Little Ducks Childcare

July/August 2020

A note from your Centre Manager

Hello families

We're coming up to that time of year again when our children are showing us they are strong, capable learners and are looking to transitioning to the next stage of their learning. Many of our children will be transitioning to a new room come July. So many of them have thrived in their new environments during the Covid period and we want to continue to ensure they are gaining the support they need to continue developing. In early childhood we believe in following the developmental stages of each individual child. For this reason we do not always follow a calendar year in each room. Some children just show signs they are ready for the next environment sooner than other children. You can help your child transition by talking positively about their new environments, educators and peers. Children look to us to help them organise their feelings. When they see us happy, confident and engaged, they will follow our direction and feel confident, happy and engaged themselves.

Educators have been all working hard on completing their assessment of learning for all children so you can see the progress they are all making. These letters share your children's highlights and their current development and learning in relation to the 5 learning outcomes of the EYLF and QKLG curriculums.

We will soon be organizing a curriculum night and one on one bookings with your children's educators to discuss their progress. Please keep your eye on Storypark for confirmed dates.



Thank you to all families for being a great support to our Ducks team over the last few months. We look forward to having our service moving back towards a new normal. Another big thank you to all those families who made some lovely donations at the centre. Whether it be arts and crafts, resources or just something nice for the Educators. We have appreciated every ounce of support that has come through not only these donations, but the beautiful words also.

Natalie Gadsby - Centre Manager

Educational Excellence through the Power of Play Based Learning

Purposeful, Playful, Positive

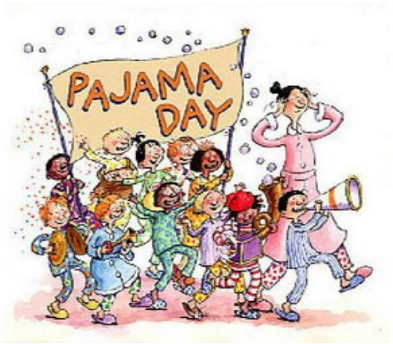
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Upcoming Events!

July

Friday 17th – **PJ Day!**
No need to get dressed today, come along in your PJ's for a cosy, chilled out day.



Friday 31st – **National Tree Day**
Australia's largest community tree-planting and nature care event.

August

Friday 7th - **Jeans for Genes Day; Red Nose Day**
This national event supports Children's Medical Research Institute and helps find cures for children's genetic diseases . Get involved in fundraising at the centre.

TBC During Science week 10th—14th – **Street Science**
Biological Science / Sun Safety Incursion with the team from Street Science.

Monday 22nd – 28th - **Book Week**
Bring along your favourite story to share this week and dress up as your favourite book character on **Thursday 27th** The Book Week theme this year is curious creatures, wild minds

Thursday 25th & Friday 26th - **School Photo Day**
Time for the big smiles as we all have our pictures taken. See how they have all grown

Policy Reviews

We value your input and feedback …..



Environmental and sustainability strategy
Record keeping and retention Policy
Animal and pets policy
Parent Involvement and Participation in Service Policy
Orientation Policy – Children and Families
Duty of care policy
Collection and delivery of children policy

Ways that you can provide feedback are:
Our policies are available to read in the foyer and you can give feedback in 2 ways, by email or anonymously via the suggestion box.

Quick and Healthy …

Taco Lettuce Wraps



Ingredients

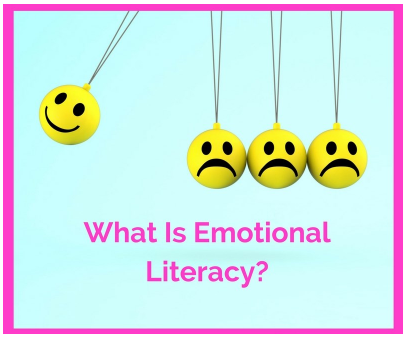
1 tablespoon olive oil
1 pound ground turkey
1 cup salsa
1 (4-ounce) can diced green chiles
1 tablespoon taco seasoning
1 (15-ounce) can corn kernels, drained
1 (15-ounce) can black beans, drained and rinsed
2 tablespoons chopped fresh cilantro leaves
Kosher salt and freshly ground black pepper, to taste
1 head butter lettuce
1/4 cup shredded cheddar cheese, optional
1/4 cup reduced-fat sour cream, optional

Directions

* Heat olive oil in a large skillet over medium high heat. Add ground turkey and cook until browned, about 3-5 minutes, making sure to crumble the turkey as it cooks; drain excess fat.
* Stir in salsa, green chiles and taco seasoning until heated through, about 2-3 minutes. Stir in corn, beans and cilantro until well combined; season with salt and pepper, to taste.
* To serve, spoon several tablespoons of the turkey mixture into the centre of a lettuce leaf, taco-style, garnished with cheese and sour cream, if desired.

Parents page

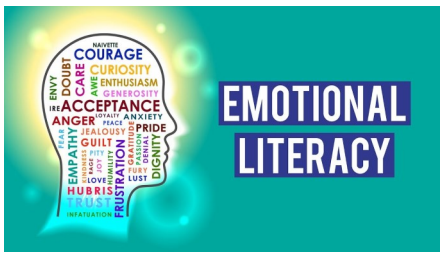
Fostering Emotional Literacy in Young Children: Labelling Emotions



Emotional literacy is the ability to identify, understand, and respond to emotions in oneself and others in a healthy manner. Children who have a strong foundation in emotional literacy tolerate frustration better, get into fewer fights, and engage in less self-destructive behaviour than children who do not have a strong foundation. These children are also healthier, less lonely, less impulsive, more focused, and they have greater academic achievement. The development of a feeling word vocabulary is considered to be of critical importance in a child's emotional development because it makes it possible for children to better understand their emotional experiences. The ability to name a feeling allows children to discuss and reflect with others about their personal experience of the world. The larger a child's emotional vocabulary, the finer discriminations they can make between feelings and the better they can communicate with others about their feelings.

What Accounts for Variations in Children's Abilities to Label Emotions?

The ability to label emotions is a developmental skill that is not present at birth—it must be learned. And just as there is wide variation in the point at which children start to demonstrate appropriate use of books, begin writing, and recognize letters, some children's ability to identify, understand, and label their emotions develops at a slower rate than others. Three variables can underlie a child's growing ability to label emotions: (1) the child's temperament and developmental status, (2) parental socialization and environmental support, and (3) the teacher and child care providers' emphasis on emotional literacy. Indeed, differences in the way adults talk to and teach children about feelings and problem solving are related to children's abilities to label emotions.



What Can Adults Do?

Express Your Own Feelings- One way to help children learn to label their emotions is to have healthy emotional expression modelled for them by the adults in their lives

Label Children's Feelings- As adults provide feeling names for children's emotional expressions, a child's feeling vocabulary grows. Throughout the day, adults can attend to children's emotional moments and label feelings for the children.

Play Games, Sing Songs, and Read Stories with New Feeling Words- Adults can enhance children's feeling vocabularies by introducing games, songs, and storybooks featuring new

Parents page

feeling words. Teachers and other caregivers can adapt songs such as “If you’re happy and you know it” with verses such as “If you’re frustrated and you know it, take a breath” “If you’re disappointed and you know it, tell a friend”; or “If you’re proud and you know it, say ‘I did it!’” The following are some examples of games young children can play.
Children and adults can play “feeling face charades” by freezing a certain emotional expression and then letting others guess what the feeling is. To extend this activity, ask the children to think of a time that they felt that way.
In the mornings, have children “check in” by selecting a feeling face that best represents their morning mood. At the end of the day, have children select again, and then talk about why their feeling changed or stayed the same.

Emotional literacy is based on the words a child uses. Even before they learn to talk, children begin to learn this vocabulary.

So how can you support your child’s emotional development?

- Be a positive role model of what you would like your child to do.
- Name feelings for your child and refer to them regularly.
- Talk to children about your own feelings.
- Read stories about being a friend, happy feelings, sad feelings, problem solving, self-confidence, etc.
- Talk about things other people do and how they might feel.
- Build up a language of pro-social behaviour by talking about taking turns, sharing, helping, looking after others, etc.
- Make Puppets and use the range of facial expressions to act out stories and explore problem solving.
- Praise your child when you notice your child is making an effort to get along with other children.



Nursery Natter!

Welcome to some more news from the Nursery room!

We have successfully transition some of our older friends to Senior Nursery, where they have continue to thrive and enjoy with there older friends in the room.

We are beginning to see more and more of the children returning to care and from this we have been embracing the wonderful achievements that the children have gained while at home with their families. We have seen children master individual goals, and to help guide them along this journey, we have been adding daily tips, pointers, activities and more to our home connect page on Storypark so families can continue these goals at home. We are most excited to see everyone coming back with big happy smiles after a long time away!



Our developmental milestones are being achieved with lots of walking, talking and crawling happening around the room, as well as outside as well. We are still focusing heavily on children's ability to feed themselves using utensils and guiding the children with drinking their milk from bottles. This helps with the educators to continue to build the foundations of healthy eating and drinking. This term we have been focusing on Quality area 2 - health and wellbeing. Miss Jess and Miss Kayla have been contributing to the learning for all the babies by putting dirty bibs into a container and washing hands with washers.

While the children grow, so do their interests. Miss Jess made a latch board for the children to master the ability for them to use fine motor skills. They can work their little fingers as they open and close objects and turn on and off the lights.



Miss Kayla as been working closely with the babies while Miss Jess has some days off. Miss Kayla has a wealth of knowledge as she runs the Nursery at our Birkdale service. She has been introducing colours and a space for the children to enjoy some quiet and relaxation time using fish, bubbles and the mirrors.

Acknowledgement to the country is a big item of interest with Little Ducks and within the service we have strong values inline with this, We have been reflecting on appropriate ways for the children to acknowledge our first nations peoples with our every day experiences. The children can not voice the acceptance, however they have shown a love for music. We have used music to help the children learn sounds alongside the acknowledge the teachers do each day. We continue to harness the learning of the indigenous community through wall displays, listening to music and continuing to have open ended discussions with the children around this topic. We have gathered some indigenous natural resources to use in the room and read stories to the children.

We look forward to more fun in the coming months and if families have any ideas or contributions they would like to their child's learning, please feel free to come and see us.

Until next time, all our love and dedication
The wonderful educators of the Junior end.

With love and kindness
Miss Jess

Senior Nursery News!

Welcome to this terms edition of senior nursery news.



These last three months have been very eventful with lots going on both inside the centre and outside in the world. We have taken the opportunity of small numbers in the class room to have more one on one and small group play experiences. In this we expand on children's voices and confidence and implore them to express their interests more often. We have heard many of our small friends talk about themselves and their families, to expand on this we have worked together on creating our "family wall". Displaying pictures of our families and ourselves has been a great tool in beginning the discussions about our role in the world and further explore who we are and begin to recognise diversity within our studio. That being said we recently started sharing Acknowledgment of country before we begin our day and bridge the gap by acknowledging the traditional land owners in which we learn, play and grow on each day, perhaps you heard your child talking about the Turrbal people, the sun or the land.

We have definitely explored indigenous perspectives this last month through storytelling, art activities and incorporating indigenous songs into our morning sharing circles. We have particularly enjoyed learning about and discovering the meaning behind aboriginal symbols and how they were used. As always we will continue to incorporate Aboriginal and Torre Strait Islander culture into our everyday curriculum to further work with our small friends in reconciliation.

To further work on our building our personal wellbeing, we have been learning about self-care (especially during this time). Starting this journey of hand washing and personal hygiene. With the use of songs and demonstrations, we have seen the majority of our senior Nursery friends independently washing hands before meals, after meals and after nappy changes. This has demonstrated to the educators in the room that the chil-



Senior Nursery News!

dren are beginning to understand the necessary actions needed for personal hygiene. As we explore the concept of self-care further, we have been learning and making attempts to put on our own shoes and socks and putting on our jackets before going outside. We have not quite mastered this level of selfcare yet, however we are definitely making progress and working towards being more independent young souls.



We have been encouraging the children to run around, dance and play outside as much as possible recently. Despite the seasons changing it has still been warm enough outside, especially during the day and playing outside has become an important part of the day for the children. Our sunflowers that we planted have bloomed and we nurture the children's curiosity and wonder of nature. The texture of the soil between our fingers, the smell of the soil and the vibrant colours of the sunflowers petals are all important lessons for the children as they interact with the world around them and become more connected to this world. Our friends have positively responded to consistent music while outside and we love seeing them stop their running or jumping activities to bounce to the music before continuing on their adventures.





Thank Miss AJ and Senior Nursery educators

Junior Kindy/ Toddler Time

Galang Nguruindhau! (Good Day in Turrbal)



Welcome to the fourth edition of the Junior Kindy and Toddler newsletter. First, we would like to acknowledge and pay respects to the traditional custodians of the land that we live, play, explore on and continue to care. This embedded practice is combined with reflection of the things that we are thankful for to foster gratitude in children in this challenging time.
Since the beginning of our *Soapy Hero Crusade*, we continued to model and instruct proper hand washing technique and reinforced sneezing and coughing etiquette to keep our body healthy and strong during the pandemic. We explained how bugs travel from our body to the people around us through the book ***Tickle Bug*** and created the bugs to remind the children to catch their sneeze or cough and to wash their hands thoroughly.
Building children's understanding of the importance of caring for oneself and their environment are vital in these times. That was why we actively promoted cleanliness in the room through the use of our visual routine and encouraged the children to help clean the toys, wipe the tables, sweep the floor, and taught them not to put toys in their mouth. The diligence that we placed in cleaning our indoor environment was extended in our outdoor area as well. We observed children's' enthusiasm in participating in cleaning and washing our outdoor toys, demonstrating their sense of social responsibility and connection towards their community.
A sense of security and sound wellbeing gave children the confidence to explore and become active and involved participants in their learning. We witnessed the children's fascination with different insects in our garden continue to grow, and this prompted us to intentionally organise different learning experiences to expand and extend the children's learning. Leading their own learning, the children challenged their capabilities as they applied a wide variety of thinking strategies and problem-solving skills in manipulating scissors, threading letters, and manipulating tools. Lately, the children having shown interest in our solar system by singing songs and pointing at the moon and the sun. In the coming weeks, we will create a supporting learning environment and organise different activities to cater to the current interest of the children.



The National Reconciliation Week was a great learning opportunity for the children to connect with and discover the culture, heritage, background, and tradition of the Australia's First Peoples. We began our journey by exploring the meaning of *sorry* and why it is an important step towards healing and reconciliation. Together with this, we read the book *SORRY*

Junior Kindy/ Toddler Time!



SORRY that tells the history of the Aboriginals and Torres Strait Islander. We explored the Australia's First People flags and discovered how they deeply connect to the land and all the living things. We also listened to Aboriginal songs and books, learn to greet each other in different Indigenous languages, explore Aboriginal signs and challenged our physical wellbeing in different Indigenous games (YULUNGA). Through all these exciting activities, we were able to broaden the children's perspective and encouraged appreciation of diversity. The children are our future and it is our responsibility to teach them well while they are in our care. With the return of our lunch boxes, we noticed the increase in our plastic rubbish in the room and quickly we reflected with the children, the impact of this plastic rubbish on our environment and on all living things. Using information technology, we discovered the journey of a single used plastic into the ocean and how it affects people and marine life. We read the book ***The Seagull*** and witnessed the heart wrenching struggle of the bird to fly free amidst the rubbish that was tied around its feet. With the families on board, we launched the nude food campaign and encouraged families to help by using reusable container in lunch boxes. Together we can win our fight against pollution!

In the next coming weeks, families will receive transition letters and we will begin transitioning children into their new rooms. This means that some days they will be in the next room and some days they will stay in their respective room. Supporting children and families during transitions is our utmost priority so if you have any questions, concerns, or input please do not hesitate to email, message us on Storypark or talk to us.

Ms Nabia, Ms Melissa, Ms Sawsan and Ms Belmira



Kindy Catch Up!

In the room……



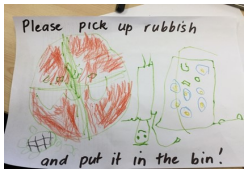


Space

We have been fascinated with all things to do with space, from stars and planets to comets. Each week we have researched a planet, working our way out from the sun and adding to our wall mural. Space has also found its way into the children's roleplay, especially out in the yard, where we created rocket ships, blasted across the universe and avoided many asteroids. The children have memorised the names of the planets, aided by several planet songs we have been sharing at group time. (Apologies if you have heard some of these played or sung many, many times!!!) Atticus did some research at home and taught us that there are also 5 dwarf planets (including Pluto) in our solar system. Please have a look at our mural when you are in the room next and get your child to talk about the planets. As we explored the Earth we learned, Through our cloud in a bag experiment, clouds were formed due to condensation. We observed how asteroids make craters on some planets by dropping rocks in beds of flour. When we visited Mars, the children created amazing Rovers from Mobilo as well as programming the beebots to travel across the Mars surface.



Pollution



The class has been working through a resource from the Tangalooma Eco Marine Programme. This Eco Ranger story has enabled us to learn about how fragile our ecosystems are. It raised questions about how we would feel if our sea animals started dying because they ate our rubbish. We discovered that when we leave our rubbish on the ground, wind or rainwater may wash it into our oceans, injuring our wildlife. To help remind us to keep our area clean, some of the children created posters that we have put up in our eating area. The children have become more conscious about where they put their rubbish, checking for recycling triangles and checking with me.

We are recording our work in a project book, so please feel free to take a browse.

Show and Tell

Thank you for the very creative M word Show and Tell objects that were brought in during May. We discovered mermaids and magic hats as well as musical instruments. Atticus discovered there was a dwarf planet called Makemake, which has inspired us to learn about these new planets. Oscar told us how mail is delivered and shared a letter he had received. We are now sharing our favourite stories with our friends by bringing them in to read.



Stories

We are developing our oral language by exploring different types of stories: adventure, funny, teaching, fact, fairy-tale. We have tried to identify features about each type of story, for example fairy tales tend to have magic, while fact books tell us true information about a range of topics. We have explored some of these genres by reading them together and retelling our favourites. Some of the children have also demonstrated their creativity by making up their own stories. I hope to keep exploring different types of text, for example recipes, letters and brochures throughout the rest of the year.



Gross motor

We have been developing our hand eye coordination by playing a range of ball

Kindy Catch Up!

activities. We have been throwing balls and beanbags at hoops to help us aim and be aware of our bodies. We have been practicing how to hold our hands to catch a ball when throwing with a friend. We have also been hitting balls with a variety of bats and racquets as we play table tennis and cricket.

National Simultaneous Storytime

We took part in National Simultaneous Storytime during May, reading Britney and Whitney Chicken Divas. The story was a colourful tale about two chickens who would sneak out at night to dress up and sing. This was an excellent opportunity to teach the children how to do the chicken dance, flapping and wiggling faster and faster to the music. Supporting this annual initiative of the Library Association, helps to promote literacy among young children by engaging them with texts and matching it with activities to inspire their imaginations.

Reconciliation week

This year the Kindergarten class used Reconciliation Week to discuss our connection with the land and think about how important it is to us. During our exploration of the Earth, we came to understand that Earth is unique in our solar system, being the only planet to support life. Earth gives us animals, planets, great places to visit and air to breathe. From our Eco Marines story, we learned that animals are affected by what we do with our rubbish. To recognise these concepts, we created a new Acknowledgement to Country for us to share each morning. It is displayed in pictures on our wall for you to look at.



Here is the land
We thank it for the animals
We thank it for the plants
We promise to keep it clean
We are on Turrbal country



Social skills- turn taking and conflict resolution

At the moment we are focusing on strategies to help children take turns and resolve conflict. We take turns during transition activities and during discussions in groups, but the biggest challenge at the moment centres around using resources. For example our magnetic tile constructions are becoming bigger and more complex, putting tiles in high demand. This can result in some frustration when a peer takes tiles from someone else's work. We are using an *ASK, LOOK, WAIT &THINK* strategy to respect others and work cooperatively.

ASK if the person has finished or is using that item
LOOK around the room, are there other items in another part of the room
WAIT & THINK wait for the person to finish or rethink your idea

As we learn how to play more collaboratively there are bound to be disagreements about which way the play should go, who is playing or what is needed. We are attempting to use some problem solving strategies using open ended questions and helping them be part of the solution.



World Environment Day- Time for Nature

During World Environment Day we extended our investigations into plastic pollution by promoting a no packaging lunch day throughout the centre. I was happy to see very little packaging came to Kindy that day and I know that many of you use the bento type lunchboxes that make this easier.

Looking forward

In the coming months, we will continue to develop our oral language skills by sharing texts, exploring genres and phonics. Our gross motor activities will help children develop their strength and coordination through leaping, skipping and hopping. During August 15-23 we will be doing some activities to celebrate Science week, focusing on our oceans and innovations to aid their futures.

Move and Groove

Hello Families and Friends,

Everyone has been jumping into our Move and Groove this month!

Over the last few weeks we have been galloping, hopping and jumping. We have seen the children getting more into their physical activity for the past month and some rooms have developed jumping and other improvements into their program.

Next month we will be focusing on Stability actions like Stretching, Bending, Pulling and Pushing. Stability exercises allow for core building, good posture and of course through the use of body movement we can reduce stress and build self regulation in children.

I look forward to connecting with Ms Nabia to empower our Pilate and Yoga enjoyment in the coming weeks.

Until Next Time

Mr Kim



Sustainability

What is sustainability? What does it mean? What are the principles and pillars behind sustainability? What examples of sustainability are there in technology, food, workplace, business, or transportation areas? How is sustainability connected to supply and demand? Find the answers to these and further questions with us at Little Ducks



WHAT IS SUSTAINABLE DEVELOPMENT?

Sustainability is development that satisfies the needs of the present without compromising the capacity of future generations, guaranteeing the balance between economic growth, care for the environment and social well-being.

