



my story

EXPERIENTIAL EARLY LEARNING

Tuesday 3rd
September



Monthly Newsletter. Vol. 20

Our Champions

During our recent professional development day, Narges and Natasha introduced an idea to enrich our learning program here at My Story.

Essentially, we would harness the individual skills of all our educators and facilitate 'classes' for the whole Centre on a rotating basis. For example, Helena is our mindfulness champion. Her sense of calm and deep understanding of emotional regulation in young children makes her a perfect fit to hold such a class. Each month Helena would plan an exciting session and invite different children to come with their normal educator and join in. This way, the skills of each educator is available to children of all ages. The children also get the opportunity to interact with other age groups, an effective way to foster empathy and assist children to engage with the 'Zone of Proximal Development' (see article at the end of the newsletter).

We have been running these classes in trial mode for a month, and so far they are incredibly successful!

Educators and their learning area to champion...

Jessi - Sustainability	Moonira - Maths	Samiti & Lisa - Dance
Jodie - Cooking	Tash - Aboriginal Lit.	Amy - Science
Amorena - Gardening	Simer - Gross Motor	Narges - Art
Helena - Mindfulness	Laleh - Cooking	



Our Team 😊

Chloe is heading down to Adelaide for almost a week to celebrate her sister's 30th and her nephew's 1st. She's really looking forward to catching up with family and friends.

Narges has returned from Europe! We missed you Miss Narges! Thank you for sharing your journey with the pre-schoolers as they learn about the world around us.

Anna is heading off to Vietnam for a family holiday in a few weeks. For Cohen and Ruben it's their first experience of the country their Mummy was born in! Have fun!

Important Dates

School Photos

26th
Sept

My Story Mums
Drinks at the Vicar

27th
Sept

From the Directors

We'd like to thank all families who have joined us for some recent events. These events provide us with special opportunities to strengthen our ties with you. Strengthening this relationship allows us to continually evolve in ways that support the values and ambitions of our families.

School Readiness Evening

I really enjoyed the talk by Danielle Mantakoul last Monday. It was very interesting understanding how different our own experiences of school can be, and how those experiences shape the expectations we have for our children.

Father's Day

Happy Father's Day My Story Dads! Unfortunately Anna's hubby was sick and holed up in bed! The Chants went for a drive to Tea Gardens for a nice lunch and walk along the beach. Thank you to those Dads who could make it for breakky and a coffee yesterday.

Educators Day

It's Educators day tomorrow! We wish all our educators a day full of cuddles and smiles. I'm sure the children will be on their best behaviour. Anna and I are so grateful for the work you do each day.

Ladies Night

Don't forget to RSVP for the Ladies night on the 27th! We look forward to catching up under some 'relaxed' circumstances.

Administrative...

Re Enrolment

Please ensure you complete the survey online, preferably before the end of September.

Hats

Please ensure your child is coming to school with a hat. We are very lucky to have had a lovely start to Spring and they are definitely a necessity. Also, please remember to apply some sunscreen on arrival.

Sanitiser

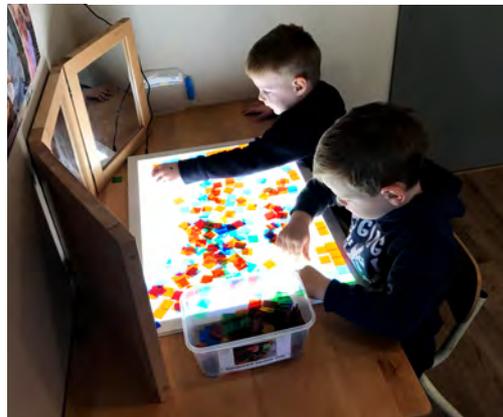
You may have noticed sanitizer around the Centre, please use upon entry and exit

Around the Rooms

We have recently introduced Light Boxes, Panels and accompanying resources to each of the rooms. Some educators are bringing these in and out of storage each day to provide excitement and structure, other educators have found it more suitable to have them available all of the time.

Light boxes and panels provide hours of open-ended play and are a fantastic way to support the development of motor skills, an understanding of mathematical and scientific concepts emotional and social development, language and literacy skills. Along with colourful shapes, colour paddles, construction materials, prisms and counters we also have x rays and resin casted insects.

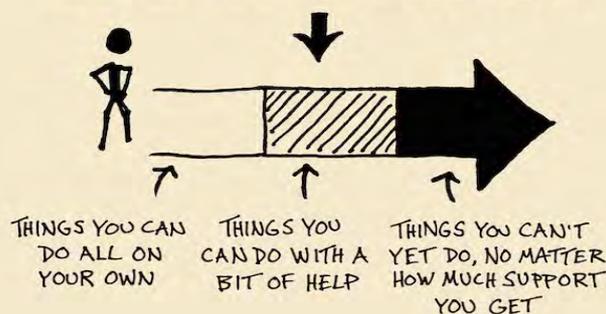
Below are some photos of the children engaging with these new resources...



The Zone of Proximal Development

The Zone of Proximal Development represents a 'sweet spot' for maximizing learning for children. Our educators are heavily influenced by this theory. It's important for us to consider this zone when planning for and reflecting on experiences.

VISUALIZING THE ZONE OF PROXIMAL DEVELOPMENT



The concept, zone of proximal development was developed by Soviet psychologist and social constructivist [Lev Vygotsky](#) (1896 – 1934).

The zone of proximal development (ZPD) has been defined as:

"the distance between the actual developmental level as

determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p. 86).

Vygotsky believed that when a student is in the zone of proximal development for a particular task, providing the appropriate assistance will give the student enough of a "boost" to achieve the task.

To assist a person to move through the zone of proximal development, educators are encouraged to focus on three important components which aid the learning process:

- The presence of someone with knowledge and skills beyond that of the learner (a more knowledgeable other).
- Social interactions with a skilful tutor that allow the learner to observe and practice their skills.
- Scaffolding, or supportive activities provided by the educator, or more competent peer, to support the student as he or she is led through the ZPD

More Knowledgeable Other

The more knowledgeable other (MKO) is somewhat self-explanatory; it refers to someone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept.

Although the implication is that the MKO is a teacher or an older adult, this is not necessarily the case. Many times, a child's peers or an adult's children may be the individuals with more knowledge or experience.

Social Interaction

According to Vygotsky (1978), much important learning by the child occurs through social interaction with a skilful tutor. The tutor may model behaviours and/or provide verbal instructions for the child. Vygotsky refers to this as cooperative or collaborative dialogue.

The child seeks to understand the actions or instructions provided by the tutor (often the parent or teacher) then internalizes the information, using it to guide or regulate their own performance.

What is the Theory of Scaffolding?

The ZPD has become synonymous in the literature with the term scaffolding. However, it is important to note that Vygotsky never used this term in his writing, and it was introduced by Wood, Bruner and Ross (1976).

Scaffolding consists of the activities provided by the educator, or more competent peer, to support the student as he or she is led through the zone of proximal development.

Support is tapered off (i.e. withdrawn) as it becomes unnecessary, much as a scaffold is removed from a building during construction. The student will then be able to complete the task again on his own.

Wood et al. (1976, p. 90) define scaffolding as a process "that enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts."

As they note, scaffolds require the adult's "controlling those elements of the task that are initially beyond the learner's capability, thus permitting him to concentrate upon and complete only those elements that are within his range of competence" (p. 90).

It is important to note that the terms cooperative learning, scaffolding and guided learning all have the same meaning within the literature.

<https://www.simplypsychology.org/Zone-of-Proximal-Development.html>