

May 2023 Newsletter

The staff for Term 2, 2023 include

- Anne Whittleston (Director / Teacher)
- Jen Reid (Assistant Director / Educator)
- Nathan McGuinness (Community Development Coordinator)
- Louise O'Reilly (Speech Pathologist)
- Sarah Harry (Occupational Therapist)
- Zuzana Haladej (Early Childhood Teacher)
- Roshni Amroliwala (Early Childhood Teacher)
- Lisa Mildrum (Educator)
- Jodie Murray (Educator)
- Andrea Randell (Educator)
- Magdaline Saredakis (Educator)
- Adrienne Hicks (Educator)
- Julia Tilley (Educator)
- Iona Angely (Educator)
- Rinjani Bonavidi (Educator)
- Jess Maher (Educator)
- Lisa Ordway (Educator)
- Nobuko Nakajima (Educator)
- Amanda Smith (Educator)
- Yogini Patel (Educator)
- Kelly McDonald (Educator)
- Noella Saad (Educator)
- Zahra (Educator)
- Amber Maxwell (Educator)
- Danielle Brynski (Educator)
- Mayu Mulholland (Cook/ Educator)
- Steph Byron (Cook / Educator)
- Jo Oliver (Cook / Educator)
- Cathy Mazzarolo (Admin Officer)
- Kylie Webster (Finance Officer)
- 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 9am 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 after using the toilet etc . Children's understanding of **WHY** we implement these practices and other procedures grows as we constantly embed them in their daily practices. We have been reflecting on our program and practice with a focus on **'Co and Self-Regulation'**.

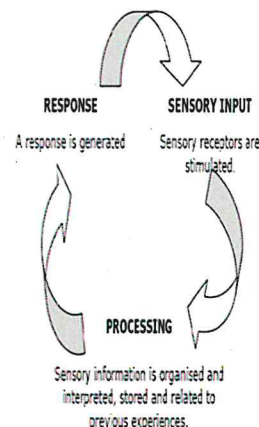
Self-regulation enables children to adjust to new situations, reflect on and adapt their behaviours, focus their attention, remember instructions, and plan how to approach tasks successfully. Self-regulation develops rapidly in early childhood, especially during the years before children start formal 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.

At our Professional Learning Day last term we explored the concept of sensory processing and how it relates to co and self-regulation.

What is Sensory Processing?

An unconscious process of **detecting, discriminating, modulating and responding** to sensory input.

The way in which our nervous system manages incoming sensory information received from within our bodies and our environment.



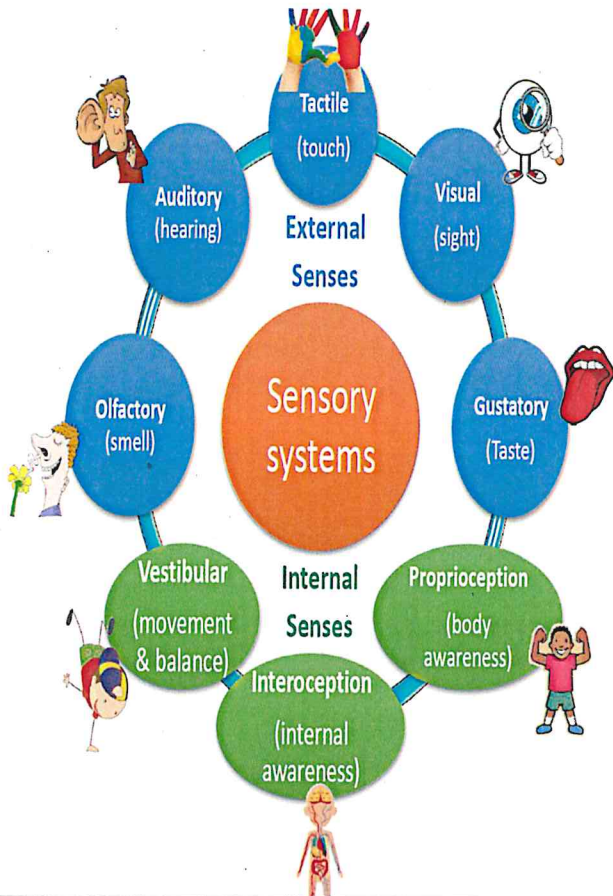
Long Service Leave

Anne is going on LSL for 3 weeks in May! Kate Hallam will be the Director while Anne is on leave.



Sarah our OT has provided this article from Perth Children's Occupational Therapy:

**Go to the crying child.
Especially the child under 7.**



The wrong coloured pencil, the sand in their shoe, the book that they didn't want to read - it is all a big deal to them.

Think about the life experiences they have had. They haven't experienced what we have and therefore have no frame of reference for how big their problem objectively is.

Their brain is also still in the egocentric stage of development, where everything is all about them.

Plus, their prefrontal cortex isn't anywhere near as developed as an adult's, meaning they do not have the ability to regulate themselves, or are only just beginning to learn this.



Dismissing their feelings (e.g. "you get what you get and you don't get upset"...) or leaving them to deal with their emotions on their own stays with them. They may not be able to explicitly recall being left to cry on their own, but it will be stored in their brain and body along with other similar experiences (in their implicit memory), and contribute to their core beliefs (schemas), perceptions, and assumptions about the world as they grow up.

Meeting a child's feelings with shame, ridicule or punishment also puts their nervous system under stress and their brain in a more reactive state, meaning they will remain in a heightened state and be more likely to become upset or triggered again. There is just too much research and evidence behind this for it to be ignored.

If a child is upset, go to them.

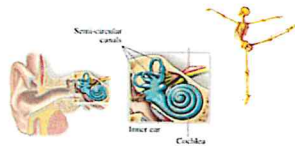
And as always - parents, teachers, anyone caring for children - you won't get it right 100% of the time. We are all still learning and doing the best we can with the resources we have.

Our Sensory Systems

Vestibular

Our sense of balance and movement as a result of change in head position

- How fast we are moving
- The direction we are moving in



Proprioception:

Our unconscious awareness of body position

- Where we are in space
- How our body parts relate to each other
- How much force our muscles are using



Interoception:

The sense of the physiological state of our bodies.

Being able to detect internal sensations including heart rate, breathing rate, pain, body temperature, hunger, thirst etc.



Providing Feedback

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

You may choose to provide feedback 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.

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.

Step 1

Talk to the person you have a concern with. We encourage a process where the original people involved are given the opportunity to resolve the concern wherever possible.

If you're still not satisfied that your concern has been addressed, you can contact the Director: Education + Care – Anne Whittleston (or Kate Hallam – while Anne is on leave).

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 concern has been addressed at the local level, you can get help from the Department for Education Customer Feedback Unit (CFU) phone 1800 677 435.

Step 3 – External complaint resolution

If you haven't been able to resolve your concern 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 Programs

If you are interested in any of the following programs, please contact Nathan Nathan.mcguinness3@sa.gov.au

Being with Baby:

Will run again on Tuesday afternoons from 23 May.

Blended Therapy:

Offer an NDIS funded program on Thursday mornings.

Circle Of Security:

Will be run by Learning Together. The group will work with parents with children under 6 months of age.

Speak and Sing:



Come and join our fun baby music group - *Speak and Sing!* - led by Keithcot Farm Children's Centre Speech Pathologist, Louise. The group offers a unique opportunity to enhance your child's language, social and emotional development through the power of music and songs.

This free community program offers a supportive environment where parents and caregivers can learn communication strategies and interact with other families while engaging in musical activities with their child.

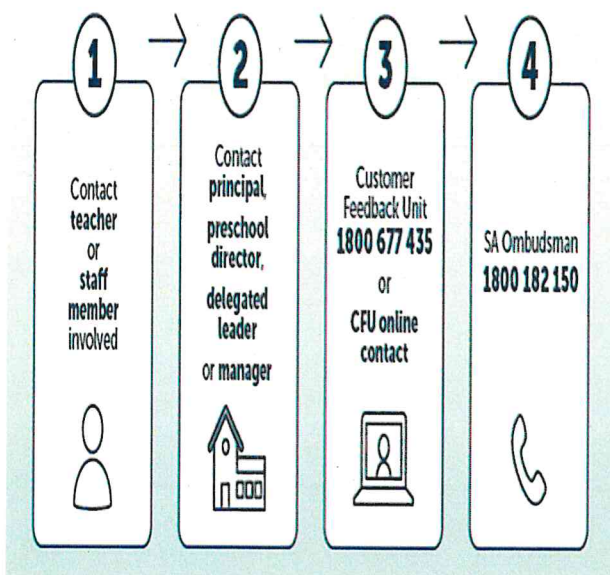
Open to children 9 months – 2 years. Limited places available.

When: Wednesday 31st May 2023, 10:15am-11am for 6 weeks

Where: Keithcot Farm Children's Centre Community Room

Speech and OT Drop In and Chats: will continue to be offered through the year.

Infant Massage: United Care Wesley Bowden will run this program on Friday mornings.



First Aid: Non-accredited information evening
Tuesday 9 May from 6:30 until 8pm.

Learning Together Playgroup: Will continue to
run on Tuesday mornings.

PJ story night: In conjunction with national
simultaneous story time (Speedy Sloth) will be
held on the 24 May, great night for families to
catch up outside of school hours.

Play in the park: will continue to be offered
throughout term 2 (pending weather) dates and
locations to be confirmed.



Easter Raffle



Many thanks for your generous donations towards
our recent Easter Raffle. \$427 was raised!

Special mention to:

- ✚ Modern Teaching Aids
- ✚ Premier Art Supplies
- ✚ Adelaide Zoo
- ✚ Office Works – Elizabeth
- ✚ National Railway Museum

For their kind donations and to Imogen Davies for
sorting and wrapping the prize baskets.



Upcoming dates to remember.

Monday 15 May @ 7pm:

Governing Council Meeting via TEAMs.

Wednesday 24 May:

PJ Story time.

Friday 9 June:

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

Monday 12 June:

Public Holiday – Monarch's Birthday

Wednesday 14 June:

Preschool Mid-Year Intake Information Session.

Friday 7 July:

Last Preschool Session for Term 2.

**Long Day Care continues
during the scheduled
School holidays
Monday 10 July to
Friday 21 July.**

Monday 24 July:

First day of Preschool Program for Term 3.

Monday 28 August:

1st Photo Day – more information will be sent
home when available.

Friday 1 September:

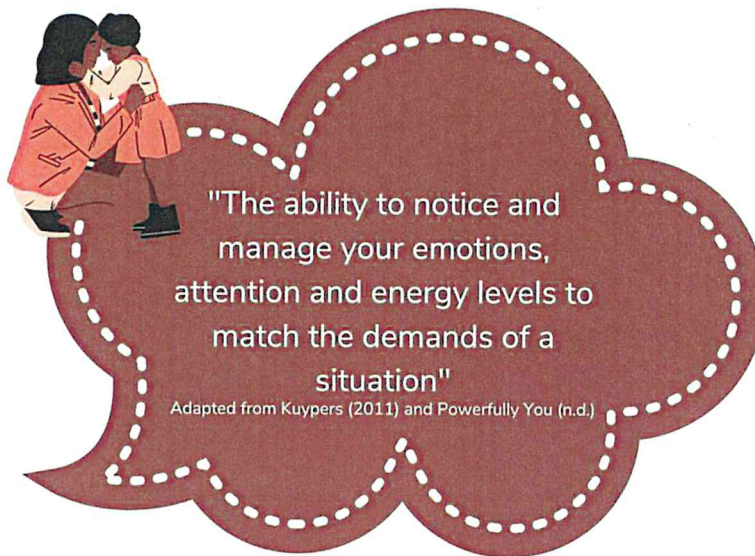
2nd Photo Day – more information will be sent
home when available.

Monday 4 September:

Staff Professional Learning Day. **No Preschool.**
Limited Long Day Care available for Monday
Childcare bookings.

Online Parent Resource – ‘An Introduction to Regulation’

Regulation is:



This online resource:

- will help you to understand regulation
- will give examples of how you can respond to your child's big feelings
- may take up to 1 hour to complete
- does not need to be done all at once.

Link to parent resource: https://rise.articulate.com/share/rG_zIH9hfg9hGFgQ6ALfq6sfpKbhRtbD

QR code for parent resource:

