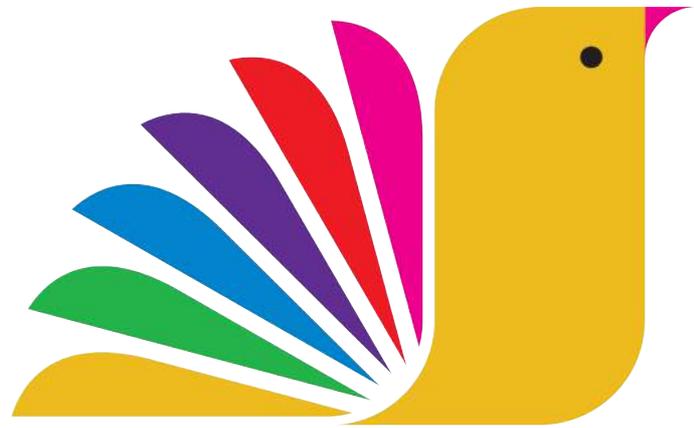




Quote of the week

*In the sun that is young
once only / Time let me
play and be / Golden in
the mercy of his means.*

-Dylan Thomas



my story

EXPERIENTIAL EARLY LEARNING

Wednesday
11th July

Fortnightly Newsletter. Vol. 3

Important Dates

Visit from the Dentist -
Dental Health (2yo+)

14th
Aug

Bubble Incursion
(Nursery & Toddler)

17th
Aug

Book Week

20th
Aug

Father's Day
Celebration
(details TBA)

31st
Aug

Administrative News...

- **Statements:**

***Congratulations to
Anna*** for

championing this horrendous transition to the new Child Care Subsidy! If you have any questions about your new statement please give us a call. Just a couple of hints: there are 3 pages to the statement and the last page will look the most familiar to you. Thank you for your patience through this transition.



- **Make Up Days/Swap Days:** Please ask us if you would like us to resend you a copy of our policy RE make up days/Swap Days, we don't want you to miss out on the flexibility!

- **Casual Fees:** Casual fee policy is now in effect, if you have any questions about the implementation of these fees please give us a call.



Congratulations Taylah!

Taylah has given birth to a beautiful baby girl, Billie Grace Van Der Waarden. We wish her, Dean and Preston all the best as they readjust to being a beautiful family of four.

Paris' Study

We are very proud to announce that Miss Paris has officially started her university study! The knowledge and energy she will (continue) to bring to the Centre is very appreciated. All the best Paris! We know you'll ace it!

Preschool Program

Anna and I really think we are getting a 'feel' for the community now; making lots of connections with small businesses and young families. We've identified an ongoing confusion some families have regarding 'Preschool' vs 'Long Daycare with a Preschool program'. Obviously we think we have the edge here! All the advantages of a Preschool without the inconvenient hours and having to pack a lunch! We

From the Directors

Anna Tran
Chloe Chant

are a little biased of course...

However, we are starting a suite of projects focusing on clearing up this confusion in the community and clearly articulating our service.

You may notice some marketing/displays reflecting this project.

We are also building a clear 'My School Preschool' framework that is informed and underpinned by the NSW curriculum. This is a collaborative process between Anna and I, our Educational Leader /Preschool Teacher (Narges) and all educators at the Centre. Please let me know if you have any ideas regarding school readiness and transition to school and we will try to incorporate them.

Family Feedback

Please keep your eyes peeled for an email with a link to a family feedback survey. We really appreciate your responses to these. We will schedule a 'Q&A' night off the back of the responses. Thank you!

Vacancies

It is becoming tricky to accurately report on vacancies each week...it seems that as soon as I email out a Newsletter we've already changed half the figures! Please give us a call if you would like information about vacancies in the week ahead.

Although we are certainly filling up we still appreciate families recommending us to others in the community.

Thank you again for your support.

Reconciliation & Sustainability

NAIDOC Week

Thank you educators for the impressive work you have put in to celebrate NAIDOC. While Aboriginal and Torres Strait Islander perspectives should be embedded in our daily curriculum, this week gives us a fantastic opportunity to shine a particularly celebratory light on these issues. A big **thank you to Miss Tasha** for taking a lead here, and sharing the knowledge she has of her own Aboriginal heritage.

Here are some pics from the environments...



Sustainability

Our little reminders are going up around the Centre in an effort to reduce our carbon footprint. I've got a fairly good idea which labels the children will be most interested in...☺



'Bridging Minds'

Anna and I always enjoy reading new research that upholds the teachings strategies we foster here at My Story. This research regarding observation, responsiveness and extension echoes our planning cycle supported by the Early Years Learning Framework and showcased in StoryPark.

Serve and return interactions

Bridging minds describes what it means to step outside of one's own thoughts, and to recognize and be responsive to what is going on in someone else's head. Specifically, it's the ability to determine what the other person knows, what interests them in a given moment, what they are capable of doing, what types of instructions or support they need, and then to respond accordingly. This concept moves beyond early work on the topic of sensitivity, which focused on the need to be responsive to how children are feeling in order to support children's emotional development. Instead, it draws on more recent research from the field of neuroscience, which has highlighted that responsive serve-and-return interactions are just as critical for stimulating children's early brain development. Indeed, building bridges is about building brain connections.

Applying the science

The breakthrough of our research is that we have come up with a reliable and efficient way to measure the extent of "mind-bridging" occurring in such interactions. This involves trained researchers using simple checklists to evaluate interactions of children with siblings, parents or early-childhood educators — based on live or video-recorded interactions of pairs or groups. The whole process can be completed in less than 10 minutes. Our next challenge is supporting people to use the "bridging minds" approach more often in their interactions with children. Many parents and professionals know that "early experiences matter" and "zero-to-three is a vital period for human development," but still need more practical tools to make the most of these early years. Our research team is currently conducting intervention studies with home-visiting nurses in Brazil and, in collaboration with colleagues at George Brown College, with early childhood educators in the Toronto area. The goal of these studies is to help these populations build more bridges with children on a daily basis.

... 'Bridging Minds' ...cont...

Maximize brain nutrition

While waiting for the results of these studies, our research team has some suggestions for how to ensure children get the most “brain nutrition” out of every interaction. In moments of play or daily routines, parents, guardians and early learning professionals can consider:

What is this child looking at and thinking about? How can I engage them, following their lead?

Start a conversation by commenting on what they're doing. Then, try adding on to what they are already thinking about to extend their learning. For a child playing with blocks: “What are you building there? A tower! Oh that's a big tower. It's already one, two, three bricks high with three different colours. Let's see what you will do next with the tower?”

Let children try things themselves

It's helpful for parents and early learning professions to wonder: *What is this child capable of doing? How can I help him/her learn and succeed based on their interests?*

Offer a hand to help them expand what they can do by themselves. And keep the interactions going back and forth without taking over.

Letting children try things themselves and providing positive feedback can reap real benefits.

For a child who is having trouble scooping water with a bucket: “Oh dear. It's hard to get the water, isn't it? I hold the bucket with both hands to make it easier for me. Want to try? Great job, you did it!”

Every interaction is an opportunity to expand what a child knows. To help build brains, parents, educators, siblings, grandparents and other caregivers can all try “bridging minds”.

Nina Sokolovic (2018, February) *How to 'bridge minds' with a child to stimulate brain development*. Retrieved from <https://theconversation.com/how-to-bridge-minds-with-a-child-to-stimulate-brain-development-90015> (Accessed 11/7/18)