Na marni meyunna ‘welcome everyone’

We would like to acknowledge the land on which our preschool is situated on is the traditional lands of the Kaurna people and that we respect their spiritual relationship with their country. We also acknowledge the Kaurna people as the custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kaurna people today.

Taikurrendi Children and Family Centre

The Taikurrendi Children and Family Centre has been developed in partnership with DECD and the Federal government through the Indigenous Early Childhood Development National Partnership. It brings together education, health and family services. Taikurrendi Children and Family Centre incorporates a committed focus on supporting Aboriginal families with young children to provide the best possible start in life.

The centre is located on site at Christies Beach Primary School. Taikurrendi Children and Family centre will work together with Christies Beach Primary school to deliver education and support for the community. The centre is open to all children and families and will provide targeted support when it is needed.

Programs offered include;

- High quality early childhood education with embedded Aboriginal cultural perspectives.
- 50 place preschool, Occasional Care, Learning Together programs, Transition program and playgroups.
- Integrated health and family support.
- Community development and engagement opportunities.

Taikurrendi Preschool

Our Vision is to...

work together in a respectful and empowering partnership with children, families and the community to build capacity and enhance positive aspirations by building on the strengths of individuals to engage in education, connect with culture within a socially just and ethical framework.

‘Children must have access to services that nurture, celebrate and reinforce their culture and support the development of cultural identity.’ EYLF, Educator guide 2010, p22.
Operating times 2015

In 2015 Taikurrendi preschool will be operating on a full time basis. From 2014 DECD Preschools have implemented a ‘Same First Day ‘ policy which means that there will only be a preschool intake at the beginning of term 1 from 2015 onwards. Children who are turning or have turned 4 years old before the 1st May are eligible to begin preschool in term 1. Children turning 4yrs old on or after 1st May will begin preschool the following year in January.

Early intervention and access to preschool programs allows Aboriginal and Torres Strait Islander (ATSI) children, children under the guardianship of the Minister and children with additional needs early entry to preschool when required. If you have any questions regarding this please speak with the Director.

*Eligible children are entitled to 15hrs of preschool (2 ½ days) per week.

Term 1/2015 Taikurrendi Children and Family Centre Preschool sessions

**Kookarki group**
Monday 8.30am-3.00pm  
Tuesday 8:30am- 3:00pm  
Friday 8.30pm-11.30am

**Nhaalha group**
Wednesday 8:30am- 3:00pm  
Thursday 8:30am- 3:00pm  
Friday 8.30am- 11.30am

Term dates

<table>
<thead>
<tr>
<th></th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tbody>
<tr>
<td>2015</td>
<td>27 Jan - 10 Apr</td>
<td>27 Apr - 3 Jul</td>
<td>20 Jul - 25 Sep</td>
<td>12 Oct - 11 Dec</td>
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Preschool Term fees

Term fees are set at $60 per term (this includes lunch care) and is based on context and site program delivery.
Term fees contribute to learning program resources and are generally set by Governing council and reviewed on an annual basis. Term fees are collected at the beginning of each term and instalment payments can be negotiated with the Director. Please do not hesitate to contact if you have any questions.

Programming, reporting

The National Early Years Learning Framework, 'Belonging, Being, Becoming', which was developed as part of the National Quality Framework for Early Childhood Education and Care is used by centre staff as a basis for curriculum delivery at our centre. This framework has a specific emphasis on play-based learning. When children play, they learn about themselves, other people and the environment around them. It is through play where children learn to communicate, gain confidence, develop physical skills, problem solve and become involved learners. At our centre we have a few approaches to support children’s learning. We adopt a Reggio Emilia focus to care for children’s wellbeing and help to develop lifelong learning skills and dispositions. We use an interest based approach to plan a curriculum centred on each child’s interests and needs. We encourage children to share their ideas and invite them to tell us what they would like to learn about. Children’s interests help us to provide a meaningful curriculum that children are engaged in and have ownership over. The Early Years Learning Framework has a strong focus on the development of communication and literacy, social and emotional needs for all young children.
An outline of our centre program is always displayed in the centre for you to look at.

Governing Council

Family and community input and decision making is critical to the operational success of the preschool. Taikurrendi Children and Family centre will form a Governing Council in term 1, 2015 and will call an Annual General meeting to develop its key decision making body. All families are invited to participate and put forward nominations.
Parent volunteers provide leadership and contribute to learning outcomes of children. We welcome participation of families, ideas and requests to enhance the learning program at Taikurrendi Children and Family Centre

Taikurrendi AGM held 1st April 2015
Meetings held twice every term. All welcome.
What your child will need to bring to preschool-

- A preschool bag (with name on)
- Fruit or vegetable for shared fruit time (morning/afternoon session)
- A healthy lunch (e.g. salad roll, vegemite sandwich, salad, ham, cheese etc)

Please do not send chips or biscuits and if yogurt/cheese/sliced meats are packed remember to put a cooler block in lunch box to ensure it is kept at the right temperature.

- A change of spare clothes kept in their bag (we encourage children to be involved in painting and messy play)
- Broad brim hat (named)- bright broad brim Taikurrendi hats are available, cost $10- see Catherine.

Parents or carers must sign their child in and out of the kindy session, the attendance sheet is at the main entrance.

If your child is away (especially if sick) or you are planning to be away during the preschool term please let staff know, this supports our planning.

Please apply sun cream to your child before they come to kindy and staff will support children to reapply after lunch.

Ensure your child is wearing suitable shoes for activities like running, climbing etc (no thongs or heels) and wearing clothes that cover shoulders (no tank tops).

We provide drinking water for children to access throughout the day.

**Lunch care**

Lunch care is supported by 2 staff members between 11:45am and 12:15pm. Children will eat together followed by relax/quite time fully supervised to enable preschool staff to have lunch breaks and set up for the afternoon session. Lunch care cost is built into the term fee.

The learning program is developed and planned by Early Childhood teachers with a focus on learning through play. The program reflects activities that support skill development and lead by children’s interests. A copy of the learning program is on display.

Each child has a pocket at the main entrance that we use for communication etc. Please check on a regular basis.
Occasional care

DECD Occasional care is a service for children under school age. During term 2 we are offering Occasional care to families that may not otherwise have access to care or respite. Occasional care is low cost integrated care for children 12 months+.

Cost per session; (Conc) $1.50 and (non Conc) $5.00 payable on the day.

**Term 2 Occasional sessions- bookings essential.**

Sessiions are made up of Over 2’s and Under 2’s.

- Tue 8.30-11.15am (over 2’s)  
  Tue 12.00-2.45pm (under 2’s)
- Wed 8.30-11.15am (over 2’s)  
  Wed 12.00-2.45pm (over 2’s)
- Thurs 11.30-2.15pm (over and under 2’s)

Bookings can be made with Angie or Catherine.

**Policies**

We are guided by DECD Policies and Procedures. We are currently developing information for families that address specific areas and issues.

The DECD website [www.decd.sa.gov.au](http://www.decd.sa.gov.au) has a range of Policies that all sites must adhere to such as Child protection

Sunsmart

Healthy eating guidelines

Raising A Concern or Complaint

Hard copies are available upon request. Please see the Director if required.
The Hundred Languages of Children

This poem by the founder of the Reggio-Emilia approach beautifully conveys the important roles imagination and discovery play in early childhood learning. Much of Reggio-Emilia philosophy is based on supporting learning through children’s natural curiosity and ensuring the environment plays a fundamental role in how we learn.

The child is made of one hundred.

The child has
a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking
of playing, of speaking. A hundred.

Always a hundred
ways of listening
of marvelling, of loving
a hundred joys
for singing and understanding
a hundred worlds
to discover
a hundred worlds
to invent
a hundred worlds
to dream.

The child has
a hundred languages
(and a hundred hundred hundred more)
but they steal ninety-nine.
The school and the culture
separate the head from the body.
They tell the child:
to think without hands
to do without head
to listen and not to speak
to understand without joy
to love and to marvel
only at Easter and at Christmas.

They tell the child:
to discover the world already there
and of the hundred
they steal ninety-nine.

They tell the child:
that work and play
reality and fantasy
science and imagination
sky and earth
reason and dream
are things
that do not belong together.

And thus they tell the child
that the hundred is not there.
The child says:
No way. The hundred is there.

-Loris Malaguzzi
Founder of the Reggio Emilia Approach