

# **BALAYANG ROOM ORIENTATION INFORMATION 2016**

Over the past few years Co-op has been embedding Indigenous culture throughout our programme. One aspect of this was to incorporate Woi Wurrung language on a daily basis. Woi Wurrung is the language of the Wurundjeri, the traditional custodians of the land on which our Co-op resides. We decided that one way we could do this was to change our room names. After consulting with the Victorian Aboriginal Corporation for Languages, (VAACL), we decided on Pirnbeal, (Rainbow), for the kinder room, 3- 5 years and Balayang (Bat) for the 1 -3 year old room. Balayang is the Creator Bunjil's brother, and controls the waterways, such as creeks and rivers. Considering our geography, and close proximity to Merri Creek, we thought this was an appropriate name. After deciding on these names, the proposal was referred to the Wurundjeri Elders Council to gain official permission to use the language and names.

## **Orientation of new children**

At Co-op we recognise that the settling in process is difficult for both the child and parent. To help alleviate the stress, we have some guidelines to help during what can be a stressful time. Please note that this is only a guideline. Staff will communicate with you to meet your child's individual needs.

For the 1<sup>st</sup> week, parents must stay with their child for 1-2 hours. After the 1 - 2 hours you must leave with your child.

For the 2<sup>nd</sup> week, parents may leave their child for 1-2 hours. Staff will contact the parents if their child does not settle after a reasonable amount of time. After this time parents must pick their child up and take them home.

For the 3<sup>rd</sup> week, your child can stay for lunch if happy and settled. Staff will contact you if your child has not settled after a reasonable amount of time. You are welcomed to join us for lunch.

When both the parents and staff feel the child is ready, (s)he can stay for a sleep.

We generally find that once the parent leaves, the child settles fairly quickly. However, if this is not the case, staff will contact the parent for the child to be picked up.

This is just a guide and we will work with your child's individual needs. Some children may take longer to settle in and you will need to allow time for this.

### **Illness of children**

Children showing signs of more than a mild illness (e.g. a cold), should not be sent to Co-op.

If a child becomes ill during the day, the Co-ordinator will notify the parent, and it may be necessary for the child to be taken home, or for the parent to make alternative arrangements.

Sick children will be cared for separately from well children where possible, until picked up.

Staff will make the child as comfortable as possible, but parents must be aware that it is extremely difficult to provide one-to-one care.

The child shall not return to Co-op until they are well.

The Co-ordinator may, at his/her discretion, require the provision of a medical clearance certificate before the child may re-attend Co-op.

### **Infectious/communicable diseases**

Children with infectious/communicable diseases/conditions **must not** be sent to Co-op until the condition is no longer infectious/communicable.

Parents **must** inform the staff if their child is suffering from an infectious condition.

Where the following infectious conditions are experienced by a child within Co-Op, parents will be notified as follows.

: Diarrhoea	After the 1 <sup>st</sup> episode
: Vomiting	After the 1 <sup>st</sup> episode
: Head Lice	Immediately
: Conjunctivitis	Immediately
: Unusual Spots/Rashes	Immediately
: Elevated Temperatures	Immediately

Parents will be notified immediately if the child's temperature is above 37.5 degrees.

The Co-ordinator is responsible for prominently displaying notification of any cases of infectious disease.

Parents should check with the Co-ordinator or their doctor if they are unsure of the infectious period.

Children affected with chronic diarrhoea will be excluded from care until a written clearance from a medical practitioner is sighted stating that the condition is not infectious. In other cases, the Co-ordinator may also require provision of a medical clearance certificate.

## **The Early Years Learning Framework for Australia Belonging, Being and Becoming**

The aim of this document is to extend and enrich children's learning from birth to five years and through the transition to school. The framework forms the foundation for ensuring that children in all early childhood education and care settings experience quality teaching and learning. It has specific play based learning and recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development. The framework has been designed for use by early childhood educators working in partnership with families, children's first and most influential educators. (EYLF, p. 5) The EYLF provides the context for our curriculum here at Co-op. Curriculum encompasses all of the interactions, experiences, routines and events, planned and unplanned, that occurs in an environment designed to foster children's learning and development (p. 9) All of our planning and daily practice is done in relation to the framework. We plan for each child by observing their interests, abilities and needs and document this in their portfolios. We then relate this back to the framework which you will read throughout their portfolios.

The framework also encourages reflective practice and assists educators to think about other ways of doing things. Reflective practice helps us to become increasingly thoughtful about our work and motivates us to look deeper and explore new ideas and approaches.

An important principle of the framework is Partnerships: Working with families and community. A key element of Co-op's philosophy is families: forming partnerships, open and clear communication and active participation. Learning outcomes are most likely to be

achieved when early childhood educators work in partnerships with families.....Partnerships are based on the foundations of understanding each other's expectations and attitudes, and building on the strength of each other's knowledge (p. 12) The framework provides an opportunity for educators across Australia to work towards:

- a clear focus on children's learning and wellbeing
- a shared language for curriculum in the early childhood field
- a base for planning, promoting and assessing learning
- improved quality in early childhood settings
- cultural security for Aboriginal and Torres Strait Islander children and their families
- including families and communities in children's learning.

Please feel free to discuss any aspect of the framework with the team. If you would like more information please let us know!

## Individual portfolios

Your child's portfolio contains learning stories, photos artwork and any pieces of information relevant to your child's day. The items in this portfolio reveal your child's strengths and interests and signify children's belonging that is situated in routines, customs and regular events. This portfolio, with learning stories is a keep safe artefact of their belonging at Clifton Co-op. We encourage parents to take them home and add, for example, photos from a holiday or stories from a weekend. Having this exchange of information between Co-op and home gives a meaningful picture of your child's life. This portfolio is kept on top of the children's book shelf. Please let us know when you take it home.



## Our room journal

At Co-op we think all aspects of centre life form an important part of the centre programming. Creating a safe rich learning and living space for children is an ongoing and evolving process. This journal is a place to record this journey and we will use it to describe and reflect on our

- Physical environments - aesthetics, practicalities, changes
- Interactions and communications
- Spontaneous play / learning / living experiences that are initiated by the children
- Our planned activities that emerge from children's interests and interactions
- Routine times including rests and meals
- Group dynamics and the growing connections between everyone
- Transitions from home to Co-op and back again

Belonging Being and Becoming, the National Early Years Framework for Australia and the Victorian Early Years Learning and Development Framework provide the context for curriculum at Co-op. They challenge us to reflect on our practice and the issues that emerge for individuals and the group. We will use the journal for this and to describe how our emerging program links back to the frameworks.

As we use this journal to plan for and record the journey of the Balayang room community this year we invite you to read and talk to us about it. Everyone is welcome to contribute. You will find our room journal on the shelves as you come into the centre.

Please feel free to take it home to look through with your child/ren. Just let us know that you are taking it.

### **Broad room goals**

- For the children to be treated equally and with respect regardless of race, religion, culture, gender or socioeconomic background.
- For the children to form secure attachments with the educators so they can feel comfortable to explore and learn.
- For the children to develop high self-esteem, resilience and a sense of belonging at Co-op.
- For the children to engage with a wide range of play experiences, feeling confident to experiment, persevere and make mistakes.
- For the children to connect to the natural world, developing reverent attitudes toward the plants and creatures within their environment.
- For the children to begin to develop an awareness of the rights and feelings of others as well as their own.
- For the children to develop independence, autonomy and self-control.
- For the children to develop language and literacy ability.

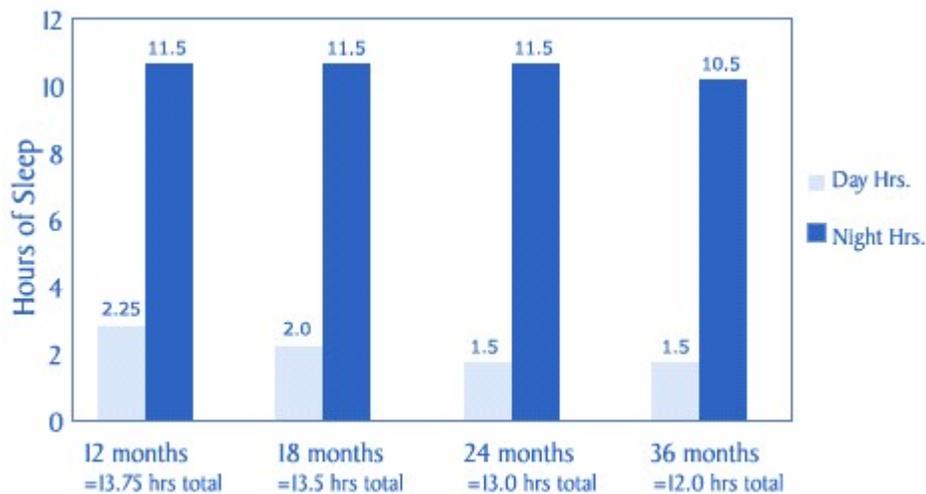
- For the children to question, think critically, make choices and solve problems.
- For the children to acquire physical skills, both gross and fine motor.

### Sleep time

Naps are essential for children's good health until the age of 4 years. Research suggests that naps are crucial to a baby's brain development. If children don't get the right amount of sleep it may affect their physical and mental health.

Napping also sets the stage for good overall sleep because it ensures that your child is not overtired. (If your child is overtired it makes it harder for them to fall asleep). Experts have suggested that eating and sleeping should be the two highest priorities in a toddler's life.

**These are the typical sleep requirements of a toddler:**



Toddler's Age

Most children from about 21 to 36 months of age still need one nap a day, which may range from one and a half to three hours

long. They typically go to bed between 7 and 9 p.m. and wake up between 6 and 8 a.m.

As your child becomes older they may fight against having an afternoon nap but just because they say they don't want a nap doesn't mean that they don't need one. One of the reasons most toddlers do this is because they're afraid that they'll miss something.

Here are some tips to make it easier:

- Set regular nap times and bed times, and then keep to the schedule. While it may be less convenient to always be home at these times, it is a lot easier to get toddlers to go to sleep if they and their bodies are used to sleeping at the same times each day. Most toddlers are naturally drowsy between 12 and 2 p.m.
- Set the stage by helping your toddler wind down at the end of the day. Choose quiet activities for the period just before bed time.
- Create a consistent bed time ritual. It may include a bath, story, or kissing teddy bear good night. It should conclude with them being quiet, but not yet asleep in their cot. Toddlers will benefit from learning to fall asleep on their own if they have not already acquired this skill.

### **At what age do most toddlers give up their morning naps?**

By 18 months of age, most toddlers can make do with only an afternoon nap. If it's taking longer to get them to fall asleep for a morning nap or that nap has become much shorter, it may be a sign that they're ready to move to a one-nap-a-day schedule.

## Toilet training

During your child's time in the Under 3's room it is quite probable that they will begin toilet training. At Co-op we use a child led approach and recognise signs of readiness before beginning. It is important that you start this process at home where your child is most comfortable. We will follow up here at Co-op **only after** you have started at home.

Don't start toilet training too early. Children are generally around 2 - 3 years of age before they can recognise and respond to toileting signals such as a full bladder. Premature toilet training will only frustrate you and upset your child because they can't do what you ask of them.

### How to tell if your child is ready

Your child will show certain signs when they're ready to start toilet training, including:

- **Age** - your child needs to be between 18 months and three years before they are mature enough to recognise the urge to use the toilet.
- **Interest** - your child expresses curiosity in watching others go to the toilet. It's actually helpful to the child if they can see parents or older siblings using the toilet.
- **Dryness** - their nappy stays dry for up to two hours, showing they are able to store urine in the bladder. For example, their nappy may be dry when they wake up from their afternoon nap.

- **Nappy issues** - they may tell you they don't want to wear nappies, or else try to take them off themselves, particularly after soiling them.
- **Awareness** - your child can tell you they're pooing or weeing while they're doing it, or can tell you straight after. If they can tell you before it happens, they are definitely ready for toilet training.
- **Attention** - they have the ability to sit in one position for two to five minutes.

When starting the process it is important that the lines of communication between home and Co-op are open. We will let you know how your child is progressing here by verbal communication as well as documenting daily progress on the whiteboard.

### **Coping with setbacks**

Sometimes toilet training is two steps forward and one step back. Your child may seem to have mastered toileting, only to regress. Life events or changes in routine, such as a new baby sibling or an illness, are common triggers. Suggestions include:

- Don't get angry. Your child isn't deliberately trying to annoy you. Avoid any sort of punishment, such as making them clean up their own mess. Stay calm and positive.
- Make sure your child feels supported in their efforts to master toileting.
- It may help to try and make toileting 'fun' for a while. For example, you might sing songs together or read a book to them while they're sitting on the toilet.

If your child is having lots of accidents we will need to reassess if they are ready and perhaps stop for a month or so before beginning again. This is due to hygiene reasons and to take the pressure of your child. We will communicate with you before making a joint decision to start at a later date.

Starting toilet training in the warmer months when they are wearing fewer clothes will make it easier for them to pull their pants up and down. Make sure you put plenty of spare clothes in their bag in case of accidents. Dress them in clothes they can easily manage - for example, trousers with elasticised waistbands instead of buttons and zips.

### **Things to remember**

- Your child needs to be between the ages of 18 months and three years before they are mature enough to recognise the urge to go to the toilet.
- Keep in mind that toilet training is a new skill for your child to learn.
- Praise every little success and remain calm about accidents.

## Your Child's Routine

**(Please fill in this form and return when you start at Co-op)**

Child's Name:

D.O.B:

Parent's Name/s:

Interests:

Likes/Dislikes:

Sleep Routine:

Bottles:

Cow's milk: Yes / No

Allergies:

Comforters: