



Newsletter

JULY 2021

The Power of Praise

Praise is a simple, but meaningful, way to encourage good feelings and good behaviour in your child.

It happens when you tell your youngster what you like about their behaviour, and although, "Good job!" is a catchphrase that rings out regularly in playgrounds, there's a school of thought that specific, mindful praise has greater benefit than generic words of encouragement.

Here we look at Raising Children's advice around praise and see how you can use positive feedback to enhance your child's learning and development.

Why is praise so important?

Praise makes people of all ages feel good, and during childhood, the experts say that it can boost your child's self-esteem, increase their confidence and show them how to think and talk about themselves in positive ways.

Raising Children says praise can help your child learn how to recognise their successes and congratulate themselves for a job well done, and it can also have a motivational effect going forward.

Praise can be used to encourage desirable behaviour in your child, and it shows that you're noticing their effort and achievements and are keen to see more of the same.

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FROM THE NOMINATED SUPERVISOR'S DESK

Over the last few months we have welcomed some new children and their families to our service to join our St Brendan's Child Care family and to start their early childhood development journey with us. It has been so great getting to know all of our children and families individually. It is wonderful to also see our families connecting and building relationships with each other and our educators at our Centre!

As we are still living in the "new norm" due to Covid-19 restrictions, I would like to thank all our parents/caregivers for their understanding and patience during this time.

With winter here, I wish to advise families to please ensure clothing appropriate for the weather is packed in your child's bag and correctly labelled to ensure all items are being sent home and been accounted for.

Note to Kindy families – as the new term starts back at St Brendan's Catholic Primary, we just need to let you know that, unfortunately we will not be attending our usual stay and play every Wednesday. I know this is disappointing, to you and especially to the Kindy class, however, we will be resuming the programme in Term 4 to ensure your children will be ready to transition to school come 2022.

UPCOMING EVENTS

AUGUST

14th-22nd

National Science Week activities

21st-27th

Book Week



COMMUNITY LINKS/EVENTS

The Winter Village
June 3rd - August 29th
Northshore River front Event site – Hamilton

Brickman's Wonders of the World:
18th June - 4th October – Queensland Museum

Kid's Collective – 26th August – 9am-1pm - Southbank

We had an incredibly special show for our Kindy class called **"Ditto's Keep Safe Adventure Show"**. This featured **Ditto the Lion Cub**, who visited the Centre on the 21st July to teach the children about:

- Differentiating 'yes' and 'no' feelings
- Recognising the bodies 'warning signs'
- Body ownership
- Helping children identify language and feelings associated with secrets
- Reinforcing that there is no secret that children cannot tell someone
- What to do if you feel unsafe or unsure

All our children's safety is so important and our number one priority here at St Brendan's Childcare. But how do we get our children to understand their own safety and protection? This is something that we have been working on with the children, especially the Kindy class, through daily conversations, books and educational videos.

The children really enjoyed the Show!

I hope our families are enjoying the updates from the **OWNA APP**. If you need any support with this program, please speak to me at your convenience.

Brooke and Candice
NOMINATED SUPERVISORS



NURSERY NEWS

Welcome to the Nursery room news. Hello to everyone and a special welcome to our new children **Theodore, Rose, Chanel, Flynn** and their families who have joined us in the Nursery room this month. We are trying our best to make them comfortable in our room. Please feel free to speak with us regarding the care of your child.

A huge congratulations to **Alex, Louis** and **Chloe** who were recently moved up to the Toddler room.

I can hardly believe we are more than halfway through the year. But remember, we have many fun-filled learning days ahead! Here is what we have been up to this month.

NAIDOC week: For NAIDOC we did some dot painting using cotton buds. We also made an Aboriginal flag with handprints. The children tried to differentiate black, yellow and orange by seeing and touching them. They also felt the wet and cold texture of the paint.

This month we were all very excited for **Friendship Day** when we were celebrating co-operating with each other and forming our unique bonds. On Friendship Day, we were all holding hands and singing and dancing together with music. We also did painting on paper dolls, who were holding each other's hands.

(Learning outcome: 1: 3C: Share aspects of their culture with the other children and educators.

Principle: Respect for diversity
Practice 4: Intentional teaching)

The children love learning through music. For example, they enjoy counting with one of our favourites, 'Five Little Monkeys'. Music also gives the children a chance to create special friendships, as they love singing and playing instruments together.

This month on 21st July, **Miss Rehana** celebrated her special Eid festival. "Eid Mubarak" everybody!

Feel and touch: We are also doing sensory/tactile activities. The children were having so much fun pushing their fingers through the play dough, paint, glitter and jelly and feeling the smooth, rough, soft, slimy and cool textures. They also have a lot of fun playing with our popping blocks – they squish their little fingers into the blocks and watch as they sink in.

(Analysis of learning: Children contribute to community goals and events through fun and creative ways.

Links to EYLF

Outcome 3: Children have a strong sense of wellbeing
Outcome 4: Children are confident and involved learners
EYLF Principle 5. Ongoing learning and reflective practice
EYLF Practice 2. Responsiveness to children
EYLF Practice 4. Intentional teaching)

Coming Events for August

2 nd to 27 th	Dental Health Month
14 th to 22 nd	National Science Week
21 st to 27 th	Book Week-old worlds, new worlds, other worlds

Reading books

The children have shown a great interest in reading books. We try to read a new story every few days. This is great for their language development.

Reading books is a comforting and relaxing experience. Babies enjoy reading books and love seeing the pictures in

the book. It helps develop their knowledge of the world in a creative way.

(Learning outcome: 5:2A: Listen and respond to sounds and patterns in speech, stories and rhymes in context.)

We are continuing to learn about shapes, colours and numbers. We will try to improve some aspects for toddlers such as:

- Keeping things where they belong
- Helping to pack away indoor play times
- Sharing
- Cooperation with other children
- Encouraging children to wash their hands using soap.

We are also going to explore diverse colours to celebrate Spring which is approaching very soon!

Just a small note from us – as the weather is very cold, please send your children with a spare set of warm clothes which they can wear if it gets too cold. Please also remember to label their belongings.

Until next time.

Miss Rehana, Miss Sylvia and Miss Suvada

TODDLER NEWS

It's the last month of winter and spring is approaching! Please keep in mind when dressing your child that we do go outside in the morning and afternoon. The children have the most fun and the best learning experiences when they are comfortable.

Here in the Toddler Room, we have been learning about colours. There are so many fun toddler colour activities that are simple, playful, and fun to help the children learn about different colours. Children begin to learn colours from toddler age and their ability to identify colours is considered a milestone in their cognitive development. Being able to distinguish colours helps build the cognitive pathways between visual clues and words. Therefore, engaging with children in helping them learn colours is essential.

The Toddlers love bright colours. We started with the basic colours first: red, green, yellow, blue. We let them understand the concept of these basic colours before we go beyond these four colours.

The Toddlers also like to sing songs about colours. As an extension, we thought about other toddler colour activities for the room which we added to our days in the room.

Toddler Colours Activities

Here is what we did in our room:

- We started with exploration
- We read aloud to the little ones.
- Every day we read a collection of colour books as an introduction to the toddlers about colours.
- We started with the basic colours: Red, Yellow, Green, and Blue.
- We sang the colour songs and introduced the colours to them in a fun way.
- We listened to the radio songs about colours, including *Twinkle, Twinkle Rainbow Colours* and *The Sky is Blue*

Colourful Blocks

The Toddlers also like to play with different types of blocks:

Lego blocks help to build fine motor skills while learning about colours and the children learn to describe colours and shapes and sizes using Gigiblocks

We are looking forward to a new month and all the fun activities that will be planned based on the Toddlers' interests!

Miss Anna and Miss Nusrat

JUNIOR KINDY NEWS

The Junior Kindy children are learning through play and the use of educational toys. They are engaging in social interactions which helps children to learn by observing others. As they play together, they feel a sense of belonging and play is an important aspect of a child's overall development as it improves their intelligence and sparks creative thinking. Our Junior Kindy children are engaging in quality play experiences which keeps them engaged and enhances their learning. Here is the summary of children's learning experiences:

Drawing: Drawing encourages children to use their imagination to create pictures on paper. They also learn to maintain eye hand coordination while moving pens and pencils to draw their favourite things. Such activities make children aware about their abilities and educator appreciation works as a tool to build their confidence. The children enjoyed drawing activities and learnt the names of different colours as they drew the pictures. They also became more confident about expressing their feelings as they told their educators about their favourite colours.



Evander and **Sonny** said that their favourite colours are yellow, and **Thomas** liked red as his favourite car's colour is red.

Healthy eating: There are plenty of unhealthy snacks all around us which are harmful for the little children. To teach children healthy eating habits, we organised activities in which children learned to make healthy food choices. They promised to eat fruits and vegetables every day. We taught children about healthy food items by organising different activities related to fruits and vegetables.



Soccer training: The service organised a soccer session for the children. The children were excited to kick balls into the net under the supervision of a trainer who taught the children proper kicking techniques. The children developed fine and gross motor skills by kicking the ball with their little feet. **Marko** wanted to throw the ball with his hands and **Thomas** liked to kick the ball from a distance.



Naidoc Week: We celebrated Naidoc Week to show respect for the traditional owners of Australia. While participating in Naidoc Week activities, the children became aware of fairness and developed a sense of belonging to different communities (Learning Outcome 2). The children learnt an Aboriginal art style as they performed dot painting and we also discussed Aboriginal culture and history. The children enhanced their understanding of the colours of the Aboriginal flag by painting paper flags with red and black colours.

Our families can be assured that, while in our care, their children are safe, secure, and supported and that they are learning many life skills whilst engaged in play and learning activities.

Thank you.

Miss Pari and Miss Tania

KINDY NEWS

This month we explored volcanoes which was really cool. We discussed what volcanoes are and what makes them explode. The children made volcanoes in the sandpit. The children made volcanoes from play dough and then using vinegar, bi-carb soda and some red food dye made the volcanoes "explode". This then led to an interest in dinosaurs.



Venturing into the world of dinosaurs the children discovered "Dinosaur Land". Here the children were able to explore an interactive play space. The room was set up as a play space that the children could engage with. Using the space, the children were introduced to a variety of fun and interesting activities including "We're Going on A Dinosaur Hunt", Dinosaur habitats, Dinosaur puzzles, dinosaur shapes and even a special sleepover in our "Dinosaur Land". We discussed different types of dinosaurs and **Miss Monica** demonstrated to the children how the dinosaurs move through mime.



Under 8's Day

The children were invited to the **Under 8's Day** at the local School, St. Brendan's. At the school, the children were allocated a starting station and throughout the duration of the morning they attended five workstations that were organised and run by teachers. The first station was the sensory station where the children explored their senses with a hands-on experience. The next was an obstacle course where the children challenged their gross motor ability. After the obstacle course, was making your own pet rock. Then the bubble station which was really fun making bubbles and using the bubbles to make artworks. The last station was a stencil station where the children were encouraged to place leaves under white paper and making rubbings using crayons. The children all had a wonderful time at the event.

Self-regulation

The children have been exploring different ways to self-regulate and self-soothe themselves. We have recently completed training with the **Pathways to Resilience** team and have been using the techniques learnt in class. I have found that using these techniques which include making time for little pockets of calm during the day beneficial to the overall daily program. One of these techniques is creating a quiet space where the children have time to be still and reflect.





INDIGENOUS CULTURES

The children were introduced to the two main indigenous cultures, Aboriginal and Torres Strait Islander.

Celebrating NAIDOC WEEK, we developed an understanding of what it means, exploring culture, heritage and traditions and developing a respect for indigenous elders and acknowledging the land on which we stand and recognising that all are equal. We also developed an understanding of Bridging the Gap.



As a class we explored how we can contribute to awareness of the indigenous cultures of Australia.

The children explored important indigenous symbols such as the boomerang, meeting place and waterways. This year, the NAIDOC experience was extended online through a variety of educational videos that the children were able to watch to broaden their knowledge. As a conclusion to the exploration, the children learnt about traditional totem animals and made damper from scratch. The damper turned out really well and was very yummy too.



Body Boundaries:

We have been emphasizing to the children the importance of body boundaries and about keeping hands to themselves. Every day this is emphasized through meaningful discussion in group times. As a class, we also revisit Room and Centre rules and acceptable behaviours in the playground, classroom and bathroom areas. Children are encouraged to make good choices, to stay where they can be seen and develop an understanding of empathy for others. Recently, **Braveheart** visited our Centre with their mascot **Ditto the lion**. Braveheart shared information with the children about feelings, feeling safe, warning signs, private parts, the body, knowing how to say "NO!", secrets and strangers. This is something that we will be following up in class and in our kindergarten program. I would encourage you to discuss body boundaries with your child. There are many great educational resources online and in reading books. It is important for the children to feel safe and to know who they ask for help.

The Kindergarten Staff,
Andrew and Bella

The Power of Praise.... (Cont'd from page 1)

What kind of praise is most impactful?

Although it's easy to say, "Great work!" when your child packs up their toys or puts on their shoes unassisted, Raising Children says that non-specific praise (or compliments given when your child hasn't actually done something), can lessen the power of your praise.

For this reason, '**descriptive praise**' is encouraged, and this type of considered comment involves you saying what you specifically like about your child's behaviour.

This means that instead of using, "Great work!" as your go-to response, you might say, "I like the way you've found a place for all the toys in your room" or "I like the way you chose gumboots for this rainy day."

How does encouragement relate to praise?

Encouragement is praise for effort, not just for achievement, and this kind of praise can be used to:

- Motivate your child to try hard in the future (e.g. "You worked really hard to put those puzzle pieces together and almost solved it!")
- Help them do something or act in a certain way (e.g. "Show me how well you can tie your shoelaces")
- Change their behaviour for the better (e.g. "It's great how you used words to ask for that teddy")
- Build your child's confidence
- Encourage them to persevere and
- Help them stay upbeat when they encounter challenges.

First Five Years contributor, **Dr Michael Nagel** says, “*When effort is praised, children show greater willingness to take risks, [they] work out new ways of doing things, do not fear failure and generally appear more resilient over time.*”

How does praise for effort compare with praise for an inherent trait?

If you praise your child for being clever or pretty or ‘a natural’ at sport, then you’re praising them for an inherent trait; and Dr Nagel says this praise for something, ‘Innate, natural and potentially unchangeable’ does not have the same long-term benefits as praise for effort.

He says numerous studies have shown that praising a child’s effort instead of an inherent trait, ‘Is positively related to that child’s motivation and approach to challenging tasks,’ so instead of saying, “*You did well, you’re very smart!*” you might want to say, “*You did well, you must have tried really hard!*”

How can praise be used to promote good behaviour?

When it comes to your child’s behaviour, praise can be a powerful tool for encouraging more of the behaviour you like to see.

Raising Children says, “*Children are more likely to repeat behaviour that earns praise,*” and, practically speaking, they say the best way to encourage good behaviour is to:

- Look out for times when your child is behaving how you want them to;
- Get their attention as soon as you see this good behaviour; and
- Tell your child exactly what you liked about it (e.g. “*I like the way you gave Frankie a turn on the swing just then*”).

When you’re starting out with this technique, they recommend that you praise your child every time you see the desirable behaviour, then, as the behaviour becomes more common, you won’t need to praise it so much.

Rewards can also be paired with praise to reinforce good behaviour and encourage your child to act that way again.

A small treat, nice surprise or special privilege given after your child behaves well can encourage them to repeat their actions, but keep in mind that rewards should be used in moderation or they’ll lose their impact.

How can you incorporate praise into the day-to-day?

Raising Children says, “*You can’t give too much praise*” and they suggest that you actively look for opportunities to compliment your child in a meaningful way.

They recommend that you:

- Give your child words of encouragement every day, and when you feel good about them, make sure you share this with them.
- Focus on praising your child much more regularly than you criticise them. Aim for a ratio of at least six compliments for every single negative comment.
- Praise your child’s effort as well as their achievement, and look for little changes and successes to praise, instead of waiting until they perfectly master something before you comment on it.
- Praise your child for their unique strengths and encourage them to embrace their individual interests to help them build self-confidence and a sense of pride.

What we can take from all this, is that simple, well-selected words can be used to motivate your child, guide their good behaviour and give them an emotional boost. So let’s all make an effort to look for the positives and incorporate praise into our everyday parenting.

Reference

Raising Children