



FAMILY DAY CARE

Quality Home Based Childcare



Kids at Home Family Day Care Newsletter

ISSUE 7 June 2010



Nina and I are happy to announce we have been accepted to be a part of an Action Research Project Group for the EYLF (Early Years Learning Framework). We are both excited to be chosen to be a part of this project, which will continue over the next 12 months.

We will be referring to Care Providers as Educators due to the Government's new reference to be inclusive of all people who care and educate young children across Children's Services as Educators.

Nina and I will be actively involved in this research and will be sending out invites soon and will keep you informed of our journey and outcomes over the next 12 months.



At a recent QLD Health seminar we attended we were provided with the latest information regarding infection control, and what outbreaks we need to be aware of in the community and child care this winter. Please read more information about this on page 5.

We also attended a Physical Activity and Healthy Environments workshop, also with QLD Health. This refers to the Get Up and Grow Resource Kit which is now being distributed to our Educators. Ask your Educator (Care Provider) if you would like more information to show you the booklets and pamphlets. For more information on contagious diseases and Get up and Grow information, visit their website at www.health.qld.gov.au.

We are also a part of an inner city conference planning committee, where we will be working with other Family Day Care services to facilitate a conference for Educators and other interested people to attend.

The new CCB rate of \$3.68 (equating to \$4.91) has just been announced and updated information has been sent out to our Educators. The new rate comes into effect on 5th July 2010, which coincides with Educators new fee schedules starting for new financial year (if applicable). The Standard Hours ceiling is now \$184 and the School % remains the same.

So as you can see Nina and I are very active in the Early Childhood, Care and Education fields. If you would like to know more, or have ideas you want us to put forward, then please let us know.

Regards,



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Did you know ?

A snail can sleep for three years ?



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Action Research Project for the Early Years Learning Framework (EYLF)

Project Aim: To promote and support the development of new professional knowledge and capacity through critical thinking and collaborative reflective practice.

Overarching Research Question: Building knowledge, skills and confidence to successfully implement the EYLF – Belonging, Being and Becoming.

Kids at Home's research question is: How do we support Educators to identify elements of the EYLF in relation to reflective practice?

This project will involve a collaborative approach between Kids at Home Educators, children, families, and the Coordination Unit through a variety of strategies. For example; home visits, play sessions, workshops and learning modules, questionnaires, surveys, emails, newsletters and the possibility of using Facebook.

Even though this research is specific to EYLF it encompasses a large component of Quality Assurance (National Childcare Accreditation Council) (National Quality Standards) and will be a benefit to our service and everyone involved.

The EYLF will also work in conjunction with the National Quality Framework (new QA and Regulations) which has 7 quality areas and a 5 point rating scale system (as mentioned in previous newsletters).

The EYLF offers a number of lenses through which we can view and understand children's learning.

Being, Belonging and Becoming

Belonging, – Children **belong** to a family, community, culture and society;

Being – children are individuals in the here and now – this **being** is respected and acknowledged, and;

Becoming – children are growing every day – they are **becoming**... the best they can be.

Belonging, Being and Becoming are ways of thinking about children's entitlements as; unique learners, active participants in their families and communities and capable learners from birth.

Principles for good practice

1. Secure, respectful and reciprocal relationships
2. Partnerships
3. High expectations and equity
4. Respectful diversity
5. Ongoing learning and reflective practice

Learning Outcomes

1. Children have a strong sense of identity
2. Children are connected to their world
3. Children have a strong sense of wellbeing
4. Children are confident and involved learners
5. Children are effective communicators

Our research process will involve the collection of data through a variety of ways such as photos, work samples, feedback and documentation which will include; plans, observations of children, educators, and coordinators participating in EYLF related learning outcomes.

In collecting this data we will value our ethical obligations as research participants, in respecting the confidentiality and protect the privacy of our Educators, children and families.

Our commitment to this research process will be over a period of 12 months, which includes bi-monthly workshops to report our progress and research. Due to this, on the following dates we will be out of the office and available only for emergencies: **29th July, 2nd September and 4th November.**

At the end of our 12 month research our expectations are that the Coordination Unit staff and our Educators (and parents) will understand **Belonging** – through connections and relationships with other Educators and Professionals. **Being** – the individuality of each Early Childhood Educator and the distinctiveness and each team of educators. **Becoming** – the importance of learning and reflecting to increase professional knowledge and improve skills and practice.

Our ultimate goal is the ability to critically reflect on our daily actions and decisions that build on children's existing knowledge and skills to enhance their learning. This will be through deliberate, purposeful and thoughtful decision making and actions for the benefit of children in our care.



Book Corner

The Water Hole – Graeme Base

The Waterhole is a great children's story book full of colourful, entertaining and educational concepts which can be adapted for a range of children's age groups. It introduces the reader to a variety of animals, more subtly, the continents in which they live. The underlying theme of the book is water, and its varying availability in different seasons and is also a learning tool for counting, matching and solving puzzles.

Building Better Behaviour in the Early Years - Chris Dukes and Maggie Smith

This book discusses how to create a calm, yet stimulating positive atmosphere for children and educators, so children can be supported to become successful learners. It suggests sensible and practical ways and ideas of how to set up a stimulating environment, eliminating elements in the environment that may create and impact negatively on children's behaviour.

The Australian Family Magazine, Winter 2010 edition will be distributed to your Educator over the next couple of weeks. It is a very informative magazine and we hope you enjoy reading it.



Diary Dates

The Coming of the Light

1st July

NAIDOC week

4th – 11th July

International World Population Day

11th July

Term 3 resumes

12th July

Bastille Day

14 July

World Snake Day

16 July

National Tree Planting Day

28th July

National Tree Day

29th July

KAH Educator's Corner

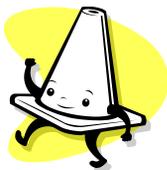
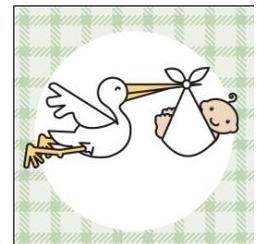
Congratulations Leesa on winning the "special gift" for calling our office and answering a simple question after reading the May Newsletter. It was disappointing that Leesa was the only Educator who mentioned reading the newsletter.

We would also like to congratulate Lorraine on becoming a Grandmother for the third time to Molly-Jean who weighed in at 10lbs 10oz, and also congratulations to Andrea (her daughter) and Sam for the arrival of their first child. I am not sure where she hid Molly-Jean ☺ but it must of been a good place.

We also have Kelly and Tony who are in the process of planning their wedding in August. Kelly won a wedding dress at the Palazzo Versace wedding expo at the end of May, Congratulations to you both!!!

We would also like to welcome to the team at Kids at Home Leesa – Mt Crosby, Foos - Mt Gravatt, Alsi – Holland Park and Amaal – Coorparoo.

Congratulations!



JUNE

Safety Audit & Risk Management

- Kitchen area and facilities
- Indoor play areas
- Fire Protection
- Check Smoke Detectors



Genuine Celebrations: *Including cultural experiences in the program.*

Cultural celebrations are an important element in acknowledging the rights of children's cultural and linguistic heritage. These experiences should reflect the interests of children and families in family day care and/or in the local community.

Unless programs are based on values of respect and inclusiveness there is a risk that cultural celebrations or experiences can be tokenistic or reinforce cultural stereotypes and foster prejudice.

Cultural tokenism. Tokenism occurs when cultural diversity and differences are not affirmed and embedded in every day practices in the program. It is tokenistic for example, to focus on differences by having displays of cultural artifacts from other countries if you don't ensure that cultural artifacts or resources are evident in every day practice and used by children in their regular play experiences. Cultural tokenism is also evident when programs are visitors or excursions as they key experiences for developing children's learning about cultural diversity and difference. These 'one off' events or activities can enrich children's learning about cultural diversity, but on their own, they are not a substitute for acknowledging diversity and differences in everyday practices.

Cultural stereotyping. Cultural stereotype are reinforced when programs focus on culturally exotic or distant events or practices rather than on the everyday diverse ways that children and adults live in local communities. One way to think about stereotyping is to reflect on the question: 'What is a typical Australian way of living?' The many answers to this question show that it is not possible to define 'typical' in a broad context and trying to do so would stereotype the people of a very diverse nation.

Examples of cultural celebrations:

- New Year traditions for different cultures such as Chinese, Greek or Vietnamese
- National Aboriginal and Islander Day Observance Committee (NAIDOC) week and National Aboriginal and Islander Children's Day celebrations
- Religious celebrations such as EID ul Fitr at the end of Ramadan or Diwali, the Hindu Festival of lights
- State or territory based cultural festivals
- Australia day and National Day celebrations of other countries if relevant to children or adults in FDC
- Culturally-based naming or birthday traditions
- Sharing Dreamtime stories from Aboriginal and Torres Strait Islander cultures
- Exploring the idea of 'home', 'family' or 'Community' using stories, poetry, drama, puppets, songs, Drawing, Painting. Photographs or writing for older children to document their family
- Children's games which are linked to cultural celebrations such as Dreydl. A game played during the Jewish Hanukkah Festival of Lights
- Ensuring where possible, that everyday routines such as meal times, sleep and rest times and dressing reflect and respect local family cultural practices
- Exploring cultural diversity and differences through art and music. For example, colours, or media techniques have different meaning or are used in different ways for different purposes across cultures

• **EYLF Learning Outcome 2:** Children are connected with and contribute to their world

• **QA 1.1, 1.4, 1.5 and 2.1-2.3**

• **National Standards:** **QA1**-Education program and practice, **QA3**-Physical Environment, **QA5**-Relationships with children, **QA6**-Collaborative partnerships with families and communities





It is that time of the year where we need to be mindful of sharing our germs with others and keeping children at home if they are unwell. Nina and I attended a seminar with QLD health recently where they informed us that there is a really bad vomiting and diarrhoea bug that is spreading quite quickly through the community. The current recommendations are to limit the outbreak in care:

- *Regular hand washing, with soap on tap, water and drying with individual paper towels and disposed of hygienically. Specifically pay attention to how children wash their hands and always wash their hands after sneezing, coughing, toileting and before eating.*
- *Good cleaning of environment (bathroom and eating areas) with warm soapy water (everyday detergent) daily (a good time is when children are sleeping) or more if/when required. The use of a cleaning cloth such as CHUX with lots of elbow grease to remove the germs and bacteria and wiping surfaces dry with paper towel is highly recommended.*
- *Wash and clean toys in warm soapy water and dry in sunlight or wash and dry in dishwasher. Do this on a daily basis if when children mouth objects/toys and after use by a child with running nose, etc*
- *If an outbreak occurs follow procedure as above, then clean all surfaces with diluted bleach solution and clean cloth and paper to dry.*

Note: Warm soapy water is the most beneficial way to eliminate and clean child care environments of germs. Research shows that antibacterial products being used to clean the environments has no beneficial impact as germs have now become immune to these antibacterial chemicals.

Outbreaks

This is classified as having 2 or more children (including educator and their family members) in care with any contagious disease or illness. This includes influenza, vomiting and diarrhoea.

Diarrhoea: the definition is two or more consecutive bowel motions that are looser and more frequent than normal or escapes a child's nappy. The exclusion period is until there has not been a loose bowel motion for at least 24 hours. If there are any more than 2 cases of diarrhoea in the same FDC environment Kids at Home are to be informed and we are then required to notify the Population Health Unit (QLD health)

Norovirus: Are to be excluded until they have not had any diarrhoea and vomiting for a 48 hour period.

Viral flu infection: exclusion is 5 days from the start of antibiotics, this overrides Doctors certificates.

Note: The QLD Health Exclusion Policy (Public Health Act 2005) as a children's service we are required to adhere to their exclusion policies to prevent the spread of infectious diseases amongst Staff, Educators and children. These recommendations will override Doctors advise on exclusion periods.

The winter season is not very kind or thoughtful, it may be a good time to communicate with family, extended family, friends or employers of the unexpected illnesses that creep up on our children and to work out a back up plan if this impacts on you and your work commitments.

Recommended vaccinations for people working with children. Educators should ensure they are up to date with their vaccinations which include the following:

- **Adult Pertussis** (*Whooping Cough*) booster vaccine (contains protection against diphtheria, tetanus, pertussis)
- **MMR** (*measles/mumps/rubella*) if born during or since 1966
- **Varicella** (*chickenpox*) – if no previous history of chickenpox disease
- **Hepatitis A**

Staying Healthy in Child Care, Fifth Edition will be released soon. We will continue to keep you informed about infectious diseases and ways of reducing them in the childcare environment.

