



KEITHCOT FARM



Children's
Centre
for Early Childhood
Development and Parenting

May 2021 Newsletter

The staff for Term 2, 2021 include

- Anne Whittleston (Director / Educator)
- Jen Reid (Assistant Director / Educator)
- TBC (Family Practitioner / Social Worker)
- Nathan McGuinness (Community Development Coordinator)
- Tamara Hall (Speech Pathologist)
- Sarah Harry (Occupational Therapist)
- Janet Hazel (Educator)
- Michelle Cullen (Educator)
- Roshni Amroliwala (Educator)
- Coby Romano (Educator)
- Adrienne Hicks (Educator)
- Le-arna Rathjen (Educator)
- Lisa Mildrum (Educator)
- Jodie Murray (Educator)
- Andrea Randell (Educator)
- Magdaline Saredakis (Educator)
- Jess Maher (Educator)
- Lisa Chalmers (Educator)
- Julia Tilley (Educator)
- Iona Angely (Educator)
- Yogini Patel (Educator)
- Kim Malnai (Educator)
- Loretta Dixey (Educator)
- Noella Saad (Educator)
- Rabia Laiq (Educator)
- Rinjani Bonavidi (Educator)
- Sumaira Naheed (Educator)
- Kylie Webster (Finance Officer)
- Cathy Mazzarolo (Admin Officer)
- Jo Oliver (Cook / Educator)
- Nobuko Nakajima (Cook / Educator)
- Simon Costello (Grounds person)

Curriculum

Children have been introduced /reintroduced to the Centre's routines. They are learning and further consolidating their understanding that when the little bells ring at **9am** this is a signal to come inside for group experiences.

Please avoid arriving at this time as children, toddlers and babies are placed into small groups for a literacy based activity. It is unsettling for the group to have children arrive at this time as well as missing the important time prior to the groups to organise their belongings, reconnect with their friends and participate in some active play outdoors.

Educators have explained and negotiated with the children our 'limits' (rules). For example, walking inside, sitting when we eat and drink and washing hands before eating and after using the toilet etc. Children's understanding of **WHY** we implement these practices and other procedures grows as we constantly and continually embed in their daily practices.



Water is provided for children during morning and afternoon snack times and milk is provided with lunch. Children are shown where they can independently access water using their own personal cups in-between these times.



Please do not send drink bottles. Occasionally children are seen sharing bottles which can ultimately mean sharing unwanted germs. Please place a named plastic cup in your child's bag.

We have been reflecting on our program and practice with a focus on **'Sense of Agency'**. When children have opportunities to make choices, to attempt tasks for themselves, and to take on increasing responsibilities, their sense of themselves as competent members of society grows. Doing something for yourself produces a powerful sense of achievement and success. The evidence clearly shows that children who develop strong self-esteem, sense of agency and academic motivation are more likely to achieve their potential at school as well as being resilient to risk factors throughout their education.

Each child has a Primary Educator who develops an Individual Learning Plan (ILP) with learning goals which are reviewed and updated through the year. If you are not sure who your Primary Educator is – please check with either Anne (Director) or Jen (Assistant Director).

All Educators across our Birth to School Transition site use a variety of strategies to collect, rich and meaningful information that depicts children's learning and development. One of these strategies is the use of **"Learning Stories"**. This strategy focus' on children's strengths, interests, actions and dispositions and documents children's involvement in learning, including communication, interactions and collaboration. Each child has their own Portfolio with Learning Stories and other information about their learning.



We would love you to contribute some information about what activities your child enjoys with your family at home, on holidays or other experiences by adding your own photos and stories to your child's portfolio.

Across our site we have an Improvement Goal which forms part of our **Preschool Quality Improvement Plan for 2021**.

To promote children's Emergent Literacy Skills. (Oral Language, Phonological Awareness, Print Awareness)

We will continue working with our Speech Pathologist – Tamara on a book based programme focusing on the book **"Handa's Surprise"**.





Animal Fun Update.

This term we will continue implementing our Animal Fun program with our preschool children.

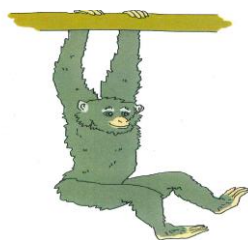
Hopefully you've all been hearing about some of the animal movements your children have been practicing. This term we will be focusing on animal movements that complement the centre's focus book – "Handa's Surprise". The children will be moving like elephants, emus, monkeys and parrots!

If you would like to practise these movements at home, please feel free to take an information sheet from our Animal Fun display in the Foyer. If you would like to learn more about the program, please feel free to come and chat with your child's Educator or Sarah, our Occupational Therapist.

Animal Fun at Home – Chimpanzee Swinging!

A wonderful activity to support children to develop upper body, shoulder, arm and core strength is hanging from monkey bars.

In today's society, concerns regarding risk mean that monkey bars are not as common as they once were (when we were at school!) - which makes it even more important to be providing children with these opportunities.



Upper body and core strength is vital for children to be able to effectively sit and focus for extended periods and to support them to use their hands for everyday fine motor skills, such as dressing, drawing and playing. These skills are a very important contributor to school readiness.

Visiting local playgrounds with climbing equipment or even good old fashioned tree climbing are great ways to support your child to develop these skills.

Please see Page 4: recent Research provided by University of SA in relation to Screen Time and children's school readiness.

Children's Centre Governance

At Keithcot Farm Children's Centre we have 2 Constitutions and two Governing Councils, one for Preschool, Allied Health and Community Development Programs and the other for our Long Day Care program.

Membership of the Governing Councils consist of parents elected at the Annual General Meeting in December and the staff leadership team. We still have several vacancies on both Governing Councils and would be delighted if you could nominate for one or both.

Educators and staff in partnership with the 2 Governing Councils

- ✚ Identify strategic priorities annually within a Preschool Quality Improvement Plan (PQIP).
- ✚ Work collaboratively to strengthen community partnerships
- ✚ Use human resources flexibly, effectively and efficiently.
- ✚ Are accountable to the local community.

Throughout the year we review and update our Children's Centre Policies.



Our local MP Blair Boyer Member for Wright visited our Governing Council at our last meeting held on 22 March 2021.

Blair awarded Cameron Frew (Governing Council Chairperson- 2020/2021) The Wright Volunteer Award for outstanding service.

This is a perpetual plaque which is engraved with the names

of many volunteers recognised for their outstanding contributions @ KFCC for the past 16 years!

Through 2020 Cameron was highly supportive organising Zoom meetings which enabled our Governing Councils to meet online in response to COVID restrictions.

Although the social distancing restrictions have eased we will continue to meet on line in the cold winter months.

If you are interested in joining our Governing Councils, Please let Jen, Nathan, Cathy or Anne know, and we can send you the link to the next meeting to be held via Zoom on Monday 24 May @ 7pm.

Raising a Complaint

We recognise that sometimes things go wrong and you may feel that your expectations are not being met.

You may choose to make a complaint if you believe we have:

- done something incorrect
- failed to do something we should have done
- acted unfairly or impolitely.

Your complaint or feedback may be about:

- the type, level or quality of service
- the behaviour and decisions of staff
- a policy, procedure or practice.

Complaints and feedback may be about something we have to do because of state or federal law. We will talk to you and help you understand the requirements and why they exist.

Making a complaint

Step 1 – frontline complaint handling and early resolution.

Talk to the person that made the original decision. We encourage a process where the original decision maker is given the opportunity to resolve the concern or complaint wherever possible.

If you're still not satisfied that your complaint has been addressed, you can contact the Director: Education + Care – Anne Whittleston

Email Anne.whittleston916@schools.sa.edu.au

and ask to make a time to meet to discuss the concern.

Step 2 –central complaint resolution

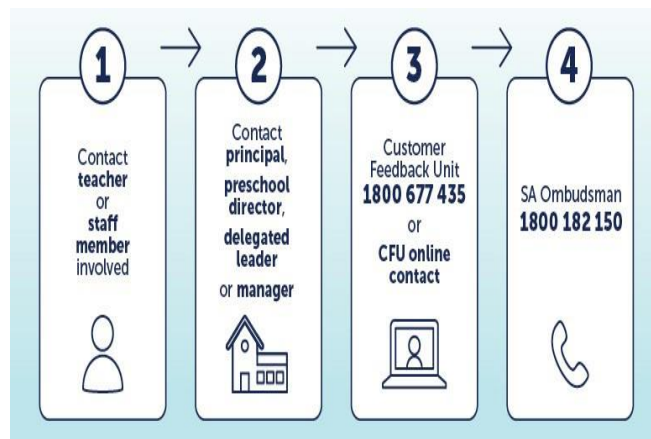
If you're not satisfied that your complaint has been addressed at the local level, you can get help from the Department for Education Customer Feedback Unit (CFU) phone 1800 677 435 (toll free).

Step 3 – external complaint resolution

If you haven't been able to resolve your complaint through steps 1+2, you may choose to seek independent advice from the SA Ombudsman.

Free call: 1800 182 150

Email: ombudsman@ombudsman.sa.gov.au



Community Development

I hope everyone enjoyed the school holidays and had a relaxing 4 days off over the Easter weekend.

Staff have completed their training around the **My Child and Me Program** which was facilitated by the Parenting and Families support team. Staff found the program very informative as it works through Brain and Child Development, Understanding Behaviour, Parenting styles and Positive approaches to guiding children's behaviour. This program will be offered to all families in term 2.

Also coming up in term 2 we have multiple events being offered by Sarah (OT) and Tamara (SpPath).

Wonderful World of Toddlers, on the 12th of May this workshop will provide information for Parents of Children aged 0-3 around understanding and supporting their big feelings and behaviour.

PJ Story Time, which will coincide with the National Simultaneous story time on the **19th of May**. Come along for a relaxing evening and enjoy multiple stories and time together as a family. Don't forget your PJ's and to bring along your blanket and nibbles for your family.

Getting ready for mealtimes is on the 16th of June and is an information session which will explore the reasons why children can be fussy eaters and provide you with practical strategies to help establish more positive mealtime experiences for your family.

Being with Baby Group starting on the **Thursday the 29th of April** this is an opportunity for new parents and babies 0-12 months to make social connections and to hear relevant information regarding play, attachment, feeding and sleeping.

There will also be multiple workshops run by **Parenting and Families support Team**. These workshops will run during the evening and the first workshop is on **Coping skills** which will be run over two-weeks on the **25th of May** and the **1st of June** this program is designed to look at helping children build resilience, focusing on strengths, managing feelings positive thinking etc.

Cyber safety will be run on the **8th of June**, and this program looks at ways Parents can help children get the most from the online world by being involved from the start and helping them to learn safe and responsible use. It will also talk about setting up safe internet, online grooming, cyber bullying and much more.

My child and Me is a two-week workshop and we are looking to run this from **the 23rd and 30th of June (dates to be confirmed)** and will focus on the Brain and Child Development, Understanding Behaviour, Parenting styles and Positive approaches to guiding children's behaviour.

There will be flyers for all these programs so look for them at the centre notice board or in your Emails.

If you wish to book in please contact the Centre ASAP.

Thanks again Nathan.



MARK
THIS
DATE

Dates to Remember

Thursday 29 April @ 9.30am:

Being with Baby commences

Wednesday 12 May @ 9.30am:

Wonderful World of Toddlers

Wednesday 19 May @ 6.30- 7.30pm:

PJ Story Time.

Monday 24 May @ 7pm:

Governing Council Meeting via Zoom.

Tuesday 25 May @ 6.30 – 8.30pm

Coping Skills commences

Tuesday 8 June @ 6.30 – 8.30pm :

Cyber Safety.

Monday 14 June

Public Holiday - Queens Birthday

Wednesday 16 June @ 6.30 – 8.30pm :

Getting Ready for Mealtimes.

Monday 21 June @ 7pm

Governing Council Meeting via Zoom

Wednesday 23 June + 30 June @ 6.30

My Child and Me.

Thursday 1 July.

Last Preschool Session for Term 2.

Friday 2 July

Staff Professional Learning Day. No Preschool.
Limited Long Day Care available for Friday childcare bookings.

Long Day Care continues during the scheduled school holidays Monday 5 July to Friday 16 July.

Monday 19 July

First day of Preschool Program for Term 3.

04 March 2021

Too much screen time and a penchant for computers is playing havoc with children’s school readiness, as **new research from the University of South Australia** shows that modern lifestyles are influencing our young generation’s prevalence of developmental delay.

Conducted by UniSA researchers, **Dr Kobie Boshoff**, Alessia Pivato and **Sarah Seekamp**, the study explores the concerns of more than 100 South Australian preschool directors, finding that an overuse of screen time, in lieu of quality play, is substantially impacting children’s development, putting them behind their peers as they start school.

In South Australia, **nearly 22 per cent of children** are considered to be **developmentally vulnerable**, where they display a much lower than average ability in competencies such as physical health, behaviours, emotional maturity, language or communication.



Paediatric expert and Director of UniSA’s **International Centre for Allied Health Evidence**, Dr Kobie Boshoff, says reducing children’s screen time and replacing it with more developmentally appropriate playtime will help improve poor rates of school readiness.

“School readiness is all about the ability of a child to make a successful transition from preschool into formal school. But as research shows, nearly one in four South Australian children are not meeting the mark,” Dr Boshoff says.

“In our research, preschool directors indicate that families are overusing screens as ‘babysitters’ and that this could be contributing to lower levels of social skill development, concentration, problem solving abilities and self-regulation – all key skills that improve school readiness.

“This is acutely important for all Adelaide families and children, but especially so for families living in rural and low socioeconomic areas, where the risk of developmental delay is known to be statistically higher.”

In **Australia, health guidelines** for preschool-aged children (2-5 years) recommend no more than one hour of screens per day, which includes television, computers and smart devices.

“While screen time has certainly become a normal part of everyday life, there has to be a balance, and we must educate parents about the adverse effect of too much screen-time on children’s development,” Dr Boshoff says.

“Young children need to be spending more time riding scooters, being outside, or playing with traditional toys such as blocks, cars, or puzzles.

“A balanced, healthy lifestyle incorporating weekly time for physical activity, positive play time with parents and peers and giving children time to develop independence in their daily routines, are some examples of healthy activities for families.

“The result is that many more preschools have children with greater needs, leaving them in desperate need for early childhood interventions such as occupational therapy, speech pathology and physiotherapy.

“Providing this support is vital to ensure that children have a positive experience of the early years of school and that strong foundations for learning occur from day one.

“We do need to support our children to make most use of their learning opportunities and if we can get the message out that we all, as a society, need to look out for how our modern lifestyles are influencing our children’s development, then perhaps we will start seeing some positive change”.

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