



April – July
Newsletter

DIRECTORS CORNER

Hello families,

Welcome to our second edition of the Rose Cottage newsletter for 2022!

As you read on you will find there is a lot of information in this one, including some updates to practices and policies at the service and some detailed information about relationships and connections in early childhood. Families that completed the survey sent earlier this year expressed interest in this particular topic and noted they would like further information around certain practices at Rose Cottage.

We have a busy month of August ahead and I have placed events on the calendar here so you can keep track of these.

It has been a rough couple of months with all things COVID and sickness going around, and we truly appreciate our families support and understanding while we face the hardest time our sector has ever seen. Staff shortages, ensuring children are safe and that we meet regulations with ratios; all the while still keeping our service operational has been so tough. Better times lie ahead – as they say, you cannot have a rainbow without the rain!



The Wombats heading outside the doors of Rose Cottage learning about road safety together.

From Kerri's Kitchen 😊

The lunch menu has changed slightly, but remains almost the same as it has been with the 6-week rotating menus.

We have recently submitted out two-week rotating menu for breakfast, morning tea and afternoon tea to Munch and Move and have officially received our certificate of compliance for the next 12 months. Here is to healthy and happy eating!



Professional Development in May - July for educators:

Practice Plus with Philip Butler: Began in February 2022 (ongoing)

Education Leadership: Dav and Marcela

Leadership coaching with Sarah Moore: Tara (ongoing June – October)



Koala Room

Learning About Animals

A lot of the Koalas have been showing interest in animals, both with us and at home. By building on this interest, the children are able to develop their fine motor skills, social skills, and vocabulary. We have set up animal areas in the classroom and incorporated more animal-themed books and songs into the program. Dear Zoo is a fan favourite!



Trajectory Schema

One of the ways in which we scaffold children's learning in the Koala Room is through the use of schemas. These provide a framework to help us understand how children think, and what areas of learning to extend on. The Koalas have been puzzling out trajectories recently, by throwing, pouring, and rolling different objects during their play. We have extended on this learning by providing many opportunities for them to experiment with gravity and momentum, such as ball sports, cars and ramps, and tubes to drop objects through.

Wombat Room

The Wombats have had a busy time from April through to May as we have focused on different topics and experiences based on their individual interests and their developmental milestones. The Wombats have helped to care for our snails by cleaning their tank, feeding them and giving water while we watched them grow! This has promoted a sense of responsibility and empathy for different creatures while giving the children a sense of accomplishment when they have seen the snails go from babies to big "mummies and daddies." Number and letter recognition has been another focus which we have encouraged through their favourite game 'Lets go fish' where they are encouraged to identify their names on their name tags. Our focus as a group was transport; the Wombats loved looking at different forms of transport and enjoyed extending on this while we explored our community by finding different vehicles and practicing their safety skills while crossing the road. We changed how we do our Acknowledgement to Country to ensure it is embedded practice every day between 10-10:30am. The Wombats and Kangaroos both sit together on the yarnning circle after hearing their educators tap the tapping sticks and together we take turns each day to lead the Acknowledgment.



Kangaroo Room

We are over halfway through the year and what a three months it has been in the kangaroo room, we have welcomed some new faces into the room and they have settled right into the swing of things forming friendships with their peers and educators.

May was a big month in the kangaroo room, we continued with our floor book approach to display children's learning and the children's voices in our everyday practice.

We incorporated more floor books around the room for the kangaroo room to display art, white's creek and our focus for the week on the program.

FIT is still a regular fixture on the program we have extended on this component with more variety including skipping, ball skills gross motor and of course boxing.

We also took part in the National Simultaneous Story time and read the book Family Tree – which is a story that celebrates life, belonging and diversity.

Whites Creek garden excursions continue to be a regular fixture on our program where we have become quite the green thumbs getting lots of experience with harvesting vegies including cucumbers , lettuce and potato.

We were lucky enough to have a traditional smoking ceremony at the centre to celebrate NAIDOC week in July.

During July the Kangaroos explored more of the community beyond the doors of Rose Cottage with excursions to the local library for story sessions, learning about the library works and extension of learning with road safety on the way to our new venues including the skate park, turtle walk, Evan Jones playground and Whites Creek food forest.



Policy review and update: Behavior Management and Positive Guidance

We are currently reviewing our Behavior Management and Positive Guidance policy at the service. This will include conversation between educators and critical reflection around practices as to what is working and what is not.

We would love to gain feedback from our families in regards to the policy and adapt it as necessary in conjunction with you all.

A huge focus on this will be the Circle of Security and ways it can be embedded in relationships and in the policy. The Circle of Security relates heavily to the research of theorist John Bowlby and his attachment theory when it comes to children's learning. If you do not know much about this, please read more about it here:

<https://www.youtube.com/watch?v=1wpz8m0BFM8>

August Events

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---|-----------|--|--------|----------|
| | 1. | 2. | 3. | 4. Parent Payment Fee Day | 5. | 6. |
| 7. | 8. | 9. | 10. | 11. | 12. | 13. |
| 14. | 15. | 16. Parent & educator meetings | 17. | 18. Parent Payment Fee Day Parent & educator meetings | 19. | 20. |
| 21. | 22. | 23. Transition to School evening 5.30pm Parent & educator meetings | 24. | 25. Parent & educator meetings | 26. | 27. |
| 28. | 29. | 30. | 31. | | | |

Educational Leadership at Rose Cottage

What is the role of the Education Leader?

Leadership is about motivating others to follow ship—that is, effective leaders motivate, inspire and aspire others to realise shared goals (Rodd, 2013, p. 36).

At Rose Cottage, Tara is currently the Educational Leader and took over this role at the end of 2020 when Roisin left her role.

The role of educational leader is complex and has many facets, being agents of change who have the courage to make the impossible possible and lead the way through inspiration, practice and guidance.

Mentoring is a very significant part of the role, and we have been critically reflecting on what this can look like for us here at the service.

Over the last month or two, Tara has been engaged in professional conversations with Marcela and Dav about educational leadership and what our dreams and visions are.

We are very excited to be heading down the pathway of a different vision with Tara mentoring both Marcela and Dav to take on the role of educational leader together.

Over the next four months, we will be digging deep into our reflections creating actions around what the role will look like to them both and moving forward with this into 2023 and beyond.

We would love to share more with the families as it progresses and the journey we take into creating new ideas for educational leaders at Rose Cottage.

Relationships and connections in Early Childhood

“Educators’ practices and the relationships they form with children and families have a significant effect on children’s involvement and success in learning. Children thrive when families and educators work together in partnership to support young children’s learning.” (EYLF, page 10)

As human beings, we are hard wired for connection. This is integral to our lives especially when it comes to important relationships. This is the number one most important aspect of being an early childhood educator and wanting the best possible outcomes for children’s learning and wellbeing.

There are five Principles and five Practices in the Early Years Learning Framework, which are sometimes overlooked as the outcomes seem the most important. Embedded principles and practices are what provides greater learning outcomes for the children within an early childhood setting.

The first principle is Secure, Respectful and Reciprocal Relationships. When educators are attuned to this and spend the quality time to develop such relationships with children and families, they support strong connections and the development of a strong sense of wellbeing. Through this network of secure relationships, children develop confidence; feel respected, seen and valued.

Our philosophy at Rose Cottage places high values on our relationships and partnerships and what the children gain from this over the years that they attend our early childhood setting.

We will always place the children first, and what it means to develop such relationships and connections with one another. Children will become strong in their identities, wellbeing and confidence as learners and carry this with them throughout their lives.

Written by Tara.

[https://www.acecqa.gov.au/sites/default/files/2018-02/belonging being and becoming the early years learning framework for australia.pdf](https://www.acecqa.gov.au/sites/default/files/2018-02/belonging%20being%20and%20becoming%20the%20early%20years%20learning%20framework%20for%20australia.pdf)

*“A person’s a person,
no matter how
small”*

Dr Seuss

