



Quote of the week

Play is often talked about as if it were a relief from serious learning. But for children play is serious learning. Play is really the work of childhood.

Wednesday
13th June

Important Dates

Parent Teacher Interviews (Centrewide)

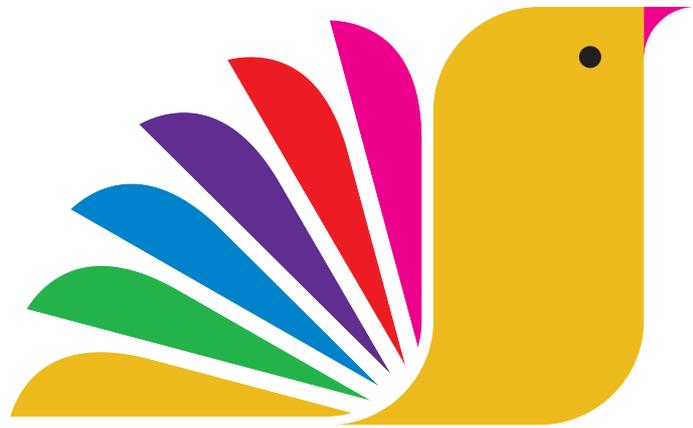
Week starting 18th Jun

New Childcare Subsidy begins

2nd July

Visit from the Dentist to discuss Dental Health (2yo+)

14th Aug



my story

EXPERIENTIAL EARLY LEARNING

Fortnightly Newsletter. Vol. 1

Administrative News...

- Our lovely Taylah has finished work in anticipation of the birth of her second baby. Good luck Taylah!
- If you have not signed and returned your CWA, please do so by this Friday. If you have misplaced it, please just ask us to reprint.
- Don't forget to go onto MyGov and complete your Assessment for the subsidy after 2nd July.
- How are you going with the Digital Sign In? If you are having any difficulties please get in touch.
- Don't forget to book in a Parent Teacher Interview if you would like one, booking sheets are on the wall in the foyer.





From the Directors

Anna Tran
Chloe Chant

Thank you!

Thank you!

Eight months ago today, Anna and I celebrated with a bottle of champagne as settlement on the business finally came through.

So much has happened in these eight months, but the excitement we felt on that date hasn't dwindled at all. We'd like to take this opportunity to thank you for putting your trust in us, and for your continuing support of the Centre.

Dooral Roundup

You may have noticed our wonderful Paris and Aiden gracing the cover of the Dooral Roundup magazine this month! We still have a few vacancies here and there (See column on next page) and so we are continuing to advertise in the community.

Professional Development

From now until the end of the year we are focusing our spending on Professional Development for the educators in the Centre.

We look forward to sharing new strategies with children, families and other educators as we return from conferences and workshops.

Welcome Tamara

We welcome Tamara to our team to replace Taylah who is on maternity leave. Tamara will be floating between rooms to lend a pair of helping hands over study time/lunch breaks, and also helping us out when educators may be on leave.

Vacancies...

Week Starting 11th/June

Thursday

Preschool 2 – 1 Place

Friday

Nursery - 1 Place

Preschool 1 – 2 Places

Preschool 2 – 4 Places

Week Starting 18th/June

Monday

Nursery – 3 Places

Toddler – 2 Places

Preschool 1 – 2 Places

Preschool 2 – 4 Places

Tuesday

Nursery – 3 Places

Toddler – 2 Places

Preschool 2 – 4 Places

Wednesday

Toddler – 3 Places

Preschool 2 – 4 Places

Thursday

Toddler – 1 Place

Preschool 2 – 4 Places

Friday

Nursery – 1 Place

Preschool 1 – 2 Places

Preschool 2 – 4 Places

Reconciliation & Sustainability

You may have noticed our new flags in the foyer of the Centre! The flags are just one of a series of 'Actions' that make up our Reconciliation Action Plan (RAP). They are prompting a lot of meaningful discussions with the children.

The RAP is a structured and systematic way to assist our Educators in passing on a spirit of Reconciliation, tolerance and cultural competence to the children. You can join our RAP working group to share ideas and help us in this journey at www.narragunnawali.org.au

Another of our major Centre wide projects is Sustainability. Embedding sustainable practices in our Centre is important for Anna and I as a business practice, but we also feel ethically obliged to assist the children to understand the concept of 'enough for all, forever'. Over the past we have addressed a couple of our goals that are part of our Sustainability Quality Improvement Plan. We've purchased some nesting boxes to encourage native birds, and we are artworks are increasingly being drawn on repurposed paper/materials.

If you are in a workplace where there is a lot of one sided paper waste, please bring it in for us!!

We're looking forward to draught proofing the Centre and looking at how we can use the grey water accumulated through our laundry.

If you have any suggestions regarding these ongoing projects, please drop us an email! Thank you!

From the Sector...

What is play-based learning?

Children are naturally motivated to play. A play-based program builds on this motivation, using play as a context for learning. In this context, children can explore, experiment, discover and solve problems in imaginative and playful ways.

A play-based approach involves both child-initiated and teacher-supported learning. The teacher encourages children's learning and inquiry through interactions that aim to stretch their thinking to higher levels.

For example, while children are playing with blocks, a teacher can pose questions that encourage problem solving, prediction and hypothesising. The teacher can also bring the child's awareness towards mathematics, science and literacy concepts, allowing them to engage with such concepts through hands-on learning.

What can be gained through play-based programs?

As with traditional approaches, play-based early years programs are focused on teaching and learning. In such programs, play can be in the form of free play (activity that is spontaneous and directed by the child), and guided play (also child-directed, but the teacher is involved in the activity as a co-player) with intentional teaching. Both have benefits for children's learning. To capitalise on these benefits, an optimum play-based program will provide opportunities for both free play and guided play.

Play also supports positive attitudes to learning. These include imagination, curiosity, enthusiasm, and persistence. The type of learning processes and skills fostered in play cannot be replicated through rote learning, where there is an emphasis on remembering facts.

Teachers can also use children's motivation and interest to explore concepts and ideas. In this way, children acquire and practice important academic skills and learning in a playful context.

For example, research indicates the increased complexity of language and learning processes used by children in play-based programs is linked to important literacy skills.

These include understanding the structure of words and the meanings of words. Another study found children's vocabulary and ability to tell a story was higher in a play-based classroom than a traditional classroom.

Teacher-led learning and direct instruction methods have their place in educational contexts. But the evidence also points to the benefits of quality play-based programs for our youngest learners. In play-based programs, time spent in play is seen as important for learning, not as a reward for good behaviour. In such classrooms, children have greater, more active input into what and how they learn.

Research shows play-based programs for young children can provide a strong basis for later success at school. They support the development of socially competent learners, able to face challenges and create solutions.

<http://thespoke.earlychildhoodaustralia.org.au/play-based-learning-can-set-child-success-school-beyond/>