a variety of techniques and understanding. Music and movement activities have provided opportunities to build balance and the ability to cross the midline. We have provided children with games and books to help build the children's skills with regulating their emotions and will continue to provide these resources to support further learning .

First year of kinder

Emus, Joeys & Possums

***Outcome 4 CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS**

The children have been very invested in identifying their names, their photos, self portraits, scissor cutting, completing puzzles, designing block building, STEM projects, talking about sustainable practices and how we can look after our world and the ocean. We have been very busy incorporating children's interests within the program to encourage collaborative play, and building social relationships. The children are keen to help look after the things in our community and the opportunity to engage in The BUSH TUCKER Gardening with 'WKY Events' has helped us to understand how children can contribute and participate. The children love to help wipe down tables and help to tidy our spaces to reset the inviting learning spaces. Encouraging children to work cooperatively alongside peers as they explore problem solving skills, turn taking and practice and develop oral language skills have supported the children to deepen their thinking and learning. We have noticed that the kinder children are building some challenging puzzles, amazing 3D designs with our blocks and exploring the recycled boxes to stick glue and design things that are of interest to them where they are recalling life experiences to support their vision and creativity.

***Outcome 5 CHILDREN ARE EFFECTIVE COMMUNICATORS**

Our kinder library books continue to be borrowed each week where the children love to choose another story to take home . We introduced the "Take Home Literacy Bag" which continues to support children's literacy and communication within the classroom and at home. We have loved hearing all about the adventures and will continue taking turns with this experience in term three.

The Oral language development is also encouraged by providing opportunities for the children to talk to the whole group, take turns, share ideas, and learn to listen to each other. We have loved listening to a variety of story books, celebrating birthdays with our birthday song and rituals and engaging in puppets, story re telling, music, movement and instrument experiences.

Reminders for term 3

- Class Photos
- Dentist Visits will be in Term 3
- Please check lost property for your child's missing items
- Please label Children's clothing so we can return any items
- Please return any borrowed spare clothes
- We will continue to visit the Sanctuary and Gym on a fortnightly basis in term 3
- Naidoc Week 6th - 13th July during the term break

In Term 3 we will have the opportunity to participate in a drumming workshop with "Journey to Africia" We enjoyed celebrating the end of Term Two with our Teddy Bears Picnic. We hope all our children and families have a wonderful 'winter holiday break' and we look forward to seeing everyone again in Term 3.

Joeys

First year of kinder



Possums

First year of kinder



Emus

First year of kinder



Second year of kinder

Bilbies, Penguins & Seals

Learning, Connecting, and Growing Together

At kindergarten, every moment is a rich opportunity for children to learn, connect, and make sense of the world around them. As the Early Years Learning Framework reminds us, "The early childhood years are not solely preparation for the future but also about the present." This term, we've witnessed many meaningful experiences that reflect the EYLF principles and outcomes in action.

Coming Together as a Community

A strong sense of belonging is nurtured through our daily Group Times in our Meeting Places. These shared sessions provide a space where children learn to interact with care, empathy, and respect (**Outcome 1: Children have a strong sense of identity*). Whether planned or spontaneous, these times feature storybooks, discussions, singing, puppetry, and games—building communication, imagination, and social connection within our classroom community. The children have shown a growing interest in group games, both indoors and outdoors, including in the CPS gym. These activities encourage teamwork and cooperation while supporting physical development and coordination (**Outcome 3: Children have a strong sense of wellbeing*).

Building Confidence with Materials and Tools

We continue to promote fine motor development through hands-on exploration with tools such as pencils, scissors, glue, and sticky tape. Children are supported to try new techniques and master their skills—for example, learning to cut with "Bossy Thumb on top" and using their "Helping Hand." These practical experiences foster confidence, independence, and pride in physical achievement (**Outcome 4: Children are confident and involved learners*).

Exploring Seasonal Change and the Natural World

As we transition from autumn to winter, the children have been closely observing changes in the environment. Using our interactive screen and the Bureau of Meteorology website, we've explored weather patterns to help plan our outdoor learning experiences. Through these investigations, children are deepening their understanding of the natural world and the interconnectedness of people, land, plants, and animals (**Outcome 2: Children are connected with and contribute to their world*).

This seasonal learning has also inspired creative projects. Children have collected fallen leaves and used them in artworks, combining natural materials with imagination to express themselves creatively.

Name Recognition and Early Literacy

Our play-based program includes many opportunities for children to recognise and engage with their own names. When children show interest in writing letters or names, we nurture their curiosity through supportive, literacy-rich experiences. These moments help children build on what they already know and collaborate with peers in authentic learning situations (**Outcome 5: Children are effective communicators*).

Term Highlights and Celebrations

This term, the children enthusiastically participated in a six-week children's yoga program—an enjoyable and engaging way to build strength, flexibility, mindfulness, and confidence. We also celebrated several special events together, including **Mother's Day**, **Education Week**, and **National Reconciliation Week**. We enjoyed a school transition visit to CPS, and we'll finish the term with a fun **Teddy Bears' Picnic!**

Penguins

Second year of kinder



Seals

Second year of kinder



Bilbies

Second year of kinder

