



Autumn Parent Newsletter 2014

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Our Parent evening held in March -Sustainability and Children's Development was a great success with over 30 attendees. Thank you for your important feedback and support.



Important Reminder

ACS Expanding your Toolbox Conference Professional development day for educators - service closure Friday 23rd May.

JOEY'S ROOM

Children and Educators have settled into the room well.

The permanent Educators in the Joey's room are Debi (Room Leader), Annie Heather and Joan with relieving staff making appearances for Planning (Jayne), holidays, RDO's and training.

There has been a steady build up to numbers and the Educators have spent most of the time getting to know each child and creating a nurturing, secure attachment assuring each child feels welcome, safe and happy in our care.

The Joeyes and Wombats start each day together and at this time the Joeyes are offered painting, pasting and playdough fun. At morning tea time Joeyes return to their room to settle into our own routines and activities and a day full of fun.

Looking forward to the year ahead.

EMU ROOM

Indigo Dreaming Cards -Mica

The Indigo Dreaming range is a fun and magical way to introduce children to relaxation and meditation through the use of visualisation, muscular relaxation, breath awareness and affirmations. It allows children to be creative, imaginative and to use their minds without external stimulation.

The children have enjoyed getting the cards out and looking at the pictures and discussing what is on the card. It's been a fantastic way to start conversations about the many feeling we have. We have also extended this into games of 'Pairs' and 'Memory'.

I choose one card a fortnight for our Emu children. These reflect on moments of positive learning experiences we enjoy on our Emu room. Please ask if you would like a copy of this fortnight's card to put on your wall at home so the whole family can embrace the affirmation.

Developing a sense of belonging and exploring our environment - Denise

Sandpit play in the mornings has developed recently into 'Dinosaur Land'. Several children have been building and creating the land representing how it used to look when the dinosaurs were alive. The children created a waterfall by using one of the permanent rocks in the sandpit and placing large logs on top and then having the hose on for short periods of time to create a waterfall effect. The dinosaur land took up most of the sandpit however another area was set aside for the children who wanted to cook, allowing for the children to work cooperatively together.

In the Emu's room a 'Community Tree' has been created using our thumb prints. The tree encompasses 'Harmony Day' recognising all cultures. We are one community (Emu Room) bringing different ways of being (thumb prints) to the community.



Learning about ourselves and our Community -Elissa

At the start of the year to help decorate the room the children and I decided to make an identity bunting. Each child chose a coloured triangle, drew a self portrait and told me a few things about themselves. Each child then added their triangle onto the string to create our Emu Room Bunting. This has been a great tool for all educators to refer to and without fail it brings a smile to your face when reading about each child.

We are now exploring our knowledge on Australia. We have pinned out the shape of Australia on the wall and in small groups have added pictures and had discussions on the different states.

We have read the stories "Possum Magic" & "Are we there yet" this has helped the children locate Cities, famous landmarks and recognise Australian animals. You will now see some brightly coloured Maps of Australia up on our wall, with the each child's voice on what they know about Australia. (photo 8)

Movement Sessions - Dianne

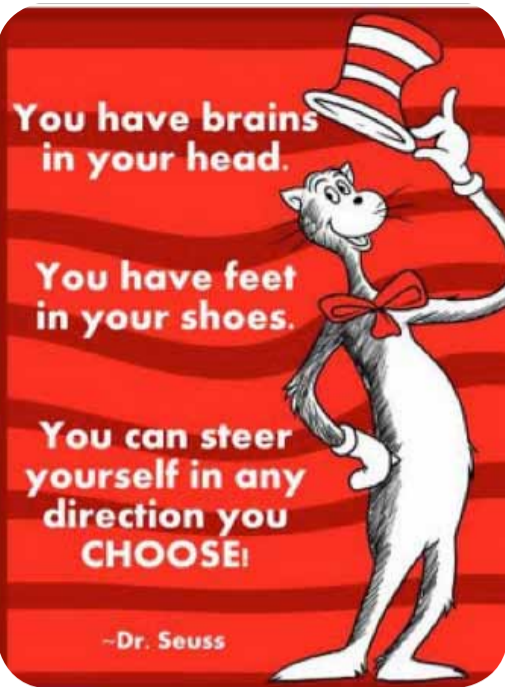


During the afternoon on most days small groups of children have participated in movement sessions. These sessions have aided children in enhancing and extending their fine and gross motor skills, their turn taking and cooperative skills as well as following instructions and carrying through and completing tasks.

Some of the experiences provided have been obstacle courses, hitting balloons with table tennis bats, making echidnas in small groups using play dough and matchsticks, scrunching and rolling tissue paper using one hand. Our main focus has been crossing the midline, finger mobility, balance and eye tracking.

From observing the children whilst involved in the movement sessions we can follow through on other exercises/ tasks to strengthen and stabilise their bodies. By children having strength and stability in their bodies, especially in their hands, arms and shoulders allows them to make small precise movements within their hands without having to worry about what the rest of their body is doing such as when writing. "A strong, active body not only equips a child with self confidence, stamina, health and the ability to play with friends, research shows that it also helps to improve concentration and learning" (Sloan and Kemp, 2006)





FOOD, FOOD GLORIOUS FOOD

Our wonderful cooks that feed all those hungry tummys each day welcome any new recipes or input into our children's menu. Stop by for a chat or jot something down and bring it in. Let us know if you would like a copy of any of our recipe's



Apricot and Banana Bread (serves 4)

Ingredients

1 cups SR flour 2 mashed banana
1 eggs ½ cup sugar
1/2 cup milk 1 tbsp oil
½ cup dried apricots chopped

Method

In a large bowl combine flour and apricots. Make a well in the centre of the dry mixture. In a separate bowl beat the egg, milk and oil and fold in bananas. Pour wet mixture into the dry ingredients and mix until just combined.

Pour into a greased tin and bake at 180 for 65-70 minutes.

POLICY REVIEW/NEW POLICIES

Thank you to the families that have contributed to the policy review process - it is much appreciated. Please speak to a staff member if you have any questions about any policies. A reminder that a copy of all policies are kept in a folder in the foyer. You can also view all policies that are up for review in 2014 on the Alpine Children's Services website www.alpinechildrensservices.asn.au

Discovering and learning about colours - Naomi

The Emu room children have been learning about and exploring colours in term one. This has stemmed from observations that the children were interested in colour identification and exploring colour through art. Some of our colour learning has involved music and movement using coloured scarves, colour mixing using paint, games that feature colours, gross motor colour games and treasure hunt for specific coloured objects. Our approach to teaching has been appropriate to each child's development; ranging from basic colour identification to advanced understanding of primary and secondary colours. We have been using a range of teaching approaches to encourage meaningful learning about colours as Gardner's theory describes how we all learn differently. We encourage you to further enhance your child's understanding by talking about colours and colour mixing at home.



Discovering what is growing in our garden - Kristy

There have been many walks in our garden picking tomatoes, oregano, basil and cucumbers, with discussions about what we can cook with these ingredients. We decided to make pasta sauce and working with Kirstin in the kitchen the children made their own pasta sauce. It was delicious! We ate it with bread for snack and we things there are many other things we can cook!



With our investigation about farms the children are keen to make bread and butter! I wonder what else we will plant and eat as the year evolves?

WOMBATS ROOM

The educators in the Wombats room this year are Phallen, Leah, Kate, Kim, Helen, Linda, Aimee, Heather and Jayne.

We have had a very busy beginning to the year settling the NEW wombats into the room. Although there are some children who have stayed in the wombats' room from last year, most of our new wombats have either moved up from the Joeys room or are attending Alpine View for the first time.

We have found it really beneficial to begin each day with the doors between the Wombats and Joeys rooms open. This enables our 'ex' Joeys to wander through to the familiarity of their previous room, and for the children who are new to Alpine View it provides them with the opportunity to explore a little further. It's also lovely for siblings to begin the day together, and often reduces the anxiety of separation. We tend to close the doors as morning tea arrives, giving us the opportunity to begin our individual programs. There are some children in the



room who will move up to the Emu room at some stage this year and they enjoy as many opportunities as possible to transition between the two rooms.



Most of our children still require an afternoon sleep. As a result we have a lot children snoozing between midday and 2pm. We have found it works most efficiently to convert the Joey's room into a quiet, calm sleep room after lunch, with both the Joeys and Wombats using this space. Having the Wombats room free at this time provides a separate space for the increasing number of non-sleepers from both rooms to enjoy some quiet relaxed play.

Many of the children in the room are still wearing nappies. We are happy to encourage toilet training and as soon as you believe your child is ready. Feel free to chat with educators in the room about your child's individual needs.



The program that we run is on display on the wall near the sign in and out sheets. Please read and comment on some of the activities we are involving the children with. The program is child interest based, and reviewed on a fortnightly basis. Observations and learning plans are added to your child's profile book which you are welcome to take home at anytime and read. As part of getting to know each other we have been singing the song "I wonder what your name is". This encourages children to learn their peers names as well as educators. We have also looked at where people live and in the future will talk about who lives at your house, including pets.



We recently held parent/educator information sharing sessions where we talked about individual children and their needs for learning. If you missed out on having an interview and would like some one on one time with the educators please ask and an appropriate time will be made.



As the seasons are changing it is a timely reminder to bring a named jacket, beanie and gumboots so we can continue to offer outside play.

From the Educational Leader's Desk

Marlene Steiner

The leadership group at Alpine View have been focusing on the Quality Improvement Plan, which is on display in the foyer. This plan outlines the areas for improvement and encompasses all aspects of Alpine View Children's centre. Please be encouraged to take a look and to approach any of the leadership team members for further information or input. The leadership team is listed on the main noticeboard at the centre.

Intentional teaching occurs throughout the day as the children's play and learning is developed across the whole service. Educators can be seen engaging with small groups of children, individual children and with other educators and parents as they observe, assess and develop learning opportunities with children and families.

From the Kitchen

Encouraging Healthy Eating with Fussy Eaters.

- When they do not eat the foods offered, do not give in and substitute the meal with less healthy alternatives. This sends the message that they are being rewarded for being fussy. Simply remove the uneaten food and perhaps offer again later when they are hungry. Remember that healthy children will not starve themselves.
- Do not give your child too much choice at meals and snacks. Rather than asking "What do you want on your sandwich for lunch today?" ask "Do you want a chicken sandwich or a cheese sandwich?"
- It takes ten or more tastes of a new food before a child will learn to accept a new flavour. You need to persevere and praise them for their effort.
- Do not bribe or punish your child in connection with food. Ignore the mealtime behaviour you do not want to see (e.g. dawdling). A positive but calm approach to eating is the best way to encourage them.
- Small children tend to have favourite foods, but excess intake of any one food over a length of time can lead to nutrient imbalance. A common example is when too many bottles of milk reduces intake of other foods.
- Practical Tips.
- Involve your child in food : let them help with the food preparation and serving.
- Do not buy foods you do not want them to have e.g. crisps
- Teach your child that it is OK to try new foods. Allow them to taste foods without having to eat them, and do not punish your child when they spit out foods they do not like.

Sourced from *Dieticians Association of Australia*.

Quote - Nutrition and Feeding for Infants and Children (1999) Ellyn Slatter -

"Feeding demands a division of responsibility. Parents are responsible for what, when and where of feeding; children are responsible for the how much and whether of eating."

At times educators may be alongside or nearby children with the intention to observe the interactions without adult guidance, thus being able to assess the children's development and learning within the social context.

Learning Journals are a wonderful way for you to see your child's development and learning over the 5 years at Alpine View, with the educators aim to develop a seamless transition for children as they move from the Joey's to the Wombats and Emus rooms. So please return your child's Learning Journal from last year so that this can be moved to the next room. If your family is new to our centre and you have a Learning Journal from a previous centre, please send this along.

Information Sharing is so important to ensure the best possible care and education can occur for your child and family. Maslow's hierarchy of development suggests that children's basic needs for food, water, shelter, care and protection will affect a child's development and learning. If your child has not slept well, or had breakfast, has not established secure attachments to educators, is unsure about a procedure at the centre, if you have moved house or a pet has died, you have started a new job etc, these things will all impact your child's development and learning. It is important that all information is shared at all times, even if you feel it is something that appears to be not that important. Formal Information Sharing sessions are occurring at present across the service. Just speak

with your child's room leader if you are unsure about this. If at any time you are uncertain of a practice or the educational program please be encouraged to speak with your child's room leader, or Helen or myself.

Three and a half year old assessments are able to be carried out by Dee from Maternal health at the centre. These assessments are crucial to ensuring the educational program is developed to meet your child's specific developmental and learning needs. We encourage all families to make an appointment with Dee as soon as possible. If you are finding it difficult to manage a time due to work commitments just speak with an educator who can liaise with Dee.

Linking with families and the community is crucial to ensure the children develop a sense of belonging and we are working in partnership in your child's education and care. If you have any ideas for incursions, excursions, interesting community experiences or have a talent or interest you would like to share with the children please speak with Helen, myself or your child's room leader.

Alpine Shire Maternal & Child Health (MCH) Service

There are currently three MCH Nurses employed by the Alpine Shire. Dee McKerral works full-time across the Shire, Rebecca Sacco in Myrtleford and Mandy Lawless in Mount Beauty, both are employed part-time.



What is the Maternal and Child Health Service?

The MCH service supports families in the areas of parenting, health and development and can provide referrals to other professionals. The service links families in the local community through parents groups and introducing families to other early year services. The MCH



service is free to families with children from birth until they reach school age.

Some additional projects the Alpine Shire MCH Service has been working on:

- The 'All Hazard Plans' - The MCH Service has been working in partnership with the CFA to run some workshops with first time parents on planning for emergencies. The workshop 'works through' what the plans might look like, then the plan is taken home for fine tuning
- once completed plans are laminated for display on the family's fridge. A suitcase with what might be packed & prepared, in case of an emergency, is currently been constructed for a visual example for families to consider.
- Seedlings Pilot - as the MCH Service is collocated in Myrtleford, Bright and Mount Beauty with Alpine Children Services, we are part of a sustainability project. The MCH nurses are thinking of innovative ways of linking the first time parents group's sessions to sustainable practice.



- Look out for a winter clothes swap in Bright, Myrtleford & Mount Beauty.
- Pram Walking - The Alpine Shire MCH Services together with funds from Act Belong Commit have established some pram walking groups in Myrtleford, Bright & Mount Beauty with plans to extend these to Harrietville and Porepunkah. Maps of the walking track & meeting places have been made up for the walkers and are available upon request from your MCH Nurse.

To book an appointment or if you have any questions regarding the Alpine MCH Service please telephone Dee McKerral on 0417 147 120



PARENTS AND GUARDIANS

Just a reminder that our centres encourage involvement from parents and guardians. People can become involved in their centre by sharing information about their weekends or holidays or special events. This information then can be used as part of the daily program or incorporated into the fortnightly plan. Families can also be involved in the centre by special visits over lunchtime, special play visits, show and tell of photos, other family members or pets.

A REMINDER OF OUR CHILD PROTECTION POLICY

Alpine Children's Services affirms a child's rights to be emotionally and physically protected from abuse or neglect.

Where a staff member, Educator, General Manager and/or Team Leader has a 'reasonable belief' that physical or emotional neglect or abuse has occurred, a notification to Protective Services will be made.

Alpine View Family & Friends Group

Alpine View Family & Friends

Welcome Picnic at Ringer Reef: We had a fantastic night at Ringer Reef last week, for our Welcome Picnic, around 30 families shared a picnic together and drank delicious wine while the kids ran on the lawn. Thanks to Annie at Ringer Reef for letting us use your gorgeous winery. (photo's 20,21)

Spring Bulbs: We have just completed the Garden Express Spring Bulbs fundraiser, thanks to everyone who placed bulb orders. these will be ready for collection soon.

Hot Cross Bun Drive: You will have just received an order form for the Edelweiss Hot Cross Bun Drive. Please make sure your orders are returned to the office by Thursday 27th March so we can then place our order with Edelweiss Bakery.

Your Buns will be ready to collect from Alpine View on Friday 4th April.

Please let us know if you are keen to help out with anything at all or have any suggestions for great fundraising ideas. Let a staff member know or contact me on 0412 517 545 or lisa@everestsports.com.au

Thanks everyone
Lisa Flew

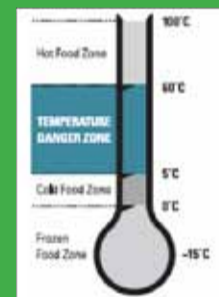


TEN EASY STEPS TO SAFE FOOD...

1. Buy from reputable suppliers with clean premises.
2. Avoid spoiled foods, foods past their use-by dates or foods in damaged containers or packaging.
3. Take chilled, frozen, or hot foods straight home in insulated containers.
4. Keep raw foods and ready-to-eat foods separate.
5. Avoid high-risk foods left in the Temperature Danger Zone for more than 4 hours.
6. Keep high-risk foods out of the Temperature Danger Zone. Keep chilled foods cold at 5°C or colder and hot food hot at 60°C or hotter.
7. Thoroughly wash and dry hands when preparing food.
8. Use separate and clean utensils for raw foods and ready-to-eat foods.
9. Cook minced meats, poultry, fish and sausages thoroughly.
10. When in doubt, throw it out.

Keep your food in the 'right' zone!
A basic rule-of-thumb is to keep 'high-risk' foods in the right temperature zone for as long as possible.

Avoid leaving high-risk foods in the Temperature Danger Zone.



If you are a parent - you don't want to miss this! Expanding Parenting Toolbox!

When: Thursday 22 May 2014
Time: 7.15pm registration 7.30pm start
Where: Education Myrtleford Performing Arts Centre (EMPAC), Prince Street Myrtleford
Cost: \$10pp includes light supper. Tickets available at: Alpine View Children's Centre, Mountain View Children's Centre and Lake View Children's Centre. Concession card holders free. Visit www.alpinechildrensservices.asn.au for further information or call 03 5750 1367.

Trade show, door prizes, networking and light refreshments available afterwards.



Warren Cann,
CEO of the Parenting Research Centre

There are times when raising children can push you to your wits-end, so it pays to have as many practical parenting tools at your disposal as possible. In this talk Psychologist and CEO of the Parenting Research Centre, Warren Cann, will offer 10 research backed ideas for strengthening your relationship with your children, dealing with difficult behaviour and coping with the 24-7 demands of being a parent.



Niki Buchan,
Education Consultant

Niki Buchan is an educational consultant with over 30 years experience internationally. Niki will explore the topic of risk taking outside, what sort of play is acceptable and what is too risky and how parents can best support children's learning and development.

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"Anything that is worth teaching can be presented in many different ways. These multiple ways can make use of our multiple intelligences".

Howard Gardner