



Did you know.....educators collect a **Portfolio of Learning** for each child in their primary care group? This portfolio contains stories and photos of your child's learning; who they are friends with, what they are interested in learning about, and what they are engaging with. You will also find pictures of your child's drawings and construction, as well as stories of group experiences. Portfolios are available to be taken home and shared with family too.

Ask your child's primary educator where to find yours!

Introducing..... My name is Marta Galambos. I have been working at Waite Campus Childrens Centre for 14 years and I am one of the Early Childhood Teachers in the Kindy Room. I am dedicated to educating the child as a whole and helping them become responsible, independent humans as they learn skills for life. It is very important to understand and acknowledge that for a child before 6 years of age is the most beneficial period of learning therefore, it is essential to provide support and as many opportunities for learning and developing positive self-esteem. It is very important to see a child holistically: as part of a family, society and at the same time as an individual with their unique characteristics. Over many years working as an educator I have also gained vast knowledge and experience working with children with special needs and enjoy these teaching challenges.

As well as teaching I feel I am always learning from my colleagues, the children, and their families. I am passionate about the importance of excellent early childhood education.



Staff matters:

The staff team have completed the annual CPR refresher. This training was supported with a grant from Masonic Charities.

All staff will be completing Responding to Risks of Abuse, Harm and Neglect – Education and Care during September. This is mandatory training required for all staff and educators.

Emilie (Room 3) has decided to extend her maternity leave and not return to work until next year. Kylie will be continuing in the position in Room 3 till the end of the year.

Due to an increase in attendances in Room 2, **Madhu** (casual) will be taking a contract till the end of the year to work in Room 2.

After more than 24 years (!) working as an educator at WCCC, **Kathy** (Room 2) has decided to resign from her position. Kathy has been on leave for a while for health reasons, and has come to the decision to not return to work. We wish her well for her future. Kathy will continue to attend WCCC on a regular basis as a volunteer in all three rooms.



to Chris, Catherine and Patrick (Room 1) on the arrival of **Annie**.

End of year closure period

WCCC will close this year on December 24th at **1.00pm**. We will reopen at **9.00am** on Monday 10th January.



Policy review

To ensure compliance, both AUCS centres are going through a policy review, overhauling all centre policies. We have accessed the resources of an Early Childhood Consultant to assist with this process, as it is huge! We have a working party of educators, centre directors and parents who are engaged with the process.

As each policy is reviewed it will be communicated to you all for reference.





Toilet Time

Achieving independence with toileting is a milestone in any child's life. However, toilet training takes time and there can often be challenges.

This 2-hour information session will provide an introduction to toilet training with an overview of typical development. There will be a range of tips shared about preparation and methods to set up for toilet training success.

When: Wednesday 8th September

Time: 7pm

Where: Waite Campus Childrens Centre

This information session is being facilitated by:

Debbie Atkins, occupational therapist

Debbie has over 20 years of experience working within a community based early intervention service in Adelaide.

Debbie has a special interest in the promotion of toilet training, with active involvement in parent education



Room One report to families

July 2021

A warm welcome to Grace and Hugh currently cruising through their orientation visits and soon to commence in Room One. Possibly they have already had a few tips from their older siblings (Finn and Henry respectively, who both enjoyed many special times with us when they attended Room One). It is lovely to re-connect with families again.

Conversely, we have been having a few farewells too - Aniyah, Kira and soon Seb, whom we will all greatly miss as we have loved getting to know each one's unique personal strengths and interests. Continue to grow well and happy :)

The children have been discovering interest in a wide range of experiences in recent weeks including: participating with yoga both during planned sessions with Yvett, and spontaneously over the week, stretching their bodies to imitate animals we sing about and reinforced with the yoga stories; and using the large gym balls for extending their core strength in a fun way

the 'Construction' stories remain among many of the children's most requested books and we enthusiastically watch the trucks drive to the Centre to bring it to life

engaging with the new puzzles and various toy donations from families (thank you Tomer)

Drawing with pencils and chalk is also of interest, being special to share with friends around a table

Our gardening has been somewhat limited lately but we try to support the children to venture out regularly to visit the veggie raised beds to watch the seasonal changes and smell the flowers too

role play is a consistent theme in many of the children's play as they begin to imitate everyday life that is occurring around them - by pretend cooking in the sandpit, making 'cups of tea', carrying bags over their shoulders, adapting toys for phones, participating in cleaning of chairs and tables (with educators support), gaining self-help skills by washing their hands and faces, scraping their plates after meals into the 'chook bucket'..... So many skills and learning is occurring in the everyday routines, as children build an understanding of the world in which they live and re enact their knowledge of what they have observed, all of which consolidates skills and deepens the learning process.

Room One Report to Families
August 2021

We have recently welcomed Elsie and Amaya, both of whom are happily exploring the 'new' space as they play, and beginning to form secure attachments with educators after a very brief time.

Hugh and Grace who are relatively new to the centre are also continuing to confidently engage in play opportunities and respond warmly to their familiar educators and to their peers.

Congratulations to Patrick T.'s family on the arrival of baby Annie.

We have had a few farewells this month with Seb and Sidney moving onto new learning horizons - we wish them well, along with their families in their new surrounds, and value the time that we have been able to share with them in Room One.

We are currently in the process of supporting two year olds -Tomer, Harvey, Freja and Florence as they make the transition to Room Two in the coming weeks. All going well so far.

August is also a busy month for celebrating **Science Week** and **Children's Book Week** -

in reality, babies and toddlers are constantly making new 'scientific' discoveries, having the opportunities to explore a range of interests in the centre such as observing and feeding "Fluffy" the tortoise; visiting the natural play space of Pilyabilyangga to interact with natural materials/ wildlife and to be *in* and develop connections with the local landscape; or engaging in sensory play with sand, water, gardening. Many of the babies enthusiastically love to build towers with everything they can get their hands on (blocks, boxes, plastic cables...) - early engineers in the making.

The roadworks both on Waite Road and in front of the centre to repair the road have provided many with a powerful connection to the mighty machines of the diggers and trucks in action. One of the favourite stories is '*Roadworks*' which reinforces the children's interest and learning with developing early literacy.

Friendships are becoming more evident amongst the children and many are participating actively in role-play games, using the dolls, prams, doll's beds, and extending their communication capabilities with each other. Many children prefer to use their friend's names and show their care and empathy towards one another, which is very special to observe as children recognise the value of sharing their interests and learning in meaningful ways.

Warm regards,

Room One team - Gayle, Cherry, Karen, Lingling, Tamala, Chao

Educator Report to families July 2021

Room 2

This month in Room 2, one of our focuses has been on using our words to work through wants, needs, conflicts, self-expression and general communication. We have been encouraging children to use their words rather than taking from others, crying, shutting down or being physical. It has been quite interesting observing the response when a new idea or focus has been put in place and followed out with enthusiasm to benefit the whole group. We have noticed children already beginning to show understanding of the use of words as an easier platform to communicate with each other. Children are showing love and care for each other, they have been connecting with each other whilst enjoying group games. They are helping each other with getting shoes, socks and clothes on, which is really rewarding for us all to observe.

It has been lovely to have our student Olivia in the room this month. She has been a welcome addition, inspiring us all with her planned experiences in the room, it is always beneficial to have some new and fresh ideas and ways of doing things. The children and educators will miss her warm presence.

To finish up we would like to remind parents and families to please label all clothes and belongings. If you should happen to find an item of clothing that doesn't belong to your child please bring it back as soon as you can. Children in Room 2 love moving things around and going through each other's bags on the not so rare occasion.

Thank you

Le'Annette, Bobbie, Emily, Saru and Madhu

Room 2 report to families

August 2021

The last two months have been extremely varied in the room with so many different things happening both in and out of care. The children in Room 2 appeared to really enjoy coming back to the room after the lockdown and since then more than ever we have observed a few little friendships blossoming and a lot more side by side and interactive play. It's safe to say all of our children are very settled and confident in the room, fully participating and at home with our routines and transitions. August will be the busiest month yet with 4 new children moving up to our room from Room 1. We would like to welcome Tomer, Harvey, Freja and Florence to our room and we look forward to working with them and their families. There will be a lot of settling in and attuning over the next month or two.

Please remember to name all sheets, belongings and if your child is learning to use the toilet, please provide at least three sets of clothing as a minimum, and name all.

Thank you so much for your cooperation and have a wonderful month.

Room Three report to families

July 2021

During Term 2 we have been focusing on our health and what does it mean to be healthy. Supporting outdoor experiences is a continuous focus where children get free choice between spending time inside or outside and also regularly visiting the Butterfly Garden and the Adventure Playground. This provides opportunities to children to get challenged with their gross motor development, risk taking, using imaginative skills, playing safely and looking after each other.

Children have the opportunity to try a variety of fruit at morning tea time and different vegetables (cooked or as salad) at lunch which has given us excellent opportunities to chat with the children what they like or dislike and why. We have been also suggesting them to taste something they had never tried before such as pomegranate and persimmon. We looked at their colours, shapes and smell. Most children were not ready to try them but children who did were very happy to finish the whole pomegranate and/or persimmon.

A group of children have collected some fallen leaves and barks and observed the change of seasons. This children's interest has led us to talk about the seasons and its characteristics and we have also used the colourful leaves in art experiences. We have been reading different books about the cycle of seasons to inspire children observing the natural world around them.

Children have been turning their pictures into kites by using the hole-puncher and attaching a piece of string to it. Folding paper aeroplanes have been a continuous request where we can learn and follow instructions step by step together.

Large floor puzzles have been very popular at the moment which gives children the chance to work together as a team.

Children's pretend play such as doctors-patients, dance show, superheroes, Mum and Dad has become more complex that can be observed how they create characters, negotiate roles, take turns, invent props accordingly and through a more complex dialogue they use.

As Term 3 will commence we are ready to continue to build on knowledge children have been learning in the last 6 months and add new topics that children are interested in.

We have also started planning for a busy Term 3 as Book Week and Science Week will take place in this Term.

In Term 3 Room 3 will start the morning in Pilyabilyangga on Tuesdays.

Room 3 Report to Families

August 2021

Term 2 has finished and Term 3 has begun in an unconventional way with a short Covid lockdown thrown in. We would like to thank our children, families and educators for showing such great resilience, understanding and patience during this time.

Our Room 3 program focus has been set for the term. Our recent team meeting enabled us to discuss and engage in critical reflection about the practices and routines of the room, the children's interests and their strengths. From this we were able to develop focus areas that are meaningful and relevant to the Room 3 children.

The Term 3 Program focus areas are-

- For children to develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising researching and investigating

- For children to take on the role of literacy and numeracy users in their play

- For children to increasingly co-operate and work collaboratively with others and begin to move towards the self-regulation of their emotions

The Room program is on display on the window as you walk into the room and we will be adding documentation related to these areas throughout the term.

Pilyabilyangga on a Tuesday is still as popular as ever and the children are enjoying the fires and food. The children once again have a strong voice in the menu decisions. As we did in Term 2, we are deciding our pancake flavours based on the colours of the rainbow and we get our suggestions from the children and then vote on which flavour we would like to cook.

While in Pilyabilyangga and during EFS time, insects, insect and plant lifecycles and observing changes in nature have been a focus. The children are loving the hands-on fun of going on bug hunts and great excitement is shown when they find something. Bugs have also been put into small magnifying containers to enable children to have a closer look and then they are returned to the garden once finished.

The recent roadworks in the carpark and on Waite Road has been the catalyst for lots of construction play in the sandpit. Hard hats and vests have been donned and witches hats placed out. Then the digging and moving of sand commences with many wonderful creations made.

In Room 3 other interests include-

- Pretend play in the home corner and with the hairdressing equipment

- Reading and making books that include wonderful imaginative stories

- Sorting bugs, rocks and coloured discs

- Playing the new ELLA Mandarin games on the tablets that explore the human body and physical activity

- Creative construction using a variety of construction sets with the favourites being Mobilo, Poly-M and Junior Lasy

We look forward to the warmer weather and being able to enjoy the sunshine a lot more.

Room 3 educators

Education for Sustainability Report Term 2 2021

The Term 2 focus in Room 3 has been for children to show an increasing awareness of healthy lifestyles and good nutrition and for children to cooperate with others and negotiate roles and relationships in play episodes and group experiences. These two focus areas have been integrated into the Education for Sustainability teaching time in term 2 through the experiences that have been planned and implemented.

With it being the time to plant autumn vegetables, we used this opportunity to remove the summer vegetables that provided some delicious produce and prepare the soil for our autumn vegetables. The children from Room 2 and 3 were very active in this process which took place over a couple of weeks. The children helped to dig the soil and then observed as compost and fertilizer was added. These jobs provided lots of opportunity for conversation and the development of knowledge about the processes needed to create healthy soil for us to successfully grow food. In the following weeks after the soil was prepared, mint, parsley, beans, garlic and a couple of different types of onion have been planted. Over the following weeks, children have been noticing the growth of the plants and commenting on what they are seeing.

Group times each Education for Sustainability day were also focussed around food and the growing of food. Books were read about where our food comes from and children were actively engaged in games where the sorting of fruit and vegetables occurred. These group times also provided opportunities for children to learn more about the nutritional value of the food we eat through the discussions that were facilitated.

National Reconciliation Week also took place in Term 2 at the beginning of June. A small group of children from each room at the centre went on a walk to the community garden to plant some Indigenous edible foods in one of the garden beds. This campus walk provided an opportunity for the children across the rooms to connect with each other, connect to the campus and develop knowledge about growing food, especially native edible food. Future walks to the Community Garden will be planned to ensure we stay connected to the community and also to observe the growth of the plants and engaged in further dialogue about and tasting of the plants we planted.

Lots of spontaneous learning and natural phenomena such as the discovery of insects, the changing colour of the autumn leaves, feeding the worms and Fluffy the tortoise and the collection of our bins were also engaged in by the children during the term. Children are very aware of the need to provide food to our living animal friends and take care of them. They are very hands-on in the process and love to talk about what is occurring. Each time the bin trucks come in now, children are able to correctly name the resource that the truck is going to pick-up e.g. organics, landfill or recycling. The children are also great helpers of emptying the internal bins to the external bins outside into the right one. This again is a time for conversation and the sharing of knowledge and stories of their bins at home.

In Term 3 there will be a focus on Spring, harvesting vegetables, replanting the veggie beds, children's participation in EfS routines and hopefully more community walks when the weather warms up.

EYLF Links

Outcome 1

- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self-identities
- Children learn to interact on relation to others with care, empathy and respect

Outcome 2

- Children develop a sense of belonging to groups and communities and understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children become socially responsible and show respect for the environment
- Children respond to diversity with respect

Outcome 3

- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

Outcome 4

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigation
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Outcome 5

- Children interact verbally and non-verbally with others for a range of purposes
- Children express ideas and make meaning using a range of media