

THE WAY I SEE IT, IF YOU WANT THE RAINBOW
YOU HAVE TO PUT UP WITH THE RAIN – DOLLY PARTON

KIDZONE FAMILY DAY CARE

JUNE
2020

ON *this* MONTH

From the Approved Provider

Thank you!

AT SERVICE NAME

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AROUND THE COUNTRY

Mabo Day ----- 3
World Environment Day ----- 5
World Oceans Day ----- 8
Global Wind Day ----- 15
National Refugee Week ----- 14 - 20

Firstly, let me give my sincere thanks and recognition to our wonderful educators and staff in our service. Our staffs all play an essential role in our local community. Without our wonderful Educators & staffs, our economy would grind to a halt and most importantly, our children would not get the best possible start in life. Management and families both know that the research and data is very clear on this.

These are very challenging times – the circumstances around COVID-19 are unprecedented. There is no doubt that there are unique challenges within the early childhood learning sector which need to be addressed with targeted support.

We would also like to thank our wonderful families and carers for your continued support and trust during our transition to back to face to face childcare over the coming weeks.

As of last week, we have a very high attendance rates with educators & each week we are welcoming more families back. Thank you

Director
Ahmed Ibrahim

FOCUS: The coronavirus pandemic is a powerful opportunity for change

The challenges we are all facing as a result of the coronavirus pandemic have the potential to cause serious and sometimes long-lasting problems for individuals and societies, writes Professor David Forbes

But can they also spur us to reconsider who we are, what we value and how we live our lives? The coronavirus context has challenged many of the assumptions on which our day-to-day lives are based – the way in which we engage with others, our capacity to travel where and when we want to, and how we go about our schooling and work. Indeed, for many, it has brought the loss of work.

All this has been intermingled with uncertainties around the threat of coronavirus infection. It is an unseen or invisible threat, potentially carried by the people around us who usually represent safety and support during stressful events and disasters.

In some ways, this extended period of threat from the coronavirus has similarities to traumatic events and natural disasters, like Australia's recent bushfires and drought. All of these events challenge our perceptions of the world in which we live as being predictable and controllable. Similarly, it isn't only the fears and exposure to the threat itself that pose a risk to our physical and mental health. The consequent flow-on effects of additional stressors may also take a toll. This impact of additional stressors is clear from international and Australian research following trauma and disaster, most particularly the *Beyond Bushfires* study examining the long-term impacts of the Black Saturday bushfires.

In the case of the coronavirus pandemic, these additional stressors include self-isolation and the significant impact on employment and financial stability.

In Australia, we appear to be making terrific headway in terms of containing the spread of the virus. While there is definitely no room for complacency, we are seeing the benefit of the restrictions and social distancing implemented across the country.

But the stresses of isolation and employment instability carry their own risks for further difficulties. Self-isolation is associated with social disconnection, loneliness, depression, and the risk of increased alcohol and drug use. These psychosocial impacts can continue for many years. As observed through research studies across 63 countries following the Global Financial Crisis, the impacts of unemployment and financial stress include anxiety, depression and risks around suicidal behaviours. This combination of mental health vulnerability, alcohol and drug misuse, anger and financial stress also creates a heightened risk of family violence. These are all risks we need to be highly alert to and try to mitigate.

Indeed, we have seen considerable federal and state government initiatives, supported by the National Mental Health Commission, to recognise and target these issues. However, as research into the effects of trauma and disaster shows us, the coronavirus environment also offers the opportunity for development, change and transformation at individual, familial, community and societal levels.



What happens when we are forced to slow down and when our assumptions about how we live our lives across familial, social, occupational and material dimensions get challenged?

Over the past 20 years, there has been increasing interest in a concept called post-traumatic growth – how we find ways to discover ourselves anew following seismic moments.

Potentially, we develop a deeper understanding of ourselves, come to see the world around us differently and experience an enhanced awareness and appreciation of the people around us.

We have more time to notice the moments of life, rather than seeing and experiencing life in a blur of weeks, months and years. Research shows that survivors of trauma and disaster often describe positive changes that sit alongside the pain and distress of the trauma – these are often referred to as post-traumatic growth or post-traumatic transformation.

Since the onset of the coronavirus pandemic, we have seen changes in our community reactions. We have moved from initial confusion to some degree of social fragmentation, demonstrated by the hoarding of toilet paper, averted gazes when passing people in the street and occasional overt acts of racism. Yet, as individuals and as a community, we have still recognised that, inherently, we are all connected.

We have seen people reach out to neighbours, safeguard their elders, identify and help those in need, support friends and work colleagues and, perhaps fundamentally, take the opportunity to deepen the quality of time with their families.

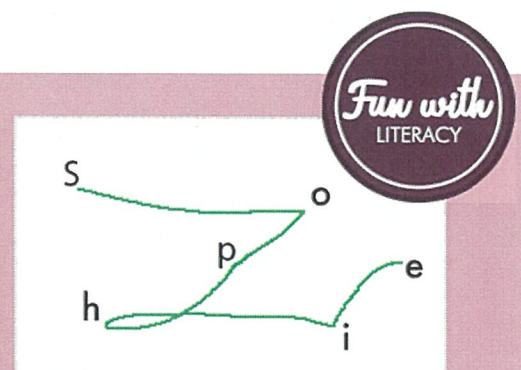
This time that we are all currently living in gives us a powerful opportunity. When our assumptions of how life unfolds are challenged, we are in a position to consider anew what we value, how we live and who we are.

Forbes, Professor David. (2020, May 13). Childmags.

CONNECT THE LETTERS

Supplies: Whiteboard/ chalkboard and writing implements.

This is a very easy activity to set up, great for letter recognition and very adaptable depending on where your child is at developmentally. Start with their name. Write their name on a page spreading the letters out. Your child then has to draw lines from the first letter of their name to the last in order. Rub it out and write their name again, writing the letters in a different arrangement. You can do this same activity with sight words, the alphabet.



Fun with
LITERACY



B KINDER DAY

The world could use a little more kindness, so the purpose of B Kinder day is to discuss kindness, to empower children and enable people to see that they each have the capacity to make a difference.

Billie Kinder never doubted the power of one. The bubbly 12-year-old with a smile like sunshine packed a lifetime of positivity into her poetry, illustrations, writing and small acts of kindness, living by a simple belief that adults often forget: each one of us can always change things for the better.

When Billie tragically died in a 2016 equestrian accident, her family established the charity Fly High Billie, creating a lasting legacy* kids around the country can enjoy, thanks to 'b kinder' resources and the third annual B Kinder Day on June 22.*

B Kinder day addresses what it means to be kind, inspired by one little girl who wanted to make a positive change in this world.

SHARE YOUR KINDNESS STORY

b kinder Storytime will take place each week. Tuesdays will host Storytime to 2 – 5-year-olds and Thursdays will host Storytime to 5 – 8-year-olds. The story can be from 100 to 400 words long and include up to 3 drawings.

Send your story to info@flyhighbillie.org

Go to flyhighbillie.org/b-kinder-storytime/ to find out more!

Health and Wellbeing

ADMINISTRATION OF NON-PRESCRIBED MEDICATION

On enrolment parents are requested to authorise one initial dose of paracetamol in the event of a high temperature or moderate pain (refer to Children's Health, Illness, Immunisation and Exclusion Policy & Enrolment Form).

If a child has a high temperature or has signs of pain the Educator will contact the parent to advise them of the circumstance. The parent can then advise the Educator what they would prefer i.e. to give a dose of paracetamol or come and pick the child up and/or take for medical treatment.

In the event that the parent cannot be contacted, and the authorisation has been signed, the Educator will contact Kidzone FDC before administering a dose of paracetamol. Parents will be required to sign an incident report form when they collect their child from care. In accordance with our Policy parents with children

Under two MUST provide the Educator with their preferred bottle of paracetamol with chemist label documenting the child's name and dosage to be clearly labelled on bottle.

Best Practice for over 2's is also to provide your Educator with a preferred bottle of paracetamol with chemist label documenting the child's name and dosage.



Clean up race

Short simple activities to get some active minutes in the day.

Spending more time at home sees the house getting messier quicker more often. Build a little bit of aerobic exercise into the clean-up process. Set a timer or put on a song to see who can right the room the fastest.

Add extra challenges to ensure things actually get put away properly! For example, is everything is simply stashed in the cupboard you have to do 15 jumping jacks and then put them away properly.

Feedback
is always welcome



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