



In this Issue :

- News from the Rooms
- Exploring outer space and the solar system in the Eagles room, Marlene Steiner
- Healthy Eating and the Human Body, Dianne Berton
- The environment around us, Fiona Forbes
- Kinesiologist, Brendan O'Hara
- Alpine View Family & Friends Group
- Going for walks and crossing roads
- Tips to encourage the behaviour you wish to see in your children
- Policy Updates
- Coming soon... Welcome Garden
- Bright Toy Library
- Mountain Pilates

Coming soon.....

Welcome Garden! Yes, a place at the entrance of the building where families can connect, catch up and just be. Thanks to the Bright P-12 College VCAL students who have worked under the instruction of Andrew from Complete Garden Care on this project. Our fundraising pavers will be going in there so watch this space. Also, in the front we will be creating a "teachers retreat" for staff to enjoy a little of the outside whilst on their well deserved breaks.



JOEY'S ROOM

Julia Kalish from Deakin University has spent 4 weeks with us in the Joeys room. Julia is studying a Master of Teaching (Early childhood and Primary School). Julia has been a great help and shared her knowledge with staff as well as learning from the children and staff in the Joeys about children under 2.

With the children in the room getting older and now well settled into the new environment we have been exploring new areas of play and creative learning with painting, drawing and play-dough. These activities give the children time and space to create and share, and help to further develop their gross and fine motor skills as well as their language and cognitive thinking. There has been talk of colours being used and shapes that can be seen.



Children are beginning to spend time in parallel play (alongside others, but not playing the same game) they are using their friends and educators names too. This often brings a smile to everybody's faces as these little children become bigger and begins to express their own thoughts, needs and wants.

With winter upon us we have been spending some time outside most children are bringing along their gumboots daily and these children have enjoyed jumping in puddles and the mud in the digging patch. Everybody is reminded to bring gumboots, coat and beanie each day for outdoor play time.

WOMBATS ROOM

It's been a wonderful few months for us here in the Wombats room. We have had Maureen rejoin us after an extended stint away, welcome back Maureen, while getting to see a bit more of Helen in the room as things start to settle into routine. It was wonderful to have Debi in our room during Maureen's absence. She has formed strong bonds with many of the children and will continue to be a regular educator in the Wombats room.

The children have been engaging in many stories and songs. A few favourites at music time include The Crossover Song, The Caterpillar song, The Jumping Dance and Mrs Bunny. At story



"Tell me and I forget, teach me and I may remember, involve me and I learn."

— Benjamin Franklin

time there is the much loved Bear Hunt and The Big Widemouthed Frog books.

These stories have led to activities with the children such as going on our own Bearhunt in our improved yard, thanks to the parent working bee.

It was a great way to explore our new surroundings. The Big Widemouthed Frog gave us the opportunity to engage with text in different ways, with Linda reading the story while Mica and Kristy performed it.



All these things provide us with new ways for the children to interact and develop their own confidence. We can't wait to see what the next season will bring.

Kookaburra's & Eagles 3 Year Old Group Time, Denise Giles

Each day the 3 year old children have a group time together. During these sessions the children develop listening skills, participate in kinesiology and are encouraged to add to discussions.

The last couple of months the group has had stories about space, healthy eating and getting along. Some of the stories were dramatised and the children were encouraged to participate.

The children have had opportunities to then participate in experiences relating to the story. These included creating a big bowl of fruit salad, drawing a space picture and playing the game 'Old Mother Witch'.

Exploring outer space and the solar system in the Eagles room, Marlene Steiner

Practice principle 6 Integrated teaching and learning approaches

By utilising educational learning theories, the educators are able to provide learning experiences that develop skills and understandings and enable assessment of children's learning and development. Combining Lillian Katz's theory, which promotes project based learning, building on what children already know, with Vygotsky's theory of scaffolding, we provide an opportunity for the children to



An enormous, gigantic, colossal, huge **THANKS** to all the families, staff and community members who have been turning up to our working bees to transform the outside playspace. Many hands do make light work and the children have an absolute blast. Go Bright community!

GOING FOR WALKS AND CROSSING ROADS

As your child grows, you're likely to be out walking and crossing roads more and more. Even quiet side streets on the way to the local park can be dangerous. They can also be a great learning opportunity - you can use them to help your child develop her awareness of road safety.

While your child's learning, these guidelines will help prevent accidents:

- It's essential to hold your child's hand when crossing roads together and wherever there's traffic or cars. Take special care where there's a lot of traffic, high-speed traffic, narrow or non-existent footpaths, or things that block the view, such as parked cars and trucks, trees, hill crests or crowded footpaths.
- Your child will learn by example, so always cross at pedestrian crossings or corners, wait for the lights, and look in every direction to check there are no cars coming. To help your child understand about when it's safe to cross, explain what you're doing.
- Stop at driveways and check there are no cars reversing or entering.
- Start talking about road safety while your child is still in the stroller. For example, 'Uh oh, car coming. Better wait until it's gone before we cross'. Keep talking about road safety as he grows.
- Even if your child protests or wants to run, tell her she can only cross roads when she's holding your hand. Praise her when she holds on without a fuss.



investigate, explore, question and reason, embedding concepts and understandings and broadening each child's knowledge base. In addition, Howard Gardner's theory which acknowledges different learning styles encourages the educators to develop experiences that support all learning styles and hence, better outcomes for all children.

24th April to 6th June 2013ongoing!

During play the children talked about the planets and in particular that earth was a planet. Books were introduced and further discussion began about all of the planets in our solar system, establishing an initial knowledge base. A creative play area, with sand and props was introduced to develop initial ideas. Some children drew planets using the books as a resource, while others helped to pump up the inflatable planets. Some children began to design a space shuttle. The space shuttle was built and props were added, to support children's growing knowledge and understandings about space. Some children used craft materials to show their further learning, while others built with Lego and designed a space station in the block area. Everyone has had the opportunity to join in with stories, songs and games related to Space. Ownership of the project has led to a deeper understanding of the wonders of space. Take a look at our space book, showing the journey that the children travelled on in 2012 and so far in 2013.

Learning Outcomes:

1. Identity. I have explored and engaged in play with my peers
2. Community. I understand different ways of contributing to projects
3. Wellbeing. I recognise the contributions I make to shared projects
4. Learning. I participate in a variety of inquiry-based experiences
5. Communication. I interact with others to explore ideas and concepts that clarify and challenge thinking.



Healthy Eating and the Human Body, Dianne Berton

In May we started discussing healthy and sometimes food. As an extension we looked at posters and books to see where the food went in our bodies. When we were looking at this children were fascinated in the other organs of the body therefore we delved deeper into this. Going for a visit to the Life Education Van at Bright P-12 College also helped to highlight the many body parts. The children have participated in several experiences concerning the body and their body parts over the last month - body puzzles, including cutting a picture of themselves and then putting it back together, self portraits, making skeletons, looking at bones and Xrays, decorating a person to represent themselves and then telling educators what they like. We also traced a child's body and then covered it with felt. We backed pictures of organs with felt and then children placed the organs on the full length body.

Wellbeing

These experiences have given the children a better understanding of their body and why it is important to eat healthy and exercise. I can show awareness of a healthy lifestyle and good nutrition

The environment around us, Fiona Forbes

For the past few weeks the children have been investigating the concept of deterioration. This all came about when I read the children a book about a Scandinavian boat, called the Vasa, which was pulled up from the sea floor 300 years after it had sunk, and then fully restored to its former glory.

The children showed great interest in the story and in particular had some wonder questions about the human skeletons, which were found on board and about the discoloration of wood on the boat. 'I wonder where the flesh of the human bodies went?' and 'I wonder why the old wood is a different colour to the new wood?'

I really wanted the children to think about these questions and rather than telling them the answers I thought it was best to get them to work it out themselves through investigation and reflective thinking.

For the past couple of Tuesdays the children from the Kookaburra room and Eagles room have been going on a 'Leaf Litter Walk'. We took the children in small groups to investigate the deterioration of leaves once they fell from the tree.

Lots of discussion about leaf litter



occurred. What happens to the leaves once they fall off the trees? The children had the opportunity to sift through the old leaves and they discovered that they break down, eventually becoming dirt. The children discovered other things too. A shell of a bug was found which had already begun the deterioration process (it only had one leg and half it shell had broken off). Tiny eggs and other living things (worms, beetles, ants etc) were found allowing the children to understand that the leaf litter is providing a home and also a food source. Mushrooms and toadstools were found and so we talked about safe picking and eating. Rubbish was also found on the walk and the children discussed why this was not good for the animals living in the leaf litter and for the environment.

These walks have given the children a wonderful insight into many things about our environment and I am looking forward to continuing on the journey of discovery with them. Who knows where it will take us now.....watch this space.

Learning Outcome 4 Learning -

Children are confident and involved learners.

- I can make predictions and generalisations about aspects of the natural world.
- I can use reflective thinking to consider why things happen and what can be learnt from the experience.





ALPINE VIEW FAMILY & FRIENDS GROUP

Gala Day. Thanks to those who helped and participated in this year's Gala Day Float, the inaugural Alpine View Children's Centre Gala Day Float, lots of fun was had by all the kids on the float, and it is great to be involved in such a fantastic community event.

Mother's Day Portraits. Thanks to everyone who supported our Mother's Day Portrait fundraiser, we raised over \$580 for the centre. I am delighted with the gorgeous photos Sarah took of my daughter, I hope everyone is as pleased with their pictures.

Wish List Request System. The Family & Friends Group will be operating a Wish List request system, where any parent, student or educator can put in a request for funding from the Family & Friends fundraising monies. This request can be for equipment for the centre, funding for an educational incursion or excursion, improvement of facilities at the centre, funding for extra resources, or anything that may further the education of our children. Please approach the front desk for a Wish List Application Form, or email lisa@everestsports.com.au for further information.

Pie Drive. Thanks to everyone who supported the Heiner's Pie Drive this month, we raised over \$500 from this, and I am sure we are all looking forward to the easy winter meals we now have stashed in our freezers.

Information Night. Come along and hear what the Family & Friends group is all about at the Parent Information Night, Thursday 27th June, 7.30pm.

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

Thanks everyone

Lisa

TRY THESE TIPS TO ENCOURAGE THE BEHAVIOUR YOU WANT IN YOUR CHILD.

1. Children do as you do. Your child watches you to get clues on how to behave in the world. You're his/her role model, so use your own behaviour to guide him/her.
2. Show your child how you feel. Tell him honestly how his behaviour affects you. This will help him see his her own feelings in yours, like a mirror. This is called empathy.
3. Catch him/her being 'good'. This simply means that when your child is behaving in a way you like, you can give her some positive feedback. For example, 'Wow, you are playing so nicely. I really like the way you are keeping all the blocks on the table'. This works better than waiting for the blocks to come crashing to the floor before you take notice and bark, 'Hey, stop that'.
4. Get down to your child's level. Kneeling or squatting down next to children is a very powerful tool for communicating positively with them. Getting close allows you to tune in to what they might be feeling or thinking.
5. 'I hear you.' Active listening is another tool for helping young children cope with their emotions. They tend to get frustrated a lot, especially if they can't express themselves well enough verbally.
6. Keep promises. Stick to agreements. When you follow through on your promises, good or bad, your child learns to trust and respect you.
7. Reduce temptation. Your glasses look like so much fun to play with - it's hard for children to remember not to touch. Reduce the chance for innocent but costly exploration by keeping that stuff out of sight.
8. Choose your battles . Before you get involved in anything your child is doing - especially to say 'no' or 'stop' - ask yourself if it really matters. By keeping instructions, requests and negative feedback to a minimum, you create less opportunity for conflict and bad feelings. Rules are important, but use them only when it's really important.
9. Whining: be strong. Kids don't want to be annoying. By giving in when they're whining for something, we train them to do it more - even if we don't mean to. 'No' means 'no', not maybe, so don't say it unless you mean it. If you say 'no' and then give in, children will be whine even more the next time, hoping to get lucky again.
10. Keep it simple and positive. If you can give clear instructions in simple terms, your child will know what is expected of him. ('Please hold my hand when we cross the road.') Stating things in a positive way gets their heads thinking in the right direction. For example, 'Please shut the gate' is better than 'Don't leave the gate open'.
11. Responsibility and consequences . As children get older, you can give them more responsibility for their own behaviour. You can also give them the chance to experience the natural consequences of that behaviour. You don't have to be the bad guy all the time. For example, if your child forgot to put her lunch box in her bag, she will go hungry at lunch time. It is her hunger and her consequence.
12. Say it once and move on. It is surprising how much your child is listening even though he might not have the social maturity to tell you. Nagging and criticising is boring for you and doesn't work. Your child will just end up tuning you out and wonder why you get more upset.
13. Make your child feel important. Children love it when they can contribute to the family. Start introducing some simple chores or things that she can do to play her own important part in helping the household.
14. Prepare for challenging situations. There are times when looking after your child and doing things you need to do will be tricky. If you think about these challenging situations in advance, you can plan around your child's needs. Give him a five-minute warning before you need him to change activities.
15. Maintain a sense of humour. Another way of diffusing tension and possible conflict is to use humour and fun. You can pretend to become the menacing tickle monster or make animal noises. But humour at your child's expense won't help. Young children are easily hurt by parental 'teasing'. Humour that has you both laughing is great.

Policy Updates

MANAGING CHILDREN WITH MEDICATION, ANAPHYLAXIS, ASTHMA, DIABETES AND EPILEPSY POLICY:

This policy now includes the following:

- Ensure that any changes to the Asthma Action Plan are made in consultation with the child's doctor and a copy of the new Asthma Action plan is given to the service.
- Any changes to any action plans must be provided to the service
- A child must not attend service within 48 hours of commencing medication also changed this in the Illness Policy

FEES POLICY:

- The fees for the three and four year old kindergarten program at Lake View Children's Centre and the Universal Access Program at Alpine View Children's Centre will be notified to families in Term Four. In the case of a child being absent for a prolonged period (e.g. a fortnight during the term or even a whole term) the total fee for that period will still be applicable, in order to hold a place in the program for that child.
- Alpine View Children's Centre payments can be made by on-line by BPAY, cheque (payable to Alpine Children's Services) or cash. If paying by cheque or cash please put payment into a payment envelope and provide envelope to a staff member. Payments may also be posted to Alpine children's services, P.O Box 651, Bright 3741.

NAPPY CHANGING AND TOILETING POLICY:

These two policies have now been combined.

INTERACTIONS WITH CHILDREN POLICY:

This policy has been completely re-written.

GOVERNANCE AND MANAGEMENT POLICY:

This is now a 5 page document not 1. A lot of new information has been added including a management flow chart.

SUN SMART POLICY:

OHS Risk Controls and Role Modelling. As part of OHS UV risk controls and role modelling, when the UV is 3 and above staff will:

- wear sun protective hats, clothing and sunglasses when outside
- apply SPF 30+ broad spectrum, water resistant sunscreen
- seek shade whenever possible

Bright Playgroup plays every Monday's during school terms 10-11.30am, at the multipurpose room at AVCC. Playgroups are FUN! It is not just the children who have a great time and learn new things, parents and carers also enjoy playgroup....

Adults enjoy playgroup because:

- they make new friends and meet new people
- they share their problems and successes with others
- they learn more about child development and new activity ideas for home
- they are able to spend time playing with their child/ren
- they have FUN!

Children enjoy playgroup because:

- they gain new skills including problem solving, co-operation and sharing
- they make new friends, discover new things and have new experiences
- they learn more about themselves and others through play
- they interact with their parents/carers, other children and adults
- they have FUN!

100's of toys for
less than the cost
of this walker



(and we have the
walker too!)

Open Saturdays 9.30 - 11.00am
Alpine Children's Centre, Deacon Ave Bright

Come and join!



Kinesiologist, Brendan O'Hara, visited Alpine View and Lake View in May and worked with the 3-5 children and held a parent evening in Bright. The message from his work with the educators and parents evolved around primitive reflexes and what happens if primitive reflexes do not go away.

Primitive reflexes are automatic movements directed from the brainstem and require no cortical involvement- not thinking processes. Each reflex is associated with one or more of the sensory processing systems, auditory, taste, tactile, smell, visual and vestibular. Therefore, if retained a child may experience dysfunction within one or several of the sensory processing systems. If the primitive reflexes are retained past the first five years of life they can interfere with academic, social and motor learning. Many of Brendan's wonderful musical experiences assist children to ensure the primitive reflexes are not retained.

Why spin on your bottom?

The words of the song tell the children what to do. Many aspects of neurological development are involved with the movements of this action song. In order to crawl, balance skills need to be developed to a certain level. Spinning, rocking and rolling assist in the development of the vestibular: our balance mechanism, maintaining good posture for standing, walking, running. Crawling is the first major occurrence of using both sides of the body for movement.

Children need to participate in kinesiology experiences everyday and often in order to develop all of the senses fully.

Interested in learning more visit: www.intersect4kids.com
www.movementandlearning.com.au (Brendan O'Hara)

Mountain Pilates

Bright
Anne Heuperman 0419 340 190
Certified Pilates Instructor (Polestar Australia)
www.facebook.com/MountainPilates

Mums and Bubs Pilates

Pilates is an excellent way to reconnect with your body after having a baby.

Relieve tight lower back and shoulder muscles and strengthen weakened abdominals and pelvic floor.

Bring your baby along to these small group (4 - 6) classes while you enjoy the benefits of Pilates.

Venue: Alpine View Children's Centre, Bright

Time: Thursdays 9.15 - 10.15

Cost: \$110 for 8 weeks

strengthen, stretch, relax and enjoy



To book your place and for further details, please contact

Anne on 0419 340 190