Self Regulation Pt 2

The importance of enhancing children’s self-regulation is a topic frequently discussed by early childhood professionals. Why?

As discuss in PT 1 in the October newsletter current research across a range of development areas is providing new insight into our brains and our behaviour. There is a growing number of academic studies which help us understand the value for life long wellbeing of particular habits and behaviours. Shankar (2012) says the self-regulation has been shown to lay “the foundation for a child’s long-term physical, psychological, behavioural and educational well-being”

So what is self-regulation?

Firstly let’s look at what it is not. Self-regulation is not self-control, it is not compliance and it is not obedience. Shankar defines self-regulation as how effectively and efficiently a child or adult deals with stressors and then recovers.

Temperament will also influence how what things stress us and how we respond. Temperament is epigenetic; a mixture of both the genes your are born with and what happens in the first few months of life.

When a child’s (or adult’s) stress levels are too high, a range of brain and body regulatory systems that support thinking, emotional regulation, social engagement and even metabolic recovery are compromised. This dysregulation will show up in the behaviour, mood, attention and physical well-being of a child, teen or adult affecting one or all five of the domains: biological, emotion, cognitive, social, and prosocial.

Shankar says a child under five rarely behaves badly, the majority of behaviour that we see as misbehaviour, is due to stress. Remember these stresses cover five domains and all influence the other. Stresses include: being tired, hungry, cold, too much junk food or sugar, too much noise or visual stimulation etc.

Shankar says that many of the things that might be stressing a child are not things that we will necessarily see as stressors.

The three key steps to self-regulation:

- Reduce the stress level by making sure children are well slept, getting healthy nutritious foods and lots of exercise and fresh air. Turn off TV radio and other background noise if you suspect your child is sensitive to noise.
- Become aware of what is feels like to be calm and alert by talking to children when they are calm, happy and alert. What does their body feel like? Mindfulness, breathing exercises and yoga will help teach children the difference between being calm and being active or agitated and develop some of the skills for the third step.
- Thirdly teach children what sort of things they need to do to return to being calm and alert. Things like 4 square breathing, mindfulness, time to themselves.

Dr Stuart Shankar has published a number of books including, Self-Reg: How to Help Your Child (and You) Break the Stress Cycle and Successfully Engage with Life

He is the founder of the Self-Regulation Institute (SRI) in Canada: https://selfregulationinstitute.org/
New Babes
Congratulations to Max (R2)
Laura and Kong
On the birth of Luke 12/11/18

Diary Dates
End of Year Celebration
Monday 17th December

End of Year closure
6pm Friday December 21st 2018 until
8am Monday 7th January 2019

Board and PAG Matters 2018
Adelaide University Childcare Services Inc (AUCS)
meets on the last Monday of the month. Next meeting
for 2018 is Monday 26th November.

The Parent Advisory Group (PAG) The WCCC PAG
next meeting is Monday 10th December.
Interviews for Room 1 leader to replace Eleanor were
held on Friday 16th November. The recruitment panel
included two parents and a staff member as well as
current and future Director. An appointment has been
made and more detail is below.

End of Year Celebration
Our end of year celebration will be outdoors on Monday 17th December 6.15-7.30 at the Gum Oval,
Entry 1 of the Waite Campus. The Centre will provide sausages and bread for a sausage sizzle and
families are asked to bring a salad or fruit platter to share. This year we have Mr Oopy to entertain us
with bubbles, singing, dancing and percussion.
**Please note this is an alcohol free event.
A registration sheet is now on the parent notice board so we can have confirmation of numbers
attending and ensure we order sufficient sausages for the night. These will be gluten free.
Food safety reminder:
Potentially hazardous foods should be kept under temperature control, including during the time it is
being transported - hot foods at 60 degrees or above, cold foods at 5 degrees or
below. When refrigeration is not an option during storing or transportation the easiest way to keep
risky foods cool is using insulated hot/cold boxes or an esky with plenty of ice. You can, nonetheless,
transport or keep potentially hazardous food out of temperature control for short periods of time by
applying the 2 hour /4 hour rule.
The 2 hour / 4 hour rule: You can have freshly prepared food out of temperature control for up to 2
hours then refrigerate it for later use. If food is out of temperature control for between 2 hours and 4
hours use the food. After 4 hours throw it out.
Please remember no foods with nuts or nut based products and no seafood

Staff Matters
We welcome Gayle Day to our team. Gayle will commence as Room 1 leader on Monday December
3rd with an orientation 28th-30th November.
Thank you Kaarin
Kaarin Wilkinson, the founding Director of Waite Campus Childrens Centre, is moving on after 25
years. The Adelaide University Childcare Services Inc Board is holding an open event Wednesday 12th
December 12.30-3.30pm.
Friends and parents past and present are invited to Lirra Lirra, McLeod House.
Please RSVP to childcare.waite@adelaide.edu.au by Friday 7th December

Sensible Sleep Solutions
Eleanor has written a very detailed summary of our parent evening with Dr Sarah Blunden.
This is attached as a separate report.
Superheroes and Fairy Princesses

Play is a serious and necessary occupation for children. Extended periods of free play allow children to engage in a complex occupation that requires imagination, description and clarification, sharing and acting out ideas and, as language develops, negotiation and discussion.

Play is essential to a child’s health and welfare.

Are there different types of play?

As play is a complex activity there are many different types of play that can be viewed from many different perspectives. Narrative and dramatic play rely on ‘scripts’ where the child creates or adapts and modifies their play script often with lots and lots of repetition. The main source of play scripts for children is everyday life experiences so children will re-enact events that they observe throughout their day as they interact with family, friends and peers. Roles such as shopping, cooking, having a baby, going on a holiday, fixing the shed, and even some of the routines at WCCC such as group times provide children the opportunity to take on different roles and act out dramatization of ideas. As young children get older (from about 3 years of age) they begin to engage in socio-dramatic play using characters from told stories like Going on a Bear Hunt.

Increasingly contemporary electronic media is impacting on children’s play particularly narrative and dramatic and socio dramatic play. The narratives from television and video tend to follow a repetitive formula of simple ideas. When children use play scripts that are based on electronic media characters their ability to imagine is restricted and there is a lack of flexibility and spontaneity. The scripts are already determined and set by the characterisations. Negotiation, creativity and imagination are not required.

I am sure you all agree that dispositions including creativity, flexibility, perseverance, tolerance negotiation, and problem solving are what we hope for our children. In this constantly changing world they are certainly the characteristics that will be required for our future wellbeing.

Play scripts from electronic media often involve lots of gross motor activity like dancing and running and jumping (and unfortunately hitting and kicking). For the quiet reserved child being a superhero or a fairy princess may also allow some children a sense of ‘power’ that they do not feel in their daily life allowing them to visualize new roles for themselves.

In the context of education and care settings it can be challenging for educators when children’s play is only about super heroes and fairy princesses. We need to be watchful of the play scripts that children follow so they are not caught in a pattern of play behaviour that is limiting. Extending and building on children’s everyday experiences and ideas and going beyond the scripts they learn from televisions and videos requires careful observation and sensitive intervention from both educators and parents. Knowing what is age appropriate rather than what your child asks for is a key. Young children get ‘hooked’ by colour and activity and are not able to discern the underlying behaviours and scripts they are learning. It is the sometimes the responsibility of adults to practice some tough love and say no.

Reference: Glen Cupid, *Play and quality in early childhood: Educating superheroes and fairy princesses*
Early Childhood Australia, 2013

Media and young children, what should you know?

Parents know their child/ren best and are you are the ones to make decisions as to what is appropriate for your children to watch. There is enormous variety in the beliefs and behavioural standards that parents apply to themselves and their children. However it is important to be informed. The Australian Council on Children and the Media (ACCM) provides a range of guides containing information to support and promote the ability of families and other interested parties to make informed choices about media matters involving children. As well as a range of facts sheets for parents ACCM provides reviews and ratings for movies apps and more.

(If you read this and are the first parent to email you can have a lucky dip from our gifts box)
Visit their website to review if what your child is watching is suitable for their age?
Connecting with Place
On Thursday **November 29th and Monday December 3rd** we will be spending the first few hours of the day in Pilyabilyangga.

**The drop off place for all children from every room will be Pilyabilyangga.**

**There will be no access or exit from the front door.**

All educators and families will use the southern side entrance to reach Pilyabilyangga and the rear door will be open if access to the building is needed.

Sign in sheets will be located on the platform in Pilyabilyangga.

For parents who are not familiar with this area your children will give you a tour of their favourite spots. All children have experience being in Pilyabilyangga so we trust this should not create any issues. Please discuss with educator if you have any questions, concerns or ideas and please to talk to your child about this.

If you do not know about our outdoor classroom Pilyabilyangga please read about it on our website.


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Thursday 22nd our musically tuned recycled outdoor musical instruments were installed funded by our sustainable futures fund.

You can have a play on connecting with place days.

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**2018 Annual Recycling quiz**

There are five questions in our annual recycling quiz. The first 3 parents to email the correct answers will receive a prize. Email your answers to: childcare.waite@adelaide.edu.au

1. How much water will you save by swapping, rather than buying, a pair of jeans?
2. According to ABC’s War on Waste, what percentage of food purchased does the average Australian family throw out each week?
3. Recycling one tonne of paper/cardboard saves how many litres of water?
4. In which year was OzHarvest established by Ronnie Kahn?
5. Recycling one aluminium can saves enough energy to run a TV for how many hours?