



FAMILY DAY CARE
Quality Home Based Childcare



Newsletter

September 2018

Issue 34

2018 a year full of surprises

What a year we've had so far! Lots of learning has been the theme for Kids at Home and in general the Family Day Care Sector.

2018 has thrown us a few curve balls to get our heads around, from the new National Quality Standards (NQS) implementation in February, more changes to legislation, the PRODA chaos, FDC Services being closed and Educators and Families feeling anxious and sadness about this, then the issues with mygov registrations and the CCSS transition being right in the middle of it all. This has caused many emotions, but has also brought us together to work as a team to enable us to get through the rocky and adventurous road we have been on. Then just when we think we are getting it together we receive a letter from the OECEC – Office of Early Childhood Education and Care to advise us that we will be undergoing the NQS—National Quality Standards Assessment and Rating process between the **22nd October—18th November!**

To work in the Education and Care Sector is really a true observation of resilience at its best. Nothing like being thrown into something new, without information to assist with understanding the “what we have to do” scenarios.

Thank you to all the Educators, parents and children for working with us to make our way through all these unpredictable and at times frustrating and anxious moments, each week has been a “Ground Hog Day” feeling, again **THANK YOU!** for your patience and understanding.

Along with all the above changes, the Kids at Home office team has also experienced change over the year. You may have met some of the Mentors whilst they have been out on visits, or spoken to others on the phone, or received emails so I thought I would introduce everyone to you on page 3 and 4.

Regards,



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SPECIAL POINTS OF INTEREST

- Assessment and Rating Process
- Griffith University Free Sleep workshops



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www.facebook.com/kahtdc

info@kidsathome.net.au

CCSS – Child Care Subsidy System

WE ARE GETTING THERE..

The transition across to CCSS was hectic to say the least. I can say with a deep sigh “we did it” but not without lots of late and sleepless nights, very long days and weekends trying to keep on top of it all. We have all at some point experienced a lot of frustration with the processes and for us a constant anxious feeling of “is it gunna work” and “how we gunna fix it” every time we had to upload, change or submit something into the system. Its all been a bit of a blur since June and we are just seeing the light at the end of what was a really really dark tunnel.

We have experienced issues with the government and our software’s connecting of data, the steps to follow through to confirm an enrolment through the mygov was a new experience for many, but we all got there in the end. We only have a small percentage of recent and some ongoing glitches we are working our way through with Parents and Educators, hopefully these will be rectified soon and we can take a much needed breath.

If you are still experiencing CCS issues please email admin@kidsathome.net.au so we have a record and will follow up with the necessary departments, hopefully with a quick turnaround with a resolution.



enrolment paperwork was submitted?

- ❖ Contact Phone numbers
- ❖ Authorised people to collect

- ❖ Immunisation
- ❖ Significant medical information
- ❖ Childs allergies
- ❖ Court orders

- ❖ Work place contact details
- ❖ Doctor
- ❖ Dentist

The changes could be any on the list above and will need to be updated with Kids at Home either by phone 3040 0430 or email admin@kidsathome.net.au and also update your Educator with any new changes to your details as well.



The Kids at Home Team



Sharyn - Service Manager

Sharyn has worked in the Early Childhood Sector for many years, across all different types of Education and Care Services, with the last 18 being in Family Day Care. Sharyn started Kids at Home 9 years ago and loves how Family Day reflects the diversity of the communities of where Educators are located, where genuine long lasting bonds are formed between children, their families and the Educators and their families.

Sharyn is a proud Aboriginal woman from Wiradjuri country (west of the Blue Mountains NSW). Her Qualifications consist of Bachelor of Education (Early Childhood) Diploma of Community Services, Cert IV in Training and Assessment, Forest School Leader and Commissioner for Declarations.

Sharyn and her husband Andy have 6 adult children that are off doing their own thing, living in the UK, NZ, NSW and QLD, no grandchildren... yet!

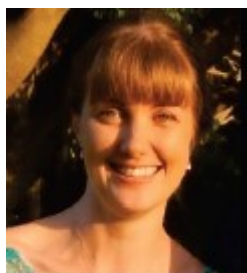


Nicole - Team Leader, Educational Practice Mentor

Nicole has been working as a Mentor in the Family Day Care Sector since 2010, prior to this she worked as a nanny travelling the world and LDC since 1994.

Nicole has seen huge changes, for the better in FDC since starting out in FDC. She feels that FDC has so much to offer due to the collaborative partnership between parents and Educators, the close bonds that Educators form with the children in their care, the ability to offer more one on one time with each child, the varied ages of children in care enables each of them to learn from each other and respect what each other are able to bring to their little community.

Nicole and her husband Andrew have 3 beautiful girls, twin 9year olds and 6years old.



Emma - Educational Leader, Educational Practice Mentor

Emma has an advanced Diploma of Education and Care and has worked in the Education and Care Sector for 18 years as a nanny and long day care and for the last 6 years in FDC as a Mentor.

Emma is Kids at Home's Educational Leader, she is very good at reading and understanding the NQS, EYLF and MTOP frameworks. Developing resources to support Educators in their role with the children and working with Kids at Home Mentors in their role of mentoring Pedagogical practice across the service.

When not at work, she enjoys hanging out with family and friends, loves visits to the beach and taking long walks with her dog Tori who is a big adventurous German Shepherd puppy, who is causing lots of mischief when home alone.



Jodie - Administration, Educational Practice Mentor: Full time

Jodie has been working in the Education and Care sector since 2007 she studied and received her diploma whilst living in England and since then has enjoyed working both in England and Australia as an Early Childhood Educator and more recently Family Day Care.

Being from the UK Jodie's favourite season in Australia is not summer, but loves the other 9 months of the year. During the summer months you can usually find her hiding in the shade or aircon keeping herself well hydrated .. with water... of course.

The Kids at Home Team

Kylie - Educational Practice Mentor



Kylie has worked in the Education sector for 25 years and has her Bachelor of Education (Early Childhood). She is a proud Aboriginal woman from the Butchella tribe (Fraser Island), she is passionate about her culture and loves sharing it with other Educators to assist with embedding this into their everyday practice.

She has worked in a variety of settings including Department of Education and Training Indigenous Priorities Team, was the project manager for setting up deadly kindies program who's ambassador was Johnathon Thurston and long day care centres. Kylie also has been very fortunate to work in non-mainstream services including a high school for venerable girls many of whom were young mothers. During this role she was able to use her mentoring skills to support them with their parenting capabilities and extend on her experience and pedagogy and views of the world.

My first Family Day Care experience was as a mother when my 4th daughter started care as a 8 week old. I had massive mummy guilt about returning to work so early but I was so lucky to find an Educator that worked with my daughter and I. This opened my eyes to the fantastic world of FDC. Where children are just hugged when they need it. Where children play, learn and grow in nurturing setting.

Andrea - Administration, Educational Practice Mentor



Andrea is relatively new to the Kids at Home team and has been working within the Early Childhood sector since she completed her my Diploma in 2007. She began her Early Childhood journey within Long Day Care as an Educator and more recent years as a Family Day Care Mentor.

Andrea and her husband Arthur have two children Theodore and Eva who keep her busy.

Sally - Educational Practice Mentor



Sally is new to the Kids at Home Mentor team. She has been a Qualified Educator since 1995, working in many roles on the floor and as a supervisor within LDC Services in NSW, VIC and WA until 2009 when she made the decision to become a Family Day Care Educator, which she says was the "Best decision ever!"

Although she still has a passion for educating our future generations, she has always had a vision of wanting to support Educators in a Mentor role. All her stars have aligned and now she has the best of both worlds, working as a Kids at Home Educator and a Kids at Home Mentor!

Originally, from Northern NSW Sally, her husband David and their 3 children aged 20, 17 and 14 have lived in many locations throughout Australia as a defence force family, moving to QLD in 2012.

Michelle - Educational Practice Mentor



Michelle is also a new addition to the Kids at Home team and supports and mentors our Educators in the Hervey Bay and Maryborough areas. She has 30 years of working in the Early Childhood and community sectors and specifically Family Day Care for 20 or more years off and on. Michelle is looking forward to mentoring and supporting Educators through the ongoing challenges and frequent changes within the FDC sector. She is also excited about working within a committed team who are striving for an Exceeding National Quality Standard rating in the seven quality areas.

National Quality Standards — Assessment and Rating

Our dates:

22nd October — 18th November

Kids at Home has been informed that the service will be undergoing the National Quality Standards Assessment and Rating process during the period of the 22nd October and the 18th of November.

The last time Kids at Home went through this process was back in August 2012 when the new National Quality Framework was implemented and received an Excellent Rating, our aim is to achieve

this again under a newly reviewed process.

Even though there has been a lot of significant changes with legislation in Education and Care settings and specifically the Family Day care sector we are confident that we have continually reflected on our practice and worked through all the changes. Our Educators have been part of this journey with us and together as a team it is and has always been our vision to provide quality outcomes for children and supporting parents through those early years of juggling being a parent, along with work, life, and child care.

What is NQS?

⇒ The National Quality Standard (NQS) is a key aspect of the National Quality Framework (NQF) and sets a high, national benchmark for early childhood education and care services in Australia.

⇒ The seven quality areas covered by the National Quality Standard are:

- ◆ Educational program and practice.
- ◆ Children's health and safety.
- ◆ Physical environment.
- ◆ Staffing arrangements.
- ◆ Relationships with children.
- ◆ Collaborative partnerships with families and communities.
- ◆ Leadership and service management.

⇒ Services are given a rating for each of the 7 Quality Areas and an overall rating based on the following;

- ❖ **Excellent**—Service promotes exceptional education and care, demonstrates sector leadership and is committed to continually improving. Application to ACECQA is required to receive this rating.
- ❖ **Exceeding NQS**—Service goes beyond the requirements of the National Quality Standards in at least 4 of the 7 quality areas, with at least two of these being QA's 1, 5, 6, or 7
- ❖ **Meeting NQS**—services meets the NQS
- ❖ **Working Towards NQS**—Service provides a safe and education and care program
- ❖ **Significant Improvement required**—Service does not meet 1 of the 7 QA or a section of the legislation and there is significant risk to the safety, health and wellbeing of children.



National Quality Standard
Australian Children's Education & Care Quality Authority

1 Educational program and practice
A program helps each child to learn and develop. Experiences stimulate and engage each child.
Examples of what to look for:
• Your child's interests and ideas are included in the program.
• Your child is supported by educators to participate in play and learning.

2 Children's health and safety
Your child's safety and health are important all day, every day. Your child will be safely supervised and will feel secure.
Examples of what to look for:
• Your child's service takes precautions to protect children from illness and hazards.
• Food and drinks provided by the service are nutritious and appropriate for children.

3 Physical environment
Indoor and outdoor spaces allow your child to play, learn and develop their skills.
Examples of what to look for:
• Outdoor and indoor spaces are welcoming and suitable for children.
• Buildings, furniture, equipment and resources are safe and well-maintained.
• Children can participate in a range of experiences.

4 Staffing arrangements
Qualification requirements and educator-to-child ratios mean greater individual care and attention for your child.
Examples of what to look for:
• Educators know your child's interests.
• There are enough staff to ensure children are adequately supervised and receive the attention they need to learn and develop.

5 Relationships with children
Your child will feel safe, secure and that they belong. Positive relationships with educators help your children to play and learn.
Examples of what to look for:
• Your child is made to feel supported and welcomed.
• Educators respond to the individual needs and interests of children.

6 Partnerships with families and communities
When families and communities are part of a service, your child learns and develops better.
Examples of what to look for:
• Respectful and supportive relationships with families are encouraged.
• Your family's beliefs and values are respected by the service.
• The service builds relationships and engages with its local community.

7 Leadership and service management
The service is well managed and provides a safe and healthy learning environment.
Examples of what to look for:
• The service has a positive organisational culture.
• Educators are valued and have a clear understanding of the service's goals and expectations.

WHY IS IT IMPORTANT?
High quality education and care gives children the best start in life.
Families can be confident that their children are in safe and healthy environments.
Play and learning help develop skills for life.
Quality care means your child will be educated and cared for by professionals.
Children need quality care and attention that meets their individual needs.
You should feel included and a part of your child's service.
Quality education and care is built on effective leadership.

The National Quality Framework introduces a new quality standard to improve children's education and care services across Australia. Seven quality areas help ensure your child is given the best possible start in life. Over time, all Australian services will be rated against the National Quality Standard.

<https://www.acecqa.gov.au/assessment/assessment-and-rating-process>



NQS Assessment and Rating Process A&R

Steps in the Assessment and Rating Process

<https://www.acecqa.gov.au/sites/default/files/2018-09/Guide-to-the-NQF-3-Assessment-and-rating.pdf>

- ❖ Each service is rated by the state or territory regulatory authority.
- ❖ Services are required to self assess the quality of the current practices occurring in the service against the NQS and regulatory requirements. This includes staff and Educators to reflect on practices and what is already in place.
- ❖ Identifying strengths and areas for improvement on an ongoing basis, this is called Quality Improvement plan and is what we call our QIP (pronounced QUIP). This is ongoing practice for staff and Educators to be continually reflecting on their practice over the following NQS standards.

*The 7 Quality Areas are made up of concepts and descriptors.
Each has their own standard and element under the QA areas*

QA 1 — Educational Program and Practice

- ⇒ 1.1 Program
 - * 1.1.1 Approved Learning Framework
 - * 1.1.2 Child-centred
 - * 1.1.3 Program learning opportunities
- ⇒ 1.2 Practice
 - * 1.2.1 Intentional teaching
 - * 1.2.2 Responsive teaching and scaffolding
 - * 1.2.3 Child directed learning
- ⇒ 1.3 Assessment and Planning
 - * 1.3.1 Assessment and planning cycle
 - * 1.3.2 Critical Reflection
 - * 1.3.3 Information for families

QA 2— Children's Health and Safety

- ⇒ 2.1 Health
 - * 2.1.1 Wellbeing and comfort
 - * 2.1.2 Health practices and procedures
 - * 2.1.3 Healthy lifestyle
- ⇒ 2.2 Safety
 - * 2.2.1 Supervision
 - * 2.2.2 Incident and emergency management
 - * 2.2.3 Child protection

QA 3— Physical Environment

- ⇒ 3.1 Design
 - * 3.1.1 Fit for purpose
 - * 3.1.2 Upkeep
- ⇒ 3.2 Use
 - * 3.2.1 Inclusive environment
 - * 3.2.2 Resources support play-based learning
 - * 3.2.3 Environmentally responsible

QA 4— Staffing Arrangements

- ⇒ 4.1 Staffing Arrangements
 - * 4.1.1 Organisation of Educators
 - * 4.1.2 Continuity of Staff
- ⇒ 4.2 Professionalism
 - * 4.2.1 Professional collaboration
 - * 4.2.2 Professional standards

QA 5— Relationships with Children

- ⇒ 5.1 Relationships Between Educators and Children
 - * 5.1.1 Positive Educator to child interactions
 - * 5.1.2 Dignity and rights of the child
- ⇒ 5.2 Relationships between Children
 - * 5.2.1 Collaborative learning
 - * 5.2.2 Self regulation

QA 6 — Collaborative partnerships with families and children

- ⇒ 6.1 Supportive relationships with families
 - * 6.1.1 Engagement with the service
 - * 6.1.2 Parent views are respected
 - * 6.1.3 Families are supported
- ⇒ 6.2 Collaborative Partnerships
 - * 6.2.1 Transitions
 - * 6.2.2 Access and participation
 - * 6.2.3 Community engagement

QA 7— Governance and Leadership

- ⇒ 7.1 Governance
 - * 7.1.1 Service philosophy and purpose
 - * 7.1.2 Management systems
 - * 7.1.3 Roles and responsibilities
- ⇒ 7.2 Leadership
 - * 7.2.1 Continuous improvement
 - * 7.2.2 Educational Leadership
 - * 7.2.3 Development of professionals

NQS Assessment and Rating Process A&R

Steps in the Assessment and Rating Process continued.....

Operating as an Educator, like all other self employed business has a lot of responsibility with ensuring the operation is smooth and successful. With Family Day Care Educators and Services we have the addition of ensuring that the operation of the business is meeting the National Quality Framework and Family Assistance Laws (CCSS) at all times.

People may think that operating Family Day Care is easy, "its just babysitting"! Well I can assure you a lot goes on behind the scenes and it may look like its all play, fun and games, but there is a lot of planning that takes place. Planning for individual children, the group of children, the age of the children, the dynamics of the group, language, social and emotional, fine and gross motor, creative arts, discovery and exploration, investigation and researching, lots of documentation (lots), ongoing Personal and Professional Development and this is just a little of what we are required to do.

We have a step by step process from when an Educator begins their journey to become a registered Educator with Kids at Home through their first few weeks, months, years. We have developed lots of processes over the years to assist us to ensure that all the Quality areas are being met initially and then are improved on throughout the year.

Mentor visits are conducted for the purpose of ensuring that Educators are continuing to meet the NQS and legislative practice. We also mentor and share information through home visits, play dates, reading on rugs, stakeholder meetings, reflective conversations, networking, community partnerships, and collaboration within the Family Day Care sector, locally, state and nationally and the broader Education and Care sectors.

We do not know who will be visited or how many Educators will be visited until closer to the date. Parents support of their Educator during this period of time is encouraged and will be very welcoming.

It can, no it will be an anxious period of time as we know we have everything in place, it is someone else's observation of this is that is out of our control. Supporting each other through this period is what makes the process so much easier, knowing that we are a team and are in this together.

We wish our Educators all the best, but we already know they are the best!

The NQS A&R Steps

Week 1: We receive a notice of assessment and the timeframe of when the A&R will take place which is during the period of **22nd October—18th November 2018**

Week 3-4: We submit our QIP (KAH Service Quality Improvement Plan) to the regulatory authority prior to the visit, along with any additional information requested.

Week 5-8: Is when the A&R visit will occur

Week 9-13 (after A&R visit) Regulatory Authority provides a draft of the R&A report. We are required to provide feedback on any factual inaccuracies in the report supported by evidence.

Week after week 13: feedback is considered before a final report is issued. Another opportunity to apply for a review if A&R is questioned.

After the above review period has ended, the final ratings will be published on the National Registers on ACECQA <https://www.acecqa.gov.au/resources/national-registers>

NQS Assessment and Rating Process R&A

Some Tips For A & R

Top tip 1:

Be confident - you have developed your program, designed your space and organised your resources for a specific reason. Be confident in yours and your team's abilities. If you are unsure about something, reflect on the reasons why you are doing it and alter accordingly. Communicate openly with your Mentor. They can assist wherever they can and provide you with feedback. Just remember it is ok to stop, take a breath, then continue, be proud of what you do and demonstrate that passion with confidence.

Top tip 2:

Offer explanations- the assessors don't know you and your practice. Offering to explain something to them or highlighting specifics, may help them understand more clearly. Also, not all assessors have Early Childhood experience, so the more you communicate, the better understanding they will have. You know your children, families and environment well.

Top tip 3:

You don't need to know everything - there is nothing worse than an educator trying to bluff their way through a question. If you don't know what the assessor is asking, it is okay to answer "I'm not sure, but I know where I can find out or who I can ask", or "can you rephrase that, as I am not understanding the question". Just know where the important information is located, such as policy folders, Quality Improvement Plan, the services philosophy is located in the ShareFile. This is especially important for new Educators to remember as there is so much information to remember and being put on the spot tends to throw us into a mind blank.

Top tip 4:

Be positive about the experience - the assessors are not there to pick on you. The Assessment and Rating process is about making educators and services reflect on their practices. So take the assessor's feedback on board, question where necessary and see the whole process as beneficial to you and your service's practices.

Top tip 5:

Know the post-assessment process – as mentioned previously, assessors don't always have Early Childhood experience. A service holds their rating for 2 or more years, so if you honestly believe that the rating does not reflect your service, know the process to ask for a rating review. Sometimes the assessor may have missed something or other factors may have caused a disruption throughout the day. Whatever the reason, know the process.



Educational Leader

National Law: Section 169 National Regulations: Regulations 118, 148 *The National Regulations require the Approved Provider to appoint an Educational Leader and note this designation in the staff record of the service.*

The educational leader in children's education and care services has an influential role in inspiring, motivating, affirming and also challenging or extending the practice and pedagogy of educators. The role is a collaborative endeavour involving inquiry and reflection, which can significantly impact on the important work educators do with children and families. Along with guidance and support for Educators to effectively implement the cycle of planning and practices to enhance programs for children.

Emma is our appointed Educational Leader and leads the development and implementation of an effective educational program in the service, which in Family Day Care is quite a big task as we have well over 100 Educators, all having their own interests, environments and skill sets and all operate differently, although under the same legislative requirements. Kids at Home acknowledges this is important and that there are so many different ways of seeing things and not one specific way to document program and planning.

Emma and the team of Mentors are responsible for ensuring that children's learning and development are guided by the learning outcomes of the approved learning frameworks which are EYLF - Early Years Learning Framework and MTOP - My Time Our Place Framework for school aged children.

Emma is supported in her role by the Kids at Home staff and Educators, through our team meetings, mentor meetings, stakeholder meetings, our private facebook forum, emails and visiting Educators in their home or on outings. Through professional conversations and discussions at team meetings and Mentor visits we help educators recognise the knowledge and skills that they all have and use this as a base to build on.

The educational leader keeps us up to date with current research, resources and practice and supports the continuous improvement of the service.

Some key points of how we support Educators;

- ❖ Encouraging Educators to reflect on their practice
- ❖ Motivate to achieve the best learning outcomes for children
- ❖ Affirm what Educators are already doing
- ❖ Motivate Educators to take on new challenges
- ❖ Support Educators in their practice
- ❖ Support Educators understanding of how the Principles, Practices and Outcomes contributes to high quality learning experiences
- ❖ Support Educators in their goals
- ❖ Assist Educators to work towards shared goals for children and their learning
- ❖ Assist Educators in providing the best educational outcomes for children
- ❖ Guide and support the team in implementing the framework

KAH Out and about in the Community



Kids at Home and its Educators are very active in the communities in where we live and work.

Building connections and relationships with people in the community helps children to learn more about various cultures that exists within Australia, including knowledge about Aboriginal and Torres Strait Islander's perspectives, identity, histories, cultures and places of significance in their local community. Providing children with opportunities to visit places in the community helps children to form relationships with a broad range of people from the community, and to build respect and trust in adults outside their immediate family and Family Day Care group. Our services and Educators liaise with other children's services, local businesses, schools, health and family support services and other organisations. These are through planned experiences that involve incursions and/or children visiting parts of their community to extend on knowledge gained. NQS 6.2.3

Some recent events Kids at Home, Educators, children and their families have been involved in across the communities they live and the broader community projects have been;

- ◇ **The Community Cupboard** - donation of non perishable products that various charities then send to families in need
- ◇ **ANZAC DAY Support the Troops** - Care packages sent to our soldiers who have been deployed overseas
- ◇ **Share the dignity** - providing personal hygiene products for women who have escaped domestic violence and homeless women
- ◇ **Drought Angels Farm Rescue** - raising money for farmers in drought affected areas
- ◇ **A step in the right direction** - Was started by a Kids at Home Educator April who's friend was working in remote communities and had mentioned that many of the children attending school didn't have shoes or sports shoes. The Kids at Home team rallied and a collection of shoes, socks and clothing items were donated, packed up and sent out to remote indigenous communities, starting with Arukun. This has taken off across Australia with other Educators in different states working together to assist children in these communities who have limited or no access to a lot of resources and items that we take for granted, and have easy access to.



August Stakeholder Meeting where a gathering of donations came together for a number of community projects.

Off to Prep 2019? Free sleep workshops

**Does your
preschooler
have
bedtime or
sleep
difficulties?**

**FREE
WORKSHOPS**

FOR PARENTS
OF CHILDREN
WHO BEGIN PREP
NEXT YEAR

GRIFFITH UNIVERSITY
PSYCHOLOGY
CLINICS:

**MOUNT GRAVATT
GOLD COAST**

GU REF NUMBER: 2017/962



FREE WORKSHOPS

- 6 week workshop series
- 1.5 hour weekly sessions
- Personalised phone call
- All materials included

PROBLEMS COVERED:

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- Oppositional behaviour
- And more!

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National Jewish
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Book Corner

Raising Readers: The Importance of Reading to Children



Why do we read? Why do we encourage children to read?

Our goal is to motivate children to want to read independently.

It is important to introduce children to reading books and story telling at an early age, reading and telling stories assists with developing language skills and supports children to learn through listening and encourages a thirst for knowledge.

One benefit of reading books with children is that it can assist children to develop empathy. They do this by identifying with the characters and feel what they are feeling. This is important for children to be able to understand and relate to emotions, along with developing an interest in learning about different cultures or languages through interesting story telling.

By providing a diverse range of stories, (literature) and pictures for children to access, provides opportunity for children to explore the greater world, visually and through language about the everyday and the not so everyday occurrences that could be occurring in their family or around the world.

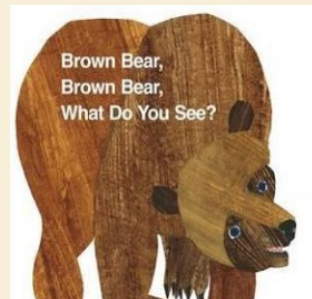
There is nothing better than seeing a child who loves a book and who loves to learn.

Brown Bear, Brown Bear, What do you see?

By Eric Carle

Exuberantly coloured artwork and favourite animals make this rhythmic story the perfect introduction to looking and learning about colours.

Each spread leads seamlessly into the next and young children will delight in Eric's colourful collage of animals and simple repetitive language.



Say Hello!

By Rachel Isadora

Say Hello! provides a perfect entry point to talking about language with toddlers. Especially if you don't live in a neighbourhood where multiple languages are spoken, your toddler may not know that everyone does not speak her language.

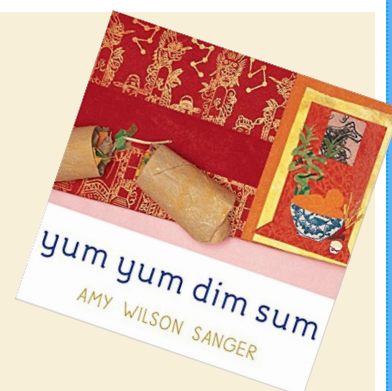
As Carmelita, her mother, and their dog walk through the neighbourhood, they greet their neighbours in their own languages. As they pass the bodega, they tell Senor Enrico "Buenos Dias!" Mrs. Rosen and her family call out "Shalom!" Isadora's colourful paintings, which resemble paper cut artwork, are also delightfully engaging.



Yum Yum Dim Sum

By Amy Wilson Sanger

Plates and bamboo steamers come, each with a taste or two! From sticky rice to sesame balls, tasty treats await young readers in this colourful, rhyming ode to Chinese cuisine. With pages full of tummy-tempting foods, the books in the World Snacks series are a delicious way to introduce even the littlest eaters to cuisines from all around the globe.

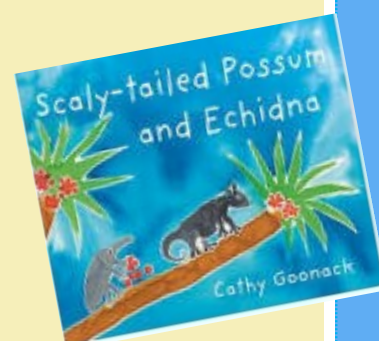


Scaly-tailed Possum and Echidna

By Cathy Goonack

Passed down from generation to generation by the Kandiwal Aboriginal community, this engaging story explains how the scaly-tailed possum got its scaly tail and how the echidna—one of Australia's most unusual mammals—got its spikes.

Vividly illustrated by Kandiwal children, this traditional tale is not only entertaining but also educational as it provides photographs and descriptions of these two iconic Australian animals.



Hand washing and Dental Hygiene Program

Educators throughout the year implement different activities for children to learn self help skills. One of these is Hand Washing and Dental Hygiene Program with the children in care.

The aim of these activities is to raise an awareness of the benefits of hand washing and the importance of oral hygiene for young children. Providing children of all ages with some simple life skills that when practiced in a fun way becomes a routine of what we do.

Understanding the significance of hand washing in reducing the spread of illness and the importance of fostering good hand hygiene from an early age are the essential components of this program for young children.

By reducing the transfer of germs from person to person we can reduce the incidence of infectious diseases affecting children, Educators and their families.

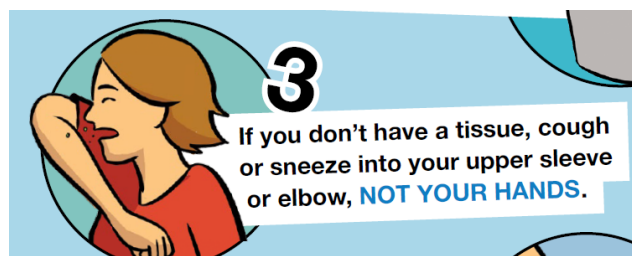
It is also important that we take the time to teach children how to cough and sneeze correctly.

Of course using a thick tissue to cover your nose and mouth is the best way to contain your germs, but with children they get busy and forget, so by teaching them to cough and sneeze into their elbows instead of their hands, will drastically reduce the amount of germs they have on their hands, (and then pass on to others) and spread in the air.

How do you do this?

The best way to catch your sneeze or cough is to bend your elbow and hold it close to your face while you sneeze or cough.

Always remember to remind children to wash their hands after they sneeze or cough.



October



Queens Birthday PH 1st
World Smile Day 6th
Term 4 Starts 8th
Kids at Home's 9th B'Day 10th
KAH Stakeholders Meeting 13th
Kidsafe National Day 24th
Diwali Festival of Lights 26th
Children's week 22nd—28th
NQS A&R starts 22nd

November



National Others Week 5th
Melbourne Cup Day 7th
Remembrance Day 11th
World Kindness Day 13th
Steve Irwin Day 15th
Homemade Bread Day 17th
Give Now Week 26th
Square Dance Day 29th
NQS A&R finishes 18th

What's On

December



Eat an Apple Day 1st
International Day of People with Disabilities 3rd
Put on your Own Shoes Day 6th
International Mountain Day 11th
Term 4 Ends 14th
Christmas Day 25th
Boxing Day 26th
New Years Eve 31st