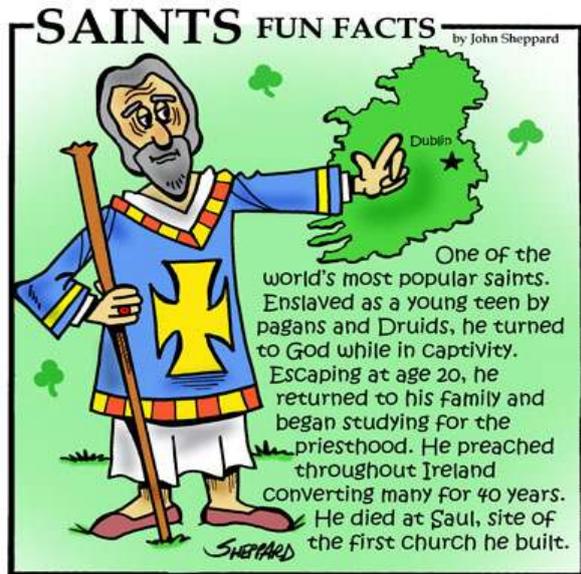




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 narelle@stannesldcc.org.au

Dear Families,  
 As part of the St Francis Xavier Parish of Ballina and the Catholic Diocese of Lismore I want to acknowledge with you the "specialness" of this Friday 17 March, St Patrick's Day. St Patrick is the Patron Saint of the Lismore Diocese.

*Happy St Patrick's Day everyone!*  
*Yours as we educate and care for children together,*  
 Narelle Dewhurst.  
 Centre Director.



St. Patrick

If collecting your child from the Preschool area from 4.30pm to 5pm please enter the group times quietly so as not to distract the children from their group time with their educator —singing or story listening. You are welcome to quietly take them from the group or wait if you have time.

## What do I do if I bring my child to St Anne's before 8.15am and/or if I pick up after 5pm?

The full team of educators are not at work at 7.30am and are not here until 5 or 6pm. At these parts of the day lesser children are in attendance and educators are rostered on 8 hour shifts throughout the day.

**Children from all rooms are to be taken to the Shells Room** (the room adjacent to the foyer) **if they are arriving before 8.15am.** At this part of the day the children are in "mixed age group care" in this "family group room" with the educators who start at 7.30am. At 8am the 0-2 year old children (Pebbles and Pippies children) are taken to the Nursery to start their day with their educators/carers. So if you arrive after 8am and your child attends the Pebbles or Pippies Room you can go straight to their room in the Nursery.

**At 8.15am the Preschool children** (Seabirds and Rockpools children) **are taken by their educators to the Preschool outside learning area.**

**In the afternoon,** the Nursery children stay in the Nursery until around 5pm and are then brought to the Shells Room for "late afternoon mixed age group care" in the "family group room".

Preschool and Shells children will either be in the Seabirds Room or on the outside Preschool verandah in a "group time" experience (story or music) with educators. At 5pm they too will meet in the Shells Room.

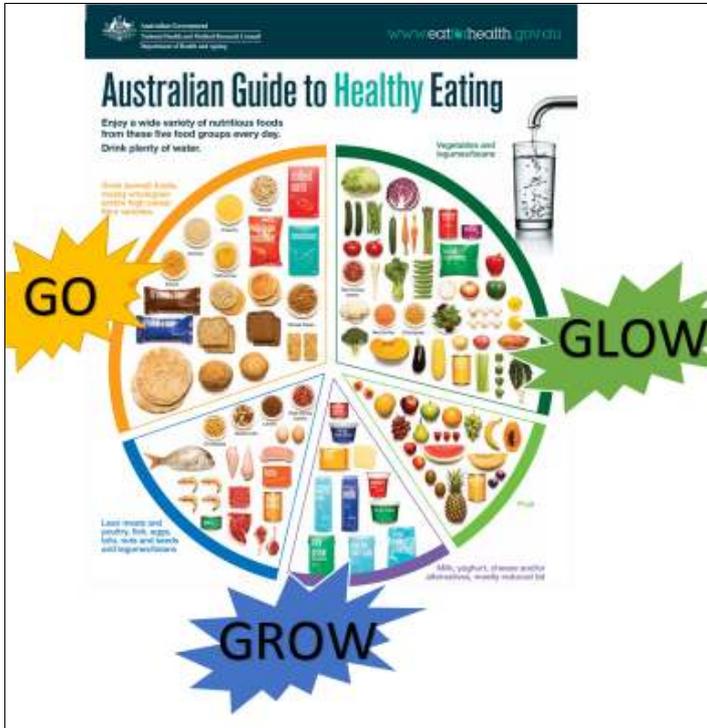


**St Anne's will be CLOSED on Good Friday 14 April and Easter Monday 17 April.**

PLEASE put your child's name on EVERYTHING!

It is so much easier finding the owner of things when there is a name!

\*\*\*\*\*



**GO:** breads, grains & cereals

**GROW:** meat, nuts, legumes, eggs & dairy foods

**GLOW:** fruits & vegetables

Try to include a variety of Go, Grow & Glow foods in your child's lunchbox every day!

**St Anne's menu is based on the Australian Guide to Healthy Eating.**

\*\*\*\*\*

**Did you know.....**

Last year we joined a group of 20 Preschools in a Native Bee project—

***Buzzcare Rescue Project.***

This is a collaborative project between Richmond Landcare, The Australian Native Bee Company and the Roads & Maritime Services.

The aim of the project is for young children to learn about the environmental value of Australian Native stingless bees thanks to a pilot initiative to help protect the bees as part of the Woolgoolga to Ballina Pacific Highway upgrade.

We have a Native Bee hive installed near our garden bed in the Preschool outside learning area from which we hope to harvest "sugarbag honey".

*Our Australian Native bees are thriving .....*

*Monday 13 March, 2017*

*Steve Maginnity (Francis in the Shells Room's Dad) from The Australian Native Bee Company, came today to see how our bees are going....*

*Our bees are happy, healthy and very busy.*

*We watch them come and go from our new hive.*

*Steve said the bee's will enjoy the paperbark trees (which are behind the houses in Carol Ave) when in flower soon - a "delight" for the Australian Native bee's. The children have been very respectful of our bee's, refraining from disturbing their home (hive) and watching only.*

*Did you know the Australian Native stingless bee that we have is the:*

*Tetragonula carbonaria*  
(genus) (species)

*Thank you Steve for the visit.*

*Please feel welcome to visit the preschool outside garden to see our hive.*



## HEALTH & SAFETY: Separation anxiety



Attending an early-learning program such as long day care, pre-school or family day care is an important and exciting stage in a child's development. They will have opportunities to interact with other children and educators, and benefit from a stimulating learning environment.

Some children embrace this change with an enthusiasm that can leave parents feeling confident and comfortable, and perhaps even a little left out. Other children may feel afraid, upset or anxious. It may be the first time they have been in the care of adults who are not part of their family, or the environment could be noisy and crowded compared to being at home, making it all feel a bit too much.

From about six months old, most children begin to show distress when they are away from their parents or carers, as they don't yet have a separate sense of self, so can feel a part of them is missing. While this can be worrying for parents and carers, it is normal for children to find the transition to childcare upsetting, and important to remember the distress is often short-lived. There are a number of easy things you can do to help your child settle into the new environment.

**Behaviour To Look Out For:** Not every child will find being away from their parents or carers upsetting, and not every child will respond in the same way. When children are upset, they can express this in a number of different ways, such as becoming visibly upset, and will cry or call out. Some children experience physical symptoms, headaches, nausea or tummy aches. Others may appear nervous, restless, clingy, or quiet and withdrawn.

**What Is Your Child Thinking?** When being separated from you upsets your child, it might be because they don't understand when you will come back or may feel anxious around unfamiliar people or places. Common thoughts children have in this situation are:

- 'I don't feel safe without my mum or dad.'
- 'Something bad will happen and I may never see them again.'
- 'I'm scared and don't know what to do.'

**What you should do:**

1. Prepare your child: talk about what is about to happen or what they should expect. Talk about what you will do when you see each other again.
2. Work together: Keep staff informed about what is happening and how your child is feeling. They are there to help.
3. Build Trust: Keep goodbyes short and let them know when you will be back. Don't ignore distress, respond and comfort.
4. Build feelings of safety: Be calm, create a regular routine, share something special just for goodbyes; a high-five, handshake...
5. Reconnect: When you pick your child up spend extra time with them, talk about their day and what they did.

If your child doesn't seem to be settling down over a period of a few weeks or seems to be regressing in some ways, don't panic. Talk to the service's staff, who will be able to give you insight into your child's experience and how they are responding to the new environment.

### Pay Attention To Your Own Feelings

Don't forget that it's not just children who can find separation upsetting. It's also normal for parents to find the process distressing and you should make sure you have strategies to deal with this as well.

*Source: <http://www.childmags.com.au/school/0-4-years/5444-how-to-deal-with-separation-anxiety-at-childcare>*

### **Excerpt from St Anne's Handbook:**

Information given to families to help them settle their child into care.

**Before your child's first day** at St Anne's (if time allows) we encourage you to make as many visits as you would like to help your child become familiar with the setting, the people in it, sounds and smells within it, their group room, the bathroom and the outside learning area.

It's important to familiarise children with the environment and routines and to be given support through any worries they may have. Often what seems simple to us as adults, gives children the most anxiety, in particular routines like toileting, eating, rest time, and, who will they play with. It is helpful if you learn the staff's names and use them in your conversations at home with your child so that your child gets the sense that you (the most significant person to them) feels comfortable with the setting and the people who are going to care for them in your absence.

### **On your child's first day and when you are ready to leave:**

Make sure your child is involved in an activity with a staff member close by or, in the direct company of a staff member

Say goodbye to them happily and confidently and leave without hesitation

We encourage you to ring anytime and as often as you want, to ask how things are going for your child.

*Your confidence in us (or alternatively, your anxiety) is quickly transferred to your child through your body language and your words. It is VERY usual for parents to feel anxious, upset, torn, and unsure when leaving children in care with adults you may not know, particularly if it is for the first time, and particularly if your child has had a previous experience that was not so positive. Please let us know how you are feeling; your feelings and thoughts matter to us and knowledge of your emotional disposition helps us support you and your child to the best of our ability. Please remember, effective communication with you is important to us. As your child's parent – you are always welcome!*

## What is STEM?

Recently, you may have heard many people talking about STEM – Science, Technology, Engineering and Mathematics – it seems to be everywhere we look, and it is! STEM thinking is found in all corners of our daily life, from our computers, to the music we listen to, hospitals and even supermarkets.

Encouraging STEM thinking in early childhood is forming the foundation of deep critical thinking later in life in new and creative ways. As Albert Einstein said, “To raise new questions, new possibilities, to regard old problems from a new angle, requires creative imagination and marks real advance in science.”

STEM in Early Childhood is a starting point to learn more about how the content areas of Science, Mathematics, Engineering and Technology (STEM) link with other curriculum areas and programming in early childhood settings.

At St Anne’s our Preschool teachers will be exploring some of the ways that they can incorporate and strengthen STEM into their education practice with young children.

## But is it STEM or STEAM? ...do the ARTS belong?

Author: Anne Jolly (USA teacher and writer of STEM curriculum modules for middle school students and Professional development for teachers).

Anne writes:

A tug of war is currently looming between proponents of STEM education (science, technology, engineering, and math) and advocates for STEAM lessons, which add art to the mix.

Art is often touted as a method of adding creativity to STEM—but keep in mind that engineers are rarely lacking for creativity and ingenuity. Just look at the world around you for proof. The purpose of STEAM should not be so much to teach art but to apply art in real situations. Applied knowledge leads to deeper learning.

All of that is to say: I don’t yet have a clear picture of what an ideal STEAM project looks like. In my effort to find some clear examples, I wrote \***Dr. Howard Gardner** to ask him if he had ideas for how to include art in STEM. He responded: “I don’t have strong views about whether arts should become a part of STEM or be self-standing. What is important is that every human being deserves to learn about the arts and humanities, just as each person should be cognizant of the sciences.” I don’t think anyone could say it better than that. A STEM program is just one part of a child’s education, focusing on math and science.

But our children need a well-rounded, quality education that enables them to make informed decisions that will impact the world and the way they live.

We need students who are motivated and competent in bringing forth solutions to tomorrow's problems. When push comes to shove, it’s not STEM vs. STEAM—it’s about making every student a fully-literate 21st-century citizen.

Who is Dr Howard Gardner?

\***Dr Howard Gardner (1943- )** a developmental psychologist and Professor of Education at Harvard University, proposed in 1983 the “theory of multiple intelligences”. He defined **multiple intelligence** as a set of abilities, talents or mental skills that all individuals possess to a greater or lesser extent.

The theory of *multiple intelligences* challenges the idea of a single IQ, where human beings have one central "computer" where intelligence is housed.

Howard Gardner, the Harvard professor who originally proposed the theory, says that there are multiple types of human intelligence, each representing different ways of processing information:

Linguistic intelligence (word smart)

Logico-mathematical intelligence (number/reasoning smart)

Musical intelligence (sound smart)

Bodily-kinaesthetic intelligence (body smart)

Spatial intelligence (pattern/3D smart)

Interpersonal intelligence (people smart)

Intrapersonal intelligence (self smart)

Naturalistic intelligence (nature smart)

