

November 2016

NQF Newsletter

Centre Support

How do you write a
self assessment?

Part 1

**Matthew
Stapleton, CEO
of Centre
Support
presents at
EECRA
Conference in
Ireland**

How to encourage young
children to
problem-pose and
problem-solve
by Amy MacDonald

**Children's Art Exhibition 2016 –
Dialogue of Young Children with
Nature contributed by
Cuddlez Montessori and Long Day
Care Centre**

Our Future, Action and
Accountability – Sustainability
Audit Program
by Lukas Ritson

Professional Development opportunities Seminars

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Room Leader – Penrith NSW – 12 November 16

Documentation made easy! – Woodvale WA – 17 November 16

Documentation made easy! – Parramatta NSW – 1 December 16

The Educators Conference TEC16

Toowoomba QLD – 5 November 16 - FULL

Mackay QLD – 12 November 16

Sunshine Coast QLD – 26 November 16

Mildura VIC – 3 December 16



Seminars

Room Leader

Do your Room Leaders need help in managing their team? Are they building a positive team environment?



Centre Support can help you! We will show you how to implement effective communication within the team, positive leadership skills as well as understand the importance of effective evaluation and reflective practices in building a positive team environment.

We also focus on room management, including children, program, safety and environment to ensure a high quality Service is consistently maintained.

An absolute MUST for all Room Leaders.

Don't miss out! Book online here: [Click here](#)

Documentation made easy!

Are your educators always asking how many observations and learning stories they need for each child?

We know that documenting children's learning takes up a huge amount of educator's time.

We show you how and when to document learning in at least 10 ways that are guaranteed to take less time than your current documentation practices!

These methods will also show assessors and families how you assess children, and how you plan and evaluate the learning.

If you have ever been asked by an assessor to show your planning cycle, you will know how important this element is!

Don't miss out! Book online here: [Click here](#)

Room Leader seminars:

Saturday 5th November 2016 in **Sutherland NSW** – Presented by Ann Webb

Saturday 12th November 2016 in **Penrith NSW** – Presented by Kellie Burgess

Documentation made easy! Seminar:
Thursday 17th November 2016 in
Woodvale WA – presented by Kay Ralph

Documentation made easy! Seminar:
Thursday 1st December 2016 in
Parramatta NSW – presented by Ann Webb

Meet Ann Webb



Ann has a deep, professional understanding of the ECEC sector, having worked in a range of services since 1982. These include private and community based long day care services and preschools, as well as primary schools and child protection organisations.

Come and experience Ann's passion for early childhood education and care. She loves sharing her knowledge of centre concerns and opportunities, EYLF/MTOP and the NQF. Get ready to be inspired!

Don't miss out! Book online for coming seminars with Ann and other presenters here: [Click here](#)



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Centre Support Pty Ltd (ABN 29 132 937 538)

How do you write a self assessment?

Part 1

Reflections - Critically analysing policies, processes and practices

Self Assessment – Identifying strengths and areas for improvement

Quality Improvement Plan – Outcomes and strategies from self assessment

Assessors may observe, discuss and sight.

There is no prescribed method or system when writing your self assessment. A service's self assessment is as individual as the service itself. How you document your strengths and areas for improvement and how you co-ordinate your team to engage in this process is entirely up to you.

The National Regulations insist that:

"An approved provider engages families, management, educators, staff members and other relevant stakeholders in the self assessment process to develop a Quality Improvement Plan."

While it is important for services to reflect on practices, policies and procedures against the seven quality areas of the NQF, there is no expectation that all 18 standards and 58 elements will be addressed in the Quality Improvement Plan. It is intended that services will prioritise areas for improvement against the seven quality areas.

Please remember.....

You are NOT being asked to compile evidence folders or complete a self study report. This is NOT accreditation. This is NOT about the Nominated Supervisor formulating documents in order to tick a box. Take off your accreditation hat immediately and throw it away!

The self assessment process MUST be embraced and completed by the WHOLE team with you, the Nominated Supervisor, as the driving force.



There are two very simple questions which each member of your team must ask themselves when engaging in the self assessment process. These questions are:

1. What are we good at?
2. How can we improve?

These are the only two questions they need to answer when working through the seven National Quality Areas.

How does the Nominated Supervisor execute this with their team?

Follow these very simple steps and you will have your entire team participating and contributing to the self assessment process.

1. Select the Quality Area your service needs to address based on reflections. Photocopy the Assessment and Rating tool for this Quality Area for each educator or Room Leader.

[ACECQA NQS Assessment and Rating Tool](#)

2. Ensure that each educator has a copy of the Guide to the National Quality Standard.

[ACECQA Guide to the NQS](#)

3. Identify the rating level you wish to achieve. Remember to define the key words in order for the team to write about their strengths.



4. During programming time or as homework, each person works through each element within the NQS. Using the Guide, they develop an understanding of what the element is saying and then in the space provided on the rating tool, they write specific examples of how the service is good at this. As they work through the Guide they will also come across some points which they do not do or are not strong in. There is a section for them to document this, which could possibly lead to a Quality Improvement Plan.

Step 4 is the most important step in the process and its success is dependant upon the Nominated Supervisor's leadership skills, enthusiasm and ability to delegate with consequences.

Tips for getting staff to engage with their commitment.

- ✓ Ensure everyone has a clear understanding of what you are asking them to do and why
- ✓ Set dates for completion and consequences
- ✓ Be the driving force to ensure this is completed. Pair less competent educators with more knowledgeable educators so that they develop understanding quickly.



5. Coordinate a date, time and location to have your NQF meetings. Remember to think outside the box – not all meetings need to be after hours. Try different locations, during sleep times, bringing in casuals – whatever it takes to keep momentum going. Keep the time frames to no more than two hours max. If everyone comes to the meeting prepared, then

it can be completed in 1.5 hours. Do not allow anyone to go off track with stories. At these meetings, work through each Element from the Guide and ensure educators are the ones who do all the talking. They discuss what they wrote in terms of “What are we good at?” and “How can we improve?”

The Nominated Supervisor listens, provides clarity and an explanation if required and contributes prompting questions. This includes an understanding of what it means to:



Observe – The assessor observes what children, families, educators and staff members are doing

Discuss – The assessor and the Nominated Supervisor, educators and staff members engage in discussion about why and how a particular practice occurs at the service.

Sight – The assessor sights documentation to support particular practices at the service.

Can all members of your team be confident enough to engage in discussion with the assessor?

As the Nominated Supervisor, you can determine weaker, less knowledgeable team members from what they have written on their rating tool and how they could answer discussion questions.

At the conclusion of the meeting, all educators hand the Nominated Supervisor their



assessment and rating tool for that Quality Area and then receive the next rating tool for next Quality Area. A date will be confirmed for the next meeting, but remember to leave it a month apart so they don't feel bombarded.

Initially, it may feel like an increase in workload and very overwhelming, but once they become familiar with the Guide and develop a deeper understanding of practices and process, this whole procedure will become less complex and completed in shorter time frames.

6. The Nominated Supervisor now needs to do some work. Using the written feedback from the team, you type up minutes to this meeting which summarises the main strengths discussed. It may look something like this:

Self Assessment for Quality Area 1 – Element 1.1.1

Minutes taken from meeting 22.02.16 and 21.03.16

Strengths

- *Curriculum decision making is based on information from strength trees (identity), weekend book (community) and conversations. Curriculum boards displayed in parent foyer communicate learning outcomes for children every day*
 - *Intentional teaching is used to promote learning based on children's interests. Example: children's interest in pets and ice cream was combined and represented on bar graphs which included maths principles of counting and number representation*
 - *Words in home languages of families displayed throughout the centre and used by teachers*
 - *Our philosophy incorporates pedagogy and EYLF. But are we relating it to practice?*
7. At the beginning of the next NQF meeting, all educators receive a copy of the summarised minutes from last Quality Area. Together, you prioritise which Elements you would like to select and narrow it down to 5 or 6 of the most important to your service for your Quality Improvement Plan. The whole process should take no more than 10 minutes and then you head straight into the next Quality Area and start the whole process again.



Tune in to the December 2016 NQF Newsletter to learn how to develop your QIP using the continuous process of self assessment.



Centre Support's formal qualification training and Recognition for Prior Learning (RPL) is conducted by the Australian Community Education College (ACEC), a Registered Training Organisation (RTO).

ACEC is directly linked to Centre Support through the use of joint resources, training experience and expertise. We offer a unique and engaging training experience that is directly linked to the National Quality Framework (NQF) and Early Years Learning Framework (EYLF).

We provide an integrated learning program that is based on years of direct and practical industry experience. Upon completing your training with ACEC, you will be equipped with first-hand industry knowledge and practical competence needed to comprehend the NQF and EYLF and implement best practice within your workplace. All courses are nationally recognised and childcare specific.

Courses

ACEC offers our clients the opportunity to undertake studies for:

- ✓ Certificate III in Early Childhood Education and Care (CHC30113)
- ✓ Diploma of Early Childhood Education and Care (CHC50113)
- ✓ Identify and respond to children and young people at risk (CHCPRT001)
- ✓ Recognised Prior Learning (RPL)

Please phone Sally on 1800 363 954 with any enquiries or email info@acec.edu.au



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Professional Development opportunities

The Room Leader Sutherland NSW

Saturday 5th November 2016
10.00am to 2.00pm

Do your Room Leaders need time management skills?

Do they know how to delegate?

Ann will show you how to be the best Room Leader you can be!

Book now! Places fill fast.
[Book online here](#)

The Room Leader Penrith NSW

Saturday 12th November 2016
9.00am to 1.00pm

Are your Room Leaders managing their team?

Do they know how to delegate?

Kellie will show you how to be the best Room Leader you can be!

Book now! Places fill fast.
[Book online here](#)

Documentation Woodvale WA

Saturday 17th November 2016
10.00am to 2.00pm

Book your educators in now and you will see the difference the next day they return to work.
Guaranteed!

Book now! Places fill fast.
[Book online here](#)

Documentation Parramatta NSW

Thursday 1st December 2016
9.00am to 1.00pm

Book your educators in now and you will see the difference the next day they return to work.
Guaranteed!

Book now! Places fill fast.
[Book online here](#)

Quote of the month

"Educating the mind without educating the heart is no education at all."

Aristotle



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The Educators Conference TEC16

Are you really following children's interests?
Is documentation taking up HUGE amounts of your time?

Come and see Matthew at The Educators Conference in the following cities:

TEC16 Toowoomba – 5th November 2016 - FULL

TEC16 Mackay – 12th November 2016

TEC16 Sunshine Coast – 26th November 2016

TEC16 Mildura – 3rd December 2016

Professional Development for EARLY CHILDHOOD EDUCATORS

Matthew will challenge all educators and get them thinking about how well they use children's interests to develop curriculum. Don't miss out!

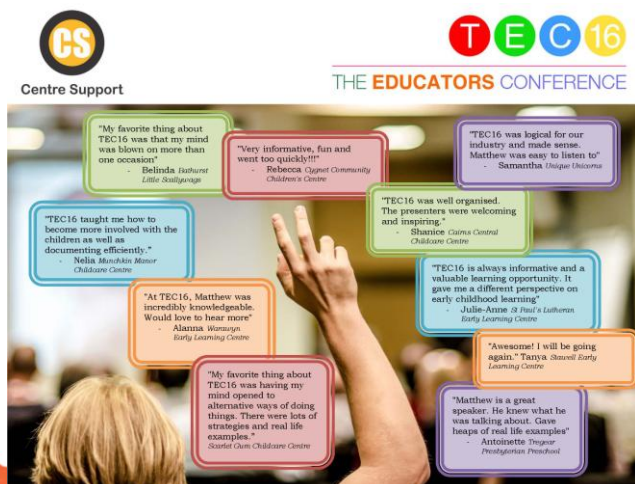
Book online here: [Online registration](#)

See our full program of events here: [Full program](#)

If you prefer someone from Centre Support to help with your registration, please call Narelle on 1800 440 102.

"We LOVED the content of the training. It has opened my views and given me something to think about and work towards." TEC16 Sydney

"Very thought provoking - made me think about why and how i do things and how I might rethink and improve in my practice." Jeanette attended TEC16 Coffs Harbour



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Centre Support attends EECRA Conference in Ireland

Matthew Stapleton, the owner and director of Centre Support, was recently invited to present at the prestigious European Early Childhood Education Research Association (EECERA) conference in Ireland. EECERA is an international association which promotes and disseminates multi-disciplinary research on early childhood and its applications to policy and practice. It has a substantial and influential worldwide membership and its annual conference is the largest early childhood research conference in Europe.



Left to right - Dr Tina Stratigos, Professor Jennifer Sumsion, Matthew Stapleton, Professor Linda Harrison

Through its annual Conference, its renowned Journal, its Special Interest Groups, and the many activities of its community of members, EECERA is a leading international contributor to the development of research, policy and practice in the field of early childhood.

At the conference Matthew spoke about two research projects he undertook while an adjunct member of Charles Sturt University's Research Institute for Professional Practices and Learning, firstly discussing outdoor influences on children's behaviour outlined in his paper "Behind the mirrors and in the mud patch: The affordance of belonging in outdoor learning environments for infant and toddlers, "and secondly discussing the use of go-pro cameras as an innovative method for ECEC research and documentation in his joint paper with Professor Linda Harrison, "Mapping babies' connections and disconnections over the childcare day: Using go-pro cameras in research."

As you can see, Centre Support is at the forefront of current research and thinking on early childhood learning and development! We'd love you to join us if you're not already part of the Centre Support learning community.

If you would like some information on how Centre Support can help you and your service, please click on the link below. There are lots of information as well as a Sample pack of our various Resource Packages.

<http://www.centresupport.com.au/>



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Encouraging young children to problem pose and problem solve



Dr Amy MacDonald
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Childhood Mathematics
Education
Charles Sturt University,
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Problem-posing and problem-solving begins from a very young age. You can see it when a baby follows a moving object with their eyes, or looks you up and down. You can see it when a baby grabs their feet or an object, and plays with them and moves them in different ways. These sorts of investigations are very important for developing children's capacity to problem-pose and problem-solve, and can be supported by the adults or other children interacting with the child.

What is a problem?

Skinner (1990) defined a "problem" as being a question that engages someone in searching for a solution. Working with problems involves investigation, questioning, trial and error, divergent thinking, and decision making. Furthermore, working with problems involves selecting and using a range of strategies and tools to explore and solve the problem.

Problem-posing and problem solving

It can be said that problem-solving consists of five stages:

1. Identify the problem
2. Pose the problem as a question
3. Develop a procedure for solving the problem
4. Carry out the procedure
5. Draw conclusions about the procedure – has the problem been solved? Has a new problem been generated?

As children's vocabulary increases, they are able to verbalise these processes of problem-posing and problem-solving.

"What do you wonder?"

Williams (1997) suggested that opportunities to problem solve are afforded through "wondering" about the world. To promote problem-solving experiences, William's identified a four-step process:

1. Ask the question, "What do you wonder?" to find out from the children what they want to know about a topic
2. Ask the question, "What can we do to find out?" and encourage a range of suggestions from the children
3. Ask the question, "What materials do we need?" to stimulate discussion about a procedure for solving the problem
4. Ask the questions, "What will you bring/do?" and "What do I need to bring/do?" to encourage a collaborative approach to solving the problem.

This approach positions children as a source of curriculum, and by finding out what the *children* would like to know, we are more likely to provide them with interesting and engaging learning experiences. Indeed, when children "own" the question, they are likely to be more motivated to find out an answer!



Planning for problem-posing and problem-solving

Educators can do a number of things to assist children in developing the problem-posing and problem-solving skills:



- Help children to notice everyday problem solving opportunities. Young children benefit from solving problems that are meaningful to them – those that arise in their day-to-day life
- Provide opportunities for hands-on investigations. Offer children interesting items to explore, and rotate your materials to keep them fresh and thought-provoking
- Foster creative and critical thinking skills by inviting children to use items in new and diverse ways
- Encourage children's suggestions and solutions. Promote brainstorming by asking open-ended questions
- Allow children to find their own solutions. Provide help if it is sought, but encourage children to lead the problem-solving process.

References:

Skinner, P. (1990). *What's your problem?* Portsmouth, NH: Heinemann.

Williams, K.C. (1997). 'What do you wonder?': Involving children in curriculum planning. *Young Children*, 52(6), 78-81.

NQF Seminar Series available online

Centre Support's **FREE** NQF Seminar series is available online.

Free professional development videos

Since 2008, Centre Support has presented hundreds of seminars across the country to well over 25,000 educators. We have put our NQF Seminar series online so it is accessible to you regardless of where you live and work! You can access these videos at any time and we encourage you to share these with your colleagues.

Use at staff meetings with your whole team

The series is made up of 11 videos in total. Each video is ten minutes or less so it is easy for you to load and watch as your work through the series.

Part 1	Introduction to the NQF Seminar Series with Matthew Stapleton
Part 2	How do you keep up with all the changes?
Part 3	What is the assessor looking for?
Part 4	Providing a safe environment for your children
Part 5	How did a centre receive a \$52,300 fine?
Part 6	Working with educators who say they are 'overworked and disgruntled'
Part 7	How Roxburgh Park ELC achieved EXCEEDING
Part 8	What do you need to write to get your report changed from 'working towards' to 'exceeding'
Part 9	How did an unhygienic centre go with their assessment?
Part 10	Starting the NQF process with a great QIP
Part 11	How do you get all educators involved?

Access the free NQF Seminar Series

1. [Click here](#).
2. Click 'Free Trial'.
3. Register an account with the email address you used to receive this NQF Newsletter
4. Create your own password.
5. Once registered, click 'NQF Seminar Series ONLINE' on the left-hand side menu.
6. Use the videos at your staff meetings and share with your whole team of educators. No additional training cost, no need to leave the service. Watch in the comfort of your service!



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Getting involved in children's play

It's important for educators to participate in children's play, not just stand back and watch or give a couple of directions. The Early Years Learning Framework (EYLF) and My Time Our Place (MTOP) note that being responsive allows educators to "enter children's play ... stimulate their thinking and enrich their learning" and that "...educators take on many roles in play with children and use a range of strategies to support learning" p 15/p14.

But just how do you participate in play?

There are different ways to do this as a recent study of Australian educators showed.

1. Educator positioned close to (eg sitting near) children

For example: during story time, the educator helps children to recreate the story of Goldilocks and the Three Bears by prompting role play.



2. Educator involved in play but seeks different outcomes to children

For example: children are seated around a tub of water pretending to be pirates. There is a boat, some containers and a Lego pirate. The teacher introduces a block of ice and asks how the ice could be melted. Sam says the pirate's hat is too big. The teacher smiles and returns to the problem of the melting ice. She is trying to teach scientific ideas – to “smuggle content knowledge into the play” and completely ignored potential learning from this rich, imaginary situation with the pirate.

3. Educator supervises children's play but does not get involved

For example: the educator sets up play activities and then observes. Educator may quiz children about content of play, but doesn't follow up or participate in the imaginary play.



4. Educator has sustained and shared conversations with children during play

Using the pirate example above, educator asks “what do you think it's like to live like a pirate? Would you have lots of treasure? Where would that come from? How do you think people would have felt when the pirates took their treasure (empathy)? What's it like sailing on the sea?” etc

5. Educator is involved in children's imaginary play

Educator takes on the role of a character in the children's play (eg pirate).

The research shows that educators rarely get truly involved in the play - scenarios 4 and 5 were rarely implemented by educators who most commonly implemented scenario 3, with scenarios 1 and 2 also used a lot.

How do your practices or those of your educators fit with the expectations of the EYLF and MTOP? Are you having sustained conversations with children and actively taking on roles in imaginary play which is led by children? Try working towards learning outcomes by getting 'inside' children's play and see where the learning takes you. Source: M Fler 2015 Pedagogical positioning in play – teachers being inside and outside of children's imaginary play



Our Future, Action and Accountability

"The future depends on what we do today." Gandhi

I love my daily quote pop up. So many times, quotes come up on just the right day at just the right time. As I sit down to write a few words to share with you, a project Centre Support and I have teamed up on this pops up. I should mention that the project we have finalised is a Sustainability Audit System that helps centres and educators improve their sustainable practices and have the most positive impact on the future.



I love how the quote uses the phrase "the future" and not "your future" or "their future". In the context of sustainability, that phrase represents the act of love for a future for all and I believe sustainable practices are all about that.



An act of love for all life, for the earth, for people you know and equally for the people you don't. This quote brings me to a place of excitement and enthusiasm for my own mission, which is not just to create a beautiful world for my family but for as many people as possible. I am a firm believer that all people are full of infinite possibilities that can be used to make a huge positive change in the world and I am fortunate enough to meet these people time and time again in my travels working with early childhood services across Australia. Be it a whole centre working on a group mission in Chatswood, a community surrounding Kendell or an inspiring individual in Mornington. They all shine with a purpose and most of all, take action. After all, the best intention without action is useless.

By combining our missions to create positive change, Centre Support and I developed the Sustainability Audit Program to support each centre to be their own instrument of change for a beautiful future. It came to life by seeing time and time again both individuals and centres reach their limit with their sustainable practices. Yes, it is amazing that nearly every service I go into now has an operational compost bin, recycling program and are aware of the impact they are having when they consume water and energy but how much further can we go.

By taking the action to have a Centre Support team member visit your service, you will activate change.

The audit is designed in such a way to have the biggest impact possible right across your centre by going beyond the compost bin. We use the audit program to reflect on all areas of your sustainable practices; Environmental (composting, recycling, supporting life, utilising sustainable resources), Social



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sustainability (belonging, compassion, resilience through play, risky play) and Economic Sustainability (utilising resources optimally so a balance can be achieved over the long term) in turn promoting Sustainable Development.



The program coaches you to reflect on your current practices, creates a customised goal, gives you a step by step process for achieving that goal and then holds you accountable for achieving your goals. A simple example would be, “Are you composting successfully, consistently and are you utilising cooked compost effectively?” Upon reflection (with example of your practice) you answer ‘YES,’ you move to the next point. Answer ‘No’ and you will receive a step by step process to achieve that goal over the long term. Now imagine the change that happens when your team works step by step through all areas!

We also understand the time challenges you face in your duties so individual projects to achieve your goals can be achieved one at a time to suit your services individual needs.

Let’s wrap it up with another quote,

“Incremental daily action over time creates monumental change”.

Let’s be the change we want to see. Create a future all can enjoy and join our mission with action.

By Lukas Ritson

own
grown
organics

Sustainability Audit Program

Do you need help to achieve EXCEEDING in NQS Standard 3.3 Sustainable Practices and Caring for the Environment?

Centre Support’s Sustainability Audit for Early Childhood can help you develop sustainable practices and strategies for quality improvement at your service.



As well as identify areas of improvement, we offer detailed advice and written suggestions on exactly what you need to do to improve! Now that’s a Win/Win!

Our Audit covers Environmental, Social and Economic Sustainability in the following categories:

1. Outdoor Play Area
2. Outdoor general Area
3. Children’s Rooms
4. Common Indoor Area
5. Bathroom – children and staff
6. Kitchen Area
7. Office Areas, Programming Room and Administration Areas



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Did you know.....

- 42% of centres that received a rating of Working Towards, did NOT embed sustainable practices into service operations (element 3.3.1)
- 40% of centres that received a rating of Working Towards, did NOT support children to become environmentally responsible and show respect for the environment (element 3.3.2)

(ACECQA, August 2016)

The NQS asks early childhood services to take an active role in caring for the environment and contributing to a sustainable future. This can be achieved by embedding sustainable practices into service operations, and supporting children to become environmentally responsible and show respect for the environment.



Centre Support has a team of qualified and professional trainers and auditors. One of our trainers/auditors will visit your service when it is open and operating to carry out the Sustainability Audit.

We are a fresh set of expert eyes which looks at your whole service. We show you what areas you need to improve, as well as your strengths in a comprehensive Audit Report. We have the knowledge, experience and resources to ensure you can improve your service and be on your way to EXCEEDING!

You can view a sample **Sustainability Audit Report** here <http://www.centresupport.com.au/audits-2/>



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Cuddlez Montessori and Long Day Care Centre

Nominated Supervisor, Nan Mukhraiya and the Educators from Cuddlez Montessori and Long Day Care Centre are passionate about creating a rich, diverse learning environment for their children and community.

Children's Art Exhibition 2016 – Dialogue of young children with Nature

Art has traditionally been an important part of early childhood programs. We believe young children should be involved in art and use their instincts to create creative masterpieces using their own initiatives.

We try to move our children in this direction using sustainable practices which are part of our daily program. We encourage a natural inclination towards art practices which evolve in their minds and provide the necessary resources and environment. We also try to help young children become more aware of the environment. This is challenging for us. By using natural art practices we feel that there will be increasing awareness in this young generation.



This is the context for arranging this art exhibition. We thought that in a natural way we will proceed ahead so that the young children may not feel any pressure in their minds.

We introduced the children to colour with the natural materials. These colours were obtained from flowers, herbs, leaves and minerals. We did not introduce chemicals or other artificial colours. The educators used these natural materials to help the children create their own paintings and other crafts. The children were given liberty to choose the subject and the materials. This was a great opportunity for them to have their independent choices and to take their own decisions. They could choose their own examples such as tree, a garden, an animal and so on.

Thereafter they chose the material and they performed. They also thought about the comparison and the critical appreciations. It was a process which widened their mental horizon.



In the Possum room the educators and children made their own paint using cornflour, glue and warm water to make the base of the paint. Then they added different spices and juices to the paint base.

To make yellow they added turmeric powder, beetroot powder to make pink, a combination of blackberry and cherry juice to make purple, coffee grinds to make a textured brown and to make blue we added a few drops of blue food dye. Then the children took turns mixing the paint to combine the ingredients.

When the paint was finished and ready to use, the educators asked the children what they wanted to paint. The educator sketched a rough image for the children, and then they painted that image as they saw fit. This small group art activity helped children in involving some important social skills like sharing and negotiating for materials.



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The koalas had a theme, **Dialogue with Nature**.

The depiction of any natural object through the natural skill of a young child is virtually a dialogue of a child with nature through the language of line and colour. The children enthusiastically participated in this activity. They used a vast variety of material for their crafts. They made a paint base using pre-soaked rice grains. Then they added different materials to make different colours. For example, they used turmeric powder for yellow, and saffron to make a red-orange colour. They also used other materials to add to the paintings once they were dry. They used: onion peels, garlic peels, bark, coffee, tea, dry leaves, shells, sand, clay, cinnamon, bay leaves, blueberries, bottle brush flowers and charcoal. By using natural material for art we are fostering the development of children's aesthetic sense. Our effort is to bring the children at an early age closer to nature and to realise he/she is inseparable with nature.

With these materials, they were able to make a variety of different scenes and images. They made forest scenes, beach scenes and then scenes of their own choice, which were essentially related to nature.



The children also made a combination of charcoal drawings and added bits of flowers or other small natural materials. The approach is to support each child to become a confident, curious artist and a lifelong, creative thinker. The aim is to teach the spirit of innovation; to create something new and to look at nature with deep insight.

The young children became more inquisitive and methodical and all this happened without creating any pressure in their minds. They enjoyed the activity and expressed that it should continue. They feel an emotional satisfaction as they participated in this activity. They feel connected with others in a positive and happy way and became more imaginative and curious.



As this drawing, painting and craft work of young children is their own creation, they feel more confident. They also feel that their works should be seen seriously and should be appreciated. They invite the visitors to visit in their classrooms and show their works, highlighting their main features. This is a new type of exposure. The young child plays a role of curator and guide.

We always try to search new ideas and we are also continuously engaged in research so that more useful and progressive ideas may be practically implemented.

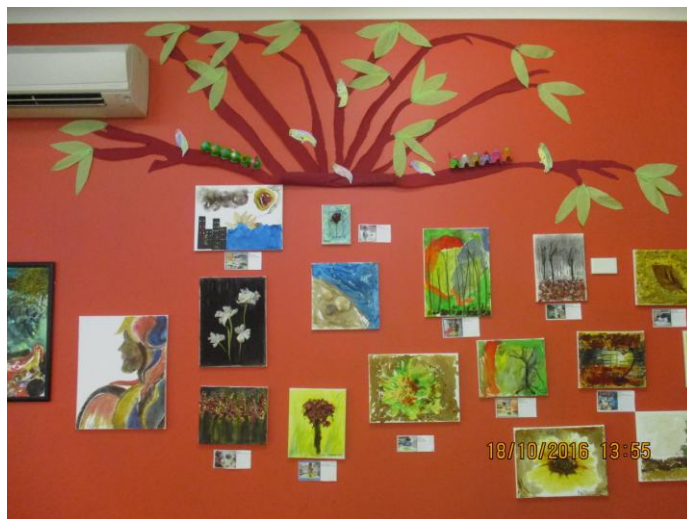




We hope that the knowledge bank of the young children should gradually be enriched. We feel that being early childhood educators, it is our prime responsibility to ensure that the personal development of each child is balanced. For this purpose, we continuously involve ourselves in minutely observing the behaviour and attitude of every child and we also deliberate with their parents and obtain feedback.



We also feel that in this intrinsic evolution of early childhood, the parents should also play a vital role. We are happy that our parent community have expressed their genuine interest in our initiative and they are cooperating with us. At Cuddlez Montessori and Long Day Care, we encourage their support in our program.



We also feel that the community at large should also play an important role in building the artistic career of young children. We want to include the entire community so that more creative suggestions may come. We may have our own angles and understandings but as soon as the community is involved, more problems associated with nature will emerge.

In the preceding paragraphs we have discussed a number of aspects of our art exhibition. We welcome suggestions, guidance, advice and above all the patronage of the families of young children and the community in which they are being brought up.

Our young children who are developing relationships with nature are the buds of today which will bloom into flowers tomorrow.

Nan Mukhraiya, Nominated Supervisor at Cuddlez Montessori and LDC 52 Lalor Road Quakers Hill NSW 2763

We love sharing your stories, learning and experiences. If you would like us to showcase something that you are doing at your centre in our next Newsletter, please email bridget@centresupport.com.au or give me a call on 1800 440 102.



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WHS Theme

November - Supervision



Don't have a free WHS magnet from Centre Support to complement our monthly WHS Themes?

[Contact us](#) for your complimentary copy today.

Supervision checklist that may help identify areas of improvement.

y	n	N/A	children are supervised at all times by staff members/care providers
y	n	N/A	all children are within sight and/or hearing of all staff at all times
y	n	N/A	Babies are not left unattended at any time.
y	n	N/A	staff effectively supervise all areas accessible to children
y	n	N/A	children are closely attended at all times on the change table and in any other place that presents a risk
y	n	N/A	close supervision is particularly given at mealtime/during bathing/nappy change
y	n	N/A	babies and toddlers are supervised while sleeping
y	n	N/A	children are always attended when they are eating or drinking
y	n	N/A	students are never left with the sole supervision of children
y	n	N/A	relief staff are not left with sole responsibility for the supervision of children and that permanent staff are available at all times
y	n	N/A	individuals or groups of children are not withdrawn into areas where they are not visible by other staff members, or taken into rooms that can be locked in the centre
y	n	N/A	supervision ratios are correct
y	n	N/A	staffing arrangements are to be flexible enough to allow supervision

			of individuals or small groups of children
y	n	N/A	staff ensure that the health and safety are not compromised by the age ranges in groups
y	n	N/A	staff communicate effectively about supervision of children
y	n	N/A	volunteers and students are at all times within the visibility of other staff while with the children
y	n	N/A	staff members are not engaged in other activities in centre based services such as cleaning, preparation, administration, etc, while supervising children to ensure an interactive process of supervision
y	n	N/A	Staff arrange equipment, furniture and activities appropriately to ensure effective supervision
y	n	N/A	Staff will plan programs to allow children to access private and quiet spaces while being supervised
y	n	N/A	Planning for supervision of indoor and outdoor areas will be shared with regular and relief staff



Areas of supervision that need addressing:

Actions Required:

Date for actions to be completed:



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Diversity Ideas



November 2016

	Tegh Bahadur	religious freedom of another faith.
27th	First Sunday of Advent	Advent is observed with the lighting of advent candles, display of wreaths and special ceremonies. Advent also anticipates the coming again to earth of Jesus Christ.

1st	All Saints' Day	This Christian day honours saints, known and unknown. Saints are men and women recognised for lives of holiness and devotion to God or who were martyred for their faith.
1st	Melbourne Cup Day	Melbourne Cup Day is held on the first Tuesday in November and is the day on which one of the most famous horse races in the world is run in Melbourne. Since 1861, Melbourne Cup Day has been an official race day and, since 1877, a public holiday in Victoria
4th	Dehwa Honina (Prosperity Feast)	The Mandaean community is an ancient religious community from southern Iraq and Iran.
7th - 13th	National Recycling Week	http://planetark.org/campaigns/nrw.cfm
8th	World Walk to Work Day	
11th	Birth of Baha'u'llah (to 12 November)	On this day people of Baha'i faith refrain from work and celebrate the birth of their faith's founder.
11th	Remembrance Day	This day marks the anniversary of the armistice which ended the First World War (1914–18). We observe one minute's silence at 11am in memory of the millions who died or suffered in all wars and armed conflicts.
14th	Birth of Guru Nanak Dev Sahib	Guru Nanak Dev was the founder of the Sikh faith and way of life. Sikhism stresses the importance of doing good deeds rather than merely carrying out rituals.
15th	Steve Irwin Day	Steve Irwin Day is an annual international event honouring the life and legacy of the one and only Crocodile Hunter, Steve Irwin! http://www.steveirwinday.org/
16th	International Day for Tolerance	"Tolerance does not mean indifference or a grudging acceptance of others. It is a way of life based on mutual understanding and respect for others, and on the belief that global diversity is to be embraced, not feared." UN Secretary-General Ban Ki-moon
24th	Martyrdom (Shahidi) of Guru Tegh Bahadur	Guru Tegh Bahadur, the 9th Guru, sacrificed his life to defend the



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Relationships

Policy

Procedure

Practice

Reflection

Training

Families

Check

ROOM

Most children need to be asked more than once

If you are feeling really challenged, count to three to settle yourself and take a walk out of the room briefly. You are more likely to respond and not react (a hard one, I know!)

Counting down from ten to one can

help everyone settle and can be a game to play, giving a child time to respond to the request.

Practice straightening your shoulders and spine, opening your chest (your heart) to be lovingly assertive, just and fair. Choose a word to signal change is required. It may be 'listen', 'stop' or

when children are older, 'not appropriate', before explaining the appropriate behaviour. If this is done with consistency, the child will get the message.

Talk with other educators and see if you can follow the same process. If not, do it your way and the others will follow what works.

