



Please consider donating food or new toys to our Toy Drive before Friday 15th Dec.

Wednesday
12th December



Fortnightly Newsletter. Vol. 12

Important Dates

Something Wild
Incursion (Nursery
and Toddler)

11th
Dec

Christmas Day
(Centre Closed)

25th
Dec

Boxing Day
(Centre Closed)

26th
Dec

New Year's Day
(Centre Closed)

1st
Jan

Administrative News...

- Closure over Christmas

Just to clarify, we are open 52 weeks of the year. We will be closed on the Public Holidays (25th & 26th Dec, 1st Jan)

- Labelling

Please don't forget to label clothes / hats / drink bottles.

- Toy Drive

Our toy drive/food donations for the Salvation Army will finish at the end of the week. Please help us to support this cause; even just a can or two out of the cupboard will help.

- Philosophy Review

Please continue to provide us with feedback for our philosophy review at

<https://www.surveymonkey.com/r/82TTSVK>

Thank you to all those who have provided responses so far.

Christmas Party!

Thank you to all the families who joined us to celebrate a fun, busy and successful 2018. We were (happily) overwhelmed by the amount of families who took time out of their workday to join us for some fun and food. During this week I have seen so many little play vignettes mimicking the day, and it's really meant a lot to us that the children found it so exciting. I've seen children pretending to face paint each other, pretend petting zoos, chimneys for Santa and even a sandpit sausage sizzle! Again, Anna and I wish to thank our fantastic team for staying back to help and chat with our wonderful families.

Educator Rooms...

In the next week we will be talking to educators about their rooms for next year, and then informing families. Please be aware that there are so many factors to consider during this process. We need to consider the strengths and skills of the educators, the days of the week they can work, shift times and qualifications, where their own children might be, preferences, connections with specific families and children...I could go on! We are confident in our team's ability to make connections with you and your child in the New Year.

From the Directors

Anna Tran
Chloe Chant

Transitions...

If your child is moving rooms next year, we should have already had a chat with you. If you are unsure, please get in touch as soon as possible. Official transitions on the roll will be from January 14th. In the week prior (7th Jan) the educators will move to their new spaces, and children will slowly spend time within their new rooms. Please keep in close communication with your child's new teacher during this process. Sometimes families can be unsure of the logistics and it can feel overwhelming. We won't be sending out any generalized process for this because we believe each child is unique and will respond to the changes differently.

About our Educators...

Anna is being whisked away to the Hunter Valley for a child-free weekend this coming Friday! I'll text you my order!

Miss Helena will be flying to Perth on Boxing Day for a family holiday, have a great time!

Chloe will be driving to Adelaide for Christmas! We'll be stopping in Narrandera and Ouyen. Any other places we should stop in?

Sustainability and Diversity



We are very excited about introducing 'ELLA' (Early Learning Languages Australia) to the Preschool 2 Room next year. The program is a play-based digital language program that introduces children to learning a new language. We have nominated Italian as the language to focus on. Learning another language expands children's knowledge of how language works and enables them to apply these skills to other literacy tasks such as listening carefully to sounds in words. It also gives children opportunities to celebrate culture and diversity. We will provide you with more information in the New Year.

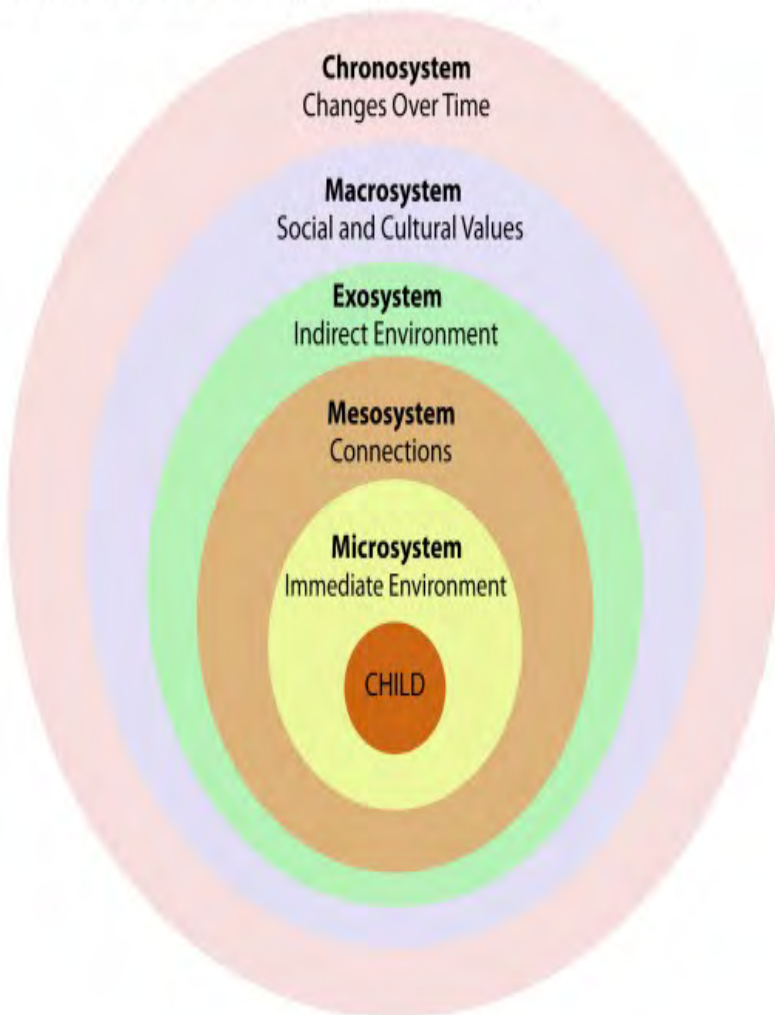


After Christmas, please bring in your neatly folded, used Christmas paper or Christmas cards for the children to use during cutting and pasting activities. The colours and pictures are exciting and encourage dexterity in little hands as they cut out the shapes for collages. These donations can be placed in our recycled paper box in the foyer, or directly into the art room.
Thank you!!

The whole child...

Part of the rationale for play-based learning is the ability to support each child's unique engagement in the physical and emotional spaces. At My Story we use Bronfenbrenner's Ecological Systems Theory to inform our curriculum decision-making...

Bronfenbrenner's Ecological Systems Theory



American psychologist, Urie Bronfenbrenner, formulated the Ecological Systems Theory to explain how the inherent qualities of a child and his environment interact to influence how he will grow and develop. Through the Bronfenbrenner Ecological Theory, Bronfenbrenner stressed the importance of studying a child in the context of multiple environments, also known as ecological systems in the attempt to understand his development.

A child typically finds himself simultaneously enmeshed in different ecosystems, from the most intimate home ecological system moving outward to the larger school system and the most expansive system which is society and culture. Each of these systems inevitably interact with and influence each other in every aspect of the child's life.

Microsystem

The microsystem is the smallest and most immediate environment in which the child lives. As such, the microsystem comprises the daily home, school or daycare, peer group or community environment of the child.

Interactions within the microsystem typically involve personal relationships with family members, classmates, teachers and caregivers, in which influences go back and forth. How these groups or individuals interact with the child will affect how the child grows. Similarly, how the child reacts to people in his microsystem will also influence how they treat the child in return. More nurturing and more supportive interactions and

Mesosystem

The mesosystem encompasses the interaction of the different microsystems which the developing child finds himself in. It is, in essence, a system of microsystems and as such, involves linkages between home and school, between peer group and family, or between family and church.

If a child's parents are actively involved in the friendships of their child, invite friends over to their house and spend time with them, then the child's development is affected positively through harmony and like-mindedness. However, if the child's parents dislike their child's peers and openly criticize them, then the child experiences disequilibrium and conflicting emotions, probably affecting his development negatively.

Exosystem

The exosystem pertains to the linkages that may exist between two or more settings, one of which may not contain the developing child but affects him indirectly nonetheless. Other people and places which the child may not directly interact with but may still have an effect on the child, comprise the exosystem. Such places and people may include the parents' workplaces, the larger neighborhood, and extended family members.

Macrosystem

The macrosystem is the largest and most distant collection of people and places to the child that still exercises significant influence on the child. It is composed of the child's cultural patterns and values, specifically the child's dominant beliefs and ideas, as well as political and economic systems. Children in war-torn areas, for example, will experience a different kind of development than children in communities where peace reigns.

Chronosystem

The chronosystem adds the useful dimension of time, which demonstrates the influence of both change and constancy in the child's environment. The chronosystem may thus include a change in family structure, address, parent's employment status, in addition to immense society changes such as economic cycles and wars.

By studying the different systems that simultaneously influence a child, the Bronfenbrenner's Ecological Theory is able to demonstrate the diversity of interrelated influences on the child's development. Awareness of contexts can sensitize us to variations in the way a child may act in different settings.