Dear all

It is my great pleasure to inform you that Tung Ling Kindergarten premises will be undergoing renovations in the holiday month of June 2010.

Changes you can expect to see are:

Newly painted walls
New floor tiles
Refurbishments
New furniture
Upgrading of children’s toilets

We have full faith that the aesthetics will play as big a part as the functionality of the kindergarten, revamped!

In this connection with the renovation timeline, the children will return to school for Term 3 on 29 June 10 instead of 28.6.10. We need the extra day to prepare the premises for “school readiness”.

As some children may take time to assimilate changes especially environmentally, please talk to your child/children to prepare them for the “makeover”. By all means, assure them that while the hardware is brand new, the “old” software, i.e. our teachers and supporting staff are still there to lovingly welcome the children “home”.

On behalf of the School Management Committee and Tung Ling Kindergarten staff we extend a warm welcome to all the children to an exciting “new look” learning environment, come 29 June 2010!

God bless and best regards

Mrs Yvonne Quan
Principal
FIELD TRIP

K1 and K2 children visited the Jacob Ballas Children's Garden at the Botanic Gardens on 21 April 10 as their field trip. The garden highlighted concepts of ecological balance and "green" awareness in a child-friendly approach. The exhibits, fauna and flora and playground equipment were creatively presented.

The visit provided an unique experience which ties in with the kindergarten’s theme of "fruits and vegetables". It walked the talk of its slogan to have an adult to be accompanied by a child. The experience was developmentally appropriate for self-exploration and self-discovery.

Although it was a humid walk in the park, all the 63 children and 10 adults were enriched by the visit. In the words of one of our children, we came back from the trip, "tired but happy!"

FIREDRILL

Prior to the actual day on 28 April 10 (Wed), Mrs Quan and class teachers cue the children into the exercise with stories and pictures of the prevention and dangers of fire outbreaks. They were also informed of evacuation procedures, rescue units and relevant authorities to call.

As we did not want the very young children to be traumatized by the sound of the fire alarm siren and evacuation process, much "soft launching" strategies were introduced.

In the firedrill the mock fire outbreak was located at the kitchen and children evacuated according to the escape route.

Report:

a.m. session : time of "fire" --- 9.05am
No. participated : 59 children and 9 adults
Time taken : 1 minute

p.m. session : time of "fire" --- 11.45 am
No. participated : 35 children and 11 adults
Time taken : 58 secs

Overall, the firedrill was a success with children learning how to go about in case of a real situation.
PARENTS TEACHERS CONFERENCING

In line with the Ministry of Education’s Best Practice in the Preschool Education service, it was recommended that PTC be held at least once a year.

Accordingly, 2 PTCs were held on 8 May 10 and 15 May 10 respectively (Saturdays) from 9am to 1pm. Parents were invited to meet up with the teachers up close and personal for dialogue on the child’s development/progress for the last 6 months.

Feedback on the PTCs were positive and we thank all the parents who turned up for their sharing and support. Our teachers are also to be recommended for putting in the time and commitment in going the extra mile for the children.

All of us look forward to future parents-teachers collaboration and to notch a mark higher up the totem pole of quality rating under the purview of MOE. Above all, we aim to please in our service to you, parents.

INFORMATION SHARING WITH PARENTS

At the recent Kindergarten Briefing 2010 for all kindergarten leaders and teachers on 23 April 10 at the MOE Edatorium at North Buona Vista Road, current and important information were disseminated.

We wish to share with you some reading materials on what is or not so ok in chronological milestones in children’s development.

The “Red Flags in Child Development” as identified by the medical team from the Child Development Unit, UCMI, NUHS, Singapore are contained in our pullout section for your information.
JULY

- Visit to a Primary school for K2 children (Pr 1 familiarisation tour)
- SCHOOL CLOSURE - 5.7.10 (Monday)
  Youth Day
- 21.7.10 (Wednesday)
  Racial Harmony Day Celebration
- Last week of July-----Video taking

AUGUST

- 4.8.10 (Wednesday)
  Photo taking
- SCHOOL CLOSURE - 10.8.10 (Tuesday)
  (after National Day)
- 20.8.10 (Friday)
  Preschool Oral Health Promotion by Health Promotion Board
  (For K1 children only)

SEPTEMBER

- SCHOOL CLOSURE - 1.9.10. (Wednesday)
  Teachers’ Day

More details will be sent by letter in due course on the above events.

GOOD BYE
Please note that Term 3 will reopen on 29 June 10 (Tuesday). Till then, on behalf of all the staff at Tung Ling Kindergarten, here’s wishing you a blessed time as you enjoy the school holidays with your family and loved ones!
Red Flags in Child Development

Dr Jennifer Kling FRACP FAMS
Dr Tammi Quek MRCP MM Ed
Child Development Unit
UCMI, NUHS

Child Development Areas

- Physical wellbeing & motor development
- Emotional health & a positive approach to new experiences
- Social knowledge & competence
- Language development
- Cognition & general knowledge
RED FLAGS

- Each child will develop at his own pace
- Certain milestones should be achieved at each age

By 3 years old

- Frequent falling / difficulty with stairs
- Drooling / very unclear speech
- Cannot build tower of >4 blocks
- Difficulty manipulating small blocks
- Cannot copy a circle
- Cannot communicate in short sentences
- Cannot understand short sentences
By 3 years old (continued)

- No pretend play
- No interest in other children
- Poor eye contact
- Limited interest in toys
- Loss of skills

By 4 years old

- Cannot throw ball / jump in place / ride tricycle
- Cannot grasp crayon between thumb and fingers
- Difficulty scribbling
- No interest in games / ignores other children
- Does not respond to people aside from family members
- No pretend play
- Does not use sentences of >3 words
- Loss of skills
**By 5 years old**

- Is very fearful / timid/ aggressive / passive
- Unable to concentrate on one activity for > 5 minutes
- No interest in playing with other children
- Minimal response to others
- No pretend play / limited range of play
- Cannot understand 2 part commands (“Put the doll on the bed and put the ball under the couch”)

**By 5 year old...**

- Cannot say full name
- Does not talk about experiences
- Cannot build tower of 6-8 blocks
- Cannot brush teeth / wash hands / take off clothes easily
- Loss of skills
PURPOSES OF ASSESSMENT

• To promote children’s learning & development in order to shape programs for individual instruction
• To identify children who may need special services
• To monitor trends & evaluate programs & services

READING SKILL IS ACQUIRED IN A PREDICTABLE WAY BY CHILDREN WHO -

• Have normal or above average language skills
• Have had experiences in early childhood that fostered motivation & provided exposure to literacy in use
• Get information about the nature of print through opportunities to learn letters and to recognise the internal structure of spoken words, as well as the contrasting nature of spoken & written language
• Attend schools that provide effective reading instruction & opportunities to practice reading
RISK FACTORS FOR READING DIFFICULTIES - CHILD

- Developmental variation in language skills
- Verbal memory, particularly sentence repetition
- Phonological awareness
- Acquired knowledge of literacy eg. letter
- Identification, concepts of print

PRIMARY PREVENTION OF READING DIFFICULTIES - DURING PRESCHOOL YEARS

- One on one conversation with young children
- Read books
- Provide writing material
- Support dramatic play with literacy activities
- Demonstrate uses of literacy
- Enjoyable & playful literacy activities

SECONDARY PREVENTION FOR AT RISK OR IDENTIFIED CHILDREN

- Increased intensity, quantity & maintenance of language & literacy interactions
- Family focused support eg parent education, job
- Training, social services
- Excellent preschools
BEHAVIOURAL READINESS - RISK FACTORS

- Temperament characteristics
  - Low attention
  - High activity
  - Slow to warm
  - Low adaptability
  - High intensity
  - High distractability
  - Low threshold

- Other characteristics
  - Aggression
  - Poor social skills
  - Separation anxiety

References

- Understanding Your Child’s Temperament. William B Carey MD
- Educational Care – A System for Understanding and Helping Children with Learning Differences Dr Mel Levine