

# Elder Street Herald

## The Importance of Hand Washing

So far this year we have already had some nasty viruses and tummy bugs going around the community, so it is timely that we reflect on the ways that we can work together to help stop the spread of infection. We always include an article in our newsletter at this time of year suggesting ways to stay healthy, what to do if your little one is sick and how long they will need to stay away from school.

We have a great publication called Staying Healthy—preventing infectious diseases in early childhood education and care services. This publication by the Government's NHMRC is our guide to advising families and each other of what is considered best practice regarding illness in care and education settings.

It is really an interesting read and is available for everyone to download online. The link is:

[https://www.nhmrc.gov.au/\\_files\\_nhmrc/publications/attachments/ch55\\_staying\\_healthy\\_5th\\_edition\\_150602.pdf](https://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/ch55_staying_healthy_5th_edition_150602.pdf)

What I am going to share from the publication is focused mainly on how our community can work together to try to prevent the spread of illness via hand washing.

We have long had the policy of children's hands being washed with soap and water on arrival by parents/carers and then also before leaving the service. This is an attempt in trying to break the cycle of germs entering and leaving the service.

### Soap and Water

The most effective method of hand hygiene is using soap and water. Washing your hands with soap and running water loosens, dilutes and flushes off dirt and germs. Soap alone cannot remove dirt or kill germs—it is a combination of running water, rubbing your hands and the detergent in the soap that helps loosen the dirt, remove the germs and rinse them off your skin.

### Alcohol based hand rubs

It is important to remember that soap and water are the best option when your hands are visibly dirty.

However, alcohol-based hand rubs have been proven to increase hand hygiene in healthcare settings, and it makes sense to have them in education and care services. Alcohol-based hand rubs are also known as antiseptic hand rubs, waterless hand cleaners, gels or hand sanitisers. They can be a fast and effective way to remove germs that may have been picked up by touching contaminated surfaces. Alcohol based hand rubs reduce the number of germs on your hands; they do not remove dirt from your hands. Alcohol based hand rubs are useful when performing multiple tasks in which hands can potentially become contaminated; for example, when assisting children with eating,

when on excursions, in the playground or in other situations where soap and water are not always available.

It is a good idea to place an alcohol based hand rub at the entrance to the service. This can help remind parents, carers and children (as well as educators and other staff) to have clean hands when they enter the service.

### WHAT WE WOULD LIKE FAMILIES TO DO.....

Please ensure that your child's hands are washed with soap and running water on arrival each day. On leaving the centre at the end of the day, please do the same. The children are all very familiar with washing their hands, holding their hands up to get some soap, singing a song while they rub and wash and then getting some paper towel, rubbing to dry and putting it in the bin. You will be surprised at how efficient they are at this.

We have alcohol hand rub in the foyer of the centre and would like parents to use this on arrival also. In the near future we will be attaching a bottle of alcohol hand rub in a dispenser on the wall near the door bell. We figure that this is another point at which the germs can be further eliminated before entering the centre. This is predominantly for adults, however older siblings/children can use it if supervised by an adult. Anyone entering the service is welcome to use it to help reduce the introduction of germs in the centre. Here's to a happy and healthy season!

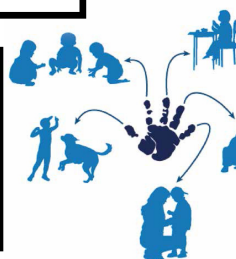
Germs can be present on the skin, hair, feathers and scales of animals, and in their faeces, urine, saliva

Some germs can survive on surface such as bench tops, door knobs, taps and toys

Food is an excellent place for germs to grow or be passed from one person to

Germs are spread to the hands by sneezing, coughing or rubbing the eyes, and then transferred to other people and

Bodily fluids including blood, faeces, urine, vomit and saliva may contain



**Poosum News..... Hello families!!** We are so proud of the children and families who have settled in so beautifully to the Elder Street environment. We thank you all for the wonderful partnerships we have formed to make the experience of care reciprocal, supportive and collaborative. It makes for very happy and settled children. From this place of calm and content we do lots of learning and interacting. Our respectful communication with the children continues as an underpinning way of interacting with young children and the benefits of giving them choice and agency is really making a difference to their self regulation and sense of achievement. To build on these capacities we have introduced opportunities for the children to engage with more independence type experiences. We invite the children to help with simple jobs such as setting the table for lunch, handing out washers and going on little trips to take out the recycling etc. From this type of involvement children see themselves as capable and valued, and who doesn't want to feel like that?! Our Family Belonging tree plants are trying their best to grow! Maybe there is just too much love going into them, but we are determined to keep trying to see some shoots come through again—thanks for all the beautiful family photos. The children build such strong connections between home and care when they can have their own family identity reflected in the nursery space. We have loved watching the children interact and experience the sense of touch via our sensory material waterfall that we have hanging down over the playroom. Our youngest children reach up whilst lying supine and grasp the soft, willowy material, whilst other children walk through it letting the material pass over their faces. We have chosen to silently observe these experiences at this stage to see what the children do and say rather than respond to our own adult interpretations. We will keep adding to the experience and see how their learning unfolds. ♥ Lauren, Carley, Bec & team



**Joey News—Hi everyone...** Educational happenings are in abundance in the Joeys room! The children's interest in literacy has been a great presence in the group with engagement in many different genres of literacy. We have taken a multimodal approach to story telling and sharing using technology, puppets, sign language, yoga, meditation and art experiences to give meaning to how language and text come together to form literacy experiences. Our book cubby space teaching strategy has supported this learning wonderfully with lots time spent relaxing with a story and a friend. In late April the Tuesday group enjoyed a visit to Lambton Library where the children loved looking at the different types of books and being amazed at a whole building for books! We have also been supporting our socio-dramatic play by combining our gardening work with cooking in our little kitchen. We have also been using lots of recycle loose parts to encourage socialization and imaginative play. This is a lovely social place where the children also love looking at their school photos which is encouraging them to see their identity as a part of Elder St developing and belonging. Our loose parts play is beneficial in many ways, we are embedding understandings of sustainability and also creating beautiful art. Lately the children have been practicing their fine motor skills of threading to make some stunning recycled lid hanging installations. We have this special work on display in our bathroom. The children are very proud of their hard work. From our outdoor educational program we have been doing LOTS of gardening! The children have been right there with Roxi as they plan, discuss, clean out and re-plant in our backyard garden beds. We are focusing on creating as many edible gardens as we can. We are able to teach the children about the joy of gardening and growing and also about caring for living organisms. From this we have been able to use our grown food yields in some cooking. The children have responded really well to the concept of seeing through the whole cycle of growing, farming, tending to and then being able to enjoy the results of this experience. It is a real garden to plate experience in the Joeys room! The children's first developmental profiles for 2019 will be loaded to online folders in late May—lots of individual learning to read about -

Kate, Roxi, Bec & team





**Wallaby News.....** Hey there Wallaby fans!! We have been having an awesome time working on our group projects and individual learning goals. We have noticed the group as a whole are responding really well to teaching strategies that help develop executive function skills. When we sit for a group time we encourage the children to organise and control their bodies. This can be really tricky for many children up to primary school age but gets easier with lots of practice and encouragement. We are noticing as the months go by that many of the group respond well to reminders and engagement and positioning strategies (drawing the child's attention back on task in by involving them in the narrative or asking questions) and seating children in spots that will held hold their attention and encourage positive participation.

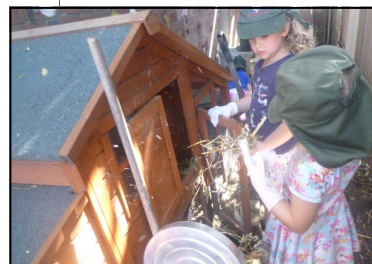


Of course learning doesn't only take place in a classic teaching led group time; learning is a collaborative relationship and as teachers we respectfully seek to find out what each child is interested in learning more about and incorporate that into the broader program. The children are very willing to share their ideas and are expressing their own identities within this sharing. We have noticed many of the group becoming much more confident to share with teachers and also peers their thoughts and opinions on topics. We value and encourage this as we believe children's perspectives are meaningful and regardless of age and experience, important to be heard.

This reciprocal learning relationship give the children the confidence to attempt new challenges, guess, wonder, and experiment and build a strong learning identity for life. We have witnessed this happen with many of our projects. The children have contributed lots of ideas about how we can re-vamp our chicken yard area—they had suggestions for more decorations for the chickens and so will be contributing to the growing mural painting that will extend along the chook yard fence.

Our Happiness book project has been a joy from the moment it first began. The children have worked so hard at listening to other's ideas, reflecting and thinking really hard about the concepts of emotions, how they can change and how they can influence someone else's emotions by their own actions and feelings. This is such important work as we understand how quickly and from such an early age that our brains form neural pathways especially around emotions that can effect us throughout life. Being aware from an early age and able to name feelings and emotions will assist in developing emotional intelligence which then strengthens holistic general intelligence and development. The Happiness book's cover page has been in artistic development for quite a few months now. We will ensure that the children's ideas are represented in the final product. The group democratically voted on the title of the book which has been the most regular point of discussion. We are glad to advise that we have progressed from book concept to book with a chosen title and that the book is close to assembly stage. Such a meaningful experience for these young authors, illustrators and publishers! A quick run down of what we have been crazy for is: ball games outside, the rock garden being the space for imagination galore, lots of use of natural loose parts in games and construction and drawing and painting!! Paula, Donna, Jena, Bree

and Bec :)



## Your Child Care Subsidy and myGov account

The new Child Care Package and Child Care Subsidy is coming up to its first birthday. From our experience as an early childhood provider the system has been manageable but not without challenge. As was the case with past systems we have limited information about family's entitlements for subsidy payments.

Within our online system we receive notifications to let us know if family's CCS percentage or hours of eligibility have changed. The notification does not say why or what needs to be actioned to rectify the situation.

When we call our provider support service line this can only be confirmed as correct and the response

from the Family Assistance Office is to have the family check their myGov online account for updates or notifications that need responding to by the family.

Changes to percentages and eligibility can happen for a number of reasons as eligibility is linked to a range of issues ie, activity test, immunization, income changes.

As the system calculates your fees based on what we have entered into enrolment details the only ongoing indication that we have that a change may have occurred (if we miss the initial alert) is that your balance will be increasing as your normal CCS will not be being paid.

To manage this well we encourage families to make a routine habit of

checking into their myGov account to check for changes or notifications. We would encourage you to do this at least fortnightly. To help families with this we will be adding a reminder notice that says something along the lines of "Log in to your myGov account to check for updates" to the fortnightly invoices that we email out to all families.

For any further information about the CCS system, please follow this link:

<https://www.education.gov.au/new-child-care-package-frequently-asked-questions>

## Family Day 15th Birthday at Lambton Park—Sun 26 May :)



You might be able to tell that we are a little bit excited for our Family Day and big birthday party on **Sunday 26 May, 2019**. For those new to Elder St ECHC, we hold a family day every year. In the past we have met together on a Sunday at many different places around Newcastle—the Foreshore, Glenrock Scout Camp, Blackbutt Reserve, Hunter Wetlands, Edgeworth mini trains, The Croatian Club for pizzas in their outdoor pizza oven....many years of lovely Sunday mornings together. So this year is going to be at Lambton Park with loads of fun things to do for our usual morning together but this year hopefully with lots of past families coming too. We have all the entertainment, food and drink facilities booked in and are really hoping to see all our families coming along.

**DATE:** SUNDAY 26 May, 2019  
**TIME:** 10am to 1pm  
**VENUE:** LAMBTON PARK, LAMBTON

**PLEASE RSVP VIA  
EMAIL IF YOUR  
FAMILY IS COMING  
ALONG :)**





## Team Professional Development Update...

Planned professional learning courses our team will be attending in the coming months:

<b>MAY</b>	1	Roxi & Bec	Listening and learning with Elders
	1- 29	Catherine	Food Allergies/Tempting Meals/ Designing Menus (3 x webinars)
	10-11	Roxi & Bec	ECA Reconciliation Symposium
	29	Mel, Kate & Paula	Educational Leader Conference
<b>JUNE</b>	6	Paula & Lauren	Big Ideas from Reggio
<b>JULY</b>	3	Carley & Kim	Building the Resilient & Happy child

### \*\*\* DATES FOR YOUR CALENDAR \*\*\*

#### Team Annual Leave Dates

Kim— 13 May—15 May  
Mel—7 June—24 June  
Bec— 11 June—13 June  
Bree— 8 July—16 July  
Carley—22 July—5 August

#### Elder St Family Day & Birthday

Sunday, 26 May, 2019  
10.00am to 1.00pm  
@ Lambton Park

#### Equipment Levy

Applied to accounts the week of 1 April and due by week of 30 April

## WHY DO WE DO PROJECT WORK WITH THE CHILDREN?

You may have read in the room news about the different group learning projects that are taking place in each of the age groups. The Preschool Wallabies have been working on a few projects including a Happiness Book and an invitation for the opening of our Aboriginal Mural. The Joeys are engaged in all sorts of experiences to do with Gardening and growing food and also making connections to literacy in different forms. The Possum Nursery children are learning about their identity and belonging and also the experience of 'touch'. Wonderfully rich learning taking place!

This is all work that is deemed to be **'inquiry-based learning'**. Inquiry based learning or project work happens in a group of either a few children or a whole class. It is different to individual learning as there is an interdependence on others to assist and push the learning deeper. Learning can of course occur on your own, but a richer and more reflective experience will occur when others are involved.

During the process of deciding on starting a project educators observe the children's interests, interactions and play and then choose to follow and inquire further into that interest with the group. We see these observations as opportunities for children to communicate with us what they are interested in learning about and work within the thinking and belief that children are capable of constructing their own learning. A project based approach is simply the method that the educators use to facilitate further research with the children. The spaces within project work paradigms should encourage exploration, collaboration, language and sharing of ideas. This includes lots of open ended materials and learning spaces that are The children guide the projects by the educators practising a **pedagogy of listening** (the practice of active listening and questioning to help sustain learning and thinking with children) which allows educators to capture the children's ideas through notes and documentation (photos, quotes, work samples, art work, transcripts of children's thoughts, video recording etc). This documentation then informs further concepts and ideas for the project.

This approach to learning has been a part of the early childhood education landscape for many years and is influenced by the work of educators in the city of Reggio Emilia, Italy. Project based learning has become so popular that it is now being facilitated in primary school classes. The benefits of this type of learning is that it allows for children to be engaged in learning many different subject areas via a project or area of inquiry that they are interested in. Instead of the teacher setting the learning topic, the key learning areas are incorporated into the children's projects of inquiry. For this to happen you need to have highly skilled and contemporary thinking educators and teachers. We are so lucky to have this happening here at Elder Street. We can see the learning and growth everyday :)



# REMINDERS FROM THE TEAM

- Please remember to check children's bags regularly. There may be items that have been mistakenly placed in your child's bag that need to be returned to the right family. Please ensure that only spare clothes are in bags and nothing else. Sometimes we have items such as asthma puffers and food that can be a danger to other children if accessed,
- Clothes! Please label your child's clothes (especially our little ones) and ensure that there is an extra set of clothes in the bag. It's time to include in the spare set of clothes some long sleeves and long pants and a jumper to go with the t-shirt and shorts,
- Please check your child's locker is empty when you leave for the day. Drawings, bed bags, drink bottles, socks, shoes can all be left behind on some days. Please also label drink bottles,
- Please remember to wash your child's hands on arrival and also before leaving—every bit of hand washing helps,
- If using the Joey's little toilet (very front bathroom), please ensure **ONLY** toilet paper goes into the toilet. This toilet is on a pump and easily blocks.
- If your child has had an updated immunisation, please remember to send us your updated Immunisation record for our files.
- Please leave toys at home— 1 small soft cuddle toy is a great option. **THANK YOU!!**

## March

Sid turned 3

Emile turned 4

Axel turned 4

Audrey turned 4;

## April

Jonny turned 2

Lucy, Maddie, Erik & Penny turned 3

Frankie turned 4;

Natalie & Annabelle turned 5



## Aboriginal Mural Opening Morning Tea

This amazing piece of art has been in the planning and works since September 2018. We first met with Tom Croft last year to discuss our idea and for him to talk with teachers and children about his knowledge and ideas too. Over the last couple of months the children and teachers have been so excited to go and see what else had been added and discuss the animals and special symbols. To celebrate this we have another event in the planning. We have invited Awabakal Elder Aunty Sandra Griffin to open the mural and share an Welcome to Country and then have Tom the artist explain the art work and answer some of the children's questions. The Preschool children have been working on an artwork for the invitation for this event and once we hear back from our special guests as to their availability we will share this special invitation & event with all our families.

