



Spring has sprung,
and it is the perfect
time to...

Come in and visit!

The children and the teachers love visitors!

You do not have to wait for Book Week, to come in and read a story. You might not think that you have any specific skill, but you do!

You can help with craft, sing, read, or just play!

As well as this - If you have any suggestions, we would love to hear them.

You can chat with your child's teacher, email, smoke signal, semaphore, whatever works!

We would like to acknowledge the traditional custodians of the land we meet on – and pay respects to Elders, both past and present and emerging





Lots of Lovely bags!

This is Tika, some of you may have already met her. She owns our local convenience store at North Balgowlah, just around the corner! Tika has been providing her customers with paper or plastic bags for no charge. If you have any plastic or paper bags that you are happy to pass on, please bring them in or even drop them off to Tika. We love helping our community and this is a great way to help reuse and recycle our bags. You can leave them in the office or drop them off yourselves!



PREP 5 mins | COOK 30 mins | SERVES 6

INGREDIENTS

- | | |
|------------------------|--------------------------|
| 1 onion | 2 tbs tomato puree |
| 2 carrots | 1 tbs white wine vinegar |
| 2 zucchinis | 1 tsp sugar |
| 1 stick celery | 2 bay leaves |
| 3 garlic cloves minced | 1 tbs oregano |
| 80 g bacon pieces | salt and pepper |
| 500g chicken mince | 400g spaghetti |
| 400ml passata | parmesan to serve |
| 200ml chicken stock | |
| 60ml milk | |

METHOD

- 1. Finely** chop onion, **grate** carrots and zucchini.
 - 2. Fry** the onion, carrot, zucchini, celery, bacon, and garlic in 1 tablespoon of olive oil for 3-4 minutes until softened.
 - Turn the heat up to high and add the chicken mince. **Fry** until the chicken mince has changed colour. This will take roughly 3-4 minutes.
 - Add in the passata, stock, tomato puree, milk, white wine vinegar, bay leaves, oregano, sugar, salt, and pepper. Simmer for 25-30 minutes.
 - Cook** pasta to instructions
 - Add** grated parmesan and a sprinkling of chopped parsley.
- Tip: Add a can of chopped tomatoes for extra veggies.*

Podcast Reviews

APPS TO INSPIRE THE SCIENTIFIC MIND.



MY AURORA FORECAST & ALERTS | JRUSTONAPPS B.V

The northern lights, or aurora borealis are beautiful dancing waves of light that have captivated people for millennia. Seeing the lights in Australia isn't very common, but you can use this app to view the lights via live webcams from around the world.

PLAY AND LEARN SCIENCE | PBS LEARNING

The Play and Learn Science app contains a suite of educational kid's games from PBS Kids designed to encourage early science learning! Kids can play a range of games that help them learn core scientific concepts, all while building and developing problem-solving skills.



Why do children like to test boundaries?

As a baby, your child followed your lead. Then you navigated the “Terrific Twos” and came out the other side. So, it’s all calm sailing from here, right? Our little people are constantly growing and developing, and at some point, they start to realise they are independent people who exist as separate entities from their parents. This is when children like to test boundaries. “Time to have a bath!” No way, I hate baths today. “Try some broccoli.” Nope, that’s going straight on the floor. As infuriating as this limit testing can be, it’s a sign of normal development.

We typically first see children test boundaries when they are around 3. This is because they are moving into a developmental stage where they are less dependent on parents. Your child will start to do things like talk, feed themselves, use a toilet, and even begin to dress themselves with limited input from you. However, with this growing independence and desire to assert themselves can come defiance. They are also learning how their behaviours influence others around them and will start to test the boundaries so they can make their own decisions. This all culminates in the testing to see what they can and cannot get away with. Limit testing occurs right up into the teen years, just in a different context. Teenagers go through another developmental phase associated with independence. We might continue to see these testing behaviours as they gain personal responsibility and crave increased opportunities to express their needs and preferences.

What’s Going on in Their Brains?

Defiance and limit testing are not only driven by regular developmental changes. They are also a way children can gauge their sense of security in the world as they start to navigate it without parents. In general, the human mind thrives from predictability; we like to know the rules and what to expect to decide how to react and respond. It also makes us feel safe when we can reliably predict or understand the rules and expectations. It’s no different for children, except they haven’t learned the rules yet. So, consistency and predictability are vital for our little people as it helps them feel safe in an unknown and massive world. And rules and consistent limits reduce limit testing behaviours in the long run. Some of the most challenging behaviours we see, like defiance or dysregulation, arise when children feel overwhelmed. When we give them clear limits, they know where they stand, and they feel calmer and more settled because they know what to expect. But knowing what to expect doesn’t always mean compliance. Children need to receive the same messages many (many) times before they learn the rules. This is why limit testing can persist if we aren’t consistent.

Communicate the Limits - Ensure children clearly understand the limits. This could include getting them to repeat the rules or limits you have set. It also might consist of writing up or drawing steps they must follow. Remember that repetition is the key.

Prepare for Transitions - Transitions are hard for children. They don’t want to stop what they are doing or don’t understand things like the concept of time, so they struggle to move between tasks. Ensure you give them warnings, including telling them before the event/situation occurs (where practical) that a transition will be coming. Then provide them a warning and cue that the time is nearly up.

Offer Options If Possible - You can keep the boundary but still offer them the opportunity to be independent or make choices. It can trigger defiance when kids feel like they have no choice or control over their world.

Help Them Regulate Children love and need rules, but they don’t always like them. This might bring up some strong feelings, so ensure that you stay firm but still help them manage any big emotions. You could remove triggers, help them take calm breaths, cuddle them, or help them get some excess energy out with star jumps or running on the spot.

Let Them Be the Boss . . . Sometimes Rules are great, but too many can be overwhelming, and they can become defiant when they get no opportunities to be autonomous. This can lead your kids to try to test the boundaries. Try letting them be in charge sometimes. But this means managing your fears or challenges of letting go. Ensure you set both of you up for success by still putting some parameters in place.

Find the Positives Reframe the conversation and language to focus on the positives or change your attention to the behaviour.

Pick Your Battles Decide which are the non-negotiables and focus on those instead.



What on earth is ACECQA?

In Early Childhood Education, we take our responsibilities for forming future people very seriously! (and so does the Government.

ACECQA (**Australian Children's Education and Care Quality Authority**) is run by the Federal Government and is responsible for making sure all children receive high-quality care, including positive learning experiences, varied and interesting programs, a safe and secure environment, and the benefit of good relationships between children, their families, and their careers.

This is managed by a Self-assessment system, and assessor that comes out to check t on our awesomeness.

We are currently at the stage of self-assessment; it is an exciting time for us to review our practices and procedures and record all the amazing things we do.

The framework we use consists of seven areas, where high-quality practices are defined for us to follow. They are Educational Programs and Practices.

*Children's Health and Safety * Physical Environment* Staffing* Relationships with Children* Collaborative Partnerships with families. *Governance and leadership.

This is a system that every Early System uses; from long day care, pre-school, to kindergarten - we all follow the same curriculum!

Please chat with the team and have a look at the folders and books in the foyer if you would like any information, just ask!



Australian Children's
Education & Care
Quality Authority™



Let's highlight... Quality Area 1!

Program

The educational program enhances each child's learning and development.

Element 1.1.1 Approved learning framework. Curriculum decision-making Contributes to each child's learning and development outcomes in relation to their identity, connection with the community, well-being, confidence as learners, and effectiveness as communicators.

Element 1.1.2 Child-centred Each child's current knowledge, strengths, ideas, culture, abilities, and interests are the foundation of the program.

Element 1.1.3 Program learning opportunities. All aspects of the program, including routines, are organized in ways that maximise opportunities for each child's learning.

Practice

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

Element 1.2.1 Intentional teaching Educators are deliberate, purposeful, and thoughtful in their decisions and actions.

Element 1.2.2 Responsive teaching and scaffolding Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions, and feedback.

Element 1.2.3 Child Child-directed learning Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

Assessment and planning

Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

Element 1.3.1 Assessment and planning cycle. Each child's learning and development are assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation, and reflection.

Element 1.3.2 Critical reflection critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.

.Element 1.3.3 Information for families

Families are informed about the program and their child's progress.



Board Games for Numeracy and fun!

You might not expect much from a preschool board game. Players roll dice, or spin a spinner, and move their game tokens around a board. But when young children play number-based board games, something exciting can happen.

If a game requires that players move their game tokens along an ascending sequence of numbered spaces — and speak

these numbers out loud — it can help kids develop a crucial understanding of the number line and much more. Why not have a game night at home, begin with simple games like Trouble, Snakes and Ladders and Monopoly.



-Sustainability-

Smart with e-waste

E-waste is a broad term used for any kind of electronic or electrical product that has a plug or battery that has come to its 'end of life'. It includes everything from TVs, computers and mobile phones to batteries and kitchen appliances.

E-products is perhaps a better way to refer to them because they are certainly not waste. In fact, they often contain valuable materials like plastic and precious metals including gold, silver, platinum, nickel, zinc, aluminium, and copper. These materials can easily be recovered and recycled into something new, which prevents electronics being made from new or 'virgin' materials. Recycling your old electronics keeps these materials in use in the circular economy and out of landfills. If you need to dispose of any E-products contact your local council or Planet Ark to locate your closest recycling drop off location.

<https://recyclingnearyou.com.au/education/ewaste>

Music and Dance!

If you've ever witnessed children grooving to music, you can't help but smile. They obviously love the feeling of moving to tunes. But music and dance are much more than just fun activities for children. In fact, it's very beneficial for children to participate in these "performing arts". Here's why:

Music and dance engage the brain, and children learn new things, like sounds, words, and patterns through music. And with dance, they can explore and control their body movements. These activities are great for development and stimulate connections in the growing brain.

It helps cultivate communication skills: Bringing together kids with songs, rhymes and actions lets them discover how to interact and connect with others. They develop listening and social skills that will give them self-confidence and better prepare them for school.

Music and Dance allows children to express themselves

Happy, nervous, tired? Engaging in creative activities lets kids release their emotions and express their feelings. It's a fantastic opportunity for children who aren't yet able to put their thoughts into words.

It helps foster physical skills: Young musicians and dancers learn skills like balance, control, and co-ordination. Singing and movement is also good aerobic exercise-linked to stress reduction, physical fitness, and overall good health.

Music and dance contribute to creativity and imagination: With children spending more time in front of screens rather than physically playing, music and dance encourages them to be curious and imaginative. This creative outlet can also give them opportunities to learn about other cultures through the arts.

National Quality Framework | Quality Area 1:

Element 1.1 – *Program*. The educational program enhances each child's learning and development.

Food Allergy SMART program

To help create it's important that the whole community understands food allergies. We're never too young to look out for one another and we believe in teaching students to be Food Allergy SMART and know the best way to help and support a friend with allergies.



Australia has one of the highest incidences of food allergy in the world.

- One in 10 babies born in Australia will develop a food allergy.
- There is no cure for food allergy.
- Awareness and education are vital in managing life-threatening allergies within schools.
- A severe allergic reaction known as anaphylaxis can rapidly become life threatening and must be treated as a medical emergency.
- Even tiny amounts of food can cause a life-threatening allergic reaction called anaphylaxis.
- Some individuals can react to particular foods being cooked (e.g., fish)
- 90% of reactions are caused by ten foods – milk, egg, wheat, peanuts, shellfish, tree nuts, fish, sesame, soy, and lupin.
- Food allergies are not just a medical condition they have an impact on mental health if children are bullied or excluded.
- Continuing to exclude and socially isolate food allergic children while in primary school will contribute to risk-taking behaviour in high school.
- Knowing how to respond to an allergic reaction when recognising the signs and symptoms, could save someone's life

**We are having the Food Allergy SMART
People visiting here!
See attached!**

Children's Food Allergy Smart Program - 2023

