

# ELC News Letter

A snapshot of Term 3

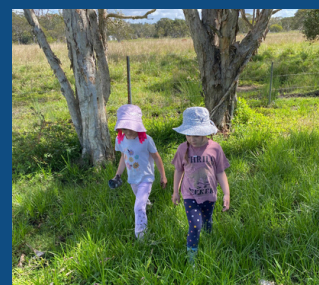


PEREGIAN BEACH COLLEGE

*Early Learning Centre*

## Upcoming Dates

- Friday 16<sup>th</sup> October- PBC Fete
- Monday 9<sup>th</sup> November - Ochre Bee (Dreaming Incursion)
- Wednesday 11<sup>th</sup> November - Ochre Bee Art Incursion
- Wednesday 11<sup>th</sup> November- Remembrance Day
- Wednesday 2nd December-End of Year Celebration (More details to follow)
- Friday 18<sup>th</sup> December -Service last day before two week closure (Re-open Monday 4<sup>th</sup> January for 2027 enrolments)



Our staff having been looking at different theorists within the sector and this month we are highlighting Vygotsky. Vygotsky emphasizes social interaction as crucial to learning, arguing that children develop more fully with support. That is rather than exploring the world independently, children develop higher cognitive functions through social interactions, guided instruction, and the use of cultural tools like language. This is scaffolded through 4 stages;

1. Modeling / Demonstration: The instructor demonstrates exactly how to perform the task while thinking out loud so the learner understands the process.
2. Guided Practice: The learner attempts the task, but the instructor steps in to provide hints, cues, or partial solutions when the learner gets stuck.
3. Independent Practice: The instructor fades into the background, allowing the learner to complete the task independently.
4. Mastery / Internalization: The learner has fully internalized the skill and can apply it without assistance. Our educators strongly depict these principles through the everyday adaptations and responsive interactions they provide for the children.

Scaffolding doesn't always look like a formal teaching moment; it can be found within the small, meaningful interactions that happen throughout our day.

Our educators take the time to understand each individual child, adapting their approach, language, environment and level of support to meet children where they are in their learning. Through these responsive adaptations, educators create a warm, nurturing and safe environment where children feel confident to explore, ask questions, make mistakes, try again and develop new skills.

Whether it is sitting alongside a child who is finding something challenging, modelling how to approach a problem, offering a gentle prompt, supporting a child through an emotional moment, or simply giving a child the confidence to have another go, our educators are constantly scaffolding learning.

It is through these consistent, nurturing interactions and intentional adaptations that we can see Vygotsky's theory come to life within our everyday practice.

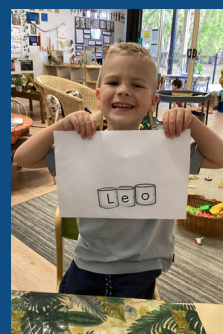
# Bunya Room

What a wonderful and busy Term 3 we have had in the Bunya Room!

This term, our learning journey focused on exploring our local community and the people who help us. The children showed great curiosity as we discussed different community roles, which was a fantastic lead-up to our special visit from our local fire brigade and Police Engagement Officer Nadine. This experience was a highlight for many of the children, helping them build confidence and a deeper understanding of safety and community support.



We then shifted our focus to caring for our environment, particularly our beautiful local beaches. The children engaged in conversations and activities around keeping our beaches clean and learned about the importance of recycling. It was lovely to see them begin to take ownership of these ideas and share their thoughts on how they can help care for the world around them.



During Book Week we focused on the book "Luna Roo", which supported rich discussions about resilience, not giving up, and the importance of teamwork. The children connected strongly with these themes and demonstrated them through their play, problem-solving, and interactions with one another.

We also noticed how connected the children are to our own school community, especially when they spotted kangaroos on the oval and excitedly began calling them "Luna Roo." This became a meaningful link to our learning and showed how children bring their own experiences and ideas into the program.

To finish the term, we explored the theme of camping. This sparked lots of imaginative play, storytelling, and collaborative experiences, with the children creating their own camping scenarios and adventures.

Across all of these experiences, our learning was guided by the Early Years Learning Framework. The children developed a strong sense of identity, connection, wellbeing, confidence, and communication through meaningful, play-based learning.

Next term, we will extend our camping inquiry by exploring the question: "What can the night sky tell us about our world, and how did the Gubbi Gubbi/ Kabi Kabi people use the stars and the planets?" This will provide opportunities for the children to engage in storytelling, cultural learning, and wonder about the world around them.

Thank you for your continued support throughout the term and we look forward to another exciting term ahead.

The Wattle class has had a busy and exciting Term 3! Our learning has focused deeply on science, occupations, and preparing ourselves for the big transition to Prep.

Our dramatic play zones have come alive this term, transforming into "The Office", the "Construction Zone", and a big-school role-play space called "Prep Class". We regularly chat about what Prep will be like while looking at photos of local schools and uniforms. Together, we discuss the skills we want to keep practising—like filling our own drink bottles, opening snack packets, writing our names, building resilience, and packing our bags independently. We have also talked about how special it will be for some of our friends who are continuing their journey at Kindy next year! Inside the classroom, the children have been highly engaged in group games that incorporate numeracy, movement, teamwork, and chance. Alongside the classic games, we even created our own original game called "Beanbag Dance and Throw", which has been a massive hit.



At Bush Kindy each week, we shared our environment with local kangaroos, plovers, and the cows across the fence. After our child-led Acknowledgement of Country, the children chose their own play adventures. Each week we packed our trolley with mud kitchen utensils, ladders for tree climbing, and art materials. The children loved climbing trees, collecting flowers, building stick structures, playing in the mud (so much fun!), and helping clean up the environment by collecting rubbish. This beautiful experience allowed the children to explore their curiosity naturally, use their imaginations, and learn to safely navigate risk-taking, problem-solving, and investigation.



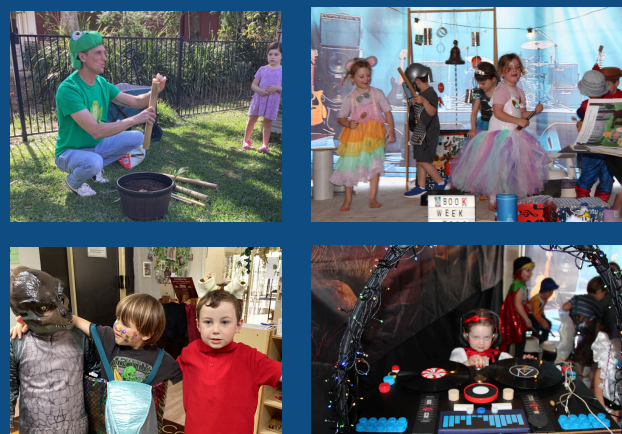
## Wattle Room

Our career exploration was another huge highlight, sparked by visits from the Firefighters and Police, as well as the many different professions shared during focus child time. We discovered our Wattle children aspire to be bakers, ballerinas, police officers, tradies, vets, and even celebrities like Steve Irwin, Michael Jackson, and various Disney characters! A very special thank you to our parent visitors who came along to teach us about their professions—a huge shout-out to Jack, Jordan, Curtis, Krystal, Laura, and Gianna! Your time was so appreciated.



Other highlights included Book Week dress ups and a Native Frog incursion, where we had the hands-on opportunity to build a "Frog Hotel" for the garden, as well as learning how to create imaginative stories and embedding our understanding of sounds and letters.

Our final term of Kindy is sure to fly by! We have several special event days planned. We will continue our Prep transition visits, Under 8s Day, and will host a Kindy Graduation and Christmas party towards the end of the term, featuring a very special performance by the children





## Connecting to Country through Art

For the past few years, our service has been working towards bringing a special vision to life. With the support of Kindy Uplift funding and through our partnership with local First Nations artist Sara Moor, this project is now beginning to take shape as we bring together our growing knowledge and understanding of culture, particularly the significance of seasonal change.

Sara has been working alongside the children to explore the cultural significance of ochre, connection to Country, and the importance of understanding and respecting the land on which we learn and play. Together, we learnt that Emu is referred to as “Peregrin” in Gubbi Gubbi/Kabi Kabi language, and are developing a creative installation that reflects our connection to our Country and the interactions in nature.

### The White-Bellied Sea Eagle

Our installation will feature the White bellied Sea Eagle, a bird of spiritual and cultural significance and one that is connected to the changing of the seasons.

We have been learning that when the wattle begins to show their yellow flowers, this signifies that the tailor have started running in our rivers. However, traditional owners would always wait for the white-bellied sea eagle to take the first fish. This indicates that the breeding fish (mums and dads/leader fish) have passed and the baby fish are yet to pass. Therefore by taking the “teenage fish” First Nations People ensure that there are always plenty of tailor for future years. How fascinating to share the richness of their knowledge and to explore a lesson about sustainable gathering and caring for Country, taking only what is needed and considering the impact our actions have on the environment.

The installation will bring together a combination of natural and fabricated materials, with the children contributing to different sections of the artwork.

#### Materials we have explored are:

- **Ochre** – representing connection to Country
- **Emu feathers** – symbolising Peregrin and our local connection to place
- **Beeswax** – representing community, connection and working together

Our Wattle children will participate in three sessions with Sara throughout the year, followed by the Bunya children, who will take part in two sessions during Term 4.

This project is not just about creating an artwork, it is about building connection, sharing knowledge and creating a sense of belonging to Country and community. We hope that the installation will be a source for discussion and be a reflection of our value, pride and respect for Country and our First Nations People shared Australian culture.

We invite all of our families to be part of this journey throughout the remainder of the year and into 2027. A working station will be set up in our foyer where you and your child can contribute to the installation by creating a feather and work alongside our ELC community to bring this shared vision to life. We can also put together packs for you to make at home and bring back to the centre. Please let a member of the team know if you would like one.

We look forward to watching this installation grow as our children, families, educators and community come together to create something meaningful that reflects our connection to Country, culture and one another.

