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*“Almost all creativity involves purposeful play”*

*Abraham Maslow, American psychologist 1908-1970*

### Mandatory reporting of child abuse

Some professionals such as doctors, nurses, police, school teachers and Early Childhood educators are legally obliged to report suspected child abuse. In addition, any person who believes on reasonable grounds that a child needs protection can make a report to the Victorian Child Protection Service. It is the Child Protection worker's job to assess and, where necessary, further investigate if a child or young person is at risk of harm.

### JOEY'S ROOM

The last three months have whizzed past at it is hard to believe that it is now SPRING. During the winter months there was still a lot of outside play for the Joeys, thanks to all parents who remembered gumboots, coats and beanies.



The outside space was still coming together during the winter and on a few occasions when we headed outside to play there was something new to play on or with. The slide and steps were a huge hit and the joeys enjoyed being able to slide and climb the stairs with no educator help. While inside many of the smaller children confidence grew and they began to move around the room and yard without having to be close to educators.



The Joeys room is now FULL with a waiting list on some days, educators have been very busy settling in the new children and the older children often help with the settling process by sharing toys or finding

toys or books to share. Many of our older children have moved from sleeping in cots to stretchers on the floor and are all very proud of themselves for being “Big Kids”.

Pyjama day was fun, with most children still in their PJ's and all educators joining in the fun. Money raised will be sent to the Bright hospital, thanks for your donations.

With the finer weather here we are looking forward to playing more outside, a reminder to parents of our sun smart policy. You need to provide a named hat (that can be left at the centre) that provides shade cover for ears, face and neck. Caps provide little protection for your child's neck and ears so a bucket hat is often a great choice. Sunscreen is provided by the centre and will be applied 20 mins before heading outside during this time, if your child requires a different sunscreen to that provided you will need to supply it each day.



### WOMBATS ROOM

Over the past few months the Wombats have enjoyed experiencing our new outside playspace in winter. Most have brought in their gumboots and have been able to jump in the puddles and mud and also try out our muddy digging patches. This has enabled us to be able to utilise the patches of our day without rain.

Inside activities have included many sensory experiences such as silly putty, cooking, snow play (thanks to Zeke and Elkie) playdough and shaving cream. We had a Treasure Hunt, tree



planting, became involved in our new Seedlings Project which embraces sustainability and enjoyment of all our natural environment.

Did you see our worm farm?



We have trialed our Blog for our Daily Reflections Journal with a mixed response.

Have you checked out our wall for your child's

response to “What I know about me”? This demonstrates how each child's Identity has grown and friendships which have developed.

Group times have become more interactive with discussions now occurring with the children about various topics. We have been learning new songs and concentration at story times has grown immensely as well as interest and enjoyment. As we now feel the children are ready, and to aid their developing concentration, we have also introduced a second short group time about 2.30 in the afternoon.

These sessions are child interest based to help extend their interests, knowledge and skills.



Our new sleep routine where the children all sleep in the Joey's Room has enabled the children who no longer sleep to be provided with more

interesting and challenging activities than have been able to be provided before this. Please discuss with the Educators if you no longer wish your child to sleep as we are now moving towards transition to the 3-5 year room where the majority of the children no longer have daytime sleeps.

Over the next couple of months we will enjoy more outside play and interactions with all age groups and Educators which will aid the transition and familiarity for the majority of our Wombat's children to move to either the Kookaburras or Eagles Room (3 year old program) for next year. We would also welcome any discussions with yourselves which would aid this transition time.

Thank you - Wombat Educators.

### KOOKABURRA ROOM

Over the last four weeks we have been conducting planned exercise sessions for groups of children in the multi-purpose room. This came about from analysing our observations of the children whilst they were involved in physical play. We noticed some children required exercises to aid their shoulder and upper body strength and stability. Occupational Therapists Consultants Sloan and Kemp 2004 emphasises that learning to read and write involves a relationship

## 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 2013 on the Alpine Children's Services website

[www.alpinechildrensservices.asn.au](http://www.alpinechildrensservices.asn.au)

Staff are willing to work with families to support children who are:- Experiencing emotionally challenging events, e.g. separation, divorce or death of friend or family member. Please speak with your services team leader or ACS manager Jenny Kromar if you are experiencing any difficulties and would like some support. There is a great service called Child First that offer a wide range of help and support to families. If you are struggling from financial hardship Alpine children's services may also be able to offer special child care benefits to help you over a difficult time.

## News from the Educational Leader Marlene Steiner

### School Transition Statements:

Dianne and I are in the process of completing these statements for our child's transition to school. Once completed, these will be forwarded to your child's school.

The information that parents provide for their children's transition for the prep teachers is invaluable to ensure the best possible start to formal education.

between physical movement and learning. For children to use their hands and arms effectively they need to have strength and stability in their bodies and shoulders. This allows children to make small precise movements within their hands without having to worry about what the rest of their body is doing.

The children have had fun keeping balloons afloat using table tennis bats, having tug boat rides whereby two to three children pull a child who is laying on a sheet, moving a ball across the room using different body parts, pretending to swim and then drying themselves with various textures of material. We have also been having wheelbarrow races where the child's attempts to crawl whilst their legs are being held by another child, and rolling over a ball and using their hands and arms to move themselves forward. Outdoors we have used a rope attached to an 'A' frame and the children have pulled themselves up the plank whilst holding onto the rope. We have also commenced using some yoga stances demonstrated to us from children's yoga cards and poster. Participating in these exercises is not only extending children's fine and gross motor skills and balance (Wellbeing) but also involves following instructions (Learning) taking turns and cooperating with other children (Community) and being open to new challenges (Identity).

Over the last four weeks we have been conducting planned exercise sessions for groups of children in the multi-purpose room. This came about from analysing our observations of the children whilst they were involved in physical play. We noticed some children required exercises to aid their shoulder and upper body strength and stability. Occupational Therapists Consultants Sloan and Kemp 2004 emphasises that learning to read and write involves a relationship between physical movement and learning. For children to use their hands and arms effectively they need to have strength and stability in their bodies and shoulders. This allows children to make



small precise movements within their hands without having to worry about what the rest of their body is doing.

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tennis bats, having tug boat rides whereby two to three children pull a child who is laying on a sheet, moving a ball across the room using different body parts, pretending to swim and then drying themselves with various textures of material. We have also been having wheelbarrow races where the child's attempts to crawl whilst their legs are being held by another child, and rolling over a ball and using their hands and arms to move themselves forward. Outdoors we have used a rope attached to an 'A' frame and the children have pulled themselves up the plank whilst holding onto the rope. We have also commenced using some yoga stances demonstrated to us from children's yoga cards and poster. Participating in these exercises is not only extending children's fine and gross motor skills and balance (Wellbeing) but also involves following instructions (Learning) taking turns



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Over the last three months the children have been seeking further information about topics of interest to them including zoo animals, reptiles and birds and we have been able to extend on their interest and knowledge through discussions, books, looking up the ipad for information and of course hands on experiences. Thank you to Sarah, Elaina's mother, for coming and talking to the children about her experience of when she worked at the Werribee Zoo.

One of the topics we have delved deeper into during August/September is experimenting with sound. This commenced by children being fascinated in making noises with various resources and making sounds with their plates and spoons at the dinner table. After reading 'Jungle Drums' we used blocks as drums and then made small pinch drums with cylinders and balloons. The children continued to be interested in the idea of making drums and investigating sound so we used the 'Thinking and Talking mat' to ascertain the children's knowledge of sound and to discuss the concept that sound begins when an object moves back and forth very quickly and the movements are called vibrations. We used the 'Newton's Cradle' and also clapped our hands over a pot covered with cling wrap and some sugar on top of it to visually watch what is meant by vibrations. When we clapped the sugar moved. Children helped to make larger drums and some shakers which we are now using during music and movement experiences.

Learning I can manipulate resources to investigate, experiment, assemble and construct.

To enhance and extend the children's knowledge of various cities and cultures we have recently commenced the Flat Stanley project. 'Flat Stanley' is a story about a boy who is accidentally flattened by a bulletin board. He soon discovers there are many advantages to being flat and embarks on many adventures including being sent by post on a holiday. When your child brings their Flat Stanley home we ask that you help them to send it to a friend or relative anywhere in the world and have the person to whom it was sent to send it back to Alpine View. We can then look at what Flat Stanley has been doing and look on our map to what city or country he has visited.

*Dianne, Kim, Naomi, Luci and Carolyn*

### News from the Eagles room

We have been investigating vegetables from garden to table to find out what the children know, develop a greater understanding of where foods comes from and to show the children how versatile one vegetables can be. We started with potatoes, trying them raw, mashed, boiled and we also fried up the potato skins with most children agreeing it smelt like McDonalds whilst cooking! We have since planted potatoes in a display case to watch the roots develop and we will now be planting them in our garden.

We have investigated carrots, harvested broccoli from our garden and through the children's own discovery we have tried chives, basil and garlic onion from our garden and made chive and onion butter to spread on our class made damper. Kale will be the next vegetable to try from our garden and we eagerly await for our strawberries to ripen.

A lot of the children's ideas and comments are in the garden to table floor books in our room.

*Educator Elissa*

### Partnerships with Professionals, Educator Fiona Forbes

The children and staff in the Eagle and Kookaburra rooms were so fortunate and privileged to have the local acting group, FAM, put on their Theatre performance of the play 'The Muddling Magician'. An old fashion tale of a wicked King who believed clever magic and lies would keep him in power. The Eagles room was transformed into a stage and the actors made good use of the audience and in true Panto style they were included in the play with trumpet playing and interactive Boos and Cheers using cue cards. All the actors were local,

including one of our very own staff members Fiona Yagmoor, who starred as the Muddling Magician. The costumes and props kept the children's attention; they even joined in on a couple of traditional nursery rhymes and songs about mice and cats! After the performance the actors allowed time and encouraged the children to ask questions, comment and talk about the performance with them. They also encouraged the children to have photos with the characters in the play. It was a wonderful opportunity for the children to experience a play in their classroom and see how the space could be transformed into a stage and with the use of costumes and props how a story can be acted out and brought to life in a very different way compared to a traditional story book. A special thank you must go to the performers of the FAM Events and Productions group for allowing our children to be a part of this art event which has helped connect them to the social and cultural life of their community.

Another incursion which occurred later in the term was the Reptile Encounter. The children were very lucky to have a visit from the Wild School Incursions group. Bronte, the presenter showed the children a variety of reptiles and talked about each one's characteristics. Every child was given the wonderful opportunity to touch and hold the reptiles. Bronte started the show with two different types of stick insects and even though these don't come under the Reptile banner the children still showed great interest in them and could contribute to the presentation with their own knowledge about the insects from their own personal experience with the ones we have in our classroom. Then Bronte presented the children with a Green Tree Frog. She talked about them being Nocturnal and the need for them to be in a quiet environment. She talked about their skin colour and how frogs are cold blooded and their need for the natural sun to warm up. A turtle was presented next. Bronte informed the children about the differences between turtles and tortoises and how turtles have webbed feet like flippers for swimming in the water effectively and tortoises are land dwellers and have clubbed feet. She showed the children his pointed nose and explained how this is used as a snorkel in the water when the turtle is swimming or hiding in the water. The children were also shown how turtles can flip themselves back onto their feet if they are turned over on their shell by a predator. Bob the Shingle back or Stumpy tailed Lizard was next and Bronte tricked the children by presenting the tail as the head! The children were initially confused because they couldn't see the lizards' eyes. Bronte explained to the children that this is a type of defence mechanism against predators because it can scare animals off as they think the lizard has two heads. Many of the children were fascinated with the lizards tongue and got very excited when he poked it out. The following reptile was 'Lucy' the Lace Monitor. This lizard's protective mechanism was its speed. Bronte explained that these lizards are very fast and can outrun most predators. They also have very sharp teeth and claws and are very efficient tree climbers. The last two reptiles where the show stoppers and the children were very excited to firstly see a very long python, called Tiny and Charlie, a four year old crocodile. Most of the children were confident enough to either touch or hold one of the animals and those children still unsure were given the opportunity to get up visually close and have an authentic encounter.

## News from the Eagles Room, Marlene Steiner

During the last few months the children have been interested in bush animals, initially stemming from Leonard's experience with crocodiles when he went on holidays in Darwin. By developing a bush area in the room, the children have been able to investigate animals they have been interested in and share their knowledge. The main animals we have studied have been crocodiles, echidnas & frilled necked lizards. The children have been adding their drawings and knowledge to the bush floor book and through their play have created habitats for all the animals to live in. It was also a wonderful opportunity to revisit the song and drama of "The Kookaburra Laughed", that we learnt in the first term.

The children have also been able have some real experiences with reptiles on the reptile visit. We have begun to discuss with the children some characteristics of reptiles as they are a big part of the Australian bush. During play the children have begun share their knowledge of some Australian folklore, including some localised Australian bushrangers, Ned Kelly and local towns of Glenrowen and Beechworth.

It is wonderful to see the children able to relate their own experience, knowledge and understandings with confidence and shared interest with educators during play.



## Winning Ways to Talk with Young Children

Talking with children involves the exchange of words, ideas and feelings. Communication is what we say and how we say it. We communicate with looks (scowls and smiles), with actions (slaps and hugs), with silence (warm or cold), as well as with words (kind and unkind).

Adults usually do not have any difficulty communicating with children when it simply involves giving directions (how to use scissors) or explaining things (why cars are dangerous). But they sometimes have difficulty communicating when feelings are involved—either the child's or their own.

### Good communication leads to

- warm relationships,
- cooperation, and
- feelings of worth.

### Poor communication leads to

- kids who "turn off" adults,
- conflicts and bickering, and
- feelings of worthlessness.

## Ride or Walk Week

Lead by example | An ACS inspired event

### 7-11 October

**Re-think the way your family travels.** Most days we rush about getting our family from A to B. Try re-thinking the way you travel, for your family's health and for the environment.

Ride or walk with your child and enjoy breakfast together at the Centre on Wed 9 October 8.15-9.15am yummy pancakes & fruit will be served.

**Spot prizes for best staff and family effort.**

Changing behaviour...one step at a time.



## FAMILY & FRIENDS

**Toy Catalogue Orders.** Thanks to everyone who placed orders from the toy catalogues last week, and congratulations to Anna McInerney who won 4 tickets to the Harvest 'n' Graze Festival. Alpine View will be getting gift vouchers from Chalk & Parent Direct to spend on more supplies for the children to use in their rooms.

**Living Fundraisers.** Each family will be taking home a bag of herbs / veggies / flowers to sell. This is a fantastic fundraiser, 40% of your sales are profit for Alpine View Children's Centre, and will be put into improving the outdoor area at the centre ready for summer time. Please make sure your money / unsold items are returned by the due date, Friday 11th October.

**Movies in the School Holidays.** Family & Friends are running movies in the September school holidays at the Information Centre Theatre. The movies are on Thursday 26th September at 2pm - Mr Popper's Penguins, and Thursday 3rd October at 2pm - Oz the Great & Powerful. There will be popcorn and drinks available for purchase. Tickets available at the door. Please come along and support this great fundraiser.

**Tea Towels.** Don't forget to put your orders in for the gorgeous designer tea towels, hand drawn by your child. These make fantastic Christmas Presents.

Please let us know if you are keen to help out with anything at all or have any suggestions for great fundraising ideas.

*F & F contact: Lisa Flew, 0412 517 545 [lisa@everestsports.com.au](mailto:lisa@everestsports.com.au)*

## Apricot Chicken

(serves 4)

### Ingredients

Serves 4

1 brown onion	10 button mushroom
500g diced chicken	1 tbsp French onion soup
200g peas	1 lrg tin apricot nectar
2 carrots	1 tbsp chicken stock
1 tin chickpeas	

### Method

Fry onions in oil until soft. Add mushroom, carrots. Cook chicken in separate pot. Add chicken stock. Add apricot nectar and french onion soup mix to vegetable mix.

Add cooked chicken pieces to vegetable mix.

Simmer 1 hour.

Add frozen peas and drained and rinsed chickpeas.

Cook for a further 10 minutes or until peas are cooked.

*Serve with cous cous or rice.*



## The Flying Bookworm Theatre Company

Motivate reading through theatre



Are coming to Alpine View Children's Centre as part of Children's Week's activities on **Thursday 24<sup>th</sup> October at 9.15am.** Featuring....

- > Bear Hunt
- > The Three Billy Goats Gruff
- > The Three Little Pigs

This is a 45 minute performance for the children in the Wombats, Kookaburras and Eagles rooms. Alpine Family Day Care children are also invited to this event.



## Sun Smart Clothing, Hats And Shoes

It's that time of the year again. From September 1st 2013 until April 30th 2014 our Sun Smart policy has kicked in for yet another summer.

Please remember that all children must wear clothing that covers their shoulders i.e. no singlet's or dresses with straps. Children must also wear a hat for outside play. Children are very active at the centre and need comfortable sturdy shoes. Thongs, crocks and highheeled shoes are not appropriate. Sunscreen will be applied at least 20 minutes before going outside. If your service does NOT supply a hat, one must be supplied by the child/children's parent/guardian.

It must remain at the service, be clearly labeled with your child's name and must adhere to the following criteria:

- hat should shade your face, head, ears and neck
- a broad brimmed style hat should have a brim of at least 7.5 cm
- a bucket style hat should have a deep crown, angled brim of at least 6 cm and sit low on the head
- legionnaire style hats should have a flap that covers the neck and overlaps at the sides of the front peak
- Use a brim attachment or legionnaire cover if wearing a hardhat or helmet.

*(As recommended by Sun Smart Victoria)*

Please be aware that if your child does not have a hat they will NOT be allowed outside.

*Thanks for your understanding and cooperation*