



ON *this* MONTH

AROUND THE COUNTRY

National Nutrition Week -----15-23

World Animal Day -----4

World Teachers' Day -----27

Aussie Backyard Bird Count -- 16-22

Loud Shirt Day -----20

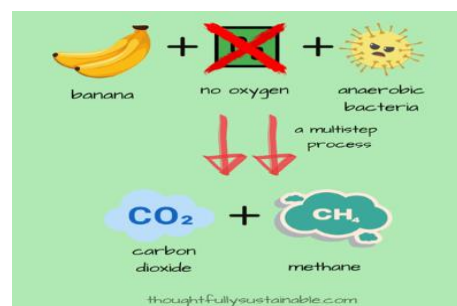
Feedback 
is always welcome

Looking after our world!

Today, an estimated one-third of all the food produced in the world goes to waste. That's equal to about 1.3 billion tons. About 6%-8% of all human-caused greenhouse gas emissions could be reduced if we stop wasting food.

Try this experiment and show children what happens when food scraps are just thrown in the bin .

Ask them to place food scraps in a bottle of water before placing a balloon on the end and leaving it out in the sun for 7+ days. Children can observe the gas produced as the food decomposes in a landfill-like environment.





WORLD TEACHERS DAY – OCTOBER 27

World Teachers' Day Australia is an opportunity to celebrate, acknowledge and thank educators for the important role they play inside our classrooms and in the ..



PEACH COCONUT & VANILLA POPSICLES

PREP 10 mins | FREEZE TIME | SERVES 10

INGREDIENTS

350 g coconut yoghurt (or natural or Greek yoghurt)

1/4 cup (90 grams) **rice syrup** (or any other liquid sweetener like honey or maple syrup)

1 tbs vanilla bean paste

3 peaches, stones removed, chopped into small wedges

METHOD

1. Place the coconut yoghurt, rice syrup and vanilla bean paste into a small bowl and stir to combine. Set aside.

2. Place the peaches into the jug of a blender along with 1/3 cup of the coconut yoghurt mixture – blitz until smooth.

3. Alternate layers of coconut yoghurt and peach to fill each popsicle mould.

4. Use a skewer to swirl the layers and pop into the deep freeze overnight.

6. **To serve** – run mould under hot water to loosen the popsicles.

Enjoy x



NUMBER LINE

You will need a number line (you can print it or draw one up yourself), magnetic numbers and a magnetic surface or your fridge.

This activity involves children **sorting numbers** along the number line. It is a great way for children to learn numbers, counting and also develop early graphing skills. Sort each number to match the correct number on the number line. Point and counting each number on the number line. Talk about which numbers have the most numbers matching.

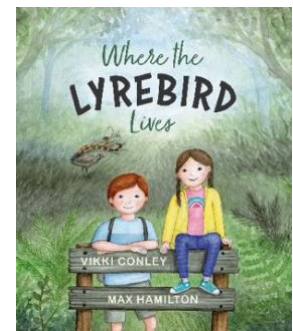
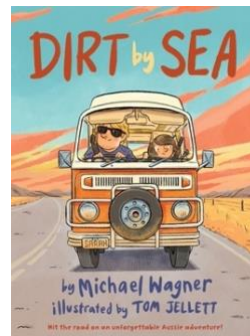
This year's theme **Teaching – where the future begins** applauds the innovative and inspirational practices teachers use to help create better futures for their students. **Find out more here**

AUSSIE BACKYARD BIRD COUNT – OCTOBER 16-22

The Aussie Backyard Bird Count is celebrating 10 years in 2023. Whether you're in your garden, the local park, a beach or even your town centre be a part of the Aussie Backyard Bird Count by observing and counting the birds that live near you. By telling us about the birds you've seen within a 20-minute period, you will help Birdlife Australia develop an understanding of local birds, whilst getting to know the wildlife on your

Book reviews

A FEW OF THIS YEARS THE CHILDREN'S BOOK COUNCIL OF AUSTRALIA WINNERS



DIRT & SEA | MICHAEL WAGNER

Explore our wonderful coastline and the joy of a family road-trip with Dad and Daisy! Daisy lives in inland Australia with her dad and her grandparents. It's home, and she loves the red dirt land around her. But when her dad realises that she's never seen the beach he sets off to show her the ocean in a once-in-a-lifetime father-daughter trip.

WHERE THE LYREBIRD LIVES

| VIKKI CONLOEY

High in the mountains through the sleepy clouds. Deep in the forest past the chiming birds. Will we see the lyrebird? I don't know. Tip-toe, tip-toe. The beauty of the Australian rainforest and the magic of family-time come together in this lyrical and delightful story of intergenerational connection, habitat and adventure.

Risk Taking is good for children!

Stand back and avoid saying 'be careful!': how to help your child take risks at the park.

There is ongoing concern about the impact of "helicopter parenting" on children's growth and development. Keen to ensure the best outcomes for their children, helicopter parents tend to hover, constantly trying to prevent misadventure or harm. But child experts say this can lead to a lack of resilience and tenacity in children. Children can also struggle with problem-solving and initiative.

The importance of risk

Risk taking means engaging in any behaviour or activity with an uncertain physical, social, emotional or financial outcome. Risk is an everyday part of life, from driving a car to buying a house at auction or climbing a ladder.

We cannot eliminate risk, so we need to learn how to navigate it. This means taking responsibility for assessing potential consequences and taking necessary precautions. For example, crossing the road carries risk, but we learn how to look for cars or cross at traffic lights if the road is very busy. Recognising and appropriately responding to risk taking is an integral aspect of children's growth and development.

Outdoor experiences are particularly good places to develop skills around risk because they are not a controlled environment. For example, no two trees are the same to climb and conditions can vary depending on the weather.



Risky play allows children to be challenged and solve problems, connect to the outdoors, direct their own play, be physically active, be creative and curious, demonstrate confidence and independence and, build social capacity, by sharing equipment and taking turns.

How to support your child in outdoor, risky play

So next time you go to the park, how can you support your child to take appropriate risks? Here are some tips, based on our work on children, risk and outdoor play:

Start with a positive mindset: playgrounds are designed to develop physical and social skills. So be prepared for your child to try new things at the park (rather than just play it safe with the same old equipment).

Be ready to support – and to stand back: there are times when it is best to stand back and let children experience the equipment or the area for themselves. There are others where parents are needed. So, keep a monitoring eye on things. But don't assume you will be helping all the time.

Language matters: try to steer away from language such as "be careful". This can set children up to be afraid of a situation. Reframe your language to something more supportive, such as "is there a stronger piece of wood to put your foot on?" or "have you seen the hole over there?"

You could also say something like, "look around, do you want to explore left or right?". This prompts your child to think about the best approach for them and builds self-confidence and problem-solving skills.

Give useful advice: help children with specific guidance on how to use equipment safely. For example, when climbing you could say, "use three points of contact, two hands and one foot on that ladder".

Let the child decide: allow your child to decide what pieces of equipment they use and how far they climb. Do not push them to complete activities they are not comfortable with. **Have fun:** show excitement, join in the imaginative games and reinforce the message that it is acceptable to say no or yes to challenge – both choices are OK!



Keeping Children safe

“Every child has the right to live free from violence, exploitation, and abuse.”

We do everything we can to keep children safe, and the job of an Early Learning Educator is not just education and care, but protection.

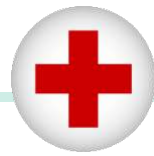
All Educators in Australia, have a responsibility to recognise and respond to safety, welfare, or well-being concerns for children and young people. It is then their responsibility to report suspected risk of significant harm concerns to the Department of Communities and Justice (DCJ)

Every Educator is considered a “Mandatory Reporter,” and has undergone significant and ongoing training to this effect. This in means that if an educator does not report a suspicion or incident of abuse, then they may be prosecuted.

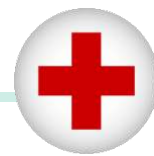
As well as this, every staff member working in a service, must have undergone a “Working With Children Check,” which ensures they are fit and proper person to be with children. This applies to visitors, as well as the team.

We also have “safeguarding” policies, to ensure that every child, regardless of age, gender, race, religion, ability or culture has the right to equal protection.





First Aid



At Seaforth Child Care, we are always thinking about your children's safety.

First Aid Training is an important skill

In response to some questions regarding Professional development, there is one that is something everyone does here!

FIRST AID QUALIFICATIONS

The law requires there to be a qualified first aider on call whenever there are children here.

We decided that the best way to optimise the safety of children, is to ensure that ALL the educators are qualified First Aiders, and it is a requirement of employment.

The First Responder, to a first Aid incident is the rostered, "Responsible Person."

So, we all have Senior First Aid qualifications, with an added component to ensure that we are

all educated in the skills and knowledge required to provide a first aid response to an infant and child.

This qualification is renewed every three years, but we all do a refresher in CPR every 12 months So, your small humans are safe with us!

Please chat with your child's teachers, or email Sophie if you have any questions, comments, or suggestions!

LIVEVAC

We have recently purchased a LIVEVAC, an emergency airway clearance device, to use with babies.



Sustainability CORNER

PLAY OUTSIDE MORE

Talking about sustainability with kids is incredibly important to do. However, it can be really tricky to know where to start. First, we need to help our kids understand what sustainability is. While a broad concept, sustainability basically boils down to understanding the impact that we have on the earth, and what we leave for future generations. We know that sustainability can encompass a number of things, from recycling to gardening, and in being resourceful with products and items that we use. We can teach these to our children through hands-on activities and by involving them in acting sustainably as well!

This month its very simple, the weather is warming up and the days are getting longer. We challenge you to play outside more. This simple activity goes a long way in teaching sustainability. Sharing in and appreciating a love of the outdoors will inspire kids to care for the earth.





Literacy

“Being literate is the capacity, confidence, and disposition to use language in all its forms through written, oral, visual, and auditory. Literacy incorporates a range of modes of communication including music, movement, dance, storytelling, visual arts, media, and drama, as well as talking, listening, viewing, composing, reading, and writing. Active listening and a strong foundation of oral language is a key to ongoing and lasting literacy learning. Children enjoy and learn from different texts. Contemporary texts include electronic and print-based media. In an increasingly technological world, the ability to critically analyse texts is a key component of literacy.” *Belonging, Being and Becoming: The Early Years Learning Framework.*

Experiences in early childhood settings build on the range of experiences with language, literacy and numeracy that children have within their families and communities.

Literacy education within an Early Years setting looks like: Conversations with peers and educators, sociodramatic play, reading a variety of books, singing and chanting rhymes, jingles and songs, creative arts, expressing feelings, using technology, pre-writing skills writing, play-dough and science experiments just to name a few.

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

1.2 Educators facilitate and extend each child's learning and development.

Australian Government Department of Education (2022). [Belonging, Being and Becoming: The Early Years Learning](#)

There are cars everywhere!

Our car park gets very busy at some times during the day, and children don't have very good skills yet, at noticing traffic.

We are talking to the children - frequently about road safety, and what they can do.

When they are on the road, they must walk on the curb side, and always have some contact with their person. They must hold a hand, hold onto the hem of a shirt, hold on to the pram, help carry a bag.

In our car park, always wait on the footpath, and help put their seat belts on.



Ball Throw

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

This one is very simple all you need is a ball for each person playing and a space outside. The ball can be any size (fun shaped balls work too). Mark a line as a starting point, everyone playing stands on the line with a ball. You say 1,2,3 throw. Everybody throws as far as they can, you run and pick up your ball and run back to the line. It's a very simple game but it does encourage movement and throwing skills.

For older children mark a starting spot (A) and then mark a second spot 5m away (B). One person stands at spot (A) and throws the ball they then see how many runs they can get by running between spot (A) and (B) before the ball is returned to the starting spot. Rotate throwers and see who can get the most runs.

