

AUGUST
2021

What's Happening

Governing Council -----14th

AROUND THE COUNTRY

Wattle Day-----	1
Indigenous Literacy Day -----	1
Early Childhood Educators Day -----	1
Asthma Week -----	1 - 7
Save the Koala Month -----	1 - 30
National Flag Day -----	3
Father's Day -----	5
National Child Protection Week -----	5 - 11
International Literacy Day -----	8
Talk Like a Pirate Day -----	19
World Rivers Day -----	26
World Maritime Day -----	30

POLICIES DUE FOR REVIEW IN SEPTEMBER

*(your feedback is important to us – policies can be accessed via
OWNA, our website or in hard copy in the foyer)*

- Animal pet policy
- Respect for children policy
- Enrolment policy
- Dental health policy
- Sun safe policy
- Water safety policy

Welcome to all our new families.

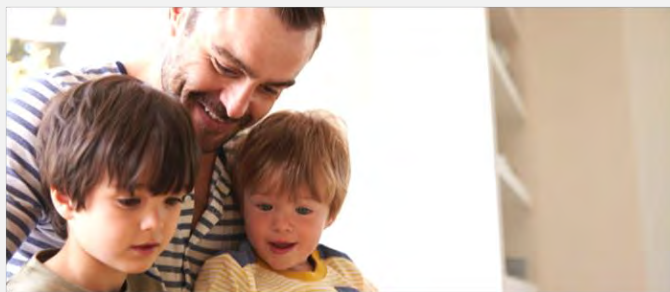
Many of you have already taken advantage of providing a medical certificate to waive the gap fee connected with your child's absence due to illness. A reminder these have to be in by 12pm the following Monday. If you have any questions relating to the gap waiver please contact us and we will be happy to assist.

A reminder that 7 days notice is required to cancel bookings and not be charged.

With the arrival of warmer weather to remind you to sunscreen your child at home before bringing them to the Centre and then mark this as done when you sign your child in. If you forget to apply sunscreen, it is available in the foyers in each building. Please also remember to supply a hat and changes of clothes for your child/ren. Warmer weather means water play and getting a bit messy and we have a no hat, no play policy so if no hat is provided your child is unable to play outside.

If you haven't yet met the new child care Director, Will, pop your head in and say hi – he always has coffee on hand! Any **child care and OSHC** related issues should be directed to **Will** and any **kindergarten or whole of Centre** issues should be directed to **Brenda**.





INTERNATIONAL LITERACY DAY – SEPTEMBER 8

International Literacy Day is a day to remind world leaders, influencers and the general public of the current literacy challenges for millions of people.

International Literacy Day (ILD) 2021 will be celebrated under the theme “Literacy for a human-centred recovery: Narrowing the digital divide”. **Find out more about National Sorry Day here**

SAVE THE KOALA MONTH – SEPTEMBER 1 - 30

September is ‘Save the Koala Month’, learn about the plight of koalas and help to make a difference. There are likely to be less than 80,000 Koalas remaining in Australia today and it could be as low as 43,000. Much of their habitat has already been lost. This makes it vitally important to save what is left.

Find out how you can help here

CARAMEL CRUNCH GRANOLA



PREP 5 min | COOK 10 min | SERVES 4

INGREDIENTS

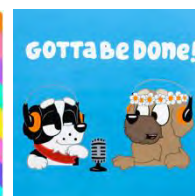
6 x Medjool dates, pitted
3/4 cup coconut cream
2 cups coconut flakes
1/2 cup each of almonds, cashews,
walnuts and macadamias (or nuts of choice)
3/4 cup buckwheat groats

METHOD:

Preheat oven to 160 C.
Place the dates, coconut cream and a pinch of salt in a saucepan and bring to a simmer.
Stir occasionally for 20 minutes until the dates are soft and the liquid has reduced.
Mix the coconut, nuts and buckwheat.
When the caramel is finished, add to a food processor or thermomix and blend until smooth. Pour the mixture over the granola and combine.
Place on a baking paper lined oven tray and cook for 30 minutes, turning half way.
Store in a jar for up to 2 weeks.

Jo Kate is a realistic nutritionist offering simple & effective ideas, tips and recipes to inspire healthy living. Find more delicious recipes at jokatenutrition.com

Podcast Reviews



SHOW AND TELL THE PODCAST

KATIE 'MONTY' DIMOND

Refreshing, raw and intimate chats with women, who will no doubt feel like your friend after each 'On The Couch' chat. Nothing will be off limits! So many relatable funny stories that will keep you coming back for more every week.

THIS GLORIOUS MESS

MAMAMIA

A twice-weekly look at parenting as it truly is: confusing, exhausting, inspiring, funny, and full of surprises. Join Tegan Natoli and Leigh Campbell for This Glorious Mess Little Kids on Monday's. And Andrew Daddo and Holly Wainwright for This Glorious Mess Big Kids on Friday's. It's all the disasters and delights of parenting with a healthy dose of advice from our trusted experts.

GOTTA BE DONE!

MARY BOLLING & KATE MCMAHON

I don't know a parent (or child) who doesn't love Bluey. Join ex-journos and Melbourne mums Mary Bolling and Kate McMahon as they analyse every episode of the ABC TV cartoon Bluey, with plenty of detours into parenting, childhood memories and everything else we're bingeing too



FOCUS: 10 Emotion-Coaching Phrases to Use When Your Child is Upset

“When little people are overwhelmed by big emotions, it’s our job to share our calm, not join their chaos.” – L.R. Knost

When our kids are upset and need us the most are the exact moments we aren’t prepared for — the moments we ourselves are tired, stressed, sad, or triggered. It’s exactly those moments that I feel like my words fail me — I search for the right thing to say and it escapes me. It is also exactly at those moments when our children need us the most — to be able to lead them through the emotion, through the storm — to be their *emotion-coach*. It’s our job to be accepting of the emotion, while at the same time teaching them how to handle those emotions. To coach our child through their feelings, from experiencing those feelings to expressing them. Our words to our kids when they are upset can either break them down or build them up. These phrases will build your child’s emotional intelligence — these are soul-building phrases

1. It’s okay to be upset — it’s good to let it out. As your child’s emotion-coach, the first thing you want to teach them is that emotions are meant to be experienced, in fact, that their emotions need to be felt. *It seems like you are mad, it’s okay to be mad. It’s good to let that anger come out. Your face/body looks sad. It’s okay to feel sad. It is sad to say goodbye.*

2. I hear you — I’m here for you — I’ll stay with you. The best gift you can give to another human is to stay with them in their emotion. To hold that emotion with them. That is something we must give to our children as well. To simply be with them in that emotional space. To be there. *You are upset, let’s sit here for a moment. I’m with you, I’ll stay with you — it’s okay to feel _____. I won’t leave you.*

3. It’s okay to feel how you feel. It is not okay to _____. ” Sometimes it is necessary to use a very clear limit in how our child expresses their emotions. It isn’t the emotion itself that needs to change, but rather how they are expressing it. *You look like you are really, really angry. It is okay to be angry. It is not okay to hit. I will not let you hit.* Let’s go over here together and you can be angry. This is a very clear statement — hitting is not okay. As your parent, I won’t allow you to hit. I will help you regulate your anger, being angry is okay, hitting is not okay. Taking a break when we are angry, walking away for a moment is actually a good way of regulating anger. You are teaching your child to give themselves a little space to breathe and time to gain perspective.

4. How you feel right now won’t last forever. It’s okay to feel how you are feeling. It will pass and you will feel better again soon. In-the-moment your child feels (and acts) as if their entire world is ending. Their emotions are big and overpowering and they feel that they will never feel better again — which only compounds how they feel. **Reminding them** that their emotions will pass will help them and potentially lessen the intensity of those emotions in the first place!

5. Let’s take a breath, take a break, sit down, pause for a minute... It is a hard thing to do to sit with an emotion. To just feel it — live in it. But if we allow ourselves to be in the moment with our emotions, then we can let them go easier. A key part of being your child’s emotion coach is simply teaching them that experiencing the emotion, *feeling the emotion*, helps us to let it go.

6. You are good and kind. Being dysregulated is not being bad. Being angry or frustrated is not being bad. Yet, sometimes when we are emotional, we don’t always make the best choices. Our kids may make mistakes or bad choices, but that is how they act, **not who they are**. This is such an important message when we emotion-coach our kids.

7. I’ll be over here when you need me. I am all for validating and acknowledging children’s emotions, but sometimes kids escalate their emotions for attention. This is a big clue-in for parents that your child needs some one-on-one time. But not right now, later when things are calm again. **You can still acknowledge your child’s emotions while giving them a chance to regulate themselves.** *“I can see you are really upset about this. It’s okay to be upset. It doesn’t seem like what I am saying is helping. You remember what to do when you’re upset, and you remember how to calm down. I’ll be over here when you need me.”*

8. Let’s have a Do-over! Sometimes everyone needs a chance to reset. Sometimes kids know they have messed up and they want to save face, they want a chance to do it better.

9. What can we learn from this? What is the lesson in this? Teaching our children that there is a lesson when we struggle is so important. That there is a lesson in our pain, disappointment, anger. That problems that are hard to solve lead to opportunities.

10. You’ll Remember Next Time. When your child does something they shouldn’t do and you correct their behaviour—say this. Or when you’ve worked through a tantrum and taught them better ways to express their emotion, before they go onto the next thing say, “You’ll remember next time.” That one simple phrase communicates so much to children. It tells them that their failure today isn’t a permanent failure and that they can change.

This is a small part of a wonderful article, to read in full follow the link below.

Soderlund, Dr Ashley (2021, 16 July). 10 Emotion-Coaching Phrases to Use When Your Child is Upset. Retrieved from nurtureandthriveblog.com

Writing letters in salt

Learning to write letters can be frustrating for children if they make a lot of mistakes. This activity is low stress and an encouraging way to learn. Making a salt tray is simple. Grab any tray and fill it with enough salt to just cover the bottom. It helps if the colour of the tray contrasts well with white. (Hint: a baking dish can make a great salt tray!) Add just enough salt to cover the bottom of the tray. Too much salt will make it difficult for your child’s letters to be seen. Show your child how to write letters in the salt tray using their pointer finger.

Source: giftofcuriosity.com



HEALTH & SAFETY: Good Immunity

What Is Our Immune System? On a daily basis, we are constantly exposed to potentially harmful microbes of all sorts. Our immune system, a network of intricate stages and pathways in the body, protects us against these harmful microbes as well as certain diseases. It recognises foreign invaders like bacteria, viruses, and parasites and takes immediate action. Humans possess two types of immunity: innate and adaptive.

Innate immunity is a first-line defence from pathogens that try to enter our bodies, achieved through protective barriers. These barriers include:

- Skin that keeps out the majority of pathogens
- Mucus that traps pathogens
- Stomach acid that destroys pathogens
- Enzymes in our sweat and tears that help create anti-bacterial compounds
- Immune system cells that attack all foreign cells entering the body

Adaptive or acquired immunity is a system that learns to recognise a pathogen. It is regulated by cells and organs in our body like the spleen, thymus, bone marrow, and lymph nodes. When a foreign substance enters the body, these cells and organs create antibodies and lead to multiplication of immune cells (including different types of white blood cells) that are specific to that harmful substance and attack and destroy it. Our immune system then adapts by remembering the foreign substance so that if it enters again, these antibodies and cells are even more efficient and quick to destroy it.

What factors can depress our immune system?

Older age: As we age, our internal organs may become less efficient; immune-related organs like the thymus or bone marrow produce less immune cells needed to fight off infections. Aging is sometimes associated with micronutrient deficiencies, which may worsen a declining immune function.

Environmental toxins (smoke and other particles contributing to air pollution, excessive alcohol): These substances can impair or suppress the normal activity of immune cells.

Excess weight: Obesity is associated with low-grade chronic inflammation. Research is early, but obesity has also been identified as an independent risk factor for the influenza virus, possibly due to the impaired function of T-cells, a type of white blood cell.

Poor diet: Malnutrition or a diet lacking in one or more nutrients can impair the production and activity of immune cells and antibodies.

Chronic diseases: Autoimmune and immunodeficiency disorders attack and potentially disable immune cells.

Chronic mental stress: Stress releases hormones like cortisol that suppresses inflammation (inflammation is initially needed to activate immune cells) and the action of white blood cells.

Lack of sleep and rest: Sleep is a time of restoration for the body, during which a type of cytokine is released that fights infection; too little sleep lowers the amount of these cytokines and other immune cells.

Does an Immune-Boosting Diet Exist? Eating enough nutrients as part of a varied diet is required for the health and function of all cells, including immune cells. The design of our immune system is complex and influenced by an ideal balance of many factors, not just diet, and especially not by any one specific food or nutrient. However, a balanced diet consisting of a range of vitamins and minerals, primes the body to fight infection and disease. Scientists are finding that the microbiome plays a key role in immune function, so adding probiotic foods to your diet may also help keep bugs at bay.

Steps to Help Support a Healthy Immune System

1. Eat a balanced diet with whole fruits, vegetables, lean proteins, whole grains, and plenty of water. A Mediterranean Diet is one option that includes these types of foods.
2. Don't smoke and ensure your children aren't exposed to second hand smoke.
2. Exercise as a family
3. Aim for 7-9 hours of sleep nightly.
4. Aim to manage stress. This is easier said than done, but try to find some healthy strategies that work well for you and your lifestyle—whether that be exercise, meditation, a particular hobby, or talking to a trusted friend.
5. Wash hands throughout the day: when coming in from outdoors, before and after preparing and eating food, after using the toilet, after coughing or blowing your nose.

The Nutrition Source (2021). Nutrition and Immunity. Retrieved from <https://www.hsph.harvard.edu/nutritionsource/nutrition-and-immunity/>



EXPLORERS LOG BOOK

August 1 is National Tree Day, to celebrate go to [this page](#) and download the 'Explorers Log Book', gather some pencils and plan an adventure. Discover your backyard, take time to stop and observe nature.

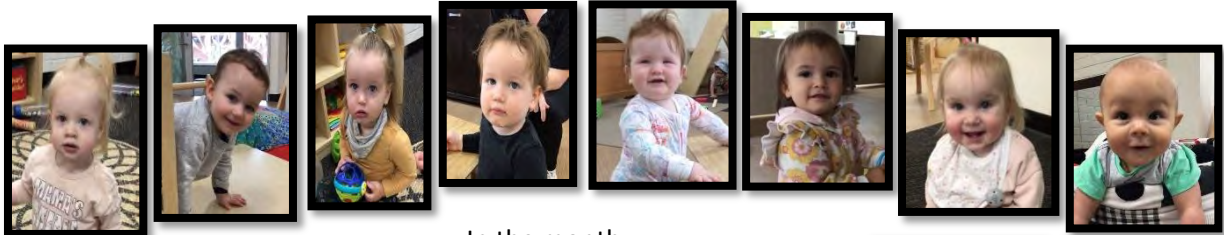
Exploring nature supports our children, mentally, socially and physically and is the ultimate sensory experience for them. Through playing in nature and having the freedom to explore their world, we help our children learn to care for their environment and one another.

treeday.planetark.org/toolkit/#activity-sheets



WHAT'S BEEN HAPPENING: Nursery

We would like to give a warm welcome to our new families in the Nursery Room. Zylah, Theodore, Frankie, Flynn, Wyatt, Callie, Ivy and Khallam, we can't wait to watch you grow and learn. We would also like to introduce two new staff members, Ruby and Renae into the nursery.



In the month of August, the topics we focused on were Physical Development, Science Week, and Identity and Sense of Belonging. We are continuously encouraging our infants to do tummy time and sitting in the upright position. This strengthens their core, encourages hand-eye coordination, and



prepares them to start crawling.



We have been doing a lot of mirror play and name recognition.

This encourages children's development by helping them become self-aware. Children have been responding to their names, saying their peers' names, pointing to their friends, and pointing and smiling at their reflections.

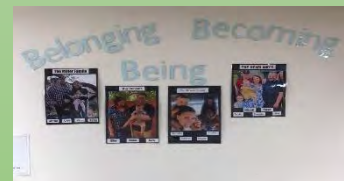
Our prams and trolleys have been a hit this month, children have been asking for them every day. This encourages our non-walking children to pull themselves up, balance and take a few steps. It is incredibly fun for the older children to fill them up and go 'shopping' with teddies, dolls, and all other kind of toys. This allows children to broaden their imagination. Have a look on our simple experiments during the Science Week.



- Volcanic Eruption
- Coloured Water Mixing
- Milk Dish Soap
- What's Magnetic?
- What Sinks/Floats ?



Our Family Wall is up! We encourage our nursery families to send/give a copy of your lovely family portraits to be added in our wall. Feel free to ask Lovelyn or any friendly staff in the nursery. 😊



WHAT'S BEEN HAPPENING: Toddlers

"A CHILD'S MIND IS NOT A CONTAINER TO BE FILLED BUT RATHER A FIRE TO BE KINDLED." - Dorothea Brande

Over the past weeks, the toddlers were encouraged to get involved with the routines like helping with mealtimes, packing away, toileting, and other simple room chores together with the other experiences that we have in our daily programs, as this honed their fine and gross motor abilities, self-help skills as well as their independence and regulation of emotions.

The children have their own individual innate capabilities, values, curiosity which we continue to observe in the Toddler's room and it is amazing. We aim to support these capabilities, curiosity and interests to grow and eventually sustain that it can help them in the future.

We also aim to provide an environment that is in line with their common interests like our hairdresser, hospital and home corners; building area which creates energy, collaboration and warmth.

We would like to ask the families to continue getting involved and providing feedbacks as with this we can help each other achieve the goals we have for your children.



WHAT'S BEEN HAPPENING: Junior Kindy



This month we have had a big focus on caring for our environment. We have picked up rubbish in the yard and helped to pack away inside, we have used natural materials in our art and craft, planted seeds with Ash and watered those plants. We can't wait to watch them grow! We are learning to look after and take responsibility for our belongings. We are practicing putting our hats in our hat box and our shoes in the shoe box or bags.

We would like to welcome our new members of the Junior Kindy Room Archer B, Archer L, Azariah, Braxton J, Dominik, Dorothy, Felix, Greta, Harrison and Tobias. We look forward to working with the families and forming positive relationships with these children. We are so excited and cannot wait to see all their explorations, learning and play in our room.



This month we also celebrated Book week! During group times, we were introduced to so many new books we hadn't read before. We dressed up in costumes of our favourite characters and we had an excursion to the library. The lovely librarian and her alien read us a story about an alien who crashed on Earth and who needed our help trying to find his way back to space. We then did some colouring of aliens and spaceships. We had so much fun at the library, we can't wait to visit again!

WHAT'S BEEN HAPPENING: Kindy



This month at kindy we have joined in with lots of exciting events and engaging learning experiences! We started the month with **Pyjama Day**, where all the children and teachers came to kindy wearing their pyjamas to raise money for children in foster care. We even got to eat popcorn and watch a movie (*The Lorax*) during our fun and relaxing day! We also had **Book Week**, and got to dress up as our favourite book or film characters. Georgie came as *Rosie Revere, Engineer* and Melanie came as *Where's Wally*. Even our librarians joined in the fun, dressing as aliens to match the space-themed library!



We have continued to engage in **games with rules**. Along with *Uno*, we have also played *Twister*, *Snakes and Ladders* and the *Hungry Caterpillar Game*. This is building our skills in turn taking and cooperation, and is also supporting our numeracy and literacy learning through reading symbols and numerals.

We have also continued working on the **Child Protection Curriculum**, coming up with shared kindy rules and discussing how our language and bodies can keep us safe at kindy. We have also been investigating emergencies, learning how to seek help and when we should call emergency services. We pretended to make phone calls to 000 using the home corner play phone.



We continued the **Reducing Our Waste Project**, continuing to collect rubbish from the yard, play with our recycling centre and read books about sustainability. Some other books included *Seagull* by Danny Snell, about a seagull who gets trapped in a fishing line, and *Danny the Drip*, a government resource that helps children explore the impact of water pollution. While we did the *Danny the Drip* experiment, we wondered what "pollution" means, and discussed the impact that pollution can have on our environment.



We have also spent much of this term focusing on the book **Possum Magic** by Mem Fox and Julie Vivas. We have recreated art from the book's pages to understand the skills that illustrators use and build our capacity for different artistic techniques. Both groups of children have practiced different techniques for recreating the *Possum Magic* illustrations.

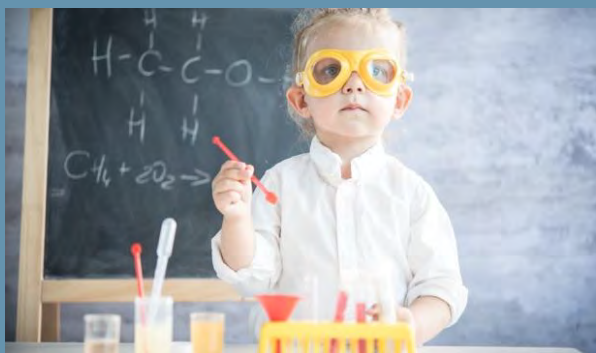
While we investigated the *Reducing Our Waste Project* and *Possum Magic* at **group times**, we also have read *Wombat Stew* by Maria Vaughn to support our knowledge of Australia native animals. We have learned new songs about Australia and native Australian animals, including *Highway Number 1*, the *Wombat Wobble* song, and the *Koori Dreamtime* song. We have also practiced our physical movement skills, building our capacity for balance and muscle control.



WHAT'S BEEN HAPPENING: OSHC

This month in the OSHC room the children have been exploring colour mixing with Vikki. They have engaged in a range of activities all involving different methods of colour mixing. They have done experiments, water colour painting and sensory play. We have also had a little bit of a focus on mosaics. Last month, some of the children were really interested in mosaic sticker books. We have continued this interest by providing coloured tiles for children to create their own mosaic patterns. We hope to continue this and eventually, create a real mosaic as a group. We have begun some reading at group time with the children, choosing books that focus on relevant issues in our room. Last week we read 'The Colour Monster' by Anna Llenas, focusing on the colours of our emotions. We followed up with a Colour Monster activity, where we asked children to create a monster that's showing their 'colour' today. The children really enjoyed this activity, and we can't wait to follow up with another book this week.





INVESTIGATIVE PLAY

"The investigative case-based learning approach is a method of learning and teaching that gives students opportunities to direct their own learning as they explore the science underlying realistically complex situations."

Investigative play stations are set up throughout the environment indoors and out. These may be construction, sensory play, STEM, writing, numeracy or any topic that aligns with our current program.

- Children have the time, space and resources to become deeply involved in their investigations. Learning is richer and more effective when it develops over time and when there are opportunities for planning and reflection throughout the experience.
- The physical environment contains materials and spaces that encourage curiosity, investigation and wonder. Interesting and engaging materials or resources can provide the stimulus for children's questions and investigations. It is also important to ensure that children can access the materials and resources that they need easily and quickly. When this happens, they are able to resource their own learning and to follow their own investigations in whichever direction they lead.
- Educators see themselves as co-learners, working with children as they learn. When this happens educators feel less focused on transmitting knowledge and are more likely to support and extend children's own attempts at understanding.

Source: earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/10/NQS_PLP_E-Newsletter_No45.pdf

- <https://education.nsw.gov.au/teaching-and-learning/professional-learning/scan/past-issues/vol-38,-2019/investigative-learning-our-journey-at-balmmain-public-school#What0>

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

CHILDREN'S CENTRE HATS AND TOPS

You can order Centre branded hats and a variety of tops (short & long sleeved) and windcheaters from Eduthreads. They will post your order directly to you.

<https://eduthreads.com.au/collections/roxby-downs-childrens-centre>



T-SHIRT
\$13.63



LONG SLEEVE T-SHIRT
\$19.47



WINDCHEATER
\$22.03



ADJUSTABLE BUCKET HAT
\$11.53



WINTER WARM UP

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

How often do your children say "I'm cold?" Next time they do set them a challenge and join in too. Ask: How can you warm your body up? (It must be via movement) Anything they do you must copy. You could: Jump, skip, spin, run, hop, wiggle, roll, dance, chase, tickle... Before long you will all be warm and have done a little exercise in the process!