

Newsletter

A Note from Nerrilee

We are reviewing our Behaviour Management policy and would like your input. We have recently researched and discussed the four main styles of caring for young children and these are summarised below (White, Hayes & Livesey, 2010):

Authoritative Style: Standards are set, are firmly enforced, respect is shown for children's opinions and warmth between carers and children has been established.

Indulgent Style: Virtually no demands on children, children make all their own decisions and carers are unresponsive to children's behaviour.

Authoritarian Style: Places a high value on obedience, does not encourage discussion or listen to children's points of view.

Neglectful Style: Very uninvolved in the child's life, imposes virtually no demands and are unresponsive to children's behaviour.

Adventures staff agreed that an authoritative style was the most appropriate style for us given the level of rapport we build with the children. There is also an expectation that staff must maintain standards to ensure all children are safe, healthy and comfortable while in our care. This approach is supported by Harvey, McWilliams and Harvey (1998):

"...teachers who do not set and enforce clear, firm, consistent and appropriate classroom rules are likely to face higher levels of misbehaviour, which may trigger coercive cycles."

And Boyer (2006):

"...an authoritative style which is characterised by moderate amounts of warmth and discipline is associated with lower levels of risk taking behaviours and substance abuse than other styles."

Please take the time to read the Behaviour Management Policy and email me with any comments, edits or inclusions you would like to see made to the policy.

Dates for the Diary

19th October- Teddy Bears Picnic

22nd October- Pink Ribbon Day

20th-28th October- Children's Week

22nd-26th October- National Water Week

31st October- Halloween

6th November Melbourne Cup

8th November- Investigator's Christmas Concert

12th-16th November- National Recycling Week

14th November- High Flyer's Christmas Concert

19th-30th November- Lunch Box Week for children going to school in 2013

29th November- Explorer's Christmas Concert

6th December- Discoverer's Christmas concert



AS THE WEATHER IS WARMING UP...

Adventures is recognised as a
Sun Safe centre

The children love to play outdoors
So sunscreen **MUST** be applied by parents each morning to children's exposed skin.
(we will reapply it throughout the day)

Please let a staff member know if sunscreen **has not** been applied.

Shoulders and backs must be covered and appropriate hats (**wide brimmed- not caps**) must be worn.

NO HAT = PLAY IN THE SHADE OR

Children's Learning

The diversity in family life means that children experience belonging, being and becoming in many different ways. They bring their diverse experiences, perspectives, expectations, knowledge and skills to their learning.

Children's learning is dynamic, complex, and holistic. Physical, social, emotional, personal, spiritual, creative, cognitive and linguistic aspects of learning are all intricately interwoven and interrelated.



BEHAVIOUR MANAGEMENT POLICY

Overview

Behaviour management requires a broad approach which will keep children physically and psychologically safe and will gradually guide them to communicate needs verbally, to learn to relate socially with others, to solve their own problems and to ask for help when needed.

Staff are expected to develop warm relationships with children, explain their expectations and in return be able to enforce those expectations to maintain an environment that is calm, pleasant and safe for all children and staff.

Guidelines

Staff should have an understanding of children's development, behaviour, individual temperaments and needs to help them with behaviour management

- Behaviour should be seen as an expression of feelings or an attempt to meet needs. Staff should be aware of what the child is trying to communicate, and deal with the underlying problem as well as guiding the child towards more appropriate responses.
- Strategies for guiding and managing behaviour should take account of the child's life situation and cultural differences.
- Adult responses should include consideration of possible assessment for physiological and psychological conditions that could be affecting behaviour.
- Staff should seek to develop partnerships with parents and support them in exploring options for addressing their children's needs at home and in the centre.
- Staff and parents should share information to identify stresses that might affect the child's behaviour.
- Staff should focus on the behaviour, not the child, and positive behaviours should be encouraged.
- In meeting the needs of the individual child, consideration should also be given to the needs of all other children in the group.
- Expectations should be clearly articulated and consistent. These should be oriented towards the respect and safety of people and property.
- Children should be involved in the formulation of group expectations as far as they are able.

Policy

1) Consider the context

- i) Has a particular situation or the play environment created the undesirable behaviour?
- ii) Is the behaviour just 'annoying' or is it really hurting someone?
- iii) What do you think were the child's intentions of the behaviour?
- iv) Is my response to the same behaviour consistent with all children and generally across most situations?
- v) Am I expecting children to behave in ways that suit my values and beliefs, which may be different to those of families and/or other staff?

2) Supporting children

a) Staff will guide children's behaviour in positive ways by:

- i) focusing on each child's strengths
- ii) ensuring that expectations of children's behaviour are individually, culturally and developmentally appropriate to each child
- iii) using positive directions when guiding children towards desired behaviour
- iv) assisting children to recognise their feelings and find ways to express them that are appropriate/acceptable
- v) use simple words and explanations for younger children and help older children find reasons for behaviours
- vi) encouraging children to use assertive phrases such as "Stop, I don't like that" in appropriate contexts
- vii) assuring children that at times resolving conflict, may not always 'work' and that they can come back to staff for further assistance

- viii) talking with children about how their actions affect others and themselves
- ix) trusting children and helping them understand and develop simple rules
- x) ensuring that expectations and limits are consistent and clear to children
- xi) supporting children positively when they are meeting expectations
- xii) ensuring that behaviour which is not acceptable is responded to immediately

b) Staff can be effective role models for children by:

- i) interacting with children and other adults in positive ways
- ii) responding calmly and sensitively to children's challenging behaviour
- iii) seeking assistance from other staff when they need help
- iv) labelling the desired behaviour, rather than labelling the child

3) Working with families

Staff will work in partnership with families by:

- i) maintaining on-going open communication with the child's family
- ii) sharing and discussing relevant information to ensure positive guidance is consistent in the centre and at home
- iii) being sensitive when discussing behaviours with families
- iv) working with families in positive ways and not being critical or judgmental
- v) providing information to families about external support services and other resources in the community.

4) Supporting each other

Staff can support each other to positively guide children's behaviour by –

- i) discussing their own values and beliefs about desirable behaviours in young children and how these can be promoted.
- ii) being consistent by monitoring each other's responses to situations.
- iii) stepping in when staff show signs of frustration with a child's difficult behaviour.
- iv) sharing information and perspectives on how to best support children.

5) Managing very difficult behaviours

When a child's difficult behaviour becomes extreme and/or continues to be a cause of concern to staff, in consultation with the family, staff may –

- i) discuss the situation with the Nominated Supervisor and/or Director and develop a specific plan of action
- ii) monitor the plan and evaluate the outcomes
- iii) arrange a meeting with the parents and director to develop a specific plan of action
- iv) consider seeking external intervention support, if needed (eg: KU Support Services).

References:

White, F., Hayes, B., & Livesey, D. (2010). *Developmental psychology from infancy to adulthood*. (2nd ed.). Frenchs Forest, NSW: Pearson

Boyer, T.W. (2006). The development of risk taking: A multi-perspective review. *Developmental Review*, 26, 291-345. (Peer reviewed, scholarly article)

Harvey, A. D., McWilliams, L & Harvey, A. E. (1998). *Teacher discipline and child misbehaviour in day care: Untangling causality with correlational data*, 34 (2), 276-287. (Peer reviewed, scholarly article)

CONGRATULATIONS TO:

Sulo, Jeevan and Kayedan on the birth of their beautiful boy Xavier.

Janneke, Andrew and Johanna on the birth of their beautiful girl Renee.

Rebecca, Simon and Savannah on the birth of their beautiful boy Benji.

Andrea, James and Ella on the soon to come baby boy.



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CONGRATULATIONS TO:

Kayla for successfully completing her Diploma in Children's Services – well done!

GOODBYE AND GOOD LUCK:

Goodbye to **Diana** who will be leaving mid November to enjoy an extended overseas holiday.

Goodbye to **Lauren** who leaves us mid November as she completes her Certificate III Traineeship and welcomes her baby son - Lucas.

ADMINISTERING PANADOL

Children developing (or presenting with) a higher than normal temperature will be sent home for medical treatment. Panadol will only be administered to children if the child is uncomfortable and parents may be delayed in collecting their child.

Staff may administer Panadol if a parent is unable to be contacted, the child's temperature reaches 38.5°C (or at the Director's discretion) and permission has been given on the enrolment form.

Please ensure you **leave alternative contact details** if you are contactable on a different number for the day. Emergency contacts (or medical practitioners) will be contacted if we are not able to contact you or you are not able to collect your child.

See Administration of Medication Policy on noticeboard this month.

Staffing Arrangements for 2013

Discoverers (0-2yrs)

Kayla (Mon-Fri)
Laura (Mon-Fri)
Jessica M (Mon-Fri)

Explorers (2-3.5 yrs)

Rochelle (Mon-Fri)
Megan (Mon-Fri)
Sofia (Mon-Fri)

Investigators

Billie (Mon- Fri)
Kylie (Mon- Tues)

High Flyers

Kate (Mon-Fri)
Janine (Mon-Wed)
Mary (Wed-Fri)

Support Staff

Katrina
Jenna
Emily
Ana

Administration

Nerrilee (Mon-Fri)
Jess (Mon-Fri)

During January we try to accommodate children leaving the centre to start Kindergarten (whenever possible). To facilitate this and to allow staff to take annual leave, some children and staff may not be moving into their permanent room until the beginning of February. We try to make the transition between rooms stress free so January also provides us with a transition period.

Thank you in advance for your cooperation.

TAKING HOLIDAYS???

Please remember to let Jess or Nerrilee know if you are planning on taking holidays in January 2013.

To take advantage of the 50% holiday rate we will need notice by close of business Friday 7 December 2012.

Discoverers' Room News

What an amazing experience the Discoverers have had as they enjoyed participating in celebrating the London Olympics 2012! We learnt ways to support our country, singing/ chanting "Aussie, Aussie, Aussie, Oi, Oi, Oi!" We made our own Aussie Flag and Olympic Rings.

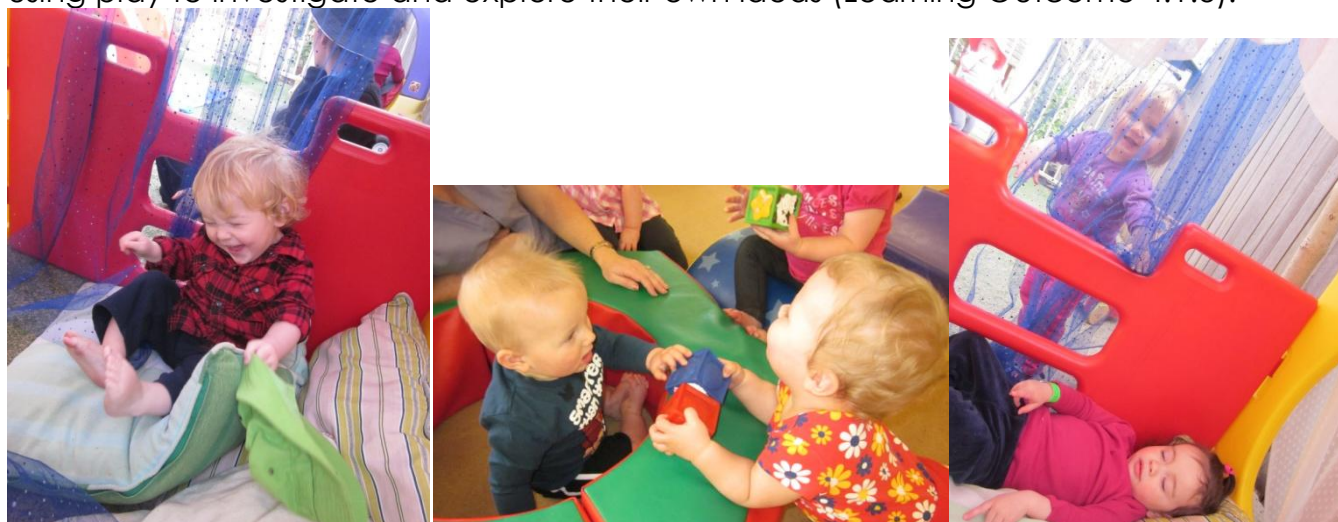
With this we learnt about the world we live in and it is evident that the children are connected and contribute to their world (Learning Outcome 2, p.26).

Children's connectedness and different ways of belonging with people, country and communities help them to learn ways of being which reflects the values, traditions and practices of their families and communities.

We have also noticed the children's social skills have improved. They are beginning to display turn taking and their ability to share a toy or experience. Furthermore we have noticed the children's language development. They are beginning to use one or two word sentences. The older children are talking in 3-4 word sentences. The children's babble is becoming meaningful and is becoming easier to convey their message through their play and being involved in group experiences. For example the children enjoy running races with their babble "Ready set go!" (Learning Outcome 5, Children are effective communicators).

The extremely warm weather this spring has allowed the Discoverers to head outside in their swimmers to enjoy some water play. The children used their sensory motor skills to splash and explore the different ways of manipulating water with the sieves, buckets and spray bottles. The shell filled with water allowed the children to dip their feet in the water and float the boats around the edge. The children were excited by the different colours we turned the water each day with some coloured food dye. The children initiated their own investigation as they combined two different coloured waters to create an extremely new one. Each day the Discoverers have become more enthusiastic and comfortable around water than the last, creating their own play whilst getting soaked from the head to toe (Learning Outcome 1.2.7).

The Discoverers are learning to approach new, safe situations with confidence while using play to investigate and explore their own ideas (Learning Outcome 4.1.3).



Explorers' Room News

Well the year has flown by and it's October already! Over the past 2 months the Explorers have been busy celebrating The Olympics and sharing Father's Day with all their wonderful Dads!

The Olympic focus saw the Explorers creating many different artworks such as medals and flames to display in the room, watching many different Olympic events on the TV and participating in our own 'mini' Olympics. It was wonderful to see the children pointing out the Australian colours and sharing the excitement of our athlete's achievements!

For Father's Day we had many special Dads come into the centre to share some playtime with their children. It was great to watch the Dads interacting with not only their child but all the other children in the room and having a wonderful afternoon! The children loved creating their very own handprint magnet for their Dads, and we hope all the Dad's had a very special Father's Day!

During September we also had a very special Grandparent's morning visit. All the children put on a lovely small performance that the Grandparents thoroughly enjoyed. The children were excited and enthusiastic about showing their grandparents all the different things they do at Kindy!

The children have adapted well to the addition of News Time to the program. Each child has surprised us with their hidden confidence and ability to speak in front of the group! We are all so proud of each Explorer and the enthusiasm that they have shown towards being a part of news! The children have also displayed how well they can listen and concentrate when their friends are sharing their news! Well done Explorers!

It has been a pleasure watching the children grow and develop so much over the last 2 months. They have been showing wonderful kindness and thoughtfulness towards each other during play. We have seen the children helping each other finish puzzles, get across balance beams, even handing out tissues! It is wonderful to see such strong friendships form and the children beginning to play in groups and pairs, making up their own games and stories. They are all growing up so fast!

Coming Up:

Children's Week: Children will create the program for the week full of of experiences they wish to be involved in.

Christmas: Over the next two months the Explorers will be busy preparing for our Christmas concert!



Investigators' News

The end of the year is fast approaching and it feels like it was just the other day that we started 2012. The Investigators have blossomed into intelligent, confident and capable learners. It has been wonderful to see the children transform in terms of development and growth. Soon most children will be embarking on a new adventure as a High Flyer in 2013.

Over the past few months the children have had the opportunity to be involved in numerous Adventures Incursions. The Nutrition Magician was a great way for the children to learn more about healthy eating and lifestyles, with a humourous twist and magic. The Investigators learnt all about the healthy eating pyramid and the five food groups.

The Puppet Man also provided loads of entertainment for the children, where they also had the opportunity to be involved in the performance.

Billie brought her sister in for a visit to the centre. She didn't come by herself but she brought with her a special friend. This wasn't any friend it was a Shetland pony. The excitement between the children was so exciting to watch. Each child had the experience to feed Fonzy with carrots and apple. Fonzy needed a brush so we had the opportunity to do this too. Some of us were brave enough to stand next to her and have a picture taken.

The Olympic Fever struck Adventures' with the true Australian Sprit of barracking and supporting our team with green and gold colours. We were lucky enough to have Nicole, Gabe's mum, who is a past Olympian to come to the centre to teach the children about the track and field events: long jump and hurdles. Nicole brought in some wonderful memorabilia from her past Olympics such as her running shoes and medals. Munch and Move was also structured around Olympic Fever with running races, long jump, weight lifting and so forth. A competitive nature was shown among the children. This in turn allowed them to earn some wonderful medals that they had helped to make.

Over the past month or so the Investigators have really enjoyed the literacy visits from West Pennant Hills Public School. This was a great initiative as it allowed the school children to practice their reading skills and for the preschoolers to meet new friends and to hear a variety of stories. Some children noticed some books that we have at preschool. This experience allowed the children to connect with the wider local community.

Kylie, Billie and Rochelle have been passionate about following the children's interest in science experiments. Making rockets was a real treat for the children. The children watched as a few liquids mixed together popped and exploded before our eyes. As a group we counted backwards from 10 to 0 - just like a rocket ship count down. This experience then reflected in the children watching a real life rocket ship launch using the technology of the computer to assist with the experience. Other science experiments have been mixing colours and making crystals.

The celebration of Father's Day and Grandparent's Day was a wonderful success with such a positive turn out. The Investigators shared some wonderful stories and books with our dad's and Grandparents. For our dad's we also made a movie about "Why I love my dad." After our little presentation the dads, grandparents and children spent the morning playing and spending some quality time together. We hope you had a wonderful day, just as much as the teachers did.

To show our increasing awareness for our wider community and world the children have been supporting numerous celebrations such as National Water Week, International Talk like a Pirate Day as well as the upcoming Children's week. This is where the teachers will be taking a back step and allowing the children to program their own ideas for the weekly program.

Cooking has been a highlight in the group. Gnocchi was the most recent experience that the children helped to make. We helped to mix in the flour with the potato and cutting the shape of gnocchi. The children are real master chefs as the gnocchi tasted amazing and this was our first attempt. Other cooking experiences have included making pirate jelly and cooking some delicious foods for afternoon tea.

Just a reminder that the Investigator's Christmas Concert is fast approaching. It will be held on Thursday 8th November. Please keep your eyes peeled for more information. The Investigators have been superstars in the making. They have all been participating in numerous experiences for our final end of year video. We look forward to sharing this with you.

Rochelle, Billie and Kylie.



High Flyers' Room News

The High Flyers have grown over the last few weeks, physically getting taller, developmentally learning new things and showing an understanding of language and science.

We have been working on comparing and contrasting stories and authors; especially enjoying the Julia Donaldson stories. Last year we acted out *The Gruffalo* for our Christmas Concert. This year we are working on acting out *The Smartest Giant in town*. Children have been able to recall and retell the story, some word for word while others use the illustrations as a guide. It has been a challenge working on voice expressions and feelings as the animals "cry." We discussed that the giant's voice is loud and that he has to do what the Narrator says.

We have also been working on songs for the concert. The children have helped us choose them as their favourite songs! We practise them regularly in between transition times and during music time. The songs help us to work on beat and rhythm and following instructions. Children have been working on their fine motor skills as they do their threading for their Christmas present. They concentrated as they repeated the process of weaving in and out. We can't wait to start our decorations!

One of our other ongoing literacy projects is reading our big book of *Pinocchio* and learning life lessons. We discussed what happens when we obey and listen and what happens when we lie. We discussed why we go to school and how to treat our friends as well as what's "good" and what's "bad." We compared our chapter book with a few different short versions and children were able to describe the differences and similarities.

The children have also had a fantastic opportunity to interact with the wider community. The West Pennant Hills Primary School (Year 1 and 2) visits have been wonderful. They were able to show us what it would be like to go to school. We recognised some familiar faces and caught up with old friends and met some new friends. The High Flyers were fascinated with the children's uniforms and discussed the books they had read. There were new books and old favourites! We were so impressed at how great the children were at reading! The High Flyers have also been discussing big school visits and orientation. This interest helped us scaffold and support them by setting up a school with pencil cases, books and uniforms. They told each other what school they are going to and compared the different colours of the uniform.

The Grandparents visit and Father's Day visit was lovely as children had time to show their family members what they like to do and have share some refreshments with them. They children learnt some new songs and sang it to them and during Grandparents Day we also read *Shoes from Grandpa*. Later in the term we welcomed Jordan's grandma Linn who came in and brought some books from the library she works at. We read some big books like *10 Fat Sausages with puppets* and *The Gruffalo*,

The children have now been interested in changing the room around. Every week they tell the teacher their ideas and what they would like to put where. The hospital was child initiated and the children looked after each other by bandaging up their "sores." The hairdressing and burger shop were also requested by children, which led us to discuss healthy food.

Space week was teacher initiated but it has always been a child interest as they regularly describe the tree as a "rocket" and count backwards to "BLAST OFF." We explained about space and discussed planets, moons, astronauts and space stations!

We have learnt new games for Munch and Move and also allowed children the opportunity to show their own stretches. The children have showed us how to work in teams and be the "leader" of the team. They have also started explaining how to do the games and lead their small group.

Diana, Janine and Mary

A parting note from Diana:

It has been a lovely few years at Adventures, and as most of you know I have decided to travel. It has been a pleasure getting to know all the families, my colleagues and the wonderful children. I wish you the best of luck in the future. I will miss everyone!

