



Tuesday 19th
March



Monthly Newsletter. Vol. 15

A time of extraordinary sadness and extraordinary unity at My Story...

We are extremely saddened to share that Chris Alderson passed away early Sunday morning. He passed away at home surrounded by loved ones.

Aiden's Daddy is now in a superstar in the sky - always watching over Aiden and his family. Aiden is sharing this news with his peers with a mixture of sadness, awe and wonder in that special way only children can.

We have been overwhelmed by the support of this community through the Go Fund Me Page. Thank you from the bottom of our hearts. This is certainly a very special community.

If you would like to pay respects to Chris and his family at the funeral, these are the details...

**Family and friends of Christopher are warmly invited to attend his
Funeral Service**

**to be held at Castlebrook Memorial Garden Chapel, 712 Windsor
Road, Rouse Hill**

on Friday 22nd March, 2019 commencing at 11.00am.

Administrative News...

- Please remember to label items – especially hats and drink bottles
- It's finally starting to get a bit cooler in mornings and afternoons. We will continue with our outdoor program so please ensure your child has a layer or two on cool mornings. We can always 'unpeel' during the day!
- We have a few families consistently not signing in/out on the kiosk iPad. If you are unsure about how to do this, please get in touch ASAP.
- Please continue to send us updated vaccination records as they happen.

Important Dates

Harmony Day –
please wear a
splash of orange
or traditional dress

21st
Mar

Good Friday –
Centre Closed

19th
Apr

Easter Monday –
Centre Closed

22nd
Apr

P1 – Dinosaurs
Incursion

23rd
Apr

From the Directors

It's happening!

We are very excited to report that we have been given the opportunity to showcase our community through the Assessment and Rating process!

Every few years a childcare provider will undergo a month-long process to receive an updated rating from the regulatory authority. The process is very involved, but the aspect that will be most evident to you as families is the visit from an assessor. This visit can last anywhere between 1-2 full days, but we will only receive one week's notice. If you notice someone wondering around with notes – this will be the explanation! The privacy and identity of all children and families are protected during this process. The assessor is unlikely to engage face-to-face with families or children, but please feel free to introduce yourselves if you wish.

My Story hasn't had the opportunity to be assessed yet. We inherited Wakefield's previous overall rating of 'Working Towards National Quality Standard'. We are confident we will be able to improve upon this rating with all the changes of the past 18 months.

If you have any questions about this process, please feel free to get in touch. You can also find information here...

<https://www.acecqa.gov.au/assessment/assessment-and-rating-process>

Diversity...

Acknowledgement of Country

Thank you Natasha for helping the children and educators embed a daily 'Acknowledgement of Country' at the Centre. The P1 and P2 children are now welcomed to the yarning circle at around 9am to chat about the land, how we treat each other, and pay respect to the Dharug clan with whom we share this land.



Harmony Day

We are really excited to celebrate Harmony Day on Thursday. If possible, we would love for you to add a splash of orange to your child's outfit as a provocation to discuss diversity, respect and unity. If you happen to have traditional dress at home, we would love to see that too!

We always have an open door policy here at My Story, and even more so on days such as this. If you would like to pop in this week and share a special story, song or tradition with your child's class, please let us know! We would appreciate it if you could give us at least a day's notice so that we can make the necessary changes to the routine.

Our New Philosophy

We are so pleased to present our new philosophy for our community. This was constructed through collaboration with families, educators and children. We hope that you feel your values and expectations are represented amongst these principles...

1. Children are capable, competent, autonomous members of society and co constructors of knowledge. Children are intrinsically curious and are interested in concrete, complex, and abstract ideas. Children's theories and perspectives are to be listened to, respected, but also problematized by 'knowledgeable others' in order to scaffold and enrich the process of learning.
2. Children are influenced by the unique time and social context in which they live. Each child's learning and development will differ depending on their lived experiences of concentric and simultaneous forces, ranging from their immediate family to their broader socio-cultural positioning. Each child will experience relationships and curriculum differently according to contextual influences such as religion, culture, values and socio-economic status. Because the nature of these contexts are complex and dynamic, a sense of belonging is being perpetually recalibrated with assistance from supportive and knowledgeable others.
3. Responsive relational experiences support a child's wellbeing, sense of belonging and internalisation of learning. It is through the formation of supportive, respectful, reciprocal relationships that children develop the confidence and agency to explore their environment and make meaning. Interactions and relationships with family, educators and peers provide a child with a collection of experiences that consequently underpin development of self-concept, self-efficacy and self-esteem.
4. Collaboration is key to supporting every child's participation in the program. True collaboration with families goes beyond tokenistic participation and involves shared decision-making, shared understandings, clarity of expectation and respect for families as the experts in their child's wellbeing. Collaboration directly with children when co constructing curriculum is not only conducive to a sense of autonomy, it also provides rich opportunity for critical reflection on practice. Accessing the human, environmental, physical and cultural resources of the wider community also provides a diversity of knowledge and skill that enriches the program.

5. The curriculum encompasses everything a child experiences during their day. An effective curriculum is co constructed with children and families based on their emerging interests, dispositions for learning and abilities of the children. Integral to the educator's role is to capitalise on the day-to-day incidental events and spontaneous musings of children in a way that fosters progression towards holistic, child-centred curriculum goals.

6. A child's ability to internalise learning is supported most effectively by 'play'. An effectively integrated curriculum promotes play as a medium to connect with the unique learning dispositions of each child, and strengthen a multitude of intelligences. The scaffolding of play by educators provides children with opportunities to traverse the gap between what they can do with, or without help.

7. A culture of inclusion provides children with the repertoire of pro-social skills to live successfully in a diverse society. It is a social responsibility of the educator to use diversity of race, religion, sex, gender, ethnicities, family structures, abilities and socioeconomic status as a provocation to co construct an enlightening path towards tolerance, acceptance and celebration of difference. The early years are critical to the development or rejection of bias, and so the curriculum must champion the exploration of social justice principles rather than reinforcing the values of dominant culture.

8. Exploration of the natural world provides children with a wealth of learning and developmental opportunities. Through engagement with the natural world, children's imagination is stimulated, their capacity for risk assessment is supported, and their physical health is promoted. Meaningful engagement in the natural world fosters a sense of belonging and environmental responsibility. Consideration of the natural world also provides provocation for educators and children to authentically explore the relationship between Aboriginal and Torres Strait Islander cultures and the places we live.