

calendar

Maximising opportunities for learning 1.1

Effective indoor and outdoor spaces for children 3.2

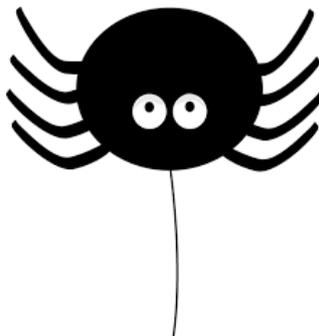
Supporting children to become environmentally responsible

3.2

Maintaining respectful relationships with children 5.1

Dignity and rights of children 5.1

Ideas for Halloween





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Kids disco 1st October from 1.30 – 4.30 at 33 Beaumont Ave, North Richmond

Ninja Warrior Spring Vacation Care 2nd October from 8.00 – 12.00 Camperdown Tennis,
Camperdown

Free Brazilian Jiu-Jitsu and Muay Thai Workshops for Kids 5th October from 9-2 at Training
Grounds, 382 Pacific Highway, Crows Nest

Take the Stage – Holiday Program 9th October from 9.30 am at West Pymble Public School,
West Pymble

Free family fun day 12th October from 10-4 at State Library of NSW, Corner of Macquarie
Street and Shakespeare Place

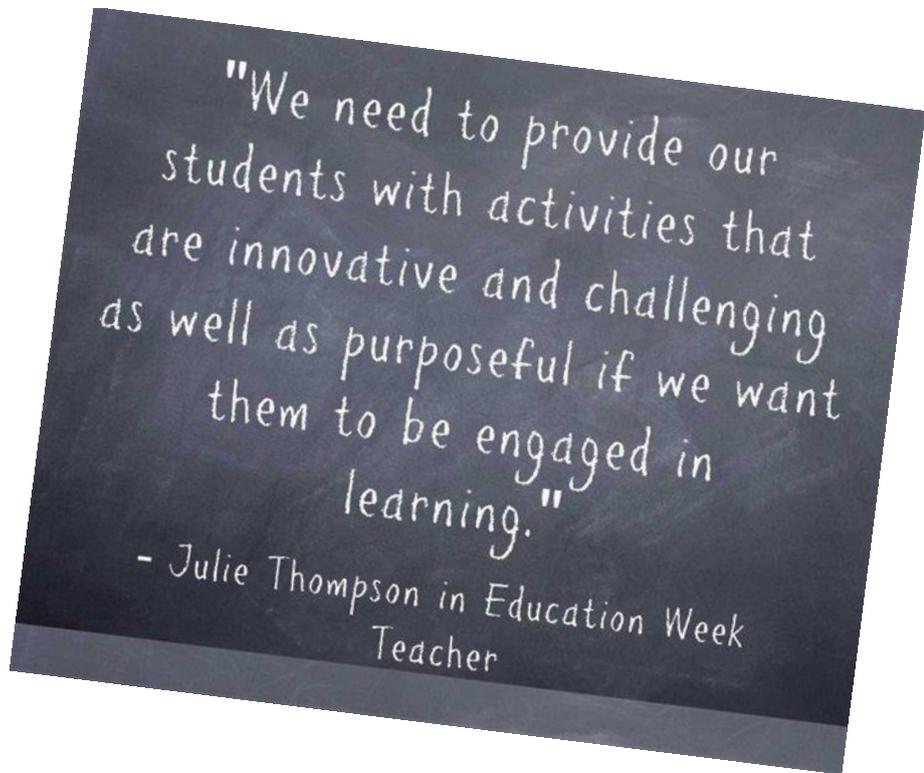
Money Basics for kids 19th October from 10.00 – 11.00 at North Sydney Community Centre,
North Sydney

Spring Fun & Thrills at Jamberoo Action Park until the *end of October* – **Jamberoo Action
Park**, 1215 Jamberoo Road, 1 hour south of Sydney; 10 mins from Kiama



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Maximising child involvement in learning



This month, our focus is to learn to be bit more innovative and creative during routines to maximise learning opportunities. Routines not only help children learn self-control, consistency and stability, but also provide valuable experiences for learning. As the quote above states, we can all strive to (either as parent or educator) by coming up with as many unusual ways that basically maximise learning opportunities.

ARRIVAL AND DEPARTURES -

- ❖ Make a habit of greeting each child individually for the purpose of offering the utmost respect and ensure that they feel appreciated and safe. A friendly warm welcome goes a long way!
- ❖ 'Catch up' for a brief amount of time about what they have done over the weekend or home break time after day-care.
- ❖ As you listen to the child talk, gauge their reaction. *Half asleep? Bursting with energy? Lively? Happy? Reluctant? Alone? With others? Excited?*
- ❖ Utilise a similar procedure for departure! Ensure children leave the day-care/ home feeling secured and excited!



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MOVING FROM ONE PLACE TO ANOTHER -

- ❖ Research indicate that shorter and fun activities are easier for the brain to recall and understand longer as compared to the more complicated activities.
 - ❖ Here are some creative ways to spark the transitioning process –
- ❖ Provide a three-minute warning prior to the transition to help brain separate the next activity from the current one.
 - ❖ Add some surprise and humour to the transition.
 - ❖ Ensure that the transition is physically active as it oxygenate the brain.
- ❖ Small motor transition games (e.g. finger play) build the memory centres of the brain.
 - ❖ Try using the developmental considerations below to come up with an activity!

| Developmental Considerations | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3-4 year olds ... <ul style="list-style-type: none">• Enjoy simple "pretend" and movement games• Respond quickly to familiar songs and rhymes• Have short attention spans and do best with brief transitions• Are building language skills by experimenting with silly sounds• Need short and specific directions• Understand picture cues better than verbal ones | 4-5 year olds ... <ul style="list-style-type: none">• Can listen to and follow three-part directions• Enjoy learning transition songs with many verses• Create imaginary playmates• Move from here to there with extra-large movements• Have a hard time staying in one spot for very long• Are developing socially to be able to share a transition with a partner | 5-6 year olds ... <ul style="list-style-type: none">• Are dependent on authority• Like to help and cooperate• Appreciate class rules and structure, and use these in transitions• Are responsive to approval• Use creative thinking and problem-solving• Enthusiastically participate in group singing and moving transitions• Use developing listening skills to follow complex transition games and directions |

Extracted from Hawker Brownlow Education



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EATING TIME!

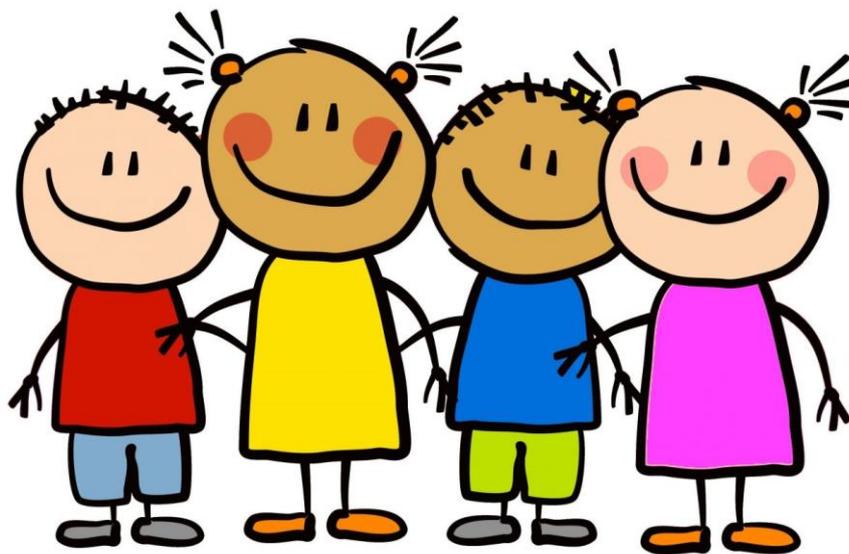
- ❖ Eat nutritious tasty food in a relaxed atmosphere!
 - ❖ Get children involved in –
 - Planning food
 - Preparing it
 - Serving it

(Preparing food involves a range of skills such as, planning, organisation, mathematics (measuring etc), following instructions, practising sound health, and safety procedures).

- ❖ Expose all children to other cultures and increase their appreciation of sound nutrition.
 - ❖ Try healthy eating games (via Pinterest)!

PACKING AWAY

- ❖ Use a timer.
- ❖ Have familiar, clearly identifiable places for belongings to go – books, toys, dress ups, art materials.
 - ❖ Model good packing away strategies.



PROVIDING A SAFE ENVIRONMENT INDOORS AND OUTDOORS

Questions to ask when setting up any environment:

- What and how do I expect children to engage with the resources that I have set up?
- How can I set up the environment to enhance a child's development and/or schema in a constructive way?
- When I place equipment and resources in certain areas, how do I expect children to engage in that space?



Have places for developmentally appropriate physical activities.

Have a change and variety

Include colour and decorations

Ensure a soft, responsive environments

Invest in flexible materials and equipment

Implement simple, complex and super complex units

Stimulate imagination

Supporting children to be environmentally responsible.

NQS Element 3.2.3 – The service cares for the environment and supports children to become environmentally responsible.



According to United Nations Conventions on the Rights of the Child (Article 29) –

- education should prepare children to live responsibly and peacefully in a free society
- education should teach children to respect the natural environment.

Children gain various attributes as a result of practising appreciation for the environment

- Accountability
- Agency
- Advocacy



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We need to encourage children to be environmentally responsible by providing opportunities for active participation and decision making. The term 'responsibility' refers to engaging at a deeper level with environmental resources (e.g. decision making about maintenance of the worm farm or monitoring of the amount or type of paper going into paper recycling to understand its source). 'Responsibility' refers to engaging children in critical thinking, problem solving and action.

Below are certain questions you can ask children during an environmental experience:

What does this mean?

What do you think?

What could you/we do or change?

How could you/ we do it?

How will you/ we know it has changed?





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MAINTAINING RESPECTFUL RELATIONSHIPS WITH CHILDREN

Relationships have an influential role in the way children see the world and affect all areas of development. Secure relationships further help children cultivate the confidence to explore the world.

There is a myriad of reasons why we must maintain respectful relationships with children:

- *To help children feel secure, which frees them to explore, play and learn*
- *Contribute to children's sense of identity.*
- *To offer opportunities for children to learn how to interact with others (e.g. respect others' rights).*
- *Provide effective teaching and learning.*

*In order to achieve the above, you may wish you view the video link below –
(please click the image below).*

8 WAYS TO IMPROVE PARENT- CHILD RELATIONSHIP





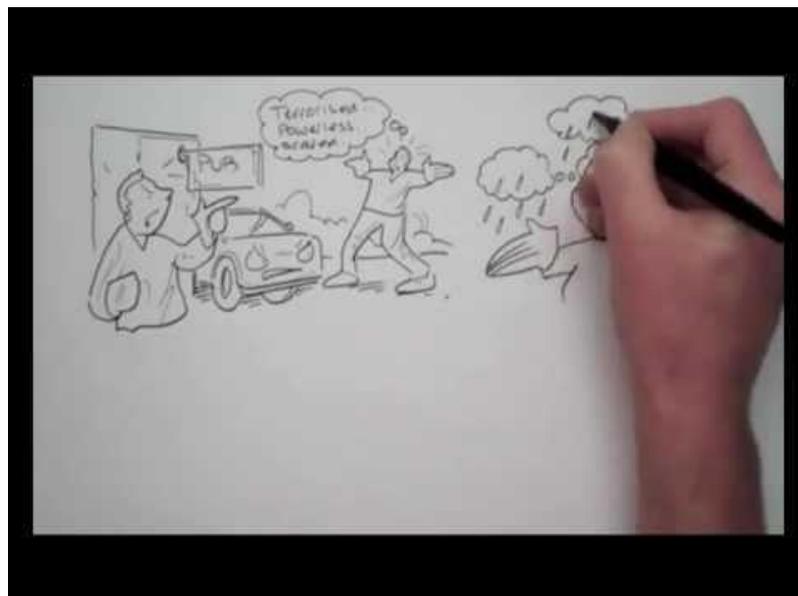
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DIGNITY AND RIGHTS OF CHILDREN

UN Declaration of the Rights of the Child

- Non-discrimination.
- Special protection, opportunities and facilities to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity.
- The right to a name and nationality.
- The right to social security, adequate nutrition, housing, recreation and medical services.
- The differently-abled child to be given special treatment education and care.

Here is a mini video on what dignity and rights of children actually means –



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Halloween party ideas
"click to play"





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Thank
you

•MODERN CALLIGRAPHY•