

“EVERYONE HERE HAS THE SENSE THAT RIGHT NOW IS ONE OF THOSE MOMENTS WHEN WE ARE INFLUENCING THE FUTURE.” — STEVE JOBS

HIGHLAND GROVE PRESCHOOL



APRIL 2023

ON *this* MONTH

AT HIGHLAND GROVE

Karen’s Holiday -----	from 30 th March
Good Friday -----	7 th
Easter Monday -----	10 th
Anzac Day -----	25 th

AROUND THE COUNTRY

International Children’s Book Day -----	2
World Autism Day -----	2
International Day of Human Space Flight -----	12
Eid al-Fitr -----	21-22
Earth Day -----	22
Anzac Day -----	25
Pay It Forward Day -----	28

REMINDERS!

Please assist us by completing surveys throughout the year. Your collaboration is invaluable to the children’s program and the centre as a whole.

If your child will be away during the (School) holidays, please let the office know, email is fine. Thank you.

HIGHLAND GROVE NEWS & EVENTS



PUMPKIN PATCH!

Congratulations to Tiffany and Ben on the arrival of Lewis, little brother for Thomas. Welcome also Beau, little brother for Kora. Congratulations to Alana and Max.



HIGHLAND GROVE- TRAINEESHIP

Highland Grove has a mid-year traineeship position available (to complete a Cert 3 in ECEC). This position begins in July this year and is for 18 months. The role is full time. If you know someone who may be interested (age is no barrier), please encourage them to reach out. Thank you.





EARTH DAY – APRIL 22

When we invest in our planet together, we are supporting healthy, happy, and wealthy communities worldwide.

This year the theme is “Invest In Our Planet”, which highlights

the importance of dedicating our time, resources, and energy to solving climate change and other environmental issues. Investing in our planet is necessary to protect it and the best way to pave a path towards a prosperous future. Find out more here

ANZAC DAY – APRIL 25

On April 25 every year, Australians commemorate Anzac Day and the landing of Australian and New Zealand troops at Gallipoli. The date, April 25 was officially named Anzac Day in 1916. It is the day on which we remember all Australians who served and died in war and on operational service past and present. The spirit of Anzac, with its qualities of courage, mateship, and sacrifice, continues to have meaning and relevance for our sense of national identity. Find out more here.



NO BAKE HEALTHY CARROT CAKE

PREP 30 mins | SERVES 20

INGREDIENTS | CARROT CAKE BARS

- 3 carrots, *grated* [approx. 2.5 cups of grated carrot]
- 1 cup (95 grams) rolled oats
- 1 cup (125 grams) walnuts (or nut free version: replace walnuts with 1 cup oats)
- 1 cup (100 grams) almond meal
- 1 cup (60 grams) desiccated coconut
- 6 Medjool dates, *pit removed*
- 1/3 cup (80 mls) coconut oil, *melted*
- 1/4 cup (60 mls) maple syrup
- 1 teaspoon vanilla bean paste [or extract]
- 1 teaspoon cinnamon, *ground*
- 1/2 teaspoon nutmeg, *ground*
- 1/4 teaspoon ginger, *ground*
- zest of 1 orange
- pinch of salt

FROSTING

- 1 1/4 cup raw cashews (soaked in recently boiled water for 30min & drained)
- 1/2 cup (125 ml) coconut cream
- 2 tablespoons lemon juice
- 3 tablespoons maple syrup
- 1 teaspoon vanilla bean paste (or extract)

METHOD | TO MAKE THE CARROT BARS

Line a 20 cm x 20 cm square tin with baking paper. Set aside. Place the carrots, oats, walnuts, almond meal, coconut, dates, coconut oil, maple syrup, vanilla, cinnamon, nutmeg, ginger, orange zest and salt into the large bowl of a food processor. Blitz for 2-3 minutes (scraping down the sides of the bowl when necessary) or until smooth and combined. Press mixture into prepared tin and pop into the freezer.

TO MAKE THE FROSTING:

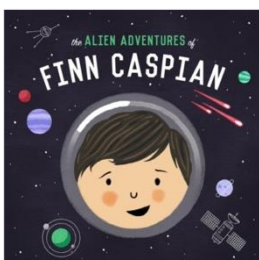
Place the soaked cashews, coconut cream, lemon juice, maple syrup and vanilla bean paste into the bowl of a high-powered blender or processor. Blend on high speed for 4-5 minutes (scraping down the sides as necessary) or until the frosting is smooth and luscious. Pour frosting over carrot cake bars. Place into the freezer for 1-3 hours, or until ‘set’. Cut into 20 bars.

Enjoy x

Recipe and image from mylovelylittlelunchbox.com

Podcast Reviews

ROAD TRIP WORTHY PODCASTS TO STOP KIDS ASKING “ARE WE THERE YET?”



THE ALIEN ADVENTURES OF FINN CASPIAN | WONDERY KIDS

The Alien Adventures of Finn Caspian is a serialized science-fiction story for kids (start with Episode 1), told in 15-20 minute episodes for parents to put on when driving around town, or to marathon on road trips, or to bond over before bed. The story centres on Finn Caspian, an 8-year-old boy aboard The Famous Marlowe 280 Interplanetary Exploratory Space Station.

WHAT IF WORLD | WHAT IF WORLD

What if a dragon lived in my closet? What if there were a never-ending bowl of ice cream? Pirates, fairies, wizards, robots and many more friends. What If World’s progressive stories will keep kids laughing while fostering curiosity, imagination, and resilience.



FOCUS: Kids need to learn self-regulation now more than ever

Twenty years ago, children would meet up with friends in person, play outside, do puzzles and read books. Things have changed a lot since then. We are constantly on electronic devices. And kids are tech-savvy. I've seen second graders demand cell phones from their parents to take photos or go on social media. But it's not so much the access kids have that worries me. It's the lack of self-control and self-efficacy regarding the access. How much time should kids have on a digital device? How often should they use it? What should they be doing on it? Self-regulation isn't just about screen time. It ultimately helps them become more capable and confident in all aspects of their lives.

How parents can help kids self-regulate Self-regulation begins to develop rapidly in the toddler and pre-schooler years, so the sooner we start teaching it, the better.

1. Model a healthy relationship with technology. Think of the last time you were eating lunch while typing an email while listening to a podcast and checking your phone each time it dinged. We've all been there. Children can have a hard time self-regulating because their parents model this behaviour. Remember, our kids are constantly watching and copying us!

Even worse, a survey of over 6,000 participants found that 54% of kids thought their parents used their devices too frequently. Thirty-two percent of kids felt "unimportant" when their parents were on the phone. *Unimportant*. That makes me sad. How many of us adults have felt that way when someone checked their phone during a conversation? Yes, phones are addictive, but for our children's sake and ours, we must set boundaries.

2. Teach them to be patient. Self-regulation is made up of many skills, and one of them is patience. A study on delayed gratification found that kids who are able to wait longer for rewards tend to have better life outcomes. Here's the opposite of teaching patience: letting a kid be online for the entire day — in the car, in restaurants, at the dinner table.

For my girls, waiting and saving were part of our lives. We didn't have much money when they were growing up, so we saved for what we wanted. They each had their own piggy bank, and they filled them penny by penny. We even cut coupons from the newspaper every Sunday. When they were able to purchase something, they wanted because of their patience, they felt a sense of accomplishment.

3. Let them be bored. As a teacher, my students would sometimes complain to me that I couldn't hold their attention during lectures. But I never got upset or offended. I seized it as a learning opportunity and said: "I want you to go home and ask your parents if they are ever bored at their jobs. If you come back tomorrow with the answer that they are never bored, you can skip my lecture." That got their attention. "Being bored is preparation for life," I told them. "You are practicing right now." They laughed, but they all understood. Life is sometimes, or often, boring. But you can learn a lot during those moments. You can either go straight to your phone, or you can dream: What are your goals? What are your next steps? What obstacles are in the way? Where do you feel the most excitement, the most hope?

4. Set tech rules. This is a no-brainer, but surprisingly, many parents don't establish the ground rules.

Here some of my top rules for technology:

1. Set up a plan *with* your kids, not *for* your kids.
2. No phones during meals, whether in your house or someone else's.
3. No phones after bedtime. Explain the importance of sleep for brain development and remind them that their bodies grow when they sleep.
4. Use discretion with small children. Younger kids, starting at age four, should be taught how to use cell phones in case of an emergency.
5. Children should come up with their own cell phone policies for family vacations, or any kind of social activity where they need to be present. Be sure to choose a penalty for disobeying their own policy (e.g., losing a certain amount of time on a device).
6. Discuss what pictures and audio are appropriate to share online. Explain that whatever they post leaves a digital footprint.
7. Help them understand what cyberbullying is, and its negative impact on others. I always say: "Laugh *with* your friends, not *at* them."
8. Teach them to not give out personal identification information.

The goal is to empower them and teach self-efficacy. When kids can self-regulate, they are more likely to have more successful relationships with themselves and with others.

Wojcicki, Esther. (2022). *I raised 2 successful CEOs and a doctor. Here's the No. 1 skill I wish more parents taught their kids today*. Retrieved from [cnbc.com](https://www.cnbc.com)

Developing Fine Motor Skills

Fine motor development is vital to your child's confidence, self-care, and independence. Furthermore, increasing fine motor control enhances their play and prepares them for future success. **Fine motor skills** are the coordinated small muscle movements in the hands, fingers, thumb, and wrists. Encourage development with activities like these:

Cutting with scissors. Holding and using a pencil. Colour, scribble, or draw with markers, crayons, or chalk. Playdough manipulation. Snapping together blocks. Stacking blocks, small cups, buttons, wooden spoons. Building with small blocks. Puppet play. Putting together simple puzzles. Playing board games. Opening and closing things (latches, lids, boxes). Eating with silverware. Holding and drinking from a glass. Brushing their teeth.

Source: [Discoverybuildingsetsblog.com](https://discoverybuildingsetsblog.com)



HEALTH & SAFETY: Stranger Danger – Tricky People

For generations, kids have been taught stranger danger: the principle that all strangers can potentially be dangerous. But a certified child safety educator says stranger danger doesn't work. In fact, it actually works against a parent. Safely Ever After founder Pattie Fitzgerald says 90% of sexual abuse or harm comes from someone the child knows, not a stranger. "Stranger danger doesn't teach kids about that. Stranger danger is looking in the wrong direction here."

Strangers can be confusing to kids Speaking to News Regional Media, Pattie says kids also have a different perception of what a stranger is. "If someone wants to offend against a child, they will often make themselves friendly or introduce themselves and then that child doesn't think they are strange. "Kids also see their parents talking to strangers all the time. "With learning stranger danger, when there is no danger perceived kids don't see that stranger as a threat which is why we need tricky people and why tricky people makes more sense."

Learning to spot 'tricky people' Tricky people is Pattie's philosophy; one she has been teaching to families all over the world for 15 years. "The main principle of tricky people is a tricky person can be someone you know or don't know but it is someone who breaks a safety rule or asks you to do something that makes you feel uncomfortable." But before we rush out and teach kids about tricky people, Pattie says it is important to teach kids safety rules first. "My whole philosophy it is a process." The first thing parents need to do is teach kids what is okay and not okay and anyone who breaks those rules is a tricky person. "I call them thumbs up/thumbs down. Someone doing something thumbs down - breaking a safety rule - they're a tricky person."

Pattie recommends these 10 rules for kids:

1. I am the boss of my body!
2. I know my name, address and phone number and my parents' names too (don't forget: kids need to know their parents' mobile phone numbers-when age appropriate)
3. Safe grownups don't ask kids for help (they go to other grown ups if they need assistance)
4. I never go anywhere or take anything from someone I don't know
5. I must "check first" with my safe-smarts grown-up for permission before I go anywhere, change my plans, or get into a car even if it's with someone I know. If I can't check first, then the answer is NO!
6. Everybody's bathing suit areas are private
7. I don't have to be polite if someone makes me feel scared or uncomfortable. It's okay to say no even to a grown-up if I have to

8. I don't keep secrets especially if they make me feel scared or uneasy (no adult should tell a child to keep a secret)
9. If I ever get lost in a public place, I can freeze and yell or go to a mum with kids and ask for help
10. I will always pay attention to my special inner voice, especially if I get an "uh-oh" feeling.

Teach your kids to be the boss of their bodies

Pattie also has a list of tips for parents on her website here but says the most important things parents can teach their kids is that they are the boss of their bodies, there are no secrets and to always check first. "Teach kids at an early age that they the boss of their private parts. Do this using anatomically correct words, not cutesy names. Predators have said if a child says 'that's my penis' it is harder to coerce them." Also, make sure your child knows there are to be no secrets from mum and dad and to check first if someone asks something of them. "And teach kids what to do not what to do. Show them how to respond in a situation." Pattie recommends doing this through role-play. Show them what asking first or checking first looks like. "Practice makes perfect. You have to remind them every time you go somewhere."

While role playing is good, Pattie says if we're really going to keep our kids safe from tricky people, it is up to us to pay attention. "Don't let your kids run around unsupervised." And notice who is paying attention to your kids. Safe adults, especially ones who work with your kids, don't look for extra alone time for your kids. "My mother asking to take my daughter to the movies, that makes sense. A maths teacher asking to make my daughter to the movies doesn't make sense." Pattie has an extensive list of red flags for parents here. For parents looking for guidance on how to get the safety dialogue started with their kids, Pattie has written two books. You'll find these on her website here.

Kidspot (2019). *The 'tricky people' lesson you need to teach your kids* retrieved from <https://www.kidspot.com.au/health/family-health/safety/the-tricky-people-lesson-you-need-to-teach-your-kids/news-story/36dd4010c5f49a893948561e493f02fc>.

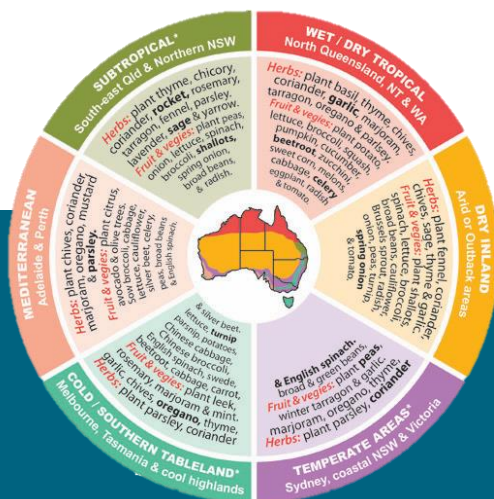


START A VEGETABLE GARDEN

April is also a top time to get into the patch! There is a little bit of rain around, the weather is cooling down, and shed loads of stuff is ready to plant! So, don't be a bunny, get into gardening this April! Hop to it!

Starting a veggie patch can be daunting. What do I plant? Where? Etc Bunnings has a very simple guide to get you started. You can find it here!

Use this chart to know what to plant this Autumn.



Source: Chart-zones / Vegetable-Herb details



ROUGH AND TUMBLE PLAY

Rough-and-tumble play is when children do things like climb over each other, wrestle, roll around and even pretend to fight. Rough play is probably a basic human instinct that helps children develop many skills – but mostly children like this kind of play because it's fun!

Rough play helps young children:

- understand the limits of their strength
- explore their changing positions in space
- find out what other children will and won't let them do
- work out social relationships as they play roles, take turns and sort out personal boundaries
- burn off energy and let go of tension.

Play fighting or real fighting?

You might worry that your child is being aggressive, but you can usually tell rough-and-tumble play or play fighting from the real thing. **In rough play, children smile and laugh.** You might see excitement and pleasure on their faces. No-one gets bullied, hurt or forced to do anything. Once children are finished with rough-and-tumble play, they keep playing together.

If you see **frowning, crying, fear or anger**, it isn't play. And children who are really fighting move away from each other once the fight is over.

Rough play can sometimes lead to real fighting, so try to set some rules about what is and isn't OK during play. You can get even young children involved in working out what the rules should be. For example, you and your child might make rules about checking that everyone is happy with playing this way and stopping if anyone seems uncomfortable. This is important because it helps to keep everyone safe.

Rough-and-tumble play: ages and stages

Babies and toddlers enjoy exciting movement, as long as they feel safe. Babies and toddlers like to be bounced on their parents' knees or lifted into the air. It's best to **be gentle with young children**, though, to avoid any accidental injury.

Toddlers love playing chasey or tiggy, spinning around and dancing. Some toddlers like gentle wrestling on a safe, soft surface with you or other toddlers. This kind of active play works best when children are wide awake and not expected to go to bed or sit quietly any time soon.

Primary school-age children are the biggest rough-and-tumblers, particularly with their friends. Like toddlers, they often enjoy wrestling on safe, soft surfaces where they can fall or roll around. At this age, it's important to talk with children about keeping rough play respectful, safe and fun.

Source: raisingchildren.net.au

Highland Grove Staffing changes for 2023:

There are a few staff changes occurring between April and July this year that we'd like to share.

(These are also set out on the Whiteboard in the foyer).

We are delighted that we have been able to manage any staff changes utilising our existing familiar and experienced team.

Please be sure to ask if you have any questions.

- **Michelle H** (Moonbeam Room) has moved from part time to casual employment for the time being.
- **Emma** will be filling her Mon, Tue and Wed position in the M/B Room from next week.
- **Emma** will also be working in the M/B Room on Thursdays and Fridays as an *additional educator*, due to I.S.S Funding.
- **Kim** (Sunshine Room- Mondays and Tuesdays) is taking 6 weeks leave from early May and travelling. **Tarn** (currently in the Starlight Room) will cover her leave.
- We are so fortunate that **Ali** (Mondays) and **Sharyn** (Tuesdays) will cover **Tarn's** days in the Starlight Room. These educators are so familiar as they already work on Wednesdays, Thursdays and Fridays in this room.
- **Hayley** (Full time M/B Room) is heading off for a wonderful adventure around Australia from July until December this year. (We wish her well and look forward to her being back at HGP in 2024).
- **Tarn** will then move up to cover the Mon. and Tue. in the M/B Room until the end of the year. (**Ali** and **Sharyn** will remain on Mondays and Tuesdays respectively in the Starlight Room for that time).
- **Melissa** (already in the M/B on the Thur and Fri) will work school hours on the Wednesdays from July.
- The plan is that **Michelle H** will re-join the M/B team on the Thursdays and Fridays at that time too.