



REDDAM EARLY LEARNING SCHOOL WOOLLAHRA NEWSLETTER



Dee's Message

13 AUGUST 2021

Dear Parents and Caregivers,

If there is one thing which the pandemic has highlighted across the globe it is how we value relationships and our interactions with each other. We have become used to seeing poignant photos and videos doing the rounds on social media, showing elderly people having to meet their grandchildren through transparent barriers, without being able to exchange a hug or kiss.

A recent article on early childhood education highlights the word "care" in the early childhood sphere. It is worth reflecting on that word, especially as we often regard "education" as something highly structured, formally organised, and aimed mainly at the end product of achieving an excellent Year 12 HSC. Yet an early learning environment should always have a softer touch than anywhere else in the educational process, both in a physical and metaphorical sense.

As one person has said, "To make a difference in someone's life, you don't have to be brilliant, rich, beautiful or perfect. You

just have to care." Our teachers (and of course all parents) know this only too well when they watch their little people blossom. When a young child feels affirmed, secure and cared for it creates a space for learning to flourish – and this is learning far beyond any preparation for higher levels of education.

It is learning about oneself. It is learning about how to interact with others. It is learning about the majesty of the environment, and how to capture elements of it in art, music and dance. In short, a caring attitude brings out the best in others. It sees beyond tears and tantrums to the innate potential and possibilities which await discovery.

Some might see the role of 'carer' as somehow less important than 'teacher', and yet in an early learning environment these two terms should be inextricably linked. While the professional training of educators might focus on the pedagogy,

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just as importantly the personal interactions should always be led by kindness, empathy and caring. When I am asked why our school is special, I always point to the wonderful adults who fill its rooms.

Whether the teachers, or the warm-hearted individuals who fill the various support roles in the school, we are incredibly fortunate to have people who make others feel cared for and unique. Although this is more difficult right now, with many unable to interact face-to-face, I hope that the children feel a warm embrace, even if through a computer screen.

The writer of the article calls for early learning environments to embrace caring as a pillar of their approach to learning, and I couldn't agree more. As she says, "We have an

opportunity here to redefine the act of caregiving and proudly celebrate the role of carer as a part of our shared professional identity, for the best interests of our youngest citizens." I am grateful each day for our caring staff and parents, all of which makes the ELS an even more warm-hearted and unique place.

Have a wonderful weekend!

Dee Pitcairn
Principal



The Nest (1R)

Kiri Winders, Rachael Soegiono, Min Pattharasiritanarat & Rochelle Lundie

What a lovely week we had! With the weather warming up it allowed us plenty of time outdoors. Early in the week, the children were fascinated with the men outside with the large hoses washing down the playground! Eugene, Martin, Max and Hudson all gathered at the window to look out and watch the men washing the playground with fascination. "What are the men doing?" Kiri asked. "Is that water they are spraying? I wonder if they are washing our playground to keep it nice and clean for us." These are some of the questions that the educators in the Nest ask the children as they observe to extend their ideas of the world along with assisting their language development. Hudson really liked the noise. He said "brrrr" like the engine. He kept coming and going from the window all morning to watch and observe.

The introduction of the yellow bus toy was also a fascination this week. Martin and Lyla, in particular, took turns to play with it. Martin turned it upside down and looked at the wheels. Teacher Abby started to sing "The Wheels on the Bus" and before long Max was dancing and singing along with Eugene rolling his little hands around and round. Zoe waved her hands and Phoenix laughed and waved. This seems to be a favourite song in the group. We continued to sing the song throughout the week with many of the children stopping to sing or dance along!

Our children have been taking an interest in naming the colours of our pop sticks during their loose parts play. We have also been naming the colours of other objects as we play, and at the morning tea when we eat vegetables we name the colour. Some of the children are now able to repeat the colours back to us. It seemed fitting that this week our book of the week was "Edible Colours". The children took an interest to point and talk about the different vegetables on the pages. We use these opportunities to talk about healthy eating also.

Teachers Kiri and Min used the interest in vegetables as inspiration for some art activities with vegetables as the theme. Teacher Min collected some large thick celery sticks and cut the ends for the children to hold and paint with. They really enjoyed the experience of stamping the paint onto the paper and discovering what transpired. Teacher Kiri covered the atelier table with white paper and gave the children some coloured paper to stick on. The children were all very engaged in this activity, which extends fine motor skill as well as the imagination. We later added some paint with foam sticks and had a wonderful time dabbing red and orange paint on with some pictures of carrots and strawberries for inspiration.

Perhaps we will try some new vegetables to eat and explore next week!



The Nest (1R)

Kiri Winders, Rachael Soegiono, Min Pattharasiritanarat & Rochelle Lundie



Fledglings (1E)

By Tatiana Botrel, Jane Teh, and Nadia Breus

Bug life

A new interest has emerged in the Fledglings group. It all started when we read an Eric Carle book, "The very busy spider" for the first time. Since then, the children have not stopped talking about spiders and they also like pretending to crawl on the floor like one. This book became a favourite read as it was often requested to be read during the routine. It got to a point that teachers were only turning the book pages, and the children could "read" the book by describing the illustrations as they were very familiar with the story line.

This week, as everyone arrived at school, they found a new display table in the light box, containing not only spiders, but also different insects. They were given the magnifying glasses to observe the insects closer. To support the children's interest in this theme, we watched a few short videos of dragonfly, butterfly, snails, worms, and spiders, while children expressed what they were seeing or what they knew about them.

At the Atelier table, the children were invited to create cobwebs. They used glue and white twine to make their web. The highlight of the activity was the way the children explored the liquid glue, watching the thin line fall on their paper from their spatula.

Learning Outcome 4: Children are confident and involved learners. Children resource their own learning through connecting with people, place, technologies and natural and processed materials. EYLF, 2009.

Transport

Transport has also been an ongoing interest in our group. With the addition of the jumbo wooden blocks to the classroom, the children started creating different structures with them. It was just a spontaneous playtime, until Luis excitedly announced he was making the Harbour Bridge! This was enough to spark a new interest in our group and encourage other children to join the game, with Teacher Jane mediating the conversations about the bridge.

In the Atelier, the children used the different transport from our play area to drive them on the paper, printing the different tyres mark. To make it even more fun, we also encouraged the children to create another collaborative artwork, where they released small car toys from the top of the "tunnel" letting them fall all the way down.

Learning Outcome 5: Children are effective communicators. Children express ideas and make meaning using a range of media. EYLF, 2009.



Fledglings (1E)

By Tatiana Botrel, Jane Teh, and Nadia Breus



Stage 2

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

The Reddam Olympic Games

Our provocation 'When I grow up' asked the question "Could you be an athlete?" Inspired by the Tokyo 2020 Olympic Games, the children enjoyed participating in our own version of the Olympic games. Our games included a game of soccer, bike racing, running and swimming races, discus throwing and long jump. We all proudly received our medals (we made these ourselves) for being great athletes.

Friendship

Last week the Kookaburra class celebrated Friendship Day. We read the story 'The things I love about friends' by Tracey Morony and discussed about how friends can be different but also the same. This can be in the way they look and what they like to do. The children were asked the question, "What is a friend?"

Avalon said: "It is someone to play with."

Elliot said: "They make you happy and I like movie night with my friends."

Valentine said: "I be happy with a friend."

Edwyn said: "You share and have lots of friends, they make you laugh."

Oliver told us: "Oliver- laughing with my friends, Edwyn makes me laugh."

Maggie said her "best friend was her dad."

Rose told us she "likes to play with her friends and their toys."

Riley said: "I like to play checkers with friends" (his brother Bailey).

Kaitlyn said: "I play with my friends, I like being happy sharing."

Thomas said: "I have lots of friends, helping me for playing."

Bobby: "I watch movies with Annabel and Anna."

Hunter: "Sharing with you."

Rafael: "Laughing with friends."

Myka: "To be laughing and help me when I am sad".

Isabelle: "Coming to your house to play with toys."

Harriet: "I want to do sleepover with friends."

Bianca: "Sharing with friends."

Jack: "Laughing together."

Developing friendships and delighting in others is an important aspect of early childhood. Children's friendships in early childhood are so much more than having someone to play with. Friendships provide a platform for children to practise their developing social interaction skills with the familiar responses of their friends. Through friendships, children can learn to negotiate, empathise, stand up for themselves, stand up for others, listen, ask questions and genuinely have an interest in people outside their immediate family.

Establishing friendships and growing social interactions is also a means for children's wellbeing to develop. Building conflict resolution skills and developing sympathy and empathy towards others are nurtured through social interactions. We develop respect through acknowledgment of differences and learn to co-operatively play alongside others. (Outcome 3: Wellbeing EYLF).

It is great to be a friend and to have friends!



Stage 2 Photo Gallery



Stage 2 Photo Gallery



Stage 3

By Christina Mandalidis, Susan Casey, Jason Corrigan and Yuliya Ginis

This term in 3E the children have been looking at our wonderful world which consists of looking at different countries all over the world that their families or friends are from. We also investigate the cuisine we experience in our homes, as well as having different languages. Many of the children at Reddam speak more than one language in their home and have families from all around the world.

This week we focused on Spain, as one of the children's background is Spanish. We started the week with listening to a song that children would have learnt in Stage 2 and still sing in group times, namely 'My body makes music', also known as 'Mi cuerpo, mi cuerpo hace musica' in Spanish. The children enjoyed singing and using their bodies throughout. They had such a great time singing in English and Spanish.

Then in pairs the children were invited to put some headphones on and listen to Flamenco music. It is essential for young children to develop their listening skills in order for them to determine a speaker's intended message, as well as being able to thoughtfully respond to a speaker's message, and to appreciate music. The children enjoyed listening to the music and some even danced along with the music. After listening, the children were asked how the music made them feel

Arwen: Good happy

Aiya: Happy

Jude: It sounds different to my music

Max: Jumpy

Skye: I want to do dancing

William: Noisy

Presley: Fun and dancy

Eva: Groovy and noisy

Following this we decided to watch flamenco dancing as it is such a special art and so amazing to watch. Flamenco dancing is typically performed with accompaniment, such as guitar, castanets, and singers. The dance itself is highly expressive and the emotions are shown

through a series of arm and body movements. The children noticed that two of the dancers had fans, which have been used for centuries.

For our artwork in the classroom, we decided to create our very own fans. The children were invited up to the atelier and were given some bright red paper. The children then folded the paper back and forth to create pleats. Then we folded it in half so the children could hold the fans in one hand and use it to fan themselves.

These types of activities help to develop hand-eye coordination, fine motor skills and mental concentration for the children and they have been excited about learning about so many different countries that we identify with. It has been pleasing to see the children really enjoying learning all about a different country each week.



Stage 3

Photo Gallery



Stage 3

Photo Gallery



Stage 4

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

Celebrating the Olympics

Life is not quite normal at the moment, as the wonderful world we live in has continued to be affected by Covid-19 this year. Many Australians are living with restrictions and are not able to experience and enjoy life as we used to. Regardless of the restrictions we continue to find new ways to enjoy the things we love that are part of this Wonderful World.

Faster, Stronger, Higher, Together. *Olympic motto*

Although we are locked away from the rest of the world, the world recently united for the Tokyo 2020 Olympics. This was an exciting time, not only because it was the first time in their young lives that the children had experienced the Olympics, but it was a much-needed positive distraction. To celebrate the Games in Krissie's class, we learnt about many of the sporting events in the Olympics and were excited to discover ones that were new to the Olympics such as Skateboarding and Surfing. We researched past and present Olympic mascots including Miraitowa and Someity (Tokyo 2020) Syd, Ollie *and* Millie (Sydney 2000) and Wenlock and Mandeville (London 2012) and discussed the many countries that competed. "Did you watch the shooting? I watched China in the shooting with my dad," said Jeffrey. We even managed to watch the Aussies win gold in a live swimming event! There may have been no crowds this year, but we were all certainly cheering louder than ever as we supported our teams.

Isabella: "Olympics make people happy."

Daniel: "Because it's good for you."

Stella: "Gymnastics and swimming are things people can do at the Olympics."

Jeffrey: "The Olympics means you are strong, and you need to win the race. I think when I grow up, I will be the winner in the running or jumping."

Owen: "The Olympics is for people who are

really good at sport."

Quentin: "You go to play football."

To finalise our Olympic experience, we had a quick discussion about what happens when you win a medal. We talked about how you stand on a podium (I showed them a picture) according to what medal you win. "I want to be on the highest one," said Stella. "You have to win gold," added Isabella. For our wall documentation we drew ourselves winning gold standing proudly in 1st place on the podium. I asked all the children to think about a sport they love and what it would feel like if they were in the Olympic Games and won a gold medal competing in that sport.



Stage 4

Photo Gallery



Stage 4

Photo Gallery



Happy Birthday



Reddam Early Learning

would like to wish a very happy birthday to

Mackenzie Calman, Esther Lawrance, Araluen Symes, Eugene Jeme, Vasia Kotsis & Gabriel McQuarrie

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

We hope you have a fabulous day!

