



REDDAM
— E L S —

31st January 2020

REDDAM EARLY LEARNING SCHOOL ST LEONARDS NEWSLETTER

Principal's Message

By Mrs Simone Cooke

Dear Parents,

Welcome to our first newsletter for 2020. A great deal of critical world events have taken place over recent weeks and as a school community we extend our thoughts and best wishes to all those caught up in the recent bushfires across Australia and the Coronavirus outbreak which is currently unfolding. As a result of these situations, Reddam has enacted new protocols and procedures designed to protect our children and wider school community.

Whilst these have been communicated to you in recent days by email, for anyone who may have missed this very important information. I would appreciate it greatly if you could carefully review the new procedures below and contact me direct should you be affected by this. My sincere thanks to all our families for the immense support you have given us in complying with these new procedures. We are most appreciative of this.

In spite of these recent events, our children settled back beautifully into school on the 7th January and have spent the past few weeks acquainting themselves with their new teachers, classmates and school environments. We have been thrilled with how overwhelmingly well the children have transitioned and are excited to be commencing our Term One Provocations this week.

Coronavirus Protocols and Procedures

- A 14 day exclusion of all children and staff who have travelled to China is currently in place. This extends to ALL areas of China, including Hong Kong. Exclusion from school takes effect from the date of arrival into Australia.
- A register has been set up which allows us to identify any child who has been absent from school or has been travelling over the past 14 days. Each of these families is requested to contact the Principal prior to their return to Reddam.
- If your child has had contact with anyone in the past 14 days who has just arrived from China, and is showing symptoms, we also ask that they remain at home until after the 14 day isolation period.
- All visitors to the school must report to the Principal prior to entering our school and advise of any travel to China in the past 14 days.
- Whilst we are already very diligent with hygiene practices, increased hand washing and cleaning practices are in place.
- Children returning to school following any illness, even unrelated to coronavirus symptoms, are required to have a clearance from a doctor and will have their temperature taken on arrival to school.
- Staff are diligently on the alert for any symptoms of coronavirus, which includes raised temperature, dry cough, breathing difficulties or signs of pneumonia.

Thank you for your support in upholding these new procedures. Please rest assured these communications will be kept in strict confidence.

I have been extremely impressed by the high level of vigilance that our school community has demonstrated in taking these precautions, which we hope will greatly assist in protecting our children and staff from the risk of infection.

Please continue to be diligent and on the lookout for any symptoms listed above and please check the following links from the Department of Health for updates on .

<https://www.health.nsw.gov.au/Infectious/diseases/Pages/coronavirus.aspx>. Please do not hesitate to contact me should you believe any member of your family, or our community may be affected or is showing symptoms of illness, you should see a doctor immediately and advise the school as soon as possible.

Weather & Air Quality Protocols

As previously communicated, with the increased heat and bushfire smoke in recent months, Reddam closely monitors weather conditions and outdoor play. Each day we assess air quality, based on advice from the Internationally recognised Air Quality App "Air Visual". When air quality is compromised we do not allow our children to play or eat outdoors and alternative indoor arrangements are made. This also relates to particularly hot days, where the same procedures are put in place. Please be aware that this coming Saturday it is expected that Sydney will experience a severe heatwave, so it is advisable to plan ahead and make certain that children are well hydrated.

Specialist Classes

We are delighted to announce that all Specialist classes have resumed this week. Please see the time table below for your child's schedule. This term we are adding an exciting new class for our youngest children. This class "My Gym" offers a mixture of age appropriate gymnastic skills that focus on balancing, tumbling and agility skills, incorporating music and dancing. Piano classes have also been extended to all our Preschool classes and offers practical experiences in keyboard skills in a fun environment. As in previous years we will endeavour to rotate our classes each term so that all our children have the opportunity to enjoy an array of specialist classes.

SPECIALIST CLASS TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
Stages 1, 2	Music/Piano	Drama	Yoga	PE	My gym/Mandarin
Stages 3 & 4	Mandarin	PE	Drama	Piano	Yoga

(Please note downstairs Classes 2/3 and 3 will do Piano and Mandarin whilst the younger Stage 1 & 2 children will do My Gym.)

Preschool and School Readiness Parent Orientation Meetings

In order to ensure that our parents have a clear understanding of the Educational programme that we offer our Stage 3 and 4 children, we will be holding the following Orientation Meetings to familiarise you with this program, meet the teachers and other parents. This is an opportunity for our parents and teachers to speak, so unfortunately we are unable to have children at these meetings. Please do not worry if you are unable to attend as our teachers will send through the presentation for you to review at home. The date for the Stage 2/3 Parent Orientation meeting has not yet be finalised, but Miss Gabby will advise parents of this in advance.

Stage 4 Tuesday 4th February 6.00pm – 7.30pm

Stage 3/4 Tuesday 4th February 6.00pm – 7.30pm

Stage 3 Wednesday 5th February 6.00pm – 7.30pm

We look forward to another wonderful year of fun and learning at Reddam!



Stage 1: 1R

By Mrs Amanda Felton

Butterfly, Butterfly Fly Away!

My goodness! how the first weeks are fluttering away, already! As the Babies settle into their new room, which is called 1R. We also welcome our new families to Reddam House Early Learning School and we hope each family enjoys their learning adventure here at school with us. Each teacher in the 1R room has unique talents and creates special bonds with the children which is demonstrated through their care and nurturing of our little ones

This Term we start off our Nursery Rhyme provocation with movement and joy for learning, learning how to sing and understand patterns in language and repetition.

As the Babies learn the Nursery Rhyme, Butterfly ..We sing the song together and flutter our Butterflies around. Each Baby took a turn to fly the puppet butterfly and there were many shrieks of joy.

The Babies also explored their artist skills by creating their very own painted butterflies by using coloured paint and folding paper in half and then sprinkle gold glitter to give each butterfly a unique sparkle!

Housekeeping - Could we ask all parents to label their children's belonging please (Bottle, clothes, socks, shoes, hats and comforters) as they can disappear into other children's bags or even other rooms around the school. As our wonderful teachers do their very best to make sure all belongings go back home to their rightful owners.



Stage 1: Butterfly Painting



Stage 1: 1E

By Miss Sophie Aziz & Alecia Buonavoglia

When children feel a sense of belonging, they develop confidence and self-identity. – Unknown Author

Dear Parents,

We would like to welcome all new and returning families to the Stage 1E. The past few weeks have been a busy time for our children and teachers, as we transition the children into their new environments.

It can be hard for children to say goodbye in the morning and children naturally expose their emotions quite intensely, however, please be reassured they do not stay sad for long, as there is so much to explore and engage with there is no time to be sad! During the past few weeks the children spent their time getting to know their peers, teachers and their new learning environment.

Our top priority this year is that children develop a strong sense of belonging. As when children feel a sense of belonging and sense of pride in their families, their peers, and their communities, they can be emotionally strong, self-assured, and able to deal with any challenges and difficulties they encounter. This creates an important foundation for their learning and development and builds resilience.

It also supports children to try new activities, to make new friends, to learn new ways of doing things.

In order to gain deeper insights into our children and to further support the children's sense of belonging, we would like to invite all the families to provide us with a family photo please. If possible, include extended family and all the important people in your child's everyday life. It will help us to initiate conversations with the children. Once we have collected all of the family photos, we will stick them up on our 'family tree' wall.

Reddam's rich and diverse culture is full of so many things for our little learners to celebrate together, and embracing them is fun and educational. This week for our learning stations we planned different hands-on activities such as the Chinese New Year arts and crafts, Sensory bins and even cooked fried rice and dumplings in the pretend play kitchen area.

We introduced the children to different Chinese musical instruments and sang Chinese songs in the classroom.

We look forward to starting our first provocation "Nature Detectives" from next week which will offer many varied and interesting learning experiences for our children.

Regards,
Miss Sophie & Miss Alecia

Stage 1: Sensory Play



Stage 2: 2R

By Miss Emily Chacon

Welcome Stage Two class of 2020!

It has been a big change for the children to get back into structure and routine, but everyone has done a wonderful job settling into their new classroom and busy days. It has been wonderful getting to know you all and am looking forward to a great year together.

In Term 1 this year we will be exploring ourselves in our provocation 'The Magic in Me'. It is important for every child to feel safe, secure and supported throughout their time here at school. This provocation will involve many things to learn about, starting with the individual child, what we look like? What are our interests and favourite colour. What makes up our family? What languages do we speak at home? We will be exploring many different things that make us, our families and the world a very special place to live.

The first week the children have been busy creating their special painting, each child was given coloured paints to choose from. They then dabbed their chosen colour all over their canvas, the children had big smiles on their faces as they smudged the colours together.

Throughout group time we have been reading 'The Invisible String' by Patrice Karst. This book is a simple story to remind the children that they are never alone. The mother in the story explains that people who love each other are always connected by a very special string made of love. We had small class discussions on who our loved ones were, mummy, daddy, brothers and sisters, grandmas and grandpas

As we are exploring what makes each child unique, could I please ask that you email me through your family photos. emily.chacon@reddamels.com.au

Thank you so much to all the families, I'm very excited for everyone in 2R for the new year and wish everyone the absolute best. Have a great weekend!



Stage 2: Who Am I?



We are all unique

What a fabulous start to the year! We have been so impressed with how the children have coped with the extremely hot weather and adjusting to settling back into school.

The teachers on stage 2/3 are passionate about creating an environment that fosters independence which upholds the Reddam ELS value system which encourages kind hearts, listening ears, walking feet, gentle hands, good manners, and most importantly respect - respect for each other, our teachers, our equipment, our school and our greater community.

To create a sense of respect you have to have a sense of belonging and this is where our provocation this term has been heading. It started with our identity of celebrations - celebrating Australia Day followed by building self-esteem through recognizing characteristics that makes us unique.

As a part of our self-identity provocation "We are all unique", the children were encouraged to express more about their feelings and we talked about our facial features. The children are developing a self-concept at this stage. They are becoming increasingly aware that they are unique and an individual person with their own interests and personality.

Learning about ourselves is a fundamental part of childhood development. We have been discussing how every person is unique and special through different provocations. From "Build a Face Story Stones" and "What colour is my hair" we aimed to concretely reinforce the message that each child is indeed very unique.

We have also been learning about names through different activities. The children were invited to paint over their initials on a canvas and they were all very proud of their own creations displayed on our Art Gallery. We also created an aboriginal art piece, after carefully looking into some paintings the children were invited to create their own by using cotton tips. We paid respect for the traditional owners of this country.

Developing a strong sense of identity is one of the five learning outcomes in the Early Years Learning Framework. This builds upon the children learning that they are valued and worthy of attention.

"The child is made of one hundred.

The child has a hundred languages

a hundred hands

a hundred thoughts

a hundred ways of thinking of playing, of speaking.

A hundred always a hundred..."

by Loris Malaguzzi

Stage 2: Getting Creative



Stage 3: 3 R.E.D

By Mrs Negar & Miss Maddy

Dear Families,

It has been a great pleasure to have spent this time getting to meet you all during last few weeks. We look forward to further strengthening our relationships and to having your co-operation in helping the children get the best achievements and progress to achieve their goals.

We strive to assist all our students in becoming competent and capable thinkers, helping them to be more creative and 'think outside the square'. We appreciate you, our families, working with us to help achieve these goals and maintain effective and continuous communications.

We acknowledge the importance of having your support, working together in your children's education, and guiding the children together. It is especially helpful if we are able to extend education and learning not just at school but also to the homes of the children, so that we are reinforcing concepts learnt at school.

At Reddam we believe every child is an artist. Children love colours, shapes, textures and EVERYTHING inspires them: everything that abounds in nature, whatever they see at school or at home. We are about to create our best experience yet and on a very grand scale in this fun academic year.

Central to the Reggio Emilia pedagogical approach is the concept of the 'Hundred Languages of Children'. This outlines the many ways that children experience and explore their world, using their verbal and non-verbal, physical and mental, cognitive and emotional 'languages'.

We have prepared a curriculum that we believe will allow the children to use these 'languages' to express themselves through our Term One provocation "The Beauty on Earth". Every child has unlimited potential to discover, learn and communicate. Children learn in many different ways including drawing, playing, painting, writing, sculpting, construction, dance, music, movement, role playing, drama – even reasoning, listening, laughing, crying, anger and loving.

The critical possibilities and ideas in our classroom will be endless and the power of playing develop early literacy and numeracy skills in our young students. The children will explore approaches to planning that encourages literacy and numeracy skill development and reflect on ways to implement these ideas.

Stage 3: 3 R.E.D

By Mrs Negar & Miss Maddy

We started from day one to prepare the children for big school in the near future. Our provocation and our routines increase and reinforce our students' growing autonomy and independence, building confidence and 'self-esteem, promoting their sociability and teaching the children to feel empowered, to use their voice, encouraging them to develop their levels of self-awareness and sensitivity towards others, to become independent and to reach their full potential as learner.

We practice role modelling and demonstrate how to be kind to one another and all living things, and of course respect the environment as our students will be the leaders in the future.

We ask any families who have not yet sent in a family photo to please email or hand in one by the end of this week as we are creating a display for the children.

Thank you for your cooperation in arriving by 9:00am, the children are all settling into their new routine very well thanks to your support.

Please do not hesitate to email us if you have any concerns or queries at

negar.hassanpour@reddamels.com.au and madeleine.grant@reddamels.com.au

We look forward to an exciting term!

Negar & Maddie



Stage 3: What we are thankful for



Stage 3: Making Friends



Who are we?

Welcome back families and welcome new families to Stage 3A at Reddam House. We began Term 1 this week, after allowing the children a few weeks to settle into their new routine and environment. We began our Term 1 provocation; "Who we are" with several exciting activities to provoke and spark the children's interest.

During group discussions this past week we asked the children a number of questions such as "where do you belong?" and "who do you belong too?". This sparked conversations about our families.

The children were asked to bring in a family photo from home. During group time the children were encouraged to practice their self-confidence by standing up and sharing information about their family in front of the class. They were further invited to draw their family using a black marker and paper provided. This experience encouraged the children to practice their fine-motor and concentration skills. We will continue to discuss our family individually and as well as a group to promote literacy development.

On Thursday we began to look at ourselves deeper and focus more on us as individuals, therefore mathematics was integrated into the curriculum. The children took turns to measure their bodies using blocks. Mathematics reinforces children's findings by asking questions and making observations: "I wonder how many blocks are needed? And "Let's find out". Once we counted the number of blocks needed for each friends' height, we then recorded the data on the board using string.

We began our self-portraits this week! The children used various materials, alongside a mirror to reference their physical features on their face for their creation. We will continue to create our self-portraits over the next week.

A few friendly reminders:

As it is still warm outside and the UV index is still in play, we kindly ask that you please put sunscreen on your child before they enter the classroom at the start of the day. We reapply this prior to morning play and after rest time.

The children's hats will now be kept in the basket, inside the classroom. We will give them back at the end of their school week to be washed.

Stage 3: Who Are We?



Welcome back to 2020!

What a wonderful start to the year we have had. All the children have come together and welcomed each other. New friendships have been created and old friendships have been rekindled. It is such a lovely sight to watch the class interact with each other and share holiday stories.

Thank you to all the children that have presented their News items to the class. The children have all enjoyed sharing their special news items and standing up in front of the class. Some children love it so much that they want to present news every day! As the weeks go on, the children will become more confident with their presentation skills and talking to the class. We will also be working on expressive and receptive language and practising our question asking abilities and how to formulate questions instead of statements.

Provocation: 'Who we are'

Self-Identities

Children learn all about themselves and construct their own sense of identity through their families and communities, therefore having a strong sense of self becomes a vital part of their development in the early years.

Through our 'Who We Are' provocation, the children will have a chance to explore themselves, both internally and externally through this exploration of self, I hope the children will discover something new about themselves and are able to create a stronger link between home, school and themselves. The outcomes of this topic will foster:

Development of knowledgeable self-identities

A feeling of being safe, secure and supported

Development of emerging autonomy, interdependence, resilience and sense of agency

The children were offered an activity based on Self Identities to foster this provocation. We sat at the table and looked at ourselves in a mirror. We discussed our facial features and were prompted to describe what we saw and then draw ourselves using a thin black marker. We all took our time and carefully drew, looked at ourselves in the mirror and continued to draw again. Some great artwork transpired!

Stage 3/4: Who Are We?



All about me

This week we welcomed Stage 4 back to our school term with an exploration of self-identity. The children were eager to participate in a range of exciting activities that promoted literacy, numeracy and creative arts skills.

During provocation play Stage 4 engaged in concepts of measurement, letter formation and self-expression. This saw the children measuring their own hands with informal measurement techniques, creating their names with loose part materials and creating sculptures of their bodies and faces.

During our literacy and numeracy groups the children began discussing the concept of emotions and the similarities and differences between themselves. To begin our day, we have been discussing our feelings and recording these on some charts by placing their name under each of the emotions they are feeling. This has led to some reflective discussions as to why people are feeling certain ways.

As an extension to this interest, the children have explored a book called 'Whoever you are' by Mem Fox. This book has inspired thought and idea about what our similarities and differences are. The children were then prompted to talk about differences in appearances such as hair and eye colour and were invited to contribute to picture graph so they could visually see the different amounts of eye and hair colour. As the children made observations, they were prompted with questions to calculate which eye and hair colour we have the most, least, and middle amount.

With all these ideas in mind the children were then asked to create self-portraits of themselves in a multimedia artwork. The children were prompted with questions that supported them to make decisions about what to include in their portrait so their picture would look like themselves.

Housekeeping:

We would like to request that all children arrive on or before 9 o'clock each day so that they can gain the most out of our educational program. We begin our numeracy and literacy teaching and extra-curricular classes at this time.

Stage 4: All about me !



WEEK 1

It was lovely to be back and see some familiar faces and some new ones too.

I (Laura) will be doing drama upstairs every Wednesday with Stage 3 and 4 and Amanda will be downstairs with the younger children every Thursday.

This week I thought it was important to establish what drama is as we often get asked this by some of the children. So, with the older children we discussed What is acting? What types of acting do people do? Movies, television, theatre. What is theatre like? How is it different from television and movies? Do you want to be actors today? Actors have to practice, and they play games to practice being good actors.

The first activity we did was **"the floor is"**. We started a discussion about how we use our imaginations to pretend. We are going to pretend the floor isn't the floor. The floor is... honey, ice, a giant trampoline, spiky, hot.

Then we started to pretend that we weren't ourselves. I got everyone to line up and walk from one side of the room to the other as different characters we might meet over the term: a doctor, an astronaut, teacher, a cleaner, an important businessman.

Pass the Ball: All the children stand in a circle. The children then passed a mimed ball to others quickly. Then when it gets back to the instructor, the instructor changes the ball in some way: it becomes heavier, until it weighs a ton, or extremely light, extremely big (and light or heavy) or extremely small (and light or heavy). The ball can take on other characteristics (or adjectives) such as hot, cold, etc. The children need to show the ball's characteristics in the way it gets passed. The Instructor lets the children suggest other ways the ball changes to extend the activity. The instructor can also give the ball sounds that need to be passed as well and the students must imitate the sounds.

The importance of this game is to be aware of other actors. Good actors can work with other actors and learn to react to what they are doing.

With the older groups upstairs, I did a character and freeze exercise. Everyone quietly mills about the room. When I shouted freeze, then everyone must stop. After doing this a couple of times I froze in position unexpectedly and did not say freeze. As soon as one notices I had frozen in position they freeze as well. So, the effect of one person freezing causes everyone to freeze. Once everyone is still, the group starts milling around again. The goal is to see how quickly the group can freeze in position.

Once the children get the hang of it, then I had everyone close their eyes. I tapped a child on the shoulder and that child became the secret leader. Everyone opened their eyes and then started moving around the room. The secret leader freezes and everyone must freeze. The other students then guess who the secret leader was. If they can't tell, then everyone starts again and tries to figure it out. Then I selected a new secret child and continued.

Drama

By Mrs Laura Hudson

With the younger children Amanda did a similar freeze activity whereby she called out people who they could walk around the room like as e.g. Astronaut, superhero, elephant, and animals some of the children even came up with their own suggestions Amanda also incorporated different levels so a low level would be a snake, medium maybe a wolf, high a giraffe and at the end of the activity she spoke about why it is important to have different levels in drama.

Shrinking Box: children pantomime that they are in a very large box. At first they might think it is fun and get excited. The children show that emotion. Then they might get mad and show that emotion. Then they might get sad and cry. Then the box gets smaller. They find the sides of the box and then show the same three emotions again. The box shrinks a couple more times until they are on the floor. Then they must figure out a way to escape.

The students call out ideas and then the instructor picks an idea and they escape with that idea.

Actors must learn to copy different characters. Do you ever copy something you see in a tv show or movie? Like Homer Simpson "Doh!"

What a wonderful first week of drama, well done everyone!



Yoga/My Gym:

