



FAMILY DAY CARE

Quality Home Based Childcare



Kids at Home Family Day Care Newsletter

ISSUE 13 JANURAY – FEBRUARY 2011



The start of 2011 has been one that Australia will remember for years to come, and we join the thousands of affected Queenslanders in grieving the tragic loss of loved ones, homes and livelihoods, while applauding the determination and generosity of all who have offered assistance to those in need.



The last few weeks have been for some a period of total chaos in which they have had to deal with many changes and much devastation in their lives. Children not directly affected by any of these events can still be stressed even if they were not involved in the floods or cyclone. Trauma and chronic distress affects children deeply, they may have just heard people talking about their devastation, or through TV heard and saw the graphic details of what has occurred and this is enough to stress a child without us 'adults' understanding how they are interpreting what has occurred and their feelings. We have to remember children hear way more than adults think, so we need to be careful of what we say near them. Avoid leaving the TV on with its endless images of the destruction. We know that children under four can have difficulty with reality and the same scene can appear to be a new scene and children get really frightened by that. We need to take the time to stop and listen to what feelings are behind the words our children are saying, even ask your child how they are feeling about what has occurred and if it has scared them. Reassure children that things will get better and that they are safe, maybe do something special like donate a toy or pocket money to the flood appeal so they feel they are helping in some way.

Regards, *Sharon*

Did you know ?
No word in the English Language
rhymes with MONTH!



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www.kidsathome.net.au

T : 07 3040 0430
F : 07 3036 6194
E : info@kidsathome.net.au

Book Corner

WorryWoo Monsters Range

Have you ever wondered what insecurity looks like? If so, you haven't met Rue! Rue is the Monster of Insecurity. Insecure because he thinks He is different with his big nose, shaggy hair and fluffy wings. But just Like Adults, all Rue needs is someone to tell him he is perfect just the way he is.

And Rue is just one of the unique range of WorryWoo Monsters that will charm both children and adults whilst helping children to deal with the Complicated feelings that they may be experiencing at times in their lives

Each of these 4 quirky little creatures embodies an emotion and with it, a story of their challenges and how they learn to bring out the best in themselves. There are 2 new characters coming in 2011 called Twitch and Wince.

These little monsters may not be your definition of cute, but you can't help but fall in love with them as they tackle the emotions of confusion, loneliness, insecurity and innocence.

Winners of the "Creative Child Top Toy Award" - "The Nose That Didn't Fit" and Rue Plush

Winners of the "Creative Child Preferred Choice Award" - "The Lonely Little Monster" and Nola Plush

Winners of the "2009 TD Monthly Top Toy" Award- "The Nose That Didn't Fit" and Rue Plush

Winners of the "2009 Best Products" I parenting Media Award- "The Nose That Didn't Fit" & Rue Plush / "The Lonely Little Monster" and Nola Plush

Winners of the "2008 MoonBeam Children's Book Award" - Silver: The Lonely Little Monster (with Monster), written and illustrated by Andi Green (Monsters in My Head)

- Available from Educational Experience, call 1300 134 211
- www.worrywoo.com



February

Safety Audit & Risk Management

- ☐ Emergency & Evacuation Procedure
- ☐ Bathroom, toilet facilities
- ☐ Nappy Change facilities
- ☐ Laundry facilities
- ☐ Check smoke detectors



March

Safety Audit & Risk Management

- ☐ Outside Water Hazards
- ☐ Veranda / Balcony
- ☐ Check smoke detectors



Diary Dates for January & February 2011

School Resumes Term 1:

24th January

Australia Day

26th January (Public Holiday OFFICE CLOSED)

Healthy Weight Week

23rd-30th January

Ovarian Cancer Awareness Month

1st February

Chinese New Year

3rd February

Valentines Day

14th February

Organ Donor Awareness Week

21st -28th February

International Language Day

21st February

ICEE- Sunnies for Sight Day

25th February



Parent Note

If you have changed address, phone number or contacts please advise the office so we can update our records.

MARCH 2011

Clean up Australia Day

6th March

International Women's Day

8th March

St Patrick's Day

17th March

Harmony Day

21st March

World Water Day

22nd March

Neighbour Day

24th March



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Ways to assist children during times of stress

Young people of all ages are more vulnerable than ever to the effects of stress.

If you think your child might be suffering from reactions to stress or trauma of any kind, here are some signs to be aware of:

Ages 3 - 5

- physical complaints like stomach aches and Headaches
- fearfulness and feelings of not being safe stranger or separation anxiety
- compulsively "playing out" the source of trauma; e.g. building towers with blocks and crashing them down.
- avoidance of situations that may or may not be related to the trauma
- sleep disturbances
- loss of acquired developmental skills (like dressing oneself)
- frequent crying

Ages 6 - 10

- physical complaints and concerns about their health
- anxiety and fearfulness
- compulsive re-enactment of the trauma through play or drawing
- "omen formation" - believing that warning signs predicted the trauma, and a tendency to be hyper-alert in order to recognize new warning signs.
- preoccupation with how the crisis could have been solved or averted sleep problems

Helping Children Cope With Stress

Here's a general break-down of age-related strategies for helping children cope.

Ages 3 - 5

- Children of this age need plenty of reassurance that they are safe, but make sure it's authentic. Avoid statements like, "We will never have another flood/cyclone again," but you can say, "I am here for you and I'll always protect you in every way I can. And when you're at day care (or school) your Educators/teachers are keeping you safe." Taking your children to visit the local police and fire department so they can talk directly with the people who work there can be very reassuring too.
- Let your children know it's okay to feel afraid or sad if that's how they are feeling. Soothe them during these times rather than trying to talk them out of their feelings. Validating how your child feels is essential. Initiate discussion, but don't push. Open the door gently and encourage your child without being intrusive.
- Try sitting down on the edge of your child's bed at night before they go to sleep. Cuddle up together and then say something like, "I'm just wondering how you've been feeling about all the stuff that's been going on in the world lately." Or, "I'm just checking in. Anything you'd like to talk about?" Let your child take the lead from there.
- Encourage play that allows children to act out some of the things they are afraid of. Playing fireman or police officer is a healthy way to do this. This is how young children try to make sense of what we've lived through. As long as this type of play doesn't become obsessive, it's a good outlet.
- Encouraging children to draw or paint whatever is on their mind is very healing.
- Listen and reflect back whatever your child has to say. Sometimes this can be hard, because, as parents, we often want to fix the problem. But by listening and empathising we allow our child a safe space to reveal what they really feel.

Ages 6 - 10

Children this age may avoid discussing painful feelings. Be open and encourage them to open up to you. Other things that help children of this age are:

- Deep breathing and visualisation
- Positive self-statements like, "I am safe and well and so is my family."
- Altruism, reaching out to help others. After children have expressed their feelings, the thing that helps them the most is taking action. When children help others it removes their own feelings of helplessness.

These techniques have been used with children of all ages and are extremely effective. Take the time to teach your child these techniques and you will be giving them a life-long tool for calming and de-stressing. The younger you start the better. You can actually start doing this as part of a bedtime ritual with children as young as four.

Websites that may be of assistance

- <http://www.skylight.org.nz/Queensland+Floods+Support>
- <http://www.nctsn.org/trauma-types/natural-disasters/floods>



Educators Corner

Kids at Home would like to welcome **Kristina** – Albany Creek, **Rebecca** – North lakes and **Michelle** – Toowong.

We also say farewell to Megan who has decided to study full time, we wish her all the best with her studies.

and we wish Tina and her family all the best with the upcoming birth of number 3



Paid Parental Leave

From 1st January 2011, the Paid Parental Leave scheme provides a government-funded payment to eligible working parents for up to 18 weeks. Parents can choose to receive either Parental Leave Pay or the Baby Bonus depending on which is the best financial decision for their family.

Parental Leave Pay will count as income for the family's CCB assessment. This is the same as the treatment of maternity leave paid by an employer.

Families looking for more information about Parental Leave Pay and Baby Bonus can go to the Family Assistance Office website at: www.familyassist.gov.au.

A Paid Parental Leave Comparison Estimator is available to help families make an informed decision about claiming Parental Leave Pay or Baby Bonus.

Geckos Family Fun centre -for parties, functions and fun!"

Village Square
18 Commerce Drive
PO BOX 1018
Browns Plains
Q 4118
3800 3488 fun@geckos4fun.com.au

GGFC is the first of its kind indoor family based fun centre in Australia, with a three story play structure combined with games for all ages. These games include:-

- **Two 9 hole glow in the dark mini golf courses** (suites ages 3 to Adult) *Dinosaurs / Ice Age & Egypt / Space*
- **Balltronics** is a high energy, interactive, action packed air cannon gaming system for ages 3 and above.
- **Lasertronics** is a test of flexibility, planning and co-ordination as you make your way through the series of laser beams.
- **Laser Tag**

Resilience and the Early Years Learning Framework

By Pam Linke and Judy Radich

Building our practice with children from the Early years Learning Framework (EYLF) contributes to 'I am, I can, I have' because 'fundamental to the framework is a view of children's lives as characterised by *belonging, being and becoming*' (EYLF, p.5).

I am –

EYLF Outcome1:

Children have a strong sense of identity (EYLF, p.21).

Outcome 3:

Children have a strong sense of wellbeing.

Children need to feel:

- ☐ Loved and loveable
- ☐ Loving and empathetic
- ☐ Worthwhile
- ☐ Responsible and have a sense of mastery/self-efficacy
- ☐ optimistic and trusting



These feelings can be enhanced by the quality of the environment and care.

P14 Children's resilience – Working with the Early Years Learning Framework (Early Childhood Australia)



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The Early Years Learning Framework Professional Learning Program

Talking about 'play'

The characteristics of play

Drawing on the research of Dockett and Fler (1999), Shipley (2008) and Lester and Russell (2008) Dr Lennie Barblett put forward seven basic characteristics of play:

- ❑ **Voluntary** — something children choose to do, but other children can be invited to join in.
- ❑ **Pleasurable** — a deep sense of enjoyment, which will vary from child to child
- ❑ **Symbolic** —usually includes some type of make believe or pretend and objects assume new meanings and purposes for the player/s.
- ❑ **Meaningful** — to the player/s, but the meaning may not always be clear to an observer
- ❑ **Active** - it requires active mental, verbal or physical engagement with people, objects or ideas.
- ❑ **Process Oriented** – it's enjoyed for the activity itself, not concerned with an end product.
- ❑ **Intrinsically Motivated** – it is its own reward

The role of Educators in play

Five functions identified for early childhood educators in play:

- Quality adult–child interactions, including sustained shared thinking.
- Intentionality.
- Taking different roles directly in the play.
- Teaching to support play.
- Challenging unjust and unfair play.

'Sustained shared thinking' and 'intentionality' were the focus of two other Master Classes at the conference and they will be explored in future e-Newsletters. Intentionality includes knowing how to value-add to children's play by encouraging persistence and scaffolding to enable the child to complete a task such as a puzzle, for example.

Some of the roles educators can fulfil in children's play:

- ❖ **fParallel player**—working on the same tasks as the child, alongside.
- ❖ **fScript writer**—helping to tell the story.
- ❖ **fStage manager**—providing space, materials, 'props', helping to resolve problems.
- ❖ **fCo-constructor**—listening to what children are thinking and saying, asking clarifying questions, making suggestions.
- ❖ **fParticipating**—with children's agreement, taking a direct role in the play.
- ❖ **fModelling** how to enter and exit someone else's play—'... Let's go and ask Alex can we join his play?

Check out the following websites for more information on the EYLF

VEIhttp://www.earlychildhoodaustralia.org.au/eylfp/play_based_learning_and_the_eylf.php

http://www.earlychildhoodaustralia.org.au/eylfp/newsletters/EYLFPLP_E-Newsletter_No1.pdf

<http://forums.earlychildhoodaustralia.org.au/>



Date claimer

FAMILY DAY CARE AUSTRALIA CONFERENCE

The 7th Family Day Care Australia National Conference will be held at the Brisbane Convention and Exhibition Centre on the 18th -21st July 2012.

Being focused on Family Day Care the conference provides great speakers and amazing opportunities for networking.

Start saving for this event, it is anticipated the 600 -800 delegates will attend, an event not to be missed.

There's not a lot on the website as yet but visit www.cdesign.com.au for the information as it becomes available.

CHILD CARE HANDBOOK

The Child Care Service Handbook is available online at www.deewr.gov.au click through to 'early childhood' then to 'latest news'.

Pathways for Embracing Spirituality in Early Childhood

The value of being

This is about knowing ourselves and recognising the significance of the present in our lives. Childhood is a time to 'be'. In 'being' we can learn to value ourselves as unique human beings capable of spiritual, moral, intellectual, emotional and physical growth and development.

'Being' values the felt sense of bodily awareness as a natural way of knowing. It involves learning through all the senses and exploration of the physical world. It involves bringing balance into our minds and bodies through strategies such as conscious breathing, gentle movement, visualisation and meditation experiences. Coupled with stillness, quiet and reflection, this 'body knowing' can allow children to connect with their innate spirituality.

Drawing on the wisdom of the body and the breath are natural ways of learning. Hyde (2008) believes that silence, stillness and reflection are qualities often absent from children's lives and need to be taught. We recommend that educators provide a serene, secure and relaxing environment inviting children to enjoy quiet contemplation and spiritual expression. This also teaches connectedness to the self and the natural world. This develops 'intra-personal' awareness, which is the foundation for inter-personal awareness.

Nurturing the spiritual child: Compassion, connection and a sense of self P14
P. Thomas & V. Lockwood Early Childhood Australia INC



Seasonal Selection

Fruit and Vegetables at their best in February

Fruit

Apricots, Avocados, Bananas, Berries,
Grapes, Limes, Lychees, Mangoes,
Nectarines, Oranges (Valencia), Pawpaw,
Peaches, Pears, Pineapple, Plums,
Rockmelon & Watermelon

Vegetables

Asian greens, Beans (Green), Beetroot,
Cabbage, Capsicum, Carrot, Celery,
Cucumber, Eggplant, Herbs, Leeks,
Lettuce, Mushrooms, Onions, Peas,
Pumpkin, Snow peas, Squash, Sweet corn,
Tomatoes & Zucchini

Note: Supplies of fresh fruit and vegetables may be limited due to recent flooding in Qld.

Do you have a pool in your backyard?

If you do, did you realise that the QLD Government have introduced new Pool Safety Laws that require you to register your pool by the 4th May 2012. For more information go to <http://www.dip.qld.gov.au/pool-safety/pool-safety-register.html>

