Little Ducks Childcare

Birkdale Newsletter

May/ June 2022

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From your Centre Manager

Hi there! Can you believe that we are almost half way through our year already! As you know over the past few months we have been working on embedding the abecedarian approach into the service which focusses on increasing language for children. You can find some more information on this on Page 2 of this newsletter. A part of this journey and focus has partnered with National Quality Area 1 and how this is evident in the documentation and curriculum for children. As a service we have unpacked the elements and discovered our strengths and where we are successful in achieving these desired outcomes. Some areas we have identified as strengths are around our abilities to include children's individual culture and interests, the implementation of inclusion for all and building on enriched caregiving routines through care, connection and then providing content.

Some other exciting learning opportunities that have been occurring is our morning transition for children as they acknowledge Quandamooka country, share in some singing of indigenous and popular children's songs and transition into their individual room environments as native animals, selected by the children themselves.

I will be heading off on maternity leave at the end of June to welcome our baby boy and will be returning in February next year. Thank you all for your kind words over the past few months. It has been so lovely to be able to chat to you all everyday and I will miss you all until I return.

Family feedback is of importance and value to us, so if there is a project that you could contribute to or knowledge you have to share, please contact myself or your room educators to arrange a time where we can invite you into the centre.



Until next time,

Happy reading and I hope you gain something from our information.

Education Information

Last month, all educators across the company were trained in the Abecedarian Approach Australia. The Abecedarian Approach Australia theory is commonly referred to as 3a.

3a, the Abecedarian Approach Australia, is a set of evidence-based teaching and learning strategies that have been proven to maximise children's learning outcomes by enriching and enhancing educator practice.

The approach consists of only four elements, each which specifically promote intentional and meaningful adult-child interactions, and there are some great parent resources available that will help you be able to continue these high quality interactions in the home environment:

Language Priority: a commitment to make every experience an opportunity for talking, listening, and learning language
https://education.unimelb.edu.au/__data/assets/pdf_file/0010/3545335/3A-Language-Priority-Booklet.pdf

Learning Games: 200 experiences or games played between an adult and one or two children
https://education.unimelb.edu.au/__data/assets/pdf_file/0007/3545332/3A-LearningGames-Booklet.pdf

Conversational Reading: individual and pair reading that emphasises back and forth communication
https://education.unimelb.edu.au/__data/assets/pdf_file/0006/3545331/3A-Conversational-Reading-Booklet.pdf

Enriched Caregiving: intentionally adding educational content to the daily, repeated routines of care
https://education.unimelb.edu.au/__data/assets/pdf_file/0005/3545330/3A-Enriched-Care-Booklet.pdf



3*a* Family Booklets are aimed at parents, carers and families and provide an easy to understand introduction to using 3*a* strategies.

Educator Spotlight



Educator Spotlight

Our spotlight is on Miss Amber this edition. Miss Amber joined our Little Ducks Birkdale family last year as a casual educator. Since joining us Amber has completed her studies in her diploma of early childhood education and is currently aiding in the implementation of our schoolies program, whilst maintaining her casual role. Amber has a passion for creating connections with children and has become a valued team member.

Recommended readings / Blogs

Janet Lansbury
Unruffled Podcast

"Unruffled is the podcast I wish I had had when my kids were toddlers. Janet Lansbury is a parenting expert and the author of two books on babies and toddlers, and her soothing, reassuring advice makes you feel as if you really can be a calm, confident parent even in the face of toddler meltdowns and defiance.

Lansbury's approach focuses on respect for the child and acceptance of her emotions and development, but allows for firm parental limits as needed (for example, when a toddler is a hitter, Lansbury explains how to respectfully set a limit on this behaviour). Unruffled offers extremely practical and specific advice for common parenting situations."

Nursery learning







Within the Nursery we have been building and developing our problem-solving skills which is also known as cognitive skills. Children between the ages of 0-18 months learn to focus their vision, reach out, explore and learn about the things that are around them. Cognitive or brain development underpins the learning processes of memory, language, thinking and reasoning. To build the children's problem-solving skills we have been setting up our Nursery environments to allow the children to freely explore their own chance to problem solve and experiment with cause and effect, but also creating environments that allow interactions between educators and children to work together to solve the problem. We have implemented boxes around the room which have cut outs and hidden toys inside for the children to use their thinking skills and work out how to find the toys inside or retrieve them through the holes in the box. We engage in small group times with picture books that have moveable pages, slots or lift a flap. This encourages the children to use their thinking, language and eventually memory as they learn to lift the flaps or move the pages or slots to discover hidden imagery. Experience's that you can do at home to continue your children's learning are encouraging your child to feel different textures, provide experiences for your child to look at a variety of colours, shapes and objects, talk about your child's world, sing to your children and play music or read to your child daily.

Senior Nursery learning







Yura! Did you know that the Australian Early Development Census is a nationwide data collection of early childhood development at the time children commence their first year of full-time school. This data is then assessed and areas of strengths and vulnerabilities are identified. Using this data there has been a vulnerability in physical development for children. This is where our move and groove program has become a part of our curriculum and focusses on the 12 fundamental movement skills children need to develop. Introducing Fundamental Movement Skills early through play and exploration makes it more likely that children will engage in physical activity throughout their lives. In Senior Nursery we have been focusing on increasing the children's balancing skills and abilities through a variety of mediums. We have observed the children showing interest in physical exploration and seized this opportunity to bring new challenging equipment into our environments such as balancing planks, bringing out the ninja line and the spinney chairs for our children to explore, challenge themselves and continue strengthening these important gross motor and balancing skills. These sorts of activities are not only fun and promote learning through play for our Senior Nursery friends, but through this, it allows children to learn how to control and manage their body. These controlled movements require concentration and critical thinking. During this moment children are given the opportunity to develop a deeper awareness of their body, how it moves, reacts and how they can control it.



Toddler learning



The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. Social development is the process through which children learn to build relationships. It involves learning the values, knowledge, and skills necessary to understand how to get along with others. In their relentless drive to explore the world, toddlers gradually acquire social skills that enable them to get on successfully with other people. Many of these skills are acquired through observation and imitation of the adults closest to them. Positive social and emotional development is important. This development influences a child's self-confidence, empathy, the ability to develop meaningful and lasting friendships and partnerships, and a sense of importance and value to those around him/her. To aide the Toddler's in building confidence in social settings we have been engaging in small group experiences that are of interest to the children in our room. Some of these experiences include small group games such as duck duck goose, red light/green light and parachute games, dancing in pairs, small group transitions and lots of collaborative role play in home corner. Throughout these games the children have developed the skills of initiating themselves into play scenarios, co-operation with one another, increased language, connection and bonding with educators and children and understanding simple direction.



Junior Kindy learning



Self- help skills are an important part of development for children as they learn independence and autonomy. In Junior Kindy we have already started our journey of building upon our foundations of self-help skills during meal, sleep and toileting times as the children serve themselves their meals, wash their hands, dress and undress and begin making their own beds and deciding where to sleep each day. This enables a sense of ownership over their decisions and aids them in the skills they will need for life later on. The Abecedarian approach of enriched caregiving underpins these times of our day and aids in language for children. Enriched caregiving consists of the 3C'S: Care (routine), Connect (showing emotion) and Content (adding learning). Some discussion topics we have been using in Junior Kindy that you too can implement in the home environment are:

Mealtimes

• Colours of food, Size of sandwich, shape of fruit, Cutting fruit – whole/half, smaller/bigger, Process of routine. E.g. first we… then we …

Sleep/Rest Time

• Counting socks/shoes as taking off/ putting on, Make up songs along the way, e.g. This is the way we make our bed…

Toileting

• Colour of clothes/ name clothes (pants, socks, skirt etc)





Kindergarten learning

Our kindergarten learning journey is always about how we can best prepare the children for their transition to the school environment. Our focus over the last few months has been around encouraging children's working memory and recall skills. Working memory plays an important role in concentration and in following instructions. Retaining and recalling information involves the following skills;

- Being able to focus, concentrate and maintain attention
- Paying attention to detail
- Identifying what's important, and
- Being able to make and recall relevant information from memory.

Memory is affected by feeling and emotion and therefore the experiences and learning opportunities that are created for kindergarten are solely based around the children's interests, are fun and exciting and involve social interaction with others. Some such experiences include games like doggy, doggy, what can you do Punchinello, repeat and add sequence games, what's the time Mr. wolf, duck duck goose and revisiting past projects and learning.

Our weekly science incursion has taught us many new words, skills and learnings about our body parts and how they function. After our visit, we recalled our learning over the course of the next few days and tapped into our memories and emotion from the experience to share our knowledge of body parts. This enabled the children to activate the right sides of their brains and build on their memory. We learnt that our lungs are for breathing, our heart pumps blood through our bodies, our stomachs and intestines process food and our immune system keeps germs away. This then led into how we can stay hygienic and avoid germs. The children learnt effective hand washing techniques, cough etiquette, individual servings of food, not sharing water bottles, brushing our teeth and washing our clothes.







Reconciliation Action Plan

Our rap action in focus is 'recognizing national reconciliation week'. National Reconciliation Week is a time for all Australians to learn about our shared histories, cultures and achievements and to explore how each of us can join the national reconciliation effort and is held annually between the 27th of May and 3rd of June. Recently we have been learning about the five dimensions of reconciliation: historical acceptance; race relations; equality and equity; institutional integrity and unity. These five dimensions do not exist in isolation, but are interrelated. Race relations is our working project as we invite local indigenous and non-indigenous Peoples into the service to witness our morning transition routine and acknowledgement of Quandamooka country.

Physical skills development

Chalk Obstacle Course

You will need chalk and a safe cement space (driveway, path).

Make a **start point** and work your way around your driveway (or wherever you are making the obstacle course) by drawing different activities. Include many different tasks such as *dancing, jumping, hopping, turning around, jumping on 1 foot, clapping, going backwards,* etc. You could even include rocks or other objects and create a task around it. It's a good idea to squeeze in some "break" activities such as *make a wish, give high five to the sky, say your name, empty your pockets, etc.* It makes the obstacle course more fun.

Source: playtivities.com/sidewalk-obstacle-course/

Health & Safety

Poisoning

In 2014/15, four Australian children aged 0-14 years died due to poisoning.

MOST ACCIDENTAL POISONINGS OCCUR IN CHILDREN UNDER FIVE YEARS OF AGE, WITH TODDLERS AT THE GREATEST RISK.

Why children are at risk Most accidental poisonings occur in children under greatest risk. As young children begin to develop skills, like walking and climbing, potentially poisonous products become easier for them to reach. Young children love to explore the world around them and part of this is often putting anything they can get into their mouths. At these ages they are curious, however can't always judge the hazards and are unable to read or understand warnings. They also like to imitate what others do, which can include behaviours like taking medications. Common causes – how and when The majority of hospitalisations due to poisoning in children are from pharmaceuticals. This can include prescription medications, over the counter medications and herbal or traditional products. One of the most common products involved in childhood poisoning is paracetamol, a common painkiller found in most households. Other common causes can include cleaning products, gardening products and plants. Child poisoning can occur at any time, however extra care should be taken during times where these products may be more accessible. For example, medicine may be more accessible when someone is sick or when grandparents who take medicine regularly are visiting, and cleaning products may be more accessible while they are being used.

THE MAJORITY OF CHILD HOSPITALISATIONS DUE TO POISONING ARE FROM PHARMACEUTICALS.

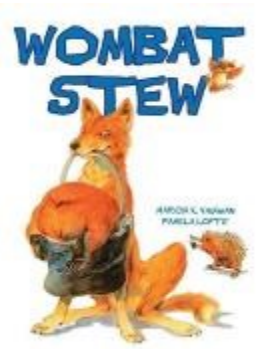


Book of the month!

This month we wanted to choose a great classic Australian book that our Little Ducks love, so we put it out to our teams for a vote.

The winner was … Wombat Stew.

One day, on the banks of a billabong, a very clever dingo caught a wombat... and decided to make...
Wombat stew,
Wombat stew,
Gooey, brewy,
Yummy, chewy,
Wombat stew!



One day, on the banks of a billabong, a very clever dingo caught a wombat and decided to make a gooey, brewy, yummy, chewy wombat stew! In this classic Australian picture book, a dingo catches a wombat and wants to cook him in a stew. But the other bush animals have a plan to save their friend. They trick the dingo into using mud, feathers, flies, bugs and gumnuts in his stew, and the result is something the dingo will never forget!

About the Author

Marcia Vaughan was born in the USA but lived in New Zealand's Cook Islands for a year before coming to Australia, where she worked as a school librarian. It was here that she began writing and being published. She wrote more than 85 well reviewed books, including fun activity and recipe books, and many in reader series such as Jellybean Readers, Celebrate Reading, Voyager and Literacy Links.

Centre Events

May



Sunday 8th – Mother's Day

Sunday 15th – 21st –

National Families Week



Wednesday 25th – National Simultaneous Storytime

Thursday 26th – National Sorry Day

Friday 27th – 3rd June – Reconciliation Week



Friday 27th – Australia's Biggest Morning Tea

Monday 30th – National Reconciliation Day

June

Thursday 2nd – Mabo Day

Sunday 5th –

World Environment

Day



Wednesday 8th – World Ocean Day

Tuesday 21st – International Day of Yoga

Policy review

May

Incident, Injury, Trauma and Illness
Handwashing
Immunisation
Infectious disease



June

Emergency Lockdown
Emergency and Evacuation

Ways that you can provide feedback are:

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

Sustainability



How to Compost with Kids Children will get more from the experience if they have their own compost container. A garbage can or plastic bin that is at least 3 feet (1 m.) tall and 3 feet (1 m.) wide is large enough to make compost. Drill 20 to 30 large holes in the lid and in the bottom and sides of the container to allow air in and let excess water drain through. A good compost recipe includes three types of ingredients: Dead plant material from the garden, including dry leaves, twigs, and sticks. Household waste, including vegetable scraps, shredded newspaper, tea bags, coffee grounds, eggshells, etc. Don't use meat, fat, or dairy products or pet waste. A layer of soil adds earthworms and microorganisms that are necessary to break down the other materials. Add water now and then, and stir the container weekly with a shovel or large stick. Compost can be heavy, so little ones may need help with this.

Read more at Gardening Know How: Composting Ideas For Children: How To Compost With Kids

https://www.gardeningknowhow.com/special/children/composting-ideas-for-kids.htm

Healthy Habits

Building a healthy and balanced diet



Eating a variety of foods keeps our meals interesting and flavorful. It's also the key to a healthy and balanced diet because each food has a unique mix of nutrients—both mac-ronutrients (carbohydrate, protein, and fat) and micronutrients (vitamins and minerals). The Kid's Healthy Eating Plate provides a blueprint to help us make the best eating choices.

Along with filling half of our plate with colourful vegetables and fruits (and choosing them as snacks), split the other half between whole grains and healthy protein.

Recipe

BANANA BLUEBERRY CINNAMON CRUNCH COOKIES



1 cup (160 grams) **mashed bananas** (approx. 3 bananas)

2 cups (240 grams) **almond meal** (ground almonds)

1/3 cup (80 ml) **pure maple syrup**

1 teaspoon **vanilla bean paste** (or extract)

pinch of **salt**

3/4 cup (75 grams) **blueberries** (fresh or frozen)

1 teaspoon **cinnamon**

METHOD:

Preheat oven to 180 degrees Celsius. Line a cookie tray with baking paper and set aside.

Place the mashed bananas, almond meal, maple syrup, vanilla, cinnamon and salt into a large bowl and mix thoroughly to combine.

Gently fold through the blueberries.

Take heaped tablespoons of the mixture and shape into cookies. Arrange cookies on prepared tray and flatten slightly.

In a small bowl, place the cinnamon and sugar and mix to combine.

Sprinkle the top of each cookie with a little cinnamon sugar.

Bake for 14-16 minutes or until golden. Allow the cookies to cool completely on the tray. Enjoy x