



# REDDAM EARLY LEARNING SCHOOL WOOLLAHRA NEWSLETTER



**REDDAM**  
ELS

## Dee's Message

5 FEBRUARY 2021

Dear Parents and Caregivers,

The children and their teachers enjoyed a happy week back at school, and there was plenty of evidence of this in the excited chatter which floated down the corridors. While the start of the year has an inevitable degree of shaky confidence for some of the children, the teachers will continue to help them cope with goodbyes and with any other stresses they may be feeling.

One aspect of all our lives which has exploded in the past thirty years or so has been our reliance on technology. From smartphones, to smart gadgets in our homes, to immediately accessible news, to the computers and emails which seem to run our days, it is hard to imagine a world before all of these tech gadgets were available. It is also true that just as we adults rely so much on them, so our children are exposed to them from an early age.

This poses a dilemma. To what extent should we embrace the use of technology by young children or should we delay the inevitable onslaught of tech gadgets until the latest possible occasion? Of course, we each have our own opinions in this regard. As such, it is not unusual to find a three-year-old explaining how a smartphone works to their granny, or a four-year-old understanding the complexities of a digital game which are a mystery to his parents.

Then again, there are those who try to avoid giving their child too much access to technology, delaying it until they are much older. Such households might be full of toys, books – and even the occasional bouts of boredom. Yet those exasperated cries of, "I've got nothing to do!" are often the moments when creativity steps in and fascinating worlds open up to their imaginations.

# Dee's Message

Probably the ideal solution is to acknowledge that our children are growing up in a world completely unlike that of our own childhoods. Early Childhood Australia brought out a useful guide in 2018, entitled 'Statement on young children and digital technologies', which suggests ways in which we as educators and parents are able to guide our children through the complexities of a digital age.

The document looks at a child's interaction with technology across four spheres: relationships; health and wellbeing; citizenship; and play and pedagogy. It has useful suggestions for teachers and parents and is well worth a read. Here in the ELS we acknowledge the important role of technology, and how adept many of the children already are at using it. However, we also try to maintain a balance between preparing the children for a technological

future, and the sheer joy of squishing play dough between their fingers, painting beautiful artworks, using their fine motor skills to cut elaborate shapes, and being kind, empathetic friends to those around them.

Next week, on the 12<sup>th</sup> February, is Chinese New Year. As our Chinese families celebrate the incoming Year of the Ox, we wish them much joy. The little people in the ELS are certainly just as hardworking and dedicated to their efforts as the mighty Ox – and we trust that the New Year will bring them even more satisfaction and happiness as a result of their efforts!

Have a great weekend!

**Dee Pitcairn**  
**Principal**



# The Nest (1R)

Kiri Winders, Rachael Soegiono, Min Pattharasiritanarat & Rochelle Lundie

What a great week we had. We welcomed many new children on Monday. It has been wonderful getting to know all the children and new families. The children are all settling in beautifully and are adjusting to all the changes around them. In our first few weeks together, we focus on getting to know our little ones, building connection and trust as they reach out to explore their new environment and routine. This focus is part of our curriculum in the Early Years

Learning Framework (Learning Outcome 1.1 Children Feel safe secure and supported).

We have been amazed at how quickly they have adapted and are ready for a wonderful year. Some of the activities we have enjoyed this week are water colours, reading sensory books, exploring the big playground, playdough and music time with our lovely music teacher Nick.



# Fledglings (1E)

By Hannah Corrigan, Jane Teh, and Nadia Breus

"Belonging, Being and Becoming" are the three pillars of the Early Years Learning Framework and so it is that our focus is on building a sense of safety and security as the foundation in our Fledglings room, and indeed throughout Reddam.

Although there were some tears during drop-off this week, and this is also expected, the children will settle into their new environment once given the time and opportunity to form relationships with their teachers and peers, while making themselves familiar with the daily routine.

Settling into a new environment is both an exciting and challenging time for children and families. It is emotional as it is a major transition in a child's life. When going through transitions, children take time to figure out their new setting and learn from their new experiences.

Settling into a new class is helped with a routine of putting bags into lockers, packing our lunchboxes into the lunchbox drawer when you arrive to school, and a quick farewell to families, before being welcomed with activities to help engage interest.

There is much curiosity and interest in our group time routines as we learn to sit in a circle in the mornings and afternoons to sing the 'tick tock song' (Hello and goodbye song), naming each child and teacher. It is amazing to see how quickly many children follow the routines and directions and have already become familiar with being called for hand washing and during transitions.

Mealtimes shared with classmates is an experience enjoyed with curiosity and interest. Sleep time, with gentle music, sees many children happily settled as the classroom becomes a familiar place and confidence develops in the support of all the teachers.

"Strong, capable and resilient, rich with wonder and knowledge. Every child brings with them a deep curiosity and potential and this innate curiosity drives their interest to understand their world and their place within it". - Loris Malaguzzi, Reggio Emilia's Educational Philosophy 2007.

It is so great for us to get to know each other and begin this journey together.



# Fledglings (1E)

## Photo Gallery



# Fledglings (1E)

## Photo Gallery



# Stage 2

By Daniella Gosty, Karla Cabezas, Shauna Corry, Sarah Noone , Roberta Sokame and Joyce Matsui

Over the past week in Stage 2, it was all about continuing to introduce and learn the names of our friends and teachers. To do so, we used the Bee puppet to learn a new game called “Bee Bee Bumblebee, can you sing your name to me?”.

In the Tree Frog group, the game is played during the beginning of a group time when the children are sitting in a circle.

In turns, the Bumblebee “flies” from child to child and gives them opportunity to introduce themselves to the group by singing along to “My name is ....” before flying to all of our teachers who also share their names. This game allows the children to further develop their turn-taking and sharing skills as well as being a catchy and fun tune.

This week, we would also like acknowledge and welcome the new families who joined both of the Stage 2 Groups. As educators, we continue to watch in awe as the already settled children become increasingly aware

of new peers around them and how their empathy and willingness to help others increase. This was observed during the week when Emily approached Thomas to give him a pat on the back when he was sad and when Matilda approached Hannah on Thursday to ask, “Oh you okay?”.

In Stage 2 we strive to provide the children with a welcoming and positive environment to foster a healthy social and emotional development through role modelling, kind words, collaborative projects and, most of all, the formation of positive connections. It is with this mind that we will continue to explore all the different aspects of all the things that makes us happy , safe and secure, including our family and friends and as such the Tree Frog children cannot wait to further discover this Term One’s Provocation of “Being and belonging”. We would also like to thank all the parents for their patience and support throughout this settling period.



# Stage 2

## Photo Gallery





# Stage 2

## Photo Gallery



# Stage 3

By Christina Mandalidis, Susan Casey, Jason Corrigan, Polina Rodov, Yuliya Ginis and Tiina Juvakka.

Our lessons in the Perceptual Atelier this week focused heavily on 'grace' and 'courtesy'. The lessons in grace and courtesy are a cornerstone in the Montessori methodology. Indeed, these lessons can be expanded to include courtesy to those outside our immediate community in the form of community service. There is a natural need in every human being to find one's place in the cosmos by finding fulfilment both inside and outside oneself. Montessori believed that it is the duty of every person to work toward and be part of something great which not only serves individual interests but those of all humanity.

To understand this great relationship, children must be nurtured in the ways of grace, courtesy and service in order for it to flourish and grow throughout their lives. Within every young child is the need for order. The initial lessons of grace and courtesy centre on building the Montessori classroom community, and are often presented in the context of the Montessori Practical Life curriculum. They answer the child's questions of how they fit into and participate in their environment. Using clear language and modelling, Montessori teachers present these lessons to provide structure so the child can know her place, not only in the Montessori environment, but in the world at large.

*"Teapot on the stairs."* Hector

*"Wait for Susan."* Louis

*"Cuddles."* Anna

*"But not hitting."* Finley

*"We have walking feet."* Daliya

School is a place where children feel respected, cared about and bonded to their friends, teacher and the school itself. It has been revealed that in this positive and secure environment students not only improve academically, but they also become enthusiastic learners. A positive

school environment not only builds on a child's academic ability, but also provides an opportunity to improve social and emotional competence. Children learn to be more tolerant of others and their differences, and how to resolve conflict. They have increased self-confidence and assertiveness, their classroom and social behaviour is enhanced, and they form alliances and friendships, which often last a lifetime. During group time one morning this week the children listened to the story, 'The Things I Love About School'. There are so many things to love about school, such as bonding with friends and teachers and learning so many new things. The children were invited to the atelier to express what they, individually, love about school.

*"I like to do numbers on the board."* Noa

*"I love to play games with my mum."* Lyla

*"It's me and my friends at the magnet board."* Clara

*"I love the puzzles."* Nina

The children were also excited to be introduced to a new game on the shelf in the classroom. It's not just Bingo. It's Zingo!, a matching game that encourages pre-readers and early readers alike to match the pictures and words to their challenge cards. The Zingo! Zinger dispenses tiles and fun as young minds quickly race to be the first player with a full card and yell "ZINGO!" With two levels of play, this matching game builds language skills through fast-paced play.

# Stage 3

## Photo Gallery



# Stage 3 Photo Gallery



# Stage 3

## Photo Gallery



# Stage 4

By Cassandra Holmes, Jane Pledger, Sandra Carberry, Nina Bergel and Kristina Rocchi

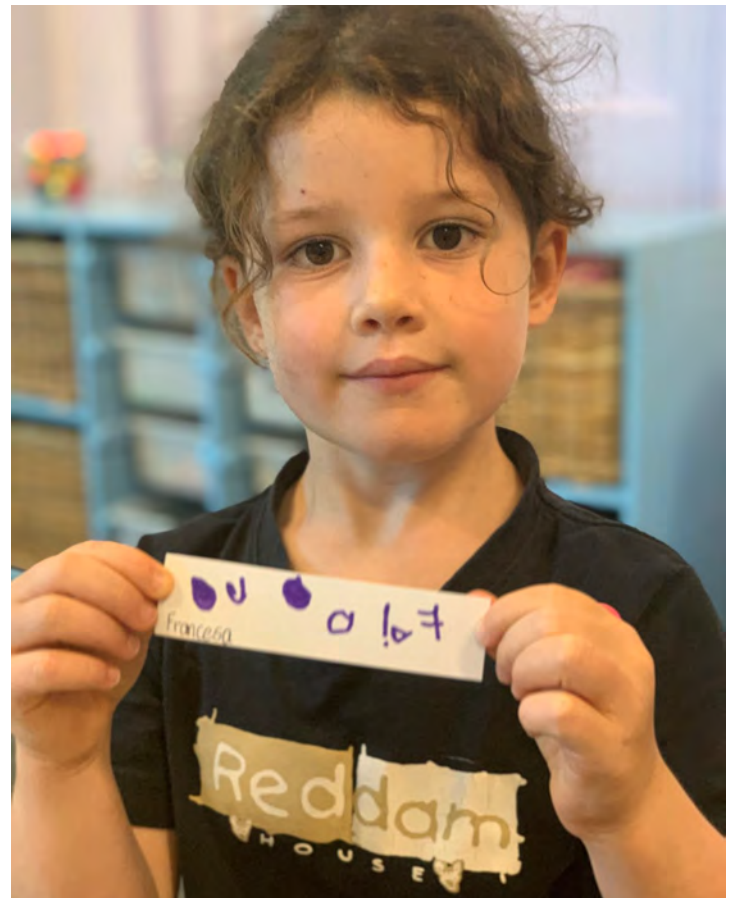
As we delve into Term 1, 2021, we have been spending time getting to know each other. As the new school year begins it is important for us as educators to assist the children to create a strong sense of identity within the group, develop meaningful relationships and inspire the children to develop a love of learning early on in their educational journey.

As the weeks progress we have been carefully observing the children's play, listening to their conversations and making note of their interests.

We have chosen to focus upon experiences based upon "Building relationships and making connections". This is a core principle of the Early Years Learning Framework that

encourages the building of self-identity, and builds a sense of community and wellbeing. Creating connections between home, school, teachers and friends. This enables our children to feel safe and secure as they settle into their new groups.

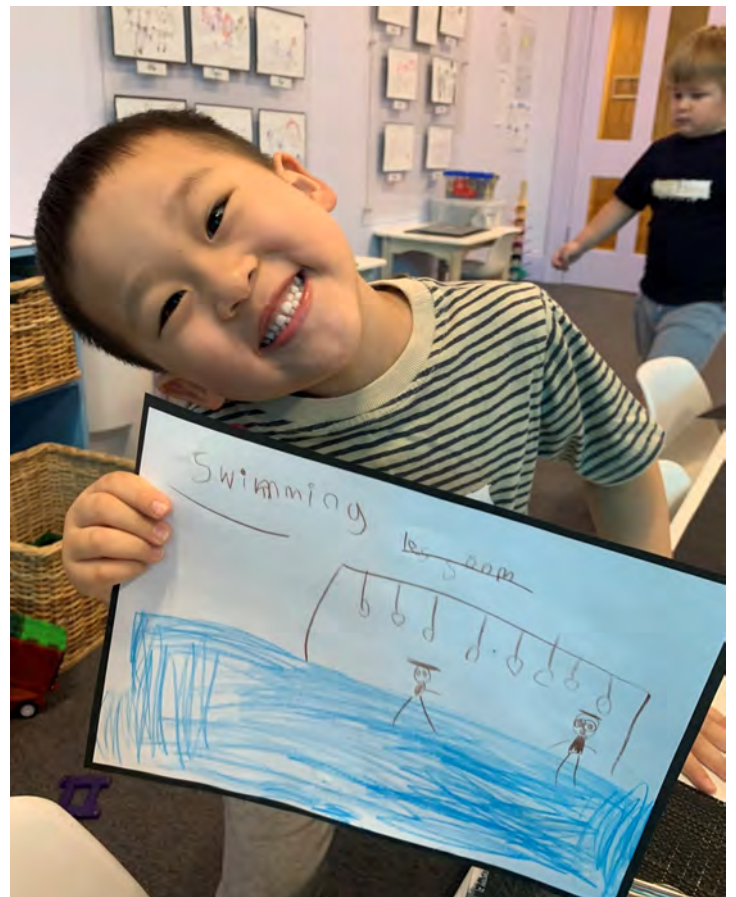
We will celebrate our relationships and connections through "getting to know you" activities such as portrait drawing, family portraits and name writing in it's many contexts. We will delve into family and cultural interests whilst celebrating, Australia day, Luna New Year, Valentine's day and St Patrick's Day, all which fall this Term. We invite our families to share their cultural beliefs and traditions so we can share, enjoy and learn together.



# Stage 4 Photo Gallery



# Stage 4 Photo Gallery





# Dance & Drama

By Laura Hudson

How exciting to be starting 2021 with drama again! I'd like to introduce myself – My name is Laura and I'm so happy to be back at Reddam this year.

This week we explored "What is drama?" To help us understand this we had a visit from puppet "Peter the Rabbit" in Stage 1, 2 and 3. Stage 4 explored these concepts without Peter to help them.

Actors need to be good at copying. We copy different people so we can become that character. Peter loves to play "Peter says". We play games like "Peter says" in Drama to encourage spatial and body awareness. To play, Peter called out things like "touch your nose whilst standing on one leg", "jump and clap your hands", and "tickle your toes", and the children were encouraged to copy. For Stage 3 and up, if Peter didn't say "Peter says..." the children were told not to copy! This caused a lot of giggling.

Daisy then wanted to see if we could be different characters. Actors have to be good at pretending. The children became sneaking mice, roaring lions, and superheroes.

We then explored our emotions by using our faces. Actors need to be able to show their emotions. The children showed me angry, sad, confused, bored, shocked, excited, and happy.

Actors need to have good spatial awareness. The children spread into their own space, and then pantomimed shrinking small and growing tall. The children started big and became small. Stage 4 were encouraged to use their faces to express how they felt about the box shrinking, and growing. Afterwards, I called out various pairings for Stage 4 like "touch the floor with only 1 hand and 1 foot", "put 4 little fingers together", or "put 2 ears together" to further our work with spatial awareness.

We also spoke about using our imaginations in Drama: that the room they are in could be a castle, library, a forest, anything. This week we pretended we were at the beach, so we felt the sand and the sun on our face, had an ice cream, built a sandcastle and dipped our toes in the water.



# Music

By Nick Summerfeld



# Music

By Nick Summerfeld



# Happy Birthday



## **Reddam Early Learning**

would like to wish a very happy birthday to

## **Arwen Russell & Max Henwood**

who celebrate their special day this week  
and over the weekend.

**We hope you have a fabulous day!**

