

Dear families,

Welcome back! We hope you all had a great Christmas and safe holiday. It's good to see so many returning little friends and new friends too. We are excited to share this learning journey with you and your child.

Our vacancies fill up fast, but we still have a couple at the moment, so please advise us of any changes you may have. Also, feel free to let any interested friends know of our vacancies.

Lastly, to save your child's 'good' clothes from activities like painting, we have some orange and green Rainforest t-shirts available in Sizes 4 and 6 for sale.

Please see Miss Anna if you are interested.

Kind regards,

Andrea

February Events...

11th – Don't Cry over Spilled Milk Day

14th – Valentine's and friendship Day

26th – Bunnings visit

2018 Educators

Our educators for 2018 are

Miss Anna - Lizards group educator

Miss Surekha - Butterflies group educator

Miss Nev - Frogs group educator

Miss Mandie - Educator

Miss Tennille - Educator

Miss Dani - Trainee Educator

Miss Andrea - Office assistant

What to bring to Rainforest

Please remember to bring the following to school each day:

A piece of fruit

Spare clothes relevant to the season

Legionnaire/bucket hat

Small favourite soft toy (must fit in schoolbag) for rest time only

Fitted cot sheet set

Nappies if required – at least 4

Belonging, Being & Becoming

The Early Years Learning Framework for Australia aims to extend and enrich children's learning from birth through the transition to school. The Framework's vision is that: *all children experience learning that is engaging and builds success for life.*

The National Quality Framework sets National Quality Standards for early childhood education and care providers in Australia.

The National Quality Standard will improve quality through:

- *improved staff to child ratios to ensure each child gets more individual care and attention,
- *new staff qualification requirements to ensure staff have the skills to help children learn,
- *develop a new quality rating system to ensure Australian families have access to transparent information relating to the quality of early childhood education and care services
- *a National Body to ensure early childhood education and care is of a high quality.

Fundamental to the *Framework* is a view of children's lives as characterised by **belonging, being and becoming**. From before birth, children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

Belonging - knowing where and with whom you belong is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.

Being - Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

Becoming - Children's identities, knowledge, understanding, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society

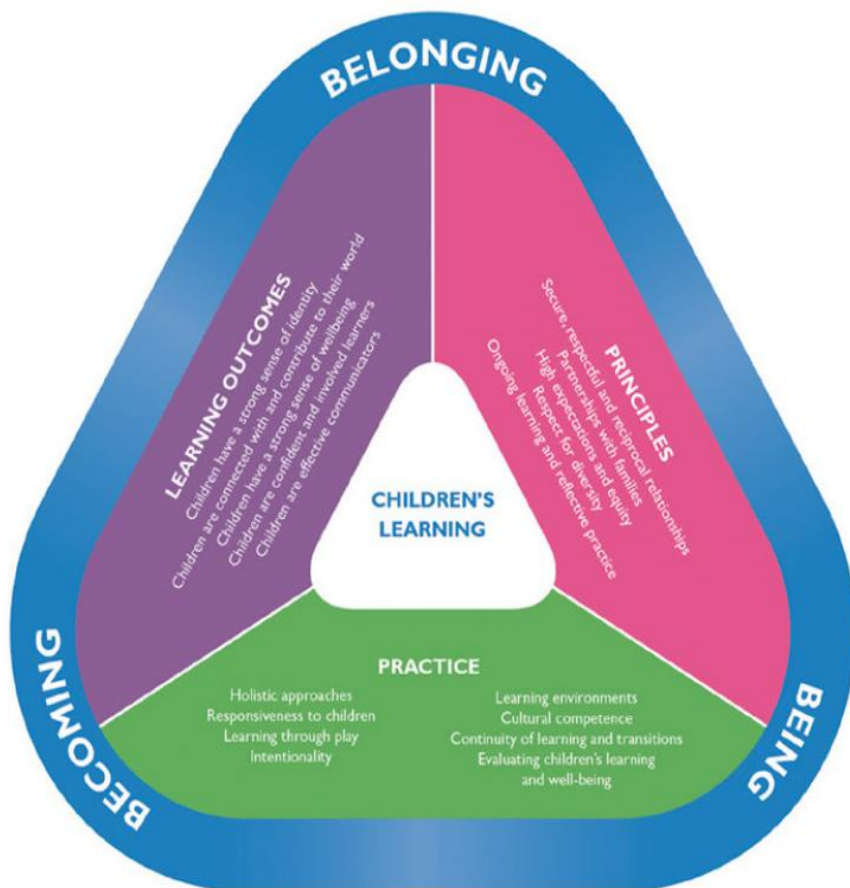


Diagram: Principles, practice and outcomes

At Rainforest, we use Planning, Evaluation and Observation styles to accommodate the EYLF. Our programs and daily evaluations include 'The week ahead...Reflective Journals, Learning stories, photo charts, group (Frogs, Butterflies and Lizards) display boards, individual and group planning. We welcome input from parents across all areas to assist us to improve and make a better, more educational and fun learning environment for the children.

Principles, Practice and Outcomes

There are five principles, shown in the diagram, that reflect contemporary theories and research evidence concerning children's learning and early childhood method and practise of teaching. The principals underpin practise that is focused on assisting all children to make progress in relation to the learning outcomes.

In practice, the educators can draw on rich collection of teaching practices to build on children's existing knowledge and skills to enhance and promote their learning.

There are five learning outcomes designed to capture the integrated and complex learning development of all children across the birth to five age range. The outcomes are broad and observable and acknowledge that children learn in a variety of ways and vary in their capabilities and pace of learning.

Learning in relation to the outcomes is influenced by

- Each child's current capabilities, dispositions and learning preferences.
- Educator's practises and the early childhood environment
- Engagement with each child's family and community
- The integration of learning across the outcomes.

Fun Fact – 11th Feb is Don't Cry Over Spilled Milk Day

Yes, Don't Cry Over Spilled Milk Day is real!

This can cover a range of situations in life that just need a day to remind us to take the time to look around you and just breathe. Find joy in the small things and don't worry about things that you don't have control of! If something happens (spilled milk) don't cry or yell. Take a deep breath and find your happy place!