



Toddler's Room Newsletter Term One 2022

Email; toddlers@geelongchildrenscentre.com.au

What a fantastic start to the year we have had in the Toddlers' Room! We would like to start by welcoming new and pre-existing families to the Toddlers' Room Community. We hope you have settled into and feel connected to our warm and welcoming environment.



We would like to begin with introducing the Educators in the Toddlers' Room.

Sue is our Room Coordinator and works full time.

Lisa is our Room Leader and works M, Tu, W, Th.

Gemma is our Program Planner (out of the room Thurs) and works Fulltime

Eda is our Qualified Educator and works Fulltime

Danni is our Cert III Educator and works Fulltime

Diamando (Dee) is training Cert III and works Fulltime

Laura is our Qualified Educator and works M, Tu, Th, F

Yuko is our Qualified Educator and works Tu, W, Th, F

Brooklyn is our Qualified Educator and works M, Tu, F

Allana is our Cert III Educator and works W, F

Geri is our Cert III and works W, Th, F

Chris is our Cert III Educator and works Th (covering Gemma on planning)

Relieving Educators who cover sick days, RDO's, and permanent educator's documentation, or extra educators in the room, are

Deb – cert III, Cat – Cert III, Liseth – Diploma Qual, Deanna – Cert III, Rachel – Cert III, Maddy – Cert III, Deepali – Studying Bachelor of teaching, Hannah – Diploma Qual, Poppy – Cert III



The start of the year brought some big changes for the Children as they have been presented with some new and familiar faces as well as different routines, physical environment and program. Educators have been working very closely with their primary children getting to know their strengths, their interests and their developmental stages their routines and rituals. With each day, bringing the children challenges and opportunity to learn and triumphs to celebrate.

We have noticed how well our children have settled into their new/changed learning environment, as they navigate through the spaces and create/build on connections with their Educators and new peers with support and guidance.

Programming



From this, very early on in the year, we came to our curriculum of intent for term one which is 'To sense and respond to a feeling of Belonging'. You will notice when you enter the room, to your right on the bench area, is where we keep our planning books and weekly reflections. This is readily available for parents to access at any time and we encourage you to do so. Both books are a reflection of our program and how we are responding, supporting and scaffolding on the education of the children's current interests and strengths.

Once a week, our programmer Gemma will gather significant information that she herself or other Educators have noticed in regards to the children's current knowledge, skills and strengths, whether it be individually or as a group and add it into the program book. Gemma will also use this opportunity to reflect on our current program to see if any experiences need to be added, removed, or evolved. If you have noticed significant occurrences outside of the toddlers' room at home and out in the community, please share with Gemma or your child's primary Educator so we can add it to our program.

Once a week in addition to our programming book, we write up a weekly reflection, which reflects a significant learning opportunity that the Children have been particularly engaged with that week.

Your child will be represented in the write up at least once a term so keeps an eye out weekly as it is posted on Educa. The information for the write up is gathered from the Monday to the Friday of each week, and then written up the following Monday morning. Each Educator has an opportunity to write the weekly reflection where they will gather relevant photos and information on their week.



As you are aware, we have primary care giving in the Toddlers' room where your child is assigned to a Primary Educator. Not only will this educator work towards building a trusting and respectful bond with your child, they will also observe and document some significant moments in your child's time with us that we call "Learning stories". Learning stories are collected over the term and by now all families should have received both moments and a narrative, which is a reflection of your child's progress over the term. You can expect at least 2 learning stories of your child documented over each term and then a narrative at the end of term. Some Educators may also take "snap shots" which are short moments captured that may or may not be relevant to the program however still significant to that child. From the end of Term One narrative, a goal will be set for your child to work towards over the next coming term. If you have any questions or feedback to give from your child's goal or progress in general, please talk to your child's primary educator, room coordinator or leave comments on the story on Educa.

Reflection of our Learning

So far, in our weekly reflections we have documented on how the Children are settling in and primary care giving, fostering creativity, our and daycare, our community garden, Auslan, building bonds with our peers, sensory dispositions and navigating their surroundings. pets - connecting home.

In the beginning of the year we would mainly see parallel play with the children, although it has now evolved over the term with many of the children collaborating and cooperating in activities, sharing their ideas and interests. These are just some of the wonderful activities that the children have engaged in which has supported their growth, learning and understanding of the world in which they live.

- Water play including the use of spray bottles, water wheels, washing bikes, adding water to their sand play and learning about marine animals.



- The joy of music whether it be with musical instruments or listening to their favourite songs to sing and dance to or some calming music at a quiet moment in the day.





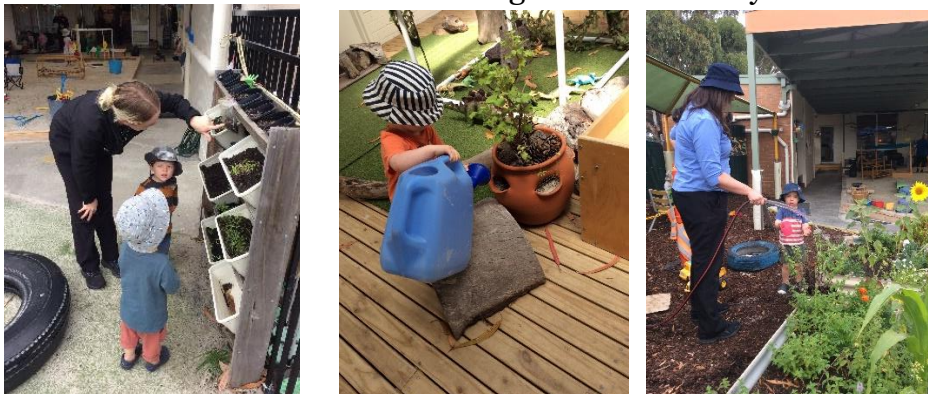
- Risk taking and physical play, sharing these experience and building connections with peers.



- Role modelling through engaging in play in the home corner, taking care of the dolls, cooking food for each other, dressing up in costumes or connecting home to play in the office area.



- Learning about the natural world around them through planting flowers (sunflowers) and learning about plant life cycle, looking after our vegie garden, gaining knowledge where the food they eat comes from. Extending this onto small creatures such as frogs and their life cycle.





- The arts and sensory play, exploring different mediums, celebrating and sharing their creations.



- STEM being able to build volcanoes and watch them erupt, to doing other science experiments such as the milk colour dance, learning about basic mathematics in our daily engagements such as comparing, volume, motion, and sorting to name a few.



- Educator Lisa with her daughter Sophie gave us a surprise visit and bought in their pet blue tongue lizards for the children to see, touch and learn about. This was a very exciting group experience.





- Lastly we celebrated Harmony Day for the week with the moto '**Everybody Belongs**' and its annual observance aims to encourage inclusiveness, respect and belonging for all Australians, regardless of cultural background. This week provide the children with the opportunities to learn about different cultures with Yuko making paper cranes and teaching them about Japanese culture, Chris reading books about Fijian culture, Eda showing the children Slovenia dolls and small windmills that are placed in the fields to scare the birds away. Geri talking about and showing picture of the Hare Krishna culture and celebrations and Lisa making a Harmony tree with the children who decorated flags of the world.



- We also celebrated Easter where the children made their own bonnet for our centre parade.
- Our latest celebration was for Anzac Day where the children learnt about how we remember and thank the people who took care of our country, we held a minute silence, made poppies and some yummy Anzac biscuits.





Just a few friendly reminders:

- Please ensure you are packing a wet bag for your child and not a plastic bag as they can present as a choking hazard. You can purchase a wet bag from the centre, just ask educators in the room or our administration staff.
- If your child is requiring Bonjela for teething purposes, this will need to be handed to educators and written on a medication form that educators will assist you with at drop off. Please do not leave in your child's bag.
- If your child has had a significant injury such as a broken bone, burns etc, we will need a doctor's clearance note stating that your child is fit to attend the centre. If you are unsure and need more information please call, email or ask the room coordinator/leader.
- As we start to consider preparations for the colder months that are to come, please be aware that as the UV rating drops below 3, we will not be required to wear sun hats and we will be sending sun hats home until they are required again (generally late August, early September). You are encouraged to pack a beanie or sun hat if your child prefers. This is to keep consistency and not confuse the children, supporting them to understand we wear a hat when outdoors just like we do in the warmer months. We also ask that when the cooler months hit, that coats and warm changes of clothes are being packed in their bag.
- Please consider the size of the bag your sending your child with has room to pack bulky winter items. As hats may stay in the room but coats will be sent home each day.
- As per our centre policies, no child is to enter the centre with any food, this is to support our children with allergies and to alleviate any risks to children's health.