Flinders Children's Centre & Tji Tji Wiltja Preschool

Parent Handbook

Flinders Children's Centre
and Tji Tji Wiltja Preschool

122 Tassie St, Port Augusta - Ph. 8642 2067

Meeting place for teaching, learning and play for the whole family

Welcome to the Flinders Children's Centre & Tji Tji Wiltja Preschool Family!

The Staff and Governing Council welcome you to Flinders Children's Centre & Tji Tji Wiltja Preschool. We look forward to working in partnership with you during your child's learning journey. The staff team are always available to answer any questions or respond to any concerns you may have during the initial orientation process and beyond. Please do not hesitate to approach any team member at any time. Please take the time to read through this handbook, as it will help you to gain an insight into our philosophy, goals, curriculum and routines. It will also outline the policies and procedures to ensure you have a smooth transition into the Preschool Community.

Our Statement of Philosophy

Learning - We believe that children learn best when they are able to interact with others in a collaborative learning environment. Play is the foundation to which learning occurs, therefore it is supported in our program and through our intentional interactions. Explicit and implicit teaching encourages children to develop greater understanding of new concepts, especially literacy and numeracy, and is taught at teachable moments throughout the day, and through our shared group time experiences. Children are encouraged to explore their own ideas and share their thoughts with others. Educators share in this learning journey by extending play through modelling and expansion, scaffolding, and open ended questioning. This is also seen through programming around the children's current interests and thoughts.

Community and family - We support all children and families to feel welcomed to our Centre. This includes supporting diversity of language, learning, and culture. How we interact with children and families is how we promote our inclusive practices and flexible curricula. These interactions, therefore, create a diverse range of mediums, both written and oral, and supports visual deliverance as a best practice approach. Our Aboriginal support worker and our Aboriginal Families Literacy Strategies Teacher further support families through embracing, liaising and organising events which support the Indigenous culture.

Learning environment - Our learning environment has a play based focus, therefore our environment provides children with stimulating, challenging and well-resourced indoor and outdoor play areas. Staff are aware of the importance of age appropriate risk taking, and support learning through exploration and self-discovery. Through careful planning and programming, staff provide equipment and experiences that children can modify to follow their own needs or curiosities. Child's voice is a focus priority that we support through our backward programming and through our multi-modal learning environment.

Staffing

Kerry Moosha	Director
Yuri, Kaizaki	Teacher
Ashley Gregory	AFLS Teacher
Deidre Moosha	Early Childhood Worker / Aboriginal Liaison Officer
Narrelle Retallack	Early Childhood Worker / Behavioural & Speech Support
Eloise Ellis	Early Childhood Worker
Fifi Mariala	Early Childhood Worker
Lee Lewis	Early Childhood Worker

Preschool Session Times

Children of Aboriginal or Torres Islander Decent are entitled to 12 hours per week which equates to 2 full days (Joey group). Children who turn 4 prior to the 1st of May are entitled to 15 hours of Preschool per week which equates to 2 full days and 1 half day on Thursdays (Kangaroo group).

Monday 8:45am - 2:45pm

Tuesday 8:45am - 2:45pm

Wednesday 8:45am - 2:45pm

Thursday 8:45am - 11:45am

Fees

Public Preschools in South Australia are administered by the Department for Education. Our Preschool receives some money from the Department to pay teaching salaries and to assist with some day to day running costs. We still rely heavily on fees and fundraising to cover the costs of consumables, running of a nutritional program, new equipment, and to maintain a high quality learning environment for the children. Fees are set by the Governing Council and are invoiced at the beginning of each term, fees must be paid within the first 2 weeks of each term. Term fees are:

$70 per child per term or $280 per child per year

Fees can be paid directly in cash at the Preschool or via online banking. **Account Name:** Flinders Children's Centre **BSB:** 735-065 **Account No:** 070373 Please write your child's name for the reference.

Nature Play

As of 2014/2015 Flinders Children's Centre & Tji Tji Wiltja Preschool became a "DfE Outdoor Learning Area Demonstration Site." We hold a very strong image of the child as being competent and capable, so from this belief, our yard focuses on providing our children with opportunities to explore risk and challenge themselves. In our environment, this looks like logs, tree stumps, boulders and trees for climbing and balancing in many areas throughout the space. We are strong advocates of nature play as every day we see firsthand it's benefits: children are developing their learning dispositions of imagination, curiosity, confidence, persistence, resilience, concentration; as well as developing their skills in problem solving, self-regulation, resourcefulness, collaboration, ability to self-assess risks and gross motor development.

Daily Routine

8:45am	Children arrive
9:45am	Group mat time
10:10am	Fruit time
10:15am	Outside play
11:30am	Group mat time
	Oral language Groups
12:00pm	Lunch time
12:15pm	Numeracy learning
12:45pm	Relaxation time
1:00pm	Table top experiences
1:30pm	Outside play
2:10pm	Pack up outside
2:20pm	Group time/Afternoon fruit

Clothing

Please label all clothing your child brings to kindy

Choose clothes that wash easily and are suitably comfortable for climbing, running, jumping and swinging, as well as clothes that can withstand a bit of wear and tear as your child will be working with paints, glues, sand etc. Please ensure clothing covers shoulders in the hotter weather and please ensure your child wears appropriate shoes, no thongs. We offer Preschool uniform T-Shirts ($12), Cultural shirts ($40), Jumpers ($20) and skorts ($12) for sale, these are not compulsory. We are a "nature play" Kindergarten so children will be encouraged to get wet and muddy!

Medication

If your child has a medical condition or allergy, the Preschool will require a medical plan from your child's doctor to ensure that staff can look after your child's health needs. Please see the Director for the appropriate forms or more information. Under no circumstances should any type of medication be left in children's bags. Please note that these medical/health care plans MUST be given to staff before your child is able to attend Preschool to ensure the safety and wellbeing of your child. Staff will ensure a Health Support Agreement id set up and a procedure for communicationis completed along with a risk assessment.

What should your child bring to kindy?

A labelled backpack

A spare change of clothes including socks and underwear

A spare jumper/track pants in the cooler months

Nappies if your child is not toileting

Sunscreen applied in the hotter months prior to arrival

A nutritious lunch and 2 x pieces of fruit if term fees have not been paid

Collection of Children

No child will be released into the care of any persons not known to staff members.
If someone different is picking up your child, you must provide this information to the educator greeting you on arrival. Please note that anyone who is picking up your child MUST have authority to collect on your child's enrolment form. If staff do not know the person by appearance, the person may be asked to produce some form of photo identification to prove that they are an authorised, nominated person to collect the child. Should an emergency arise, and you are unable to collect your child, please phone us to let us know who will be collecting your child in your absence.

Absences

Please advise staff of any absences. To enable each child to gain maximum benefit from the Preschool program, it is essential that children attend regularly. High attendance rates ensure the Preschool continuity in staffing as our funding for staffing is based on attendance. Any child who is running a temperature or showing any signs of being unwell must be kept home. Please keep children home for 24 hours after the last episode of any vomiting or diarrhoea to aid your child's recovery and to prevent the spread of infection. We also ask for notification in the incidence of infectious or contagious diseases in the family. Please note that if you bring your child to Kindy with an infectious disease or before the end of the 24 hour period of vomiting/diarrhoea you will be asked to take your child home.

Website

You can also visit our website. Here you will find lots of information about Flinders Children's Centre and Tji Tji Wiltja Preschool. https://flinderscc.sa.edu.au.

Facebook

Yes, we are on Facebook too! Look us up and "like" us: **Flinders Children's Centre and Tji Tji Wiltja Preschool.** We regularly post what we do each week on our Facebook page as well as important announcement.

Fire and Emergency Policy

Fire extinguishers are strategically located around the Preschool. All children in attendance are noted on an attendance sheet when they arrive . This attendance sheet is used to identify all children in the event of a fire and/or an evacuation process. This is why it is important for you to remember to sign your child in and to notify us should your child not be attending Preschool for their nominated session. Evacuation and invacuation procedures are practised with the children and staff on a regular basis.

Behaviour Management

Children are encouraged to develop social skills that will allow them to resolve conflicts and meet their needs without the use of aggressive or destructive behaviours. We encourage children to respect themselves and others and staff members to guide children's behaviour and provide clear guidelines as to why a particular behaviour is unacceptable while they are at the Preschool. Explicit procedure for addressing challenging behaviour are in place. First warning, verbal by first staff member on scene. Second warning, move to a safer area inside so staff can assist child in calming down and can talk about feeling and behaviour. Third warning, child is sent home and cannot return for the remainder of the session.

Taking Photos at Kindy

Please note that you are very welcome to take photos of your own child at Preschool but please ask a staff member for permission BEFORE you take any photographs of any other Preschool children. Please do not publish other children's photographs on Facebook or any other social media unless you have gained permission from their parents.

Nutritional Program

Our Centre follows the Right Bite program and we are an advocate for healthy eating and life styles. We use the fresh produce from our preschool garden as well as from the local community green grocer. The program incorporates fruit twice a day and lunch for the children. With this opportunity the children are often involved in cooking experiences and helping to prepare the food for the day. This gives the children a sense of pride and belonging in the Preschool environment.

Bus Run

The bus service is offered to families who require support to get their children to and from their allocated preschool session. We are one of the only Preschools in Port Augusta who offer this service. We have a priority of access policy in place where children are assessed on a needs basis. The bus service was implemented to help combat low attendance rates and has been a great success since the service first started running.

STEM

STEM is the acronym given to the integrated learning approach focusing on Science, Technology, Engineering and Mathematics. Using a play-based pedagogy, children can be given the opportunity to investigate, manipulate and experiment with a wide range of resources and materials that develop the concepts, skills and dispositions that are important for science, technology, engineering and mathematics. At the Flinders Children's Centre the children have been presented with the opportunity to explore a large variety of science, echnology, engineering and mathematic experiences. These opportunities have included studies about the weather, experiments using the natural environment, creating and maintaining a functioning vegetable garden, exploring movement and learning about the patterns and sequences in aboriginal art. The children's research and curiosity skills have developed significantly over the year, they have begun hypothesizing and making predictions based in the information they are given. The children have become more confident in answering questions.

Parental partnerships / Communication Processes

At Flinders Children's Centre & Tji Tji Wiltja Preschool, we believe that developing positive relationships with the children, families and community are essential. A vital part of this is ensuring we are communicating effectively and providing lots of opportunities for dialogue about your child's learning and development, as well as the Preschool's programs and environment. Throughout your child's time at Preschool we will communicate information about his/her learning and the Preschool's programs in a variety of ways. Below is a list of some of the processes that you can expect to see.

- A meeting with staff to give new parents information about our Preschool and to hand in enrolment forms.
- A child questionnaire (at the beginning of your child's time at Preschool).
- A conversation to collaboratively formulate your child's goals for their Individual Learning Plan looking at strengths, needs & interests (in your child's first term of Preschool and these can also be arranged at other times on request if there are any extra concerns).
- A Statement of Learning (in your child's fourth and final term of Preschool).
- Individual Learning Folders – You are welcome to look through your child's at anytime.
- A weekly program book with all learning displayed for families to engage in and take home.
- Newsletters and notes distributed termly.
- An informative website and interactive Facebook page displaying wrap ups of the week.
- Informal chats – we are never too busy to have a chat, even if we look like we are!
- Additional meetings if your child has special rights i.e. speech, hearing, etc.

We value your input and knowledge about how your child learns and will endeavour to provide opportunities for parental partnerships, input, dialogue and collaborative decision making through:

- Preschool staff always being friendly, caring and approachable.
- Informal and formal conversations.
- A child questionnaire at the commencement of Preschool.
- Governing Council Committee.
- Opportunities to participate in excursions and incursions.

Working together

Success in early childhood is a goal that we as educators share with parents for their children. Learning capabilities improve when the parents are involved with their children's education. So what can you do at home?

- Encouraging a positive attitude towards learning is one of the most beneficial things a parent can do for their child.
- Helping your child to understand that learning is important and actively showing an interest in what your child is learning and what is happening at the Preschool is essential.
- We ask that you read the information on the entrance chalkboard, as well as the newsletters and information sheets sent home and take note of any important dates. Please keep an eye on our Facebook page to ensure you stay up to date.
- Please let the Director or one of the staff know, should there be a situation at home which might affect the child's interest in participation. A seriously ill relative, the arrival of a new baby or general changes in the home situation can be upsetting to the child.

Educators are better able to provide positive learning outcomes for the children if they are informed of things that affect the child in the home setting.

Your input into the program is very important so please let us know should you have any ideas. You can become involved by joining the Governing Council, fundraising committee or by volunteering to assist in the Preschool, you may have some special skills you want to share with the children, be it singing, gardening, cooking, language etc! (Please refer to the Participation of Volunteers and Students Policy).

Our goal is not just to aim for parental involvement, but for parental partnerships, there is a big difference – this is YOUR kindergarten, we hear YOUR voice.

How you can help us

There are lots of ways that you can help us including: bringing in materials and resources when we send out a "We would love donations of…" note; volunteer your time on Governing Council, an event, gardening, or a working bee; offering your services (trade, skill, interest) to improve our facilities or enrich our learning program. Leaving parent feedback in the curriculum program books that go home throughout each term informing you of some of the ideas, theories and provocations we are exploring with the children. Engaging in our Facebook page and talking with your children at home, about the photos we post each week. Please see staff for more information or to offer your services.

The Governing Council

What is Governing Council?

The Governing Council is a wonderful opportunity for parents to become involved in the Preschool community by strengthening the partnership between families and staff. The Governing Council aims to provide a supportive network of interested parents who can provide suggestions, advice and feedback to the Director and staff about how the Preschool is run and where any improvements can be made in meeting the needs of the children. The Council is also the base from which fundraising ideas are developed and organised – a vital and important aspect of the Preschool community.

Who can join the Governing Council?

All parents and care providers of children at Flinders Children's Centre & Tji Tji Wiltja Preschool are invited to join. At the Annual General Meeting in Term 1 the Council elects a committee of Office Bearers and various small roles are shared between Council members. You do not have to have be involved in a committee at all before to be a member of the Council, as a parent or caregiver of a child at the Preschool your opinions and ideas are highly valued – all we ask is that you bring a positive and enthusiastic attitude towards strengthening the Preschool community partnerships.

How much time is involved in being on the Governing Council?

Just two meetings per term! Meetings are a great opportunity for parents to have real input into the financial management of the Preschool, term planning and fundraising activities. Outside of meetings you may be asked by the Director to provide your opinion or suggestions on various matters via email or in person – what a great opportunity to have input and get to know the inner workings of the Preschool environment!

Our guiding curriculum: Early Years Learning Framework

The Early Years Learning Framework has been developed to ensure your child receives quality education programs in their early childhood setting. This is a vital time for them to learn and develop. The Framework's vision is for all children to experience play based learning that engages and builds success for life.

The Framework has been set up as a guide for Early Childhood Educators who work with children from birth to five years of age, and is used in partnership with the families, (children's first and most influential educators), to develop learning programs responsive to children's ideas, interest, strengths and abilities. The Early Years Learning Framework describes childhood as a time of belonging, being and becoming.

Belonging – is the basis for living a fulfilling life. Children feel they belong because of the relationships they have with family, community, culture and place.

Being – is about living in the here and now. Childhood is a special time in life and children need to just "be" – time to play, try new things and have fun.

Becoming– is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.

Outcome 1: Children have a strong sense of identity

- Children feel safe, secure, and supported
- Children develop their emerging autonomy, inter-dependence, resilience and agency
  Children develop knowledgeable, confident self-identities and a positive sense of self-worth
  Children learn to interact in relation to others with care, empathy and respect

Outcome 2: Children are connected with and contribute to their world

- Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

Outcome 3: Children have a strong sense of wellbeing

- Children become strong in their social, emotional and mental wellbeing.
- Children take increasing responsibility for their own health and physical wellbeing
- Children are aware of and develop strategies to support their own mental and physical health and personal safety

Outcome 4: Children are confident and involved learners

- Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.
- Children develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Outcome 5: Children are effective communicators

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work
- Children use digital technologies and media to access information, investigate ideas and represent their thinking.

The Reggio Emilia Philosophy

The Reggio Emilia Approach derives its name from its place of origin, Reggio Emilia, a city located in Emilia Romagna in Northern Italy. Shortly after the Second World War, Loris Malaguzzi, a young teacher and the founder of this educational approach, joined forces with the parents of this region to provide care for young children. They felt that it is in the early years of development that children form who they are as individuals. This led to creation of a program that was based on: the principles of respect, responsibility, and community; the value of exploration and discovery; a supportive and enriching environment; and the interests of the children through a self-guided curriculum. Originally inspired by the need of women to return to the workforce, over the last 50 years, this educational philosophy has caught the attention of early childhood educators worldwide.

The principles of the Reggio Emilia approach that we work with at Flinders Children's Centre & Tji Tji Wiltja Preschool fit beautifully within our curriculum, The Early Years Learning Framework for Australia – Belonging, Being, Becoming. The Reggio Emilia philosophy is simply excellent early childhood practice. We believe that by implementing learning programs and experiences through the lens of the Reggio Emilia principles within a SA context, we are able to create rich, engaging and exciting learning experiences for children in a beautiful, respectful environment that fosters strong relationships and a strong sense of identity and belonging for children and families. Outlined below are some of the principles of the Reggio Emilia philosophy that we foster.

Relationships

Relationships and learning through relationships underpin everything that we do. Flinders Children's Centre & Tji Tji Wiltja Preschool staff are committed to making connections with every child and building "real" relationships. We provide experiences for children to connect with each other and develop a sense of belonging to our Kindergarten community. We also value relationships with families and the wider community and strive to create opportunities and experiences to connect with them. We aim for "partnerships" with parents, not just superficial parental involvement, we strive to develop a culture where staff and parents respect childhood as a time for children to explore, create and be joyful.

Image of the child

Flinders Children's Centre & Tji Tji Wiltja Preschool staff see the children as strong, competent, creative and curious, and capable of building their own theories, not as empty vessels that require filling up with facts. Children are seen as unique individuals within a group. Children are encouraged to share their experiences, ideas, theories and curiosities. A strong sense of identity in children is promoted, children's images are projected everywhere: in photographs; in reflections of mirrors; in celebrations of learning; and in the child directed learning projects and journeys. Children are respected and valued for their unique individual personalities and identities.

Listening - “Child’s voice”

The Preschool staff are genuinely interested in, and listen deeply to what the children have to say/are communicating. We believe that children bring valuable experiences, theories, knowledge, skills and questions to Preschool with them. Educators value skill acquisition but not in isolation, or at the expense of the exploration of knowledge, concepts, theories, questions and collaboration. A loose “guiding curriculum” is planned at the beginning of each term, and the children’s interests, knowledge, needs and wonderings determine the direction that the learning journey takes.

Environment as the “third teacher”

The Preschool learning environment reflects that children are highly valued and respected. The physical environment is a beautiful, calming and welcoming space. Educators take much time to set up engaging and enticing experiences to engage children in learning and provide a myriad of spaces for children to “be” alone and with others. The layout of the physical space encourages encounters, communication and relationships. The arrangement of structures, objects and activities encourages choices, problem solving, and discoveries in the process of learning.

100 Languages

A core principle that we believe in is that children possess a hundred languages, a hundred ways of thinking, of expressing themselves, of understanding and encountering others, with a way of thinking that creates connections between the various dimensions of experience rather than separating them. We provide opportunities for children to express themselves and learn through many mediums and experiences. The role of the atelier plays a large role within this. Our atelieristas work collaboratively with educators to ensure that children are provided with opportunities to express themselves through their “100 languages.”

Projects

Preschool staff are committed to research within the Preschool and community. Children are given time to explore ideas and theories and develop skills and this is not dependent on strict timetable restrictions. Children are encouraged to ask questions at any time and to be “researchers”. Many “projects” unfold within the Preschool learning programs, some long term over weeks, a term, or more; and others more short term and happen within a day or week at Preschool. Projects may derive from both children’s and teacher’s ideas and interests, thoughts and theories in things worth knowing about.

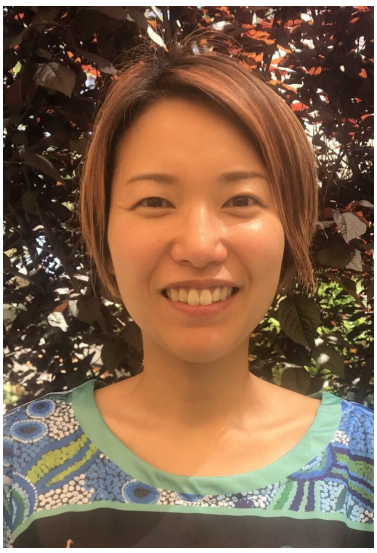
Documentation

Recording, reporting on and interpreting children’s learning is a vital part of an educator’s work. Group and individual learning stories are documented and used to celebrate and share learning, as well as inform future learning possibilities. Documentation serves many purposes, but most of all it is used as a research tool for studying children’s learning processes. Documentation is about what children are doing, learning and grasping, and the product of documentation is a reflection of interactions between teachers and children and among children. Documenting children’s daily experiences and ongoing projects gives meaning and identity to all that the children do. It is through documentation that educators are able to gain insight into the thoughts of the children, determine further investigation for working on topics, creating a history of the work and generate further interest.

Staff Profiles

Kerry - Director

I have been working in Education since 1991 with children from Preschool to year 2. I have worked in many settings from Ceduna, Woomera, Uraidla, Port Pirie and Quorn. I have worked in various roles including Director, Literary co-ordinator and Foundation to Year 2 teacher positions. I hold a Bachelor of Teaching in Early Childhood Education and my strengths lie heavily in developing high quality learning programs formed around a strong image of the competent and capable child as a citizen with rights. My passion has always been to support every child to reach their full potential. I am extremely passionate in working with Aboriginal children and their families.



Yuri - Teacher

I am thrilled to work at Flinders Children's Centre. This is my second year working as a preschool teacher in Port Augusta. Before coming to Port Augusta, I worked as a co-educator in a private early learning centre for 4 years in Adelaide. I grew up in a small country town in Japan and have fond memories of playing in the beaches, mountains and rice fields. My love of language led me to study English literature in university and study abroad in the United Kingdom. After graduation, I worked as an English teacher in Japan; however, I could not give up my dream of living overseas again and decided to move to Australia in 2013. It's been almost 10 years since I began my adventure in Australia, and its culture, land and people continue to amaze me.

I advocate for children's play, through which they learn and connect with others. Also, I am strongly interested in music education as my hobby is playing the piano and singing! I look forward to meeting children and families at Flinders Children's Centre and growing together in the community.

Ashley - AFLS Teacher

I feel privileged to be working at Flinders Children's Centre and Tji Tji Wiltja Preschool. I am thoroughly enjoying my role as the Aboriginal Family Literacy Strategies teacher and enjoy watching the children develop their confidence and sense of belonging at kindergarten. I delight in learning about the children and their families' language and culture, sharing a respectful relationship and connection with the land. It is rewarding to see children develop early connections with books knowing that this sets them up to be successful readers in the future. I look forward to reading and listening to stories with all of the children here at the centre.

Deidre - Aboriginal Liaison Officer/Early Childhood Educator

I love working at the Preschool because of the beautiful warm environment here. It brings out the best in everyone in our team, and this flows on to the children. I have 15 years of experience as an early childhood Educator. Initially I worked in Tanunda and I hold a certificate 3 in Children's Services. Before becoming an Early Childhood Educator I worked as a Dental Nurse for many years at the Adelaide Dental Hospital and Darwin Dental Clinic. I have also completed a Horticultural Course. My passion and interest is gardening, which I have bought to the Centre. I work closely with the gardener to create an authentic, beautiful garden for the children to explore and engage in sensory activities, growing produce and linking with the community to support the Centre's garden projects. My favourite thing to do at the Preschool, is simply interacting with the children and watching them

Narrelle - Behaviour Support / Early Childhood Educator

Hi, my name is Narrelle, or Relle to the children. I have lived in Port Augusta for most of my life, I have completed my certificate 3 in Early Childhood, and spent 13 years at Miriam High Special Needs Centre supporting children with additional needs whilst also assisting children at the Port Augusta Childcare Centre. I am very passionate about working alongside with children that require some support to assist their day at Kindy, I enjoy working with all the children and staff at Flinders Children's Centre where I feel very supported, when I am not at Kindy I enjoy spending time with my family going camping or getaways on weekends.

Eloise - Early Childhood Educator

I was born in Port Augusta and have lived here all my life. I started working at Flinders Children's Centre when I was eighteen, once I had completed my cert 3 Early Childhood Educator course. Over the last four years I've not only seen myself grow as a person but I've seen many children grow and become amazing individuals. I adore all the children who come through the centre and love seeing them out and about in our community. I enjoy reading to the children and following their interests to further extend their learning. I love seeing the artwork that my Dad has done not only at our Kindy but also within the local community, It gives me a sense of belonging!

Fifi - Early Childhood Educator

Hi, my name is Fifi, I am formerly from Indonesia. I came to Australia in 2013 where I resided in Darwin before moving to Port Augusta. I have studied and successfully completed my certificate 3 in Early Childhood Education. I enjoy playing with the children, and aim to make them more confident, give them love and build on their learning. I enjoy helping the children grow and learn and to help with their transition to “big” school. I love spending time with the children playing with playdough, or in the sandpit and dancing. I have a lot of fun at work with the other staff members and especially all of the children.

Lee- Early Childhood Educator

Hi, My name is Lee, I am currently studying my cert 3 in Early Childhood whilst working part time at Flinders' Children’s centre. I was born and raised in Port Augusta where I am now raising my 3 boys Harli, Bronx & Franki.

I was offered the opportunity to work at the Flinders Children’s centre where I look forward to pursuing a new career path with the children and families within the centre. I feel extremely fortunate to be a part of the amazing team here, I love that each day brings new experiences, interactions and challenges for both staff and children.

Contact Us:

122 Tassie Street,

Port Augusta SA 5700

Phone: 86422067

Facebook: ‘Flinders Children’s Centre and Tji Tji Wiltja Preschool’

Website: https://flinderscc.sa.edu.au/

“Every child is an artist. The problem is how to remain an artist once he grows up.” Pablo Picasso