



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

16TH SEPTEMBER 2016

Beryl's Message

By Beryl Cappello, Principal

Reflective practice is a very important part of Early Childhood Teaching. Reflective practice allows us to examine what we do, why we do it and what we can do better. Regular reflection builds our knowledge and understanding of best practice and challenges our thinking. As a new school with an innovative and forward thinking team, we have the perfect opportunity to work together and engage in reflective thinking and decision-making.

As teachers we need to be aware of our own sense of self as well as that of our children, families and each other, we need to be reflective practitioners. What does a reflective practitioner in Early Childhood look like?

A reflective practitioner is one who:

- Has identified aims and goals
- Follows a cyclical process.
- Is open minded and willing to give and take feedback
- Is willing to share ideas
- Is innovative in practice
- Values learning

- Challenges self and others
- Collaborates with others to bring about positive outcomes.

This month we are reflecting and focusing on our Educational Program, our curriculum and our teaching and learning processes, to develop a deeper understanding of what we are doing, why we are doing them, and is there a better way.

We are examining if what we are doing is a true reflection of our philosophy and what we believe. Do we use our philosophy to shape the learning of our children? How do we use our philosophy influences our practice and pedagogy? From this we will design a visual display of how our program and curriculum works and how it facilitates learning.

Attached please find a copy of our Reddam philosophy. It is also displayed on the belonging wall. Your feedback on our philosophy and how you feel it is put into practice is most welcome. Are we living up to our philosophy goals? Is there something else we should be considering? Your input is valued as part of our reflective journey. It is only through true reflection that we can grow, develop and become stronger.

Beryl's Message Continued

Our Philosophy

At Reddam Early Learning School, we aim for all children to become confident and involved learners, who grow and develop in their own time. We provide flexible, open-ended play based experiences, which foster a sense of belonging, being and becoming. Our program enables children to make choices and decisions and have an impact on their world, in a safe and secure active learning environment. An active learning environment is one where children are encouraged to explore and interact with the environment to make meaning and knowledge through their experiences, social interactions and negotiations with others.

We believe educators need to be engaged with children and their play, encouraging and supporting them to discover deeper meanings and make connections amongst their ideas and concepts, and where the adult and the child can learn from each other. We believe that children's wellbeing is essential for involvement.

Wellbeing includes happiness and satisfaction, effective social functioning and the dispositions of optimism, openness, curiosity and resilience.

Our intent is to ensure that all children's experiences are valued, and that all children have access to equipment and resources allowing them to participate in quality, rich learning experiences. We also endeavour to provide opportunities for children to demonstrate their learning and appreciate and value difference.

As adults we understand what happens when we blow through a bubble wand, but for a toddler it is magic. As they watch the teacher's blow the bubbles they visually tracked them as they float away into the air. When the bubbles were blown close to them, they reached out and touching them, only to find out they would "pop" and disappear. When the wind blew the bubbles, they all went in different directions. The children loved chasing them reaching up to catch them.



Stage 1

By Leonie

Hi my name is Leonie and I am the new teacher in Stage 1. I have been working as an educator for the past 20 years.

My experiences range from preschool, long day care and I have also directed in centres over the last ten years.

In the last 7 years I have started a family and have Arabella who is in 1st grade and Oliver who will be starting school next year.

My qualifications in early childhood are that of a Diploma in Early Childhood Education. I have also studied child nutrition and ABA therapy (Applied Behaviour Analysis).

My approach to education is a nurturing approach based on the belief that children's interest and curiosity is foremost.

I feel it is very important to create a community amongst children, family and the teachers, so I look forward to meeting you all and getting to know you and your children.

This week the children got to know me by taking part in lots of sensory play.

We made a moving paint mat on the table and they love squishing the paint and making patterns.

Outside they enjoyed the natural environment, collecting leaves and bark and examining the tree and watering the garden.

We bought some of the natural environment inside to encourage and enhance their interest.

They also continued with their interest in cause and effect.

They used the big block to build. They played ready set go racing the cars. There was lots of turn taking and just enjoying each other's company while getting to know one another.



Stage 1: Photo Gallery



Stage 2

By Rochelle

STAGE 2

Over this last week, we have really noticed that our children are growing in their ability to share play areas and materials with their peers & this has been an encouragement to our educators.

It has enabled us to further this and prepare craft experiences with the children where they are having to share resources and play spaces. They have also recognised this for themselves and a number of children are commenting, stating that they are sharing with their peers.

As children are learning to share in their environment, they are not only recognising the importance of cooperative play and developing strong, caring relationships with one another they are also learning to be patience which is a vital life skill.

Although at times it is challenging for the children to understand why sharing is important and to grow in this area, they are character building throughout the process and with constant guidance, they are beginning to recognise that it is important.

Baa Baa White Sheep

Over the last few weeks and as some of our parents are informing us of this interest at home, our children appear to be loving our BaaBaa White Sheep song they recently learnt. During play and occasional group times, our children have been heard singing BaaBaa White Sheep both individually and with some of their peers. Singing along to the tune of BaaBaa Black Sheep, this song has enabled the children to establish a recognition of their school environment, what is involved throughout their day and what they enjoy the most. If you would like to sing this at home with your children, this is how the song goes:

"BaaBaa White Sheep, have you been to school,

Yes sir, yes sir, I think it's really cool.

I like my teacher, I like my class & when it comes to lunch time, I eat up really fast.

BaaBaa White Sheep, have you been to school,

Yes sir, yes sir, I think it's really cool."

The simplicity of such a song has definitely engaged the children over the last few weeks and they really are loving it.



Stage 2

By Rochelle

Water Play

We incorporated water play into our program after some of our children were expressing interest in the rain and weather patterns and it has been a huge success! We instilled this with the purpose of allowing the children to explore the water at their leisure and incorporate their own learning through the experience. During these experiences, we have added glitter, colour and straws to the water to expand on the children's involvement and they have appeared to have loved it. We can't wait for the weather to continue warming up so that we can do this activity more frequently.

ABC - Alphabet

One of the children's favourite songs to sing during our group times this past week has been our ABC's. Over the second half of this week and furthering into next week, we will begin an alphabet teaching program with the children where they will continue recognising each letter of the alphabet and matching these up with their corresponding sounds. No doubt they will really enjoy these experiences as we incorporate learning the alphabet in a fun, interactive way.

Eat a Rainbow

'Eat a Rainbow' is a simple and effective teaching program that promotes fruit, vegetables and healthy eating to young

children. Eat a Rainbow encourages the identification of a range of fruits and vegetables of different colours in an exciting way. It teaches children that a range of different colours of fruits and vegetables are needed for good health.

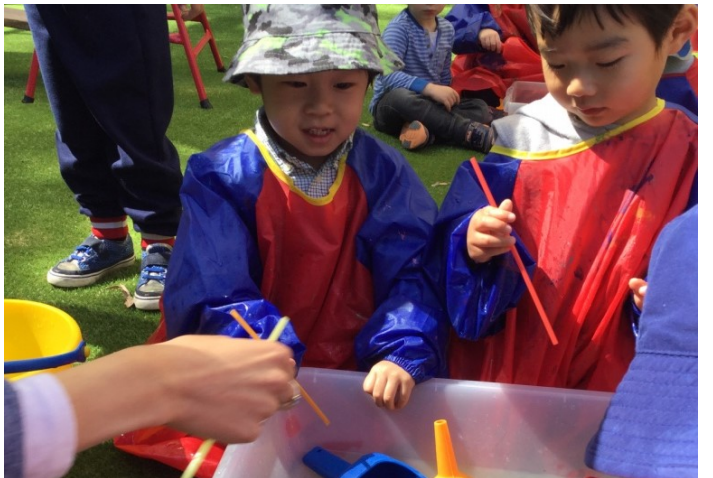
This last week, we have started looking at this 'Eat a Rainbow' program. We have discussed the six main colours of our fruit and vegetables using diagrams and the children have been encouraged to recognise these during meal times. We have begun incorporating a chart into our learning where the children are identifying what colours they are eating and then proceeding to place a sticker into the appropriate chart that we have created.

The children have also engaged in craft experience where they have collated a number of fruits and vegetables in colour categories. Throughout these experiences, the children have identified many fruits and vegetables, expressing their likes and dislikes and it has sparked lots of conversation.

We will carry this into our program next week as the children appear to be really enjoying this style of learning and we will also look at the prospects of using this as our provocation for next term. We will inform you of this shortly.



Stage 2: Photo Gallery



Stages 3 and 4

By Pauline

Last week we experimented with carnations and coloured water to see if the flowers really do drink the water through their stems. The children were amazed that the carnations changed colour. This week when Carla saw our beautiful colourful carnations in the vase she commented that she was not at school when the experiment was done and she wanted to know what happened.

The experiment is a classic science activity explaining it to Carla was not as much fun as watching it for herself. Watching the changes is exciting so we decided to repeat the experiment. This time instead of using white carnations, we used white chrysanthemums.

Repeating the experiment meant that Jackson, Isabella, William and Xuanfan were able to be more involved in the process. They remembered how we had put the food colouring in the water in the glass tubes and could explain to Carla what happens next.

Drawing on their previous knowledge they showed that not only had they listened and engaged they also could make predictions and comparisons between this experiment and the last.

In the first experiment with the carnations the entire flower changed colour very quickly. However, in the second experiment with the chrysanthemums, only the outer petals changed.

During this process the children were learning to compare similar objects, recording the changes and understanding different objects react differently even when treated the same. It was a good way to support the children to explore different groups of people. While we might look the same we might not think the same. While we might look different we still all have feelings.

This carried over to lunch when the children compared their height and who was the tallest. Oscar stood up and said he was the tallest in the group. They decided that they should test this theory. They all stood next to each other comparing their heights. In order to get an accurate result we decided to use a measuring tape to measure everyone.



Stages 3 and 4

By Pauline

We measured and recorded our results together. We looked at the results and noted Maxwell was the tallest and Marissa was the shortest. William and Jackson noted that they were the same height.

Being aware of each other's differences is important. However culture competence is more than awareness, it is having the ability to understand and respect difference. Just because you are the tallest doesn't mean you are more important than the person who is the shortest.

This experience showed that our unintentional teaching moments are often just as important as our intentional teaching ones.

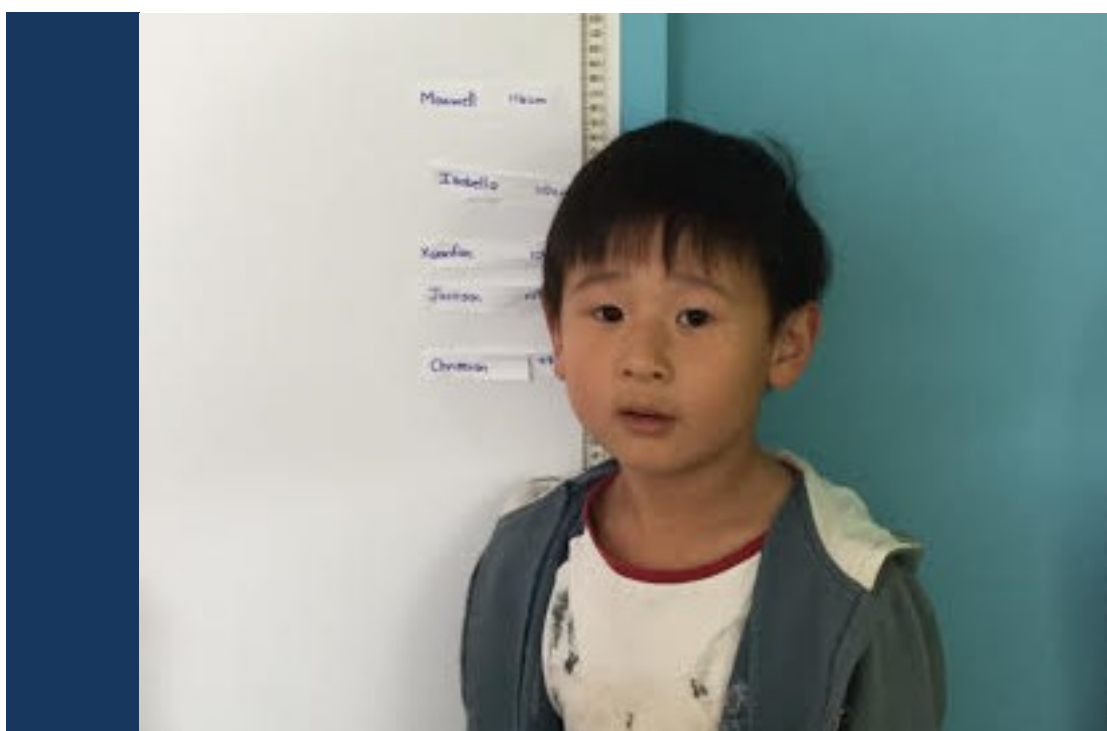
Having shared attitudes, values and goals is important to us as a group and a member of society. The children in stage 3 & 4 are beginning to understand that they are valued and have the right to expect secure and respectful relationships with each other.

In order to understand each other further and on a personal level, we will be sending home an "All about me!" page this week for you to complete.

We ask that you complete this with your child, allowing them to give the answers that you will record. Please return the to school as soon as you can so that we can get to know each other better.

Reminder to families:

- All children need a hat for outdoor play.
- NO food from home to sent to school.
- We have several children with life threatening allergies.
- We are a nut and egg aware school due to these allergies please help us keep all children safe.



Stages 3 & 4: Photo Gallery



Stage 1 & 2:

The same activities with the shakers and bells seem to thrill the little ones. In a sense, they were even more comfortable as they are more familiar with the song and are more certain about what to expect. These cuties are also learning the appropriate response to the music lesson. Even before class begins, they know how to sit in a circle and start tapping and clapping. This is the effectiveness of establishing routines in our classes.

This week as well as going on the train and pretending to be planes, we also add two new aspects. We learnt the prepositions over and under. The train goes over the bridge and under the bridge. Your legs go under the table, our arms go over our head. The children used the table to physically go under the bridge reinforcing meaning. This age group have a better understanding of meaning when their bodies can do the actions. We also learned a new rhyme which is a counting song. Children learned to count 2 little black birds. They also learned that when one flew away, there was only one left and when that one flew away, there were no more birds on the hill. We were learning simple maths through music! Learning about

nothing, none, zero is very important, zero is both a number in maths and can represent there is

nothing there. Children are learning simple understandings through music using fingers and finger rhymes.

Stage 3 & 4:

We revisited "The old Grey Cat" song, we demonstrated how the cat "Stalked" and the mice "scampered". But this time, the cat saw a dog! What happens when the cat sees a dog. The children learnt the concepts of fast and slow through actions and dance. Fast and slow in music is called the "tempo" usually songs that are fast have lots of repetition. Children work well with repetition as it makes things easy to remember. They children loved the addition of the dog and we they went on to sing a few more dog songs. We sang "Bingo", "Rover" and finally, "Bow, wow, wow". "Bow Wow Wow" is a great song for learning syllables. All words have syllables. When children say the word they clap the syllables. Read one clap, reading two claps. They are learning to separate the words and syllables through music. While singing the Bow, Wow, wow song they also have the opportunity to play on resonator bars and the glockenspiel. These young children amazed us by playing a bordun to the song "Bow, Wow, Wow". All of them also learned how to play the melody of the song on resonator bars. It was very impressive!



Music: Photo Gallery

