



Curriculum

From the beginning of the year, children have been introduced /reintroduced to the Centre's routines. They are learning and further consolidating their understanding that when the little bells ring/ gong is struck, this is a signal to come inside for group experiences.

Educators explain and negotiate with the children our 'limits' (rules). For example, walking inside, sitting when we eat and drink and washing hands after using the toilet etc.

Children's understanding of **WHY** we implement these practices and other procedures grows as we consistently embed them into 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 as 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.*

We have a whole site Learning Inquiry about **Families**

– with a focus on relationships and connections. What is a family? Who are the members of your family? You could contribute to this Inquiry by bringing a photo of **your family**. This will enable your child to talk about their family; count the members and compare the size of your family with other families.

This may lead to deeper discussions relating to unique family traditions, including where in the world your family originated!

We have **Prior to School Quality Improvement Plans** for both the Preschool and Long Day Care Program with the same goal:

To improve children's ability to self-regulate to access and persevere in sustained shared thinking.

Please see the attached Self-Regulation article.

**No Department for Education Preschool
 on Thursday 6 April**

Our core Educators from **across our site** will spend the day monitoring the progress of our Prior to School Quality Improvement Plans and review Policies and Procedures.

Long Day Care will be available to families who have children with a regular LDC booking each Thursday.

Easter Raffle



Donations towards the Easter Raffle of chocolate bunnies, chocolate eggs, etc will be gratefully appreciated.

If you have any other donations ie new toys, vouchers, non-perishable foods, wine etc it will greatly add to the value of the overall Prizes ☺

Raffle tickets will be distributed to all families and more will be available on request.

Please return all sold tickets and money and any unsold tickets by Monday 27 March. The raffle will be drawn on **Monday 3 April!**



Allied Health: Speech Pathology



Our new speech pathologist, Louise started this term. In this role, Louise will spend time across the site making connections with the staff and children. Louise will partner with staff to support the

communication development of the children. Louise hopes to continue the "Tiny Talkers" project, run small groups and be available to staff and parents to discuss any communication related questions as they arise. Louise will also facilitate and attend some of Keithcot Farm Children's Centre community programs, such as Play in the Park, playgroups, and parenting workshops.

Allied Health Chats: If you'd like an appointment to chat more about your child's communication development and/or eating and drinking, Louise is available on Wednesday to discuss and provide strategies and support. Please contact our Community Development Coordinator, Nathan McGuinness on Nathan.McGuinness3@sa.gov.au or call the Centre to make an appointment.

Community Development

Being with Baby: This program is run by our Occupational Therapist Sarah, on Tuesday afternoons. There will be some vacancies in Term 2.

Infant Massage: This is an extremely popular program. There will be some vacancies in Term 2.

Play in the park has continued to be very popular – several families have used this opportunity to book in for "Allied Health Speech + OT Drop in and Chat".

Learning Together Playgroup is being facilitated by Nicole and Hazel from the Learning Together Team on Tuesday mornings.

The Garden Group is facilitated by Uniting Care Wesley Bowden. It is a 7-week program aimed at supporting and building child/parent relationships.

Foodbank: Wynn Vale is now a permanent location for Foodbank services on Thursday mornings. An average of 28 families a week have been supported with cheaper groceries, free fruit, veg and bread. Families have also been linked to other services that the Salvation Army and Kings Community Centre offer (financial aid, OP shop, furniture support, bill management etc).

Community Programs:

Blended Therapy: have continued to use the community space on Thursday mornings. This is a NDIS funded service for families of children with complex needs within the community.

Baptist Care: continue to have a Counsellor to meet with community clients on a fortnightly basis.

Northern Area Midwifery Group Practice and Antenatal Shared Care: NAMGP continue to offer ante-natal clinics. These services also provide the opportunity for families to learn about the range of programs offered through our Children's Centre.

Dates to Remember



Monday 13 March:

Public Holiday

Monday 27 March:

Governing Council online Meeting @7.00pm.

Monday 3 April:

Easter raffle drawn

Thursday 6 April

Preschool Closure Day

Friday 7 April:

Public Holiday – Good Friday

Monday 10 April:

Public Holiday – Easter Monday

Friday 14 April:

Last day of Term 1 Preschool Program

**Long Day Care continues
during the scheduled
school holidays
Monday 17 April to
Friday 28 April**

Tuesday 25 April:

Public Holiday – ANZAC day

**Preschool recommences Term 2:
Monday 1 May 2023**



What is self-regulation?

Self-regulation enables children to adjust to new situations, reflect on and adapt their behaviours, focus their attention, remember instructions, and plan how to approach tasks successfully. Self-regulation develops rapidly in early childhood, especially during the years before children start formal school. Along with other skills like engagement, persistence and self-confidence, self-regulation supports children's lifelong learning and development in a range of areas from literacy and numeracy to friendships and even healthy living.

Children practise and refine their self-regulation skills in everyday activities such as doing puzzles (e.g. working memory helps to imagine turning a shape around in your mind), language activities (e.g. talking while playing to plan what will happen next), early literacy activities (e.g. flexibly moving between strategies for writing), and social activities (e.g. taking turns). These skills are also practised during traditional games like freeze games (e.g. where children have to think about what they are doing, instead of being impulsive).

In this evidence-informed guidance, we describe what adults can do to support five areas of self-regulation:



How can adults support children's self-regulation?

Children's self-regulation develops throughout everyday activities when they experience a 'just right' level of challenge in a supportive and positive learning environment. As a practitioner, you might recognise there are many activities already present in your setting that stretch children's self-regulation (e.g. songs that switch between fast and slow; children being responsible for clearing the table after lunch). Having 'just enough' scaffolding, not too much and not too little, helps children build self-regulation, for example gentle support like cues for remembering multi-step instructions, or prompts for sharing and taking turns.

Research shows that each child develops in a unique way, rather than following a strictly linear pre-defined route through development in a specific order or timeframe. Practitioners can use their professional judgement to gauge which elements of these skills a child may benefit from focusing on at different times.

Children's self-regulation also benefits from some unstructured time. Allowing children to play independently, without adult involvement, makes space for them to work through challenges and find their own solutions when things are tricky.

