

YOUR TIME AND ENERGY ARE NOT WELL SPENT DWELLING IN THE PAST OR BEING ANXIOUS OF THE FUTURE. INSTEAD, LIFE IS BEST SPENT BEING FULLY PRESENT TODAY – DENAYE BARAHONA

**MARCH
2019**



ON *this* MONTH

SELC-St Nicholas

Schools Cleanup Day -----	1 st
Hearing Awareness Week -----	3 rd – 9 th
Guest Speaker Aunty Lyn (Aboriginal Elder) -----	4 th
Harmony Day -----	21 st
Crazy Hair Day -----	26 th

AROUND THE COUNTRY

Schools Clean Up Day -----	1 st
Clean Up Australia Day -----	3 rd
St Patrick's Day -----	17 th
International Day of Happiness -----	20 th
World Poetry Day -----	21 st
Harmony Day -----	21 st
International Day of Forests -----	21 st
World Water Day -----	22 nd
National Ride2School Day -----	22 nd
Earth Hour -----	30 th
Neighbor Day -----	30 th

Congratulations

Mr & Mrs Isshak on the birth of their baby girl.
Mr & Mrs Le on the birth of their baby girl.

Message from the Director.....

Welcome to all our new children and their families who have joined us this month. Our learning programs are now in full swing. Most of the children have settled in well and are enjoying their projects and learning experiences. Please take the time to read the newsletters each month and any other additional notices on the front door or sent out via email.

All About Me Form:

By now all families should have received an **All about Me** form to complete for their child. Thank you to the families who have completed and returned these. If you have not yet completed this please do so immediately. This form is very important because it helps the educators to plan the curriculum more effectively to improve learning outcomes. Please see me ASAP if you did not receive this form.

Policies

We remind families to review our monthly policies. You can find these policies for review on the table in the foyer opposite parent pockets.

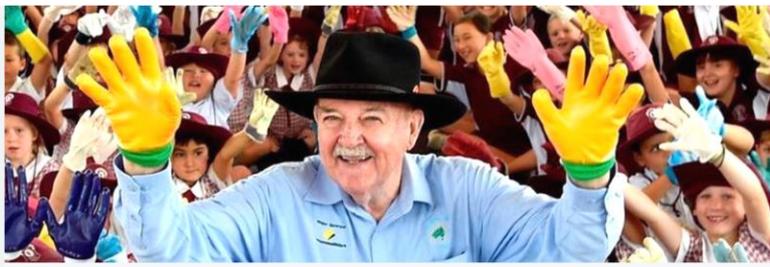
This month we will be reviewing;

1. **Children's Belongings Policy – QA2**
2. **Multicultural Policy – QA1**
3. **Incident, Illness, Accident and Trauma Policy – QA2**
4. **Immunisation Policy – QA2**
5. **Cyber Safety Policy – QA2**
6. **Privacy & Confidentiality Policy – QA7**

Assessment & Rating

In the next couple of weeks the Department of Early Childhood Education and care service has been scheduled for an assessment and rating visit against the National Quality Standard. The quality assessment process requires an authorised officer to visit the service. Our service visit is scheduled to take place **1st March - 5th April 2019**. They will confirm the date/s of the assessment visit approximately 5 days before the visit takes place. We will keep you posted in relation to this visit.

Continued last page.....



CLEAN UP AUSTRALIA DAY – 3 MARCH

In 1989 an 'average Australian bloke' - Ian Kiernan, had a simple idea to make a difference in his own backyard - Sydney Harbour. *Clean Up Australia Day* is the nation's largest community mobilisation event. 2019 is the perfect time to band together in Ian's honour, celebrate what has been

achieved, show your support and continue his dream to Clean Up Australia. www.cleanupaustraliaday.org.au

EARTH HOUR – 30 MARCH

Every year hundreds of millions of people around the world in more than 7,000 cities in over 180 countries take part in this amazing global conservation movement. People do a wide range of things around the hour to show they care about our planet's future. Millions choose to mark Earth Hour by going 'lights out' for 60 minutes at 8.30pm – a symbolic show of solidarity. #Connect2Earth Find out more at www.earthhour.org.au.



From the SELC Kitchen

Wholemeal Tuna Pasta

PREP 15 min | COOK 30 min | SERVES 4

INGREDIENTS

- 1 large onion, diced
- 2 tablespoons extra virgin olive oil, plus extra for drizzling
- 300 g wholemeal penne (pasta quills) or other pasta shapes
- 425 g can tuna in spring water, drained
- 1 bag of frozen mixed vegetables, peas, corn, carrots, potatoes)

METHOD:

1. Cook the pasta in a large saucepan of salted boiling water for 8–10 minutes or until al dente. Drain and set aside.
2. Heat the oil in a large frying pan over high heat. Add the onions and cook, stirring, for 1 minute or until lightly browned.
3. Add the pasta, and vegetables, salt and pepper and toss to combine with extra olive oil to serve.

Enjoy x Remember to always supervise kids in the kitchen.



LEARN, RELAX AND PLAY WITH THESE NEW EDUCATIONAL APPS



HOPSTER
FREE WITH IN APP PURCHASES

Hopster provides a safe place for young children to access educational and entertaining media.

Hopster provides video, music, books, simple games and creative activities specifically chosen for young children. Famous characters, actors, and writers all feature in its superb content.

STOP BREATHE & THINK KIDS
FREE WITH IN APP PURCHASES



Meditation and mindfulness made easy and fun for children, to help them discover and develop their superpowers of sleep, being calm, learning to breathe or to resolve conflicts.

Children can check into how they are feeling using fun emojis and try recommended mindful missions and meditations tuned to those emotions. Stickers reward their progress and keep the mindful activities



TONGO MUSIC FOR KIDS
\$4.49

Tongo Music is a fun, engaging educational app about music for children and the whole family. No ads, and no in-app purchases.

Children will discover excerpts of famous works by, Wolfgang, Mozart, Beethoven and many more while uncovering seemingly endless activities.

FOCUS ARTICLE: This is why your child can't actually 'calm down' during a tantrum



We are constantly absorbing emotions from those around us. That's part of the reason being around kids and teens, with their roller coasters of emotion, can be so exhausting. And when our own hearts and minds are clouded by emotion, we are not showing up and responding with our wisest mind and most open heart.

Our capacity for calm in the midst of a kid's emotional storm offers hope, because it signals that calm is possible in the midst of chaos.

Neuroscientist Dan Siegel and parenting expert Tina Bryson creatively describe "downstairs" and "upstairs" aspects of the brain. Our primitive brains—the limbic system and amygdala—are reactive and emotional, driven by impulsive, short-term interests, and primitive drives. This childlike, impulsive, instinctual system lives downstairs. Meanwhile, the outer cortices of our brains, which enable us to inhibit impulses, slow down, gain perspective, process emotional stimuli, and articulate these stimuli into thought and action, live upstairs. This upstairs area helps us plan, think before we act, take perspective, make moral decisions, and form relationships. The "wise mind" integrates both our emotional and our rational minds, according to Marsha Linehan, the creator of dialectical behaviour therapy. The four aspects of our brains—left, right, upstairs, downstairs—need strong connections to work together to build wise, healthy brains.

During a tantrum, when the amygdala and emotions flare up, it's almost impossible for logic to penetrate our kids' closed-off outer cortices. Helping them settle down from a tantrum to engage their wise mind takes wisdom, compassion, and plenty of patience on our part.

Our children are not miniature adults—their growing brains are actually incapable of taking an adult perspective on a situation and using that knowledge to calm down.

Remembering this can help us see that tantrums are not methodically manufactured manipulations. A child's tantrum operates at an instinctual level that simply won't respond to reason. Once we recognise this, we can make more effective choices about responding. Yes, sometimes challenging behaviours are premeditated, and in those cases, we should respond with intention, logic, and clear boundaries or consequences.

However, when our kids are experiencing a limbic system meltdown, what they need is connection and calming. When children descend into lower-brain chaos, parents need to work overtime to first calm our own prefrontal cortex (PFC), which is associated with planning and thinking and is located just behind the forehead—so we can view the situation clearly. When we show that we've regulated our own emotions, it signals to kids that it's safe for them to calm down. It also models and mirrors to them (often literally, through what are called mirror neurons) how to calm down. Thus, the quickest way to cultivate calm in a child is to practice being calm yourself.

As one meme I recently saw on Twitter says, "**Never in the history of calming down has anyone ever calmed down by being told to calm down.**"

Telling kids to relax doesn't work nearly as well as a soft voice or a gentle touch, both of which turn on the "attend and befriend" response, shut off fight or flight, thin out cortisol, and boost oxytocin, the so-called love hormone. Once we establish that fundamental connection with our child (or anyone, for that matter), we can open our hearts and minds to each other, see each other's perspective, and move on together.

Once your child calms down, you can move toward processing and planning verbally. Here are some things to try: Continue to engage the prefrontal cortex (PFC), don't forget your kid's basic needs, sometimes you have to get creative and throw your kid a curveball. Try to jump-start their PFC with a seemingly random question. Decrease the dominance of the amygdala with games.

When we interrupt tantrums like this, it's vital that, once things calm down, we address what triggered the tantrum. You don't have to rehash the details of every conflict, but remember that consistency is always key to raising resilient and healthy kids. So if you say you are going to come back to something later, come back to it. This lets kids integrate the experience with their whole brain once it's fully back online.

Source: Motherly; Christopher Willard (2019, January 22). This is why your child can't actually 'calm down' during a tantrum. Retrieved from <https://www.mother.ly/child/this-is-why-your-child-cant-actually-calm-down-during-a-tantrum>

ALPHABET ROCKS

YOU NEED: 52 rocks (these may be collected or purchased) Choose rocks that are smooth and big enough to not be a choking hazard. Permanent Marker.

Using a black permanent marker, carefully print an upper case letter on one side of a rock and the corresponding lowercase letter on the other side. This is an easy way to help children gain practice in connecting uppercase with lowercase letters. These rocks will become a reusable learning resource in your home, with so many activities possible. (This will ensure you have 2 sets of letters for

activities).

1. Upper case, lower case match - This activity is simple; children search the rocks and match the letters.

2. My name – Write your child's name on a piece of paper for your child to copy with the rocks. Model the activity by spelling your name using capitals and lower case letters.

3. Sight words – Use these rocks to make basic sight words from familiar books.

This activity was adapted from homegrownfriends.com

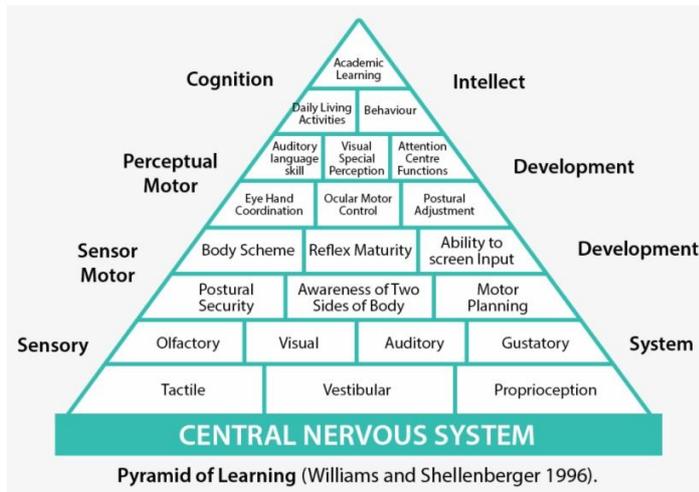


HEALTH & SAFETY: Core strength is more important than you know

This article was written by Nicole Rowan, a mother of three children and a paediatric Occupational Therapist.

For children, their “occupations” are play and school. This is how they learn, grow, and develop. Once I had my own children, my perspective and practice as an OT changed for the better. Likewise, my knowledge of development has enhanced my parenting.

The first thing I wish every parent knew about child development is **the importance of core strength and position as the foundation for fine and gross motor skills, speech and language, and academic skills.**



Often, parents seek support because they recognise that their child is having difficulty communicating. It is relatively easy to spot and critically important. However, speech and language skills are near the top of the “pyramid of development” (as pictured above) and intervention aimed there, while disregarding the foundation, will not be as effective. OTs along with our Physical Therapist colleagues (if we’re lucky enough to have one) look at a child’s sensory-motor function as a basis for growth and development.

Our bodies get information from our environments by moving and sensing which then gets processed for a physical response. This happens unconsciously all day long, but if there is a glitch in the loop, everything gets thrown off. Glitches happen for a number of reasons, many which are beyond your control. What you can do is ensure your child has plenty of opportunities to develop core strength, and pay attention to their position and movements.

Here are my top recommendations for working on Core Strength:

Starting with tummy time in infancy and continuing until they graduate high school, encourage your child to play in different positions. Lying on tummy propped on elbows, kneeling on haunches, tall kneeling, kneeling on all-fours, standing, criss-cross

sitting, side-sitting, and sitting on a child-sized chair to name some. Change it up! Many kids are comfortable in an upright position because that’s where they’ve spent their whole lives (in car seat, baby chair, swing, sling, etc.) but kids need other positions to develop balanced muscles and stability in their hips and chest, not to mention their visual system. Good core strength and stability allows us to have good movements and control with our limbs, hands and fingers.

Remember wheelbarrow walks from your childhood?! They are an oldie-but-goodie that improve core strength. Have some fun with your kids with daily wheelbarrow races, and throw in some animal walks too. Think, bear walks, crawling, slithering like a snake, leap frogs, bunny hops – all of these tap into the foundation skills in a playful, fun way.

Go to the park to climb, swing, slide, walk along a balance beam. In the midst of structured organized sports and recreation activities, don’t miss the chance to let your kids freely explore movement in the park environment. Can’t get to the park? Consider how you can replicate those moves indoors. Tape a “balance beam” on the floor, crawl up and down the stairs. Set some safety rules, then get moving. Even better, set up an indoor obstacle course using your household furniture and objects.

Core strength is connected to attention, anxiety and behaviour. When kids hold their breath and brace themselves or take big belly breaths (for example, in an attempt at deep breathing), this can trigger the fight/fright/flight response and heighten their awareness of everything in their environment, making it appear as if they are distracted and inattentive. Instead, encourage your child to sit or lie in a comfortable position and take deep breaths to expand the lower ribs: which engages the core muscles. Also encourage kids to breathe throughout their movements.

There are many resources available today for parents, and activities such as yoga classes, indoor soccer, and skating lessons. All of these are good but they are not “required”. For most kids, if you get down on their level, follow their lead, play and have fun, they will naturally engage in activities and positions that will develop foundational core strength.

If you’re a parent struggling to get your baby to do tummy time, or wondering whether they really need to crawl, or trying to muster the energy to hit the park, press on and know that you are investing in their foundational skills and setting them up for success as they continue to grow and learn.

Source: This Birds Day (2019, February 16). What I wish every parent knew: Core Strength Retrieved from This Birds Day



INTERNATIONAL DAY OF FORESTS

Did you know that forests cover one third of all land on earth and are home to 80% of the planet’s land animal and plant species? Forests and trees make vital contributions to our lives and to the planet, bolstering livelihoods, providing clean air and water, conserving biodiversity and responding to climate change.

The theme for 2019 is ‘Forests for Education’, so this year

We challenge you to create something to educate others. As a family you may like to create a poster, a song or create a short video to educate others on the importance of forests.

Working together on a project promotes communication and provides a platform to discuss sustainability with your children.

International Forests Day is March 21. Go to <http://www.fao.org/international-day-of-forests/en/> to find out more.

Hearing Awareness Week 2019

Hearing impairment, or deafness, is when your hearing is affected by a condition or injury. Some people are born with a hearing loss while others may develop it as they get older.

Most commonly, hearing loss happens with age or is caused by loud noises.

One in six Australians is hearing impaired, Deaf or has an ear disorder.

Damage to your hearing is often a gradual process - the effects of noise exposure are permanent. What is excessive noise? When you must raise your voice to be able to speak to someone at an arm's length.

Some of the early warning signs are: you can hear but not understand; you find it hard to hear in noisy situations or groups of people; you think people mumble; you need turn the TV up louder than others or, you don't always hear the doorbell or the phone.

How hearing works

Sound waves enter your ear and cause your eardrum to vibrate. These vibrations are passed to the three small bones (ossicles) inside your middle ear.

The ossicles amplify the vibrations and pass them on to your inner ear where tiny hair cells inside the cochlea move in response to the vibrations and send a signal through the auditory nerve to the brain.

Types of hearing loss

There are three main types of hearing loss:

Conductive hearing loss - where sounds are unable to pass from your outer ear to your inner ear, often as the result of a

blockage such as earwax, glue ear or a build-up of fluid due to an ear infection, a perforated ear drum or a disorder of the hearing bones

Sensorineural hearing loss - the sensitive hair cells either inside the cochlea or the auditory nerve are damaged, either naturally through ageing, or as a result of injury

Mixed hearing loss - it is possible to get both types of hearing loss at the same time

Levels of hearing loss

The level of hearing loss can be defined as mild, moderate, severe or profound. The level of hearing loss in an individual is determined by performing a hearing test to discover the quietest sound the person can hear.

Some ear problems may not necessarily cause hearing loss, such as tinnitus, which is the sensation of a ringing or buzzing sound in the ear.

How can I check if I have a hearing problem?

If you think that you or your child may have hearing problems, see your GP. They will check your ear for any problems, such as earwax or a perforated eardrum.

Your GP may refer you to an audiologist (hearing specialist) or an ENT surgeon for further tests.

Hearing tests are routinely carried out on newborn babies within the first few weeks to try and identify any hearing problems.

Feature Article

Quality Improvement Plan (QIP)

The aim of a QIP is to help providers self-assess their performance in delivering quality education and care, and to plan future improvements. The QIP also helps regulatory authorities with assessing the quality of the service. A QIP must include;

1. An assessment of the programs and practices at the service against the National Quality Standard and National Regulations
2. Identify areas for improvement
3. Include a statement about the service's philosophy.

A QIP should also document and celebrate the service's strengths.

When writing the QIP, we reflect on the outcomes of the self-assessment process. We may prioritise areas for improvement against the 7 quality areas of the NQS and the related regulatory requirements. The QIP is a summary of the key areas prioritised for improvement and be available on request and updated annually.

The QIP for 2019 has now been finalised for our service. We strongly encourage families to take the time to read this document. We also encourage feedback on any areas you think we may have overlooked. You can find the QIP on the table in the foyer opposite the parent pockets. Since it's a working document the most updated version can be provided on request by an educator. If you have any further questions about this document please feel free to speak to Ms. Aline.

Parent Committee for 2019

Last Monday the 25th of February the Parent Committee members (Self Nominated) and Management met and discussed some important issues relating to the operations of the service. The aim of this committee is to have parent's perspectives on the different areas of the learning program. This committee intends to meet at least 3 times per year. The purpose of this committee is to strengthen family partnerships and assist us with improving children's outcomes through continuous improvement. If you would like to join this committee or require any further information please speak to Aline.

Harmony Day

On Thursday 21st March 2019 we will be celebrating HARMONY DAY at the centre! The key message of harmony day is **Everyone Belongs**. It is about community participation, inclusiveness, respect and a sense of belonging for everyone! We will be celebrating harmony day with activities such as Arabic drumming, Islander Dancing etc. From 10 - 11 am and we are asking the children to wear orange or their traditional outfit on that day. Please feel free to join us if your child/ren do not attend on the day between 10-11 am. For more information about the day please speak to Aline.

Kindyhub App- Family Story

To improve learning outcomes for the children and give them a sense of belonging, the Kindyhub App has a new section called **Family Story**. We are encouraging families to use this new section of the App and upload any photos and stories from events or activities over the weekend or at any other time. If you need assistance with how to navigate this App please see me ASAP.

Replying on the Kindyhub App

When correspondence is sent to you via the Kindyhub App please make sure to reply directly through the App and not to Aline's email. The reason being is that the educators are not receiving your messages promptly.

Incursion- Aboriginal Guest Speaker (Aunty Lyn)

This Monday 4th March at 10.30 -11.15am we have a special guest speaker Aunty Lyn who is Darug elder from Aboriginal descendant. Recently, some of the children have had an interest around Aboriginal culture as part of their learning program. To extend this learning we have invited Aunty Lyn from Bankstown council to come in and do an experience with the children. She will do an Aboriginal Storytime and show the children some artefacts. If your child does not attend on this day and they would like to be part of this experience please bring them in between 10.30 – 11.15am. Please note they must be supervised at all times as they will not be part of our ratios for that day.

Aline ☺



DANCE PARTY

Short simple activities to get some active minutes in the day.

When was the last time you turned on some music and let loose on the dance floor? Or for this purpose the lounge room floor with your kids? For the next 5 minutes turn on some music and get down and boogie. Copy your kids moves and teach them some of your tried and true favourites!

GROUP TIME



Play with purpose

Group time is a great way for children to get a sense of community with other kids their age and enhance their social skills and improve their attention span.

We believe that starting with group time helps to introduce the topics and plans for the day. Here are some benefits of a successful group time for Children;

What are the benefits of Group Time?

Establish Community – My having group time, our children greet each other and learn awareness of other children. This kind of interaction helps to enhance the social skills. They learn that each child is valued as a member of the group.

Plan it Out – Use group time to go over the day's plans and topics. With all the children in the class together, everyone will know what the class will be doing. Children are always curious and group time is a good opportunity for them to ask questions.

Keep it Fun – Getting children to sit still for any amount of time can be tricky. Keeping group time fun and interactive can help keep children engaged and help to improve their attention span. Group time becomes a fun activity rather than a chore.

Make it a Routine – When something becomes routine or familiar to young children, they respond to it better.

Group time at our centre starts approx. at 9.30am

National Quality Framework | Quality Area 1:
Element 1.1 – *Program*. The educational program enhances each child's learning and development.

Feedback
is always welcome



How can we make our newsletter even better?

What information would you like us to include?

SELC St Nicholas

Email: aline@shepherdchildcare.com.au

Phone number: 8764 1997