Little Ducks Childcare

New Farm Newsletter

March/April 2022

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From your Centre Manager

Recently I attended training in the Australian Abecedarian Approach, training supported by The Office of Early Childhood Education and Care. The Abecedarian Approach is supported by evidence based research proving a positive increase in outcomes for children who have been part of this approach to children's learning. Children in the study who had been attending an early learning service that had the approach embedded were healthier, had higher IQ's and in later life better jobs , higher education and higher socio economic achievements. The study also included education for parents and identified better outcomes for parents as well as children so having a positive impact of whole families!

The Abecedaria Approach acknowledges the importance of purposeful, intentional, positive, individual interactions between children and adults and guides these interactions through intentional strategies around Enriched Caregiving, Conversational Reading and specific Learning Games.

This approach sits alongside our Centre Philosophy beautifully. Positive Interactions with children and families is the centre o f our Philosophy and something we know already is important for each child, building a strong sense of belonging to the service and community and therefore a confidence to interact and promoting positive dispositions toward learning.

As a team we have recently been reviewing the AEDC Data for our local area . The AEDC data disseminates the census data to identify the percentage of children in particular communities that may be "At risk" or "venerable" of not achieving milestones in developmental domains. In the New Farm community "Social "development is identified as having a percentage of 18.7% of children "At risk". As we continue to focus on positive interactions and implement the Abecedarian Approach throughout the service our aim over the coming months will be to decrease this percentage! Michele Kovchenko, Centre Manager



169 Newmarket Road, Wilston QLD 4051 - 07) 3356 8100 - wilston@littleducks.com.au

Education Information

BASIC PATTERNS

Basic math skills in preschool and kindergarten set the foundation for learning more advanced math concepts later on. Patterning is one of those important early skills. Thankfully, patterns are easy and fun to teach! How do we teach patterns? We can notice them, hear them, and physically make them. Here's a simple progression you might want to use when you teach patterns:

- ABAB (red, blue, red, blue)
- ABC (car, truck, plane, car, truck, plane)
- AABB (crayon, crayon, pencil, pencil, crayon, crayon, pencil, pencil)
- AAB (Cheerio, Cheerio, raisin, Cheerio, Cheerio, raisin)
- ABB (stomp, clap, clap, stomp, clap clap)

For activity extensions and adaptions follow the link here. Activity and Image Source: themeasuredmum.com & Handsonaswegrow.com



"A great educator makes everyone learn, not just those who are at the top of the class."

James Lopez

Educator Spotlight



Educator Spotlight

Miss Suder has been with our team for six years and is our amazing Kindergarten teacher. Miss Suder has completed a Masters of Teaching and excels in her work with the Kindergarten children, encouraging the children's love of learning, confidence and sense of agency ensuring they are thriving before moving to school.

Thank you Suder for all your hard work and dedication to the children!

Recommended readings / Blogs

App reviews

WHILE I'M AWAY

AUSTRALIAN INFANT, CHILD, ADOLESCENT AND FAMILY MENTAL HEALTH ASSOCIATION LIMITED | FREE

The While I'm Away app has been designed to help parents support the mental health and wellbeing of their child should they need to be cared for by someone else (e.g. if a parent needs to go into hospital, travel for work, or is separated from their child for any period of time). The app guides parents through a series of questions that captures the most important information about their children including key people, daily routines, interests, hobbies, medical information and more.

Nursery learning





Nursery learning and development

A child's brain undergoes an amazing period of development from birth to three—producing more than a million neural connections each second. The development of the brain is influenced by many factors, including a child's relationships, experiences and environment. This information guides our interactions with our babies, recognizing that quality purposeful interactions with babies make a big difference to their day and to their future development.

Through our interactions we recognize that babies are more capable than we often realize. We are influenced in our interactions by the Pikler approach - we recognize that if we watch babies closely and ensure conversation and interactions with them we can recognize each babies individual cues and mee t their needs more accurately, following their individual routines, ensuring we adjust our interactions to meet the needs of our babies rather than our babies "fitting in" to our routines. This focus not only ensures a calm, child focused environment for babies and educators but allows us to know our babies strengths and needs and be more purposeful in our planning of learning and development for the children. It is a wonderful thing to see in action!

Senior Nursery learning

Senior Nursery learning and development

Our Senior nursery children have had an exciting start in their new environment in the new year, showing confidence in following new room routines while also putting in their best efforts to learn new things. Our focus for children in the room was to build learning into the routine. Taking routine moments of the day like nappy changes, meal times, rest time and transitions between environments and using these times to provide learning opportunities through enriched caregiving increases dramatically the amount of quality interactions that children are part of which in turn increases the children's immersion in learning and increases the opportunities for neural pathway development.

Using these routine caregiving times to have conversations, sing, explain, and role model social interactions we can extend on children's vocabulary, provide examples of interactions as well as support positive interactions, increase communication skills, develop strong relationships and increase communication.

The evidence of this is seen in the increase in childrens interactions and communication skills that we have seen over the past few months—Amazing!!





Toddler learning



Toddler learning and development

Over the past few weeks in the Toddler Room, we have been focusing on fine motor skills. Fine motor skills help children perform important tasks such as feeding themselves, grasping objects and writing. The ability to accomplish self-care and everyday tasks by using fine motor skills helps a child's self-esteem and confidence grow. As developing strength in little hands is an important aspect of children's early development, Miss Lainey and I have organized a number of experiences for the children to practice and further develop their emerging fine motor skills.

This included an experience where the children were encouraged to use these tools to rescue toy animals from a tub of water, as well as an experience transferring pom-poms from one container to another. With these activities, we were focusing on the children's fine motor skills and the use of tongs as they had shown a bit of struggle during morning tea when it came time to serve themselves. These self-help skills are an important aspect of their physical and mental development.

Junior Kindy learning

Junior Kindy learning and development

Here in Junior Kindy the children have been interested and enthusiastic about sensory based play and we have been including sensory based play into a range of different areas of play and learning.

Sensory play fosters the development of curiosity, problem solving and creativity, helping build neural pathways in the brain and encouraging the development of language and motor skills. Children develop these aspects while engaging with the sensory based play, finding joy and excitement in new sensory based discoveries while their brains process the range of development aspects.

Sensory play also helps children develop their ability to recognize aspects of sensory intake and expressing these discovers to those around them, Sensory items can also be included in calming kits that can help children process moments of distress or relax when overstimulated.

We have offered sensory experiences such as







Kindergarten learning

Kindergarten learning and development

In Kindergarten we have been exploring emotions and cooperative play. One wonderful way to help children experience and express emotions is through play. By teaching children about emotions, helping them learn the names for the feelings and giving them an outlet for their expression has provided opportunities for children to develop social skills, express and cope with feelings, exercise control over their surroundings, and experiment with decision making.



Dramatic play in home corner has added benefit of allowing children to experiment with and understand social roles. Through these playful interactions they are beginning to learn to interpret others' perspectives, to regulate their responses and interactions.



What strategies did I use to foster skill building with the children?

- Taking some time to talk about feelings, including my own, every day. Spend time reflecting on what happened during the day and how it made me feel. Eg "This morning I got stuck in traffic on the way to work which made me frustrated."
- Teaching children how to ask for help. This has helped children learn that it's okay to ask for help.
- Identify feelings by using characters from books and visual cards and act out the emotions. .



How could you help at home?

- Provide a variety of social experiences. The park provides an opportunity to practice meeting new friends, initiating play, or joining play already in motion. A playdate at home provides an opportunity for bonding, dramatic play, and learning games with rules.
- Model problem-solving techniques (like turn-taking) and allow your child to prac-

Reconciliation Action Plan

We are excited to say our Reconciliation Action Plan has been approved for a third year. Our RAP committee are working hard on continuing to support the team to embed our actions into our children's learning and our learning environment through planned experiences, daily acknowledgement of country, learning displays, conversations and actions that support the Aboriginal and Torres Strait Islanders Peoples culture and history.

Physical skills development

Sporting Activities that can help your child develop their strength and stability?

Your 'core' is made up of the bones, joints and muscles of your trunk (eg: the ribs, the spine, the abdominals, the back muscles), your pelvic bones and the muscles in the pelvis, as well as the muscles involved in breathing. Your child's 'core', if it is strong and stable, provides it with a stable base from which he or she can move their arms and legs from. Which means, that if your child has a strong and stable core, they have more change of using their arms and legs with more coordination and more strength.

How strong your child's core is and how well they can hold their core stable will play a part in how well they can perform everyday activities such as walking, running, getting up and down off the floor, and ball skills. Your child's core strength and stability also play a part in how well your child can sit up straight, can sit still in the classroom, and even in how coordinated they are.

Certain sporting activities can help your child to improve their core strength and stability. Here are a few of our favourites: Swimming, Gymnastics, Dancing, Martial Arts, Horse riding.

Give one of these sports a try if you would like to improve your child's core strength and stability. The best sport for your child will be the sport that they enjoy doing – because if they enjoy it, they will practice it, which is what allows them to improve their core strength and stability. If you are concerned about your child's core strength and stability, or you think that their core strength or stability is impacting on their development, it will be beneficial to seek out an assessment from a physiotherapist or occupational therapist experienced with children.



HEALTH AND SAFETY Never leave kids in cars

The never leave kids in cars campaign prompts parents to take their kids with them whenever they get out of the car, just as they do with heir everyday valuables, to avoid potentially tragic consequences.

WHAT ARE THE RISKS?

On a typical Australian summer day, the temperature inside a parked car can be 20 degrees C to 30 degrees C hotter than the outside temperature. The temperature inside a car can reach dangerous levels quickly; 75% of the temperature rise occurs within the first 5 minutes of closing and leaving the car. Large cars heat up just as fast as smaller ones. Leaving the windows down slightly has little effect on the inside car temperature. Tests conducted by RACQ have shown that when car windows are left open by 10cm, the inside temperature is only 5 degrees C cooler than with the windows closed. Young children are more sensitive to heat than older children or adults as their body temperature can rise 3 to 5 times faster. This puts them at greater risk of heatstroke and other health risks as their body temperature reaches dangerous levels much soon.

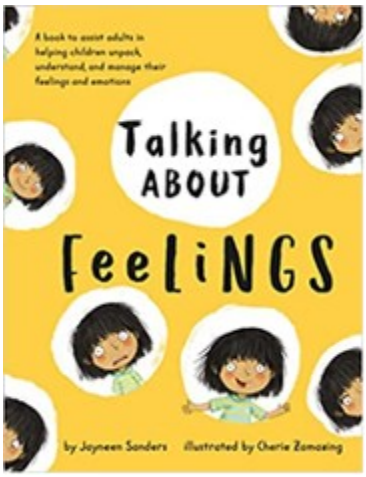
HOT CARS SAFETY TIPS:

If you have to leave the car, even to run a quick errand - take the children with you - Never use the car as a substitute 'babysitter' - Never leave children in a car without adult supervision for any length of time, not even a minute! - Lock cars and secure keys when at home to prevent children playing inside the car - Make 'look before you leave' a routine whenever you get out of the car.

Book of the month!

This book encourages children to understand and manage their changing feelings and emotions, and to talk confidently about how they are feeling. Providing children with the skills and the words to express their feelings is key to helping them move forward in a positive manner.

Talking About Feelings is the perfect book for parents, caregivers and educators to help children unpack challenging emotions in an interactive and engaging way.



Centre Events

March

Tuesday 1st – Pancake Day

Thursday 3rd - World Wild-life Day



Friday 4th – Schools Clean Up Day

Tuesday 8th – International Woman's Day

Thursday 17th – St Patricks Day

Thursday 17th - Close the gap

Friday 18th - Holi festival

Sunday 20th – International Day of Happiness

Monday 21st – National Playgroup Week

Monday 21st - Harmony day

Tuesday 22nd – World Water Day

April

Saturday 2nd – Autism Awareness Day

Saturday 2nd – Ramadan starts

Wednesday 6th – Nature Play Week



Thursday 7th – World Health Day

Friday 15th – Good Friday

Sunday 17th – Easter Sunday

Monday 18th – Easter Monday

Thursday 21st – World Creativity and Innovation Day

Friday 22nd – Earth Day

Saturday 23rd – World Book Day

Monday 25th – Anzac Day

Policy review

March
Grievance
Educator & Management
Sun Protection and Clothing



April
Excursion
Toileting
Aids / HIV

<u>Ways that you can provide feedback are:</u>

- ◊ In person, or over the phone
- ◊ As a reply to an email
- ◊ On Storypark

Sustainability

JUNIOR LANDCARE

With over 35 environmental sustainability activities in the Junior Landcare Learning Centre, there is a lot to keep children busy. Every learning activity runs for 30 minutes with step-by-step instructions, a short story and a fun 'did you know?' section, plus lots of useful links and resources for more information.

Junior Landcare program manager Jo Stentiford says that "parents and carers who may not know a lot about food production, biodiversity, waste management and recycling or Indigenous perspective – the Junior Landcare Learning Centre will help you get started so you can also learn with your kids and share the experience."

Get started by watching Junior Landcare Ambassador Costa Georgiadis and the Junior Landcare team in action. From creating food gardens to getting the buzz on bees and other beneficial insects. What activity will you do these school holidays? plant a food garden, create a worm farm or frog garden, start your own compost, get a buzz on bees

Visit Junior Landcare or Junior Landcare Learning Centre, for more information.



Healthy Habits



Recipe

Yoghurt Raspberry Loaf

Ingredients (serves 10-12)



- 1 cup frozen raspberries
- ½ cup brown sugar
- 2 eggs, lightly beaten
- 1 cup 99% fat free Vanilla Yoghurt
- 1 ¾ cups self raising flour
- 1/3 cup almond meal (This ingredient can be omitted for a nut free version – no substitute required)

Method

1. Pre-heat oven to 180°C.
2. Spray a loaf pan with oil spray. Line base and two long sides with baking paper, allowing overhang.
3. Sift flour and combine all other ingredients in a large bowl.
4. Spoon into prepared pan and smooth surface.
5. Bake for approximately 50 min or until a toothpick or skewer inserted into the centre, comes out clean.
6. Turn out on wire rack and serve warm or chilled.

Tip

- Spoon mixture into a 12 cup muffin tin and bake for 15-20 mins for muffin recipe
- Substitute raspberries for blueberries/ forest fruits mix