

Rose Park Community Childcare

Newsletter

Term 4 2019

Critical Reflection

As most of you would be aware, as a long day care centre in Australia, we are working with the National Quality Framework (NQF) to help our Centre to meet and exceeds standards in quality care. One of the main aspects in reaching the exceeding rating in the 'rating and assessment process', is **critical reflection**.

Critical reflection encourages educators to engage in analytical and diagnostic thinking to honestly and critically reflect in detail on all aspects of the program, their professional practice, and children's learning and development. Educators work in partnership with families in collecting information and planning for each child's learning and development and seek to keep families informed about the program and their child's progress. Children's views and opinions also inform this process. (Quote from the NQF)

This is one area that, we as a team have been working on this year. Kylie, as educational leader, has encouraged us all to not be afraid of 'robust discussions' (our new catchphrase). The team is being encouraged to reflect on themselves and others, not with a negative view, but as a path to quality improvement, the whole crux of the NQF.

Critical reflection, as stated earlier, not only asks the educators to look at all aspects of their day but strives to hear the voices of all stakeholders. You and your children are extremely important in this process. We need to hear from you. We need your feedback, your input, your views. To make well rounded decisions, we need to know what you think. We may not always agree, or even more so, we may be challenged to change ourselves and our own views. So, when asked for feedback or to fill out a survey, etc, pause and think about how you could contribute to our continued quality improvement.

Along with the Centre philosophy, theorists and relevant research, children's voices also need to be heard in this process. You may think, they are only small, and that they may not have much to say. WRONG! Your children are the reason we are here. They have so much to teach us. When they are little, you may think that they can't talk, so they can't really contribute. Children have so many voices. There is an amazing poem written by Loris Malaguzzi, that talks about the '100 Languages of Children'. I have placed it on the next couple of pages by itself in case you would like to print it out and place it in a prominent place to remind you of all the ways that your children talk to you.

Here's to another year of critical reflection and all that it entails.

THE HUNDRED LANGUAGES OF CHILDREN

No way.

The hundred is there.

The child is made of one hundred.

The child has a hundred languages

a hundred hands

a hundred thoughts

a hundred ways of thinking

of playing, of speaking.

a hundred, always a hundred

ways of listening

of marveling, of loving

a hundred joys

for singing and understanding

a hundred worlds to discover

a hundred worlds to invent

a hundred worlds to dream.

The child has a hundred languages

(and a hundred hundred hundred more)

but they steal ninety-nine.

The school and the culture

separate the head from the body.

They tell the child to think without hands

to do without head

to listen and not to speak

to understand without joy

to love and to marvel

only at Easter and Christmas.

They tell the child

to discover the world already there

and of the hundred

they steal ninety-nine.

They tell the child that work and play

reality and fantasy

science and imagination

sky and earth

reason and dream

are things

that do not belong together.

And thus they tell the child

that the hundred is not there.

The child says

“No way- The hundred is there.”

Loris Malaguzzi

(translated by Lella Gandini)

Christmas Closure



This year we will be closing at 1:00pm on December 24th. Your children will have lunch on that day, but we will not be putting any of the children to sleep (except babies who may sleep mid-morning). We ask that you be prompt with pick up that day, so that we can get home to our families. We will reopen on Thursday 2nd January 2020 at 7:30am. If you are going to be away leading up to Christmas or anytime in January, please let the office know as soon as possible.

Kindy in 2020

Families using Rose Park Pre-School in 2020 and who require us to do drop offs and pickups, please let us know as soon as possible. We require additional paperwork to be completed.

Change of care

If your childcare needs are changing due to children starting kindy, school or you work commitments, please let Sarah or Lisa know asap. It is a busy time of year with changes and we would like to offer care to new families as well as accommodate our current families.



The centre Christmas and end of year celebration will be on Saturday 30th November. We have managed to avoid both the Norwood and Adelaide pageants. More details will be out soon!

Name Change

As you would know, the change of name was accepted by members at the AGM. Whilst we have changed our title around the Centre, there is quite a process to changing our name officially. Currently the name change is with Consumer and Business Services. After that we will need to contact the Education Department to get things changed through Centrelink. At this stage, when you contact Centrelink, you will still need to mention Adelaide Eastern Community Childcare Centre until we have gone through all of the processes.

AGM & Board 2019-2020

Thank you to all the families that came early for the 50th Birthday Celebration to attend the AGM.

The Board for the 2019-2020 year are as follows:

Josh Peak	Chairperson
Nick Thwaites	Deputy Chairperson
Paul Santinon	Treasurer
Emily Lee	Secretary
Jason Holmes	Ordinary Member
Daisy Miller	Ordinary Member
John Purl	Ordinary Member

Parent/Educator interviews

On Tuesday 26th November, educators will have 15-minute time slots available for you to discuss your child's development. More information will be forwarded to you shortly and a signup sheet will be in each room soon.



Name:

Em

Role at RPCC:

Team Leader Babies Room

Who Lives at your House:

2 testing teenagers, a hardworking and lovable husband and a feisty dog, Archie.

Favourite TV Show/Movie:

If only there was something good to watch on TV!

Favourite Artist/Band:

I enjoy all types of music – Les Miserables to Tone and I, Flume, Hermitude, Triple J....

Likes:

Being down at Aldinga with the family

Dislikes:

Narrow minded people

Favourite Part of My Job:

The rewarding cuddles throughout the day. Children showing empathy towards one another

If I won a Million Dollars:

I'd provide for my family first, donate to charities of my choosing and travel Australia



Name:

Jess

Role at RPCC:

Educate in the Babies Room

Who Lives at your House:

My dogs Ava, Mia and me

Favourite TV Show/Movie:

One Tree Hill, Outlander, The Greatest Showman

Favourite Music:

Ed Sheeran, Lewis Capaldi, Sia, Adele

Likes:

Board games, beach walks with my dogs, '(craft)ernoons', loyalty and acceptance

Dislikes:

Olives, anchovy and ignorance

Favourite Part of My Job:

Watching the children grow and develop their independence and discover who they are as their personalities emerge. Receiving their smiles, waves and hugs fills my heart and being someone they can connect with and feel safe is important to me.

If I won a Million Dollars:

Donate money to charities close to my heart, Bravehearts and Compassion (to name a couple). Put a deposit down on a house of my own and then travel the world

News from the rooms.....

Babies

We continue to embrace and enjoy being part of the under 2's team. Working in a collaborative partnership with Kylie, Ama and Sylvia has been rewarding and beneficial for both educators and children. Being included with daily routines, inclusive provocations and importantly for babies – building attachments and extending their circle of security. We have focused over the last several months on attachments and physical abilities and milestones. This has been embedded into our monthly program and it's constantly evolving as we notice children's interest and extend on this.

Being around the toddlers we've witnessed so many caring moments. Children displaying empathy by giving babies their dummies/transitional objects, helping feed them a bottle or giving them a cuddle. This is Lev Vygotsky's theory MKO (More Knowledgeable Others). What a child can't do on their own but can do with the help or guidance of someone else. We see this reflected in everyday interactions – this melts our hearts and teaches children about empathy. Embedded in our everyday practice and routine is taking care and showing respect for our environment – whether it's sweeping the yard, watering the plants and veggie patch or collecting scraps for 'the girls'.



Educating through role modelling, the language we use or the books we read about the importance of being water wise. We encourage children to water the plants before they play with water. We are also mindful of how long they have the taps on for.

All these wonderful moments are captured or documented in the day book or their individual journals. (We welcome any written feedback 😊).

Reminders-

Please bring in a labelled wide brimmed hat for summer – thank you to those who have. If you'd like to bring in a drink bottle that your child can use throughout the day, it can be left with us and washed regularly. Some parents have mentioned bringing in a long sleeve "rashie" material top for summer as we will be playing with water (saves on washing). Feel free to if that works for you. Em and Jess



Toddlers

The toddlers have been busy learners, discovering their world and environment through play.

Educators have particularly noticed the evolution of empathetic behaviours amongst the children. We watch moments of conflict resolve without adult interference, giving the children a moment to practise their self-help skills or turn taking behaviours modelled by educators in daily practice. Educators see children comforting children with transitional objects (comforters) brought to them or a cuddle in times of high emotion. Even if it isn't always reciprocated, empathy, kindness, and respect of others is evident. Children learn how to interact with others and seek comfort from one another as they show emotional maturity. The toddler room philosophy encompasses compassion, kindness, empathy and respect of all living things, to see this in action every day is heart-warming after all "the purpose of human life is to serve and to show compassion and the will to help others" Albert Schweitzer – philosopher. To model kindness to others, we believe, is the best start to life. Treating people with respect and care. Educators acknowledge that being a compassionate child leads to becoming a compassionate adult and social citizen. Displaying and learning these personal qualities is not only part of the Early Years Learning Framework but an embedded practice in the under two rooms. Respect of living things- how do we model this at care? The children are active

participants in the respect and care of our plants, "the girls", pond maintenance and all aspects of looking after our play space and each other. Together educators and



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children water the plants daily which is now initiated by the children. Recently we have been reading books about the care

of living things and what this means, as well as focusing on environmental responsibility through resources and books based on water conservation "Waterwise" and waste.

Educators are mindful of the language we use with the children daily, ensuring our discussions reflect our nature pedagogy, as we incorporate all elements of the natural environment and community to guide the emergent curriculum.

Recently the under 2 rooms participated in the Aussie Backyard Bird count for Birdlife – counting and recording the number and species that fly overhead or frequent our yard. Our participation in this national event helps birdlife determine the environmental conditions and changes within our area. The children find great joy watching the birds fly overhead. The registration of the under 2 rooms was used

as an intentional teaching strategy to scaffold child led interests,



with the added bonus of environmental contribution to statistical research.

Thinking about practice educators and children celebrated children's week (see Facebook post on Rose Park Community childcare Facebook site) which explores article 24 of the UN Convention of the rights of the child – a child's right to a healthy lifestyle. Whilst the toddler room program incorporates embedded elements of physical activity, mindfulness, healthy eating and provocation based on hygiene and development, it was a great opportunity to

reinforce current practices. The children were especially engaged with Yoga as were the educators! Educators discussed the benefits of incorporating yoga into the children's day for bonding, strength, mindfulness and regulation. Educators are eager to see how our yoga with the children evolves.

Upcoming events; I have registered RPCC to be a part of Outdoor Classroom day on Thursday November 7th. The centre will be engineering their own birdfeeders as a follow on to the birdlife experience. We can't wait to see the children's creations on this day.

As always feedback regarding the toddler and baby rooms program and practice is always welcomed. A quick email or note is valued and appreciated as we use this as part of Quality Area 6 of the National Quality Standards - collaborative partnerships with families and communities.

Thank you for your ongoing support Kylie, Ama and Sylvia.

Wallabies

Our yard is finished, and the Wallabies have been really enjoying exploring their new outdoor environment. The children have been enjoying being able to engage and play with the older children whilst also learning from them.

The children have been exploring S.T.E.A.M. (science, technology, engineering, art and maths) and developing their understandings of concepts such as cause and effect, volume/ capacity and how fluids, solids and gas' occur. While observing and problem solving through the experimental play the children are verbally communicating to their peers and educators and sharing their ideas and thoughts. The children are developing their scientific and mathematical language, while using their new-found vocabulary to communicate to others.



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The children have been enjoying water play. They transfer the water and often water the plants, they will also observe how and what they can mix or change (colour mixing with food colouring,

water disappearing as you water the plants). Now the Weather is getting warmer we ask if you could start to put a swim nappy and their bathers in their bag. We will give the children the option to wear them when playing with water.

We would also like to welcome Chelsea back to the Wallaby team. The Wallaby program is now displayed in the blue A3 book next to the daybook. Please have a look when you have time.

Thanks Sarah, Vic, Tracey and Chelsea

Kangaroos

Hi families!

The end of the year is fast approaching, and with it so many opportunities to explore the festivals of the different cultural groups that we share our planet with. We've already looked at Diwali, the Indian Festival of Lights, and Halloween, which began in the UK and has been growing in popularity around the world. Festivals like these are a great way to learn about ourselves and others, to examine values, to share stories, and to realise that there are so many different ways of Being! What festivals and holidays do you celebrate in your family? Please let us know, and feel free to share them with us!



Many Kangaroos are now preparing to start kindy, or to head off to "big school", which always invites conversations around "school readiness". This often-misunderstood concept can cause a lot of worry for parents, children, and educators alike, as the worry of "does this child know enough?" begins to creep in. We believe that "School Readiness" is not how many letters your child knows, or how high they can count. Instead, consider your child's social skills and dispositions for learning: Do they have a Growth Mindset? Are they curious, persistent, and confident?

Are they kind and respectful? Do they ask questions and search for answers? A child who possesses these skills is ready for new challenges, to learn to read and write, but more importantly to understand, create, and problem solve. If you find yourself apprehensive about your child's upcoming transition, please come and speak to us; we will be able to help put your mind at ease.

Thanks so much to the families this term who have provided feedback on our program, either verbally, by email, or by writing in the day book. We love hearing your thoughts and ideas and finding new ways to incorporate family voices into our program. Thank you also to the families who have donate loose parts, craft supplies, paper, and other resources—our budding artists and engineers always find so much to learn from your unwanted resources!

We are looking forward to working with you all throughout the coming term. Please make sure that you check out our day book, programming book, and your child's individual learning folder to stay up to date on our learning journey. Keep an eye on your email inbox for other messages about your child's learning—and don't forget to add out new email address

(kangaroos@roseparkcc.org.au) to your contacts to makes sure you don't miss out!

As this is our last newsletter for the year:

