

Kia Ora parents and families of Hummingbirds

Summer is on its way!

We ask that you apply sunscreen on your child in the morning and we will re-apply in the afternoon. We have Cancer Society approved sunscreen at the Centre and sunhats for each child.

If your child is allergic to our sunblock, please bring in your preferred sunblock, with your child's name on it.

Please remember to provide **two sets of clothes** so that we can enjoy lots of messy and water play on these beautiful sunny days! ☺

Parent Evenings

Wow what a fantastic turn out of parents that came along to our Parent evenings! We are so pleased to be able to share some of our knowledge with you, to be able to further build our relationships and continue to work together to support each individual child.

Check out the **Events page on the parent portal** to see more photographs of the evenings.



We would love to hear about change or new experiences you are trying at home now, if you can send photos please do – office@hummingbirds.co.nz.

Hummingbirds Car park

Noticed our new lines in our car park lately?



This is to make it clear where staff and Parents/caregivers/visitors can park their car.

Just a note for parents/caregivers – RESERVED car parks are not to be used.

parents corner

REMINDER OF...

Christmas & New Year closedown

We will be closing normally on **Friday 21st December 2012** at 6.00 pm and re-open in the New Year on **Monday 7 January 2013**.

There will be **no charge for the 27th, 28th, 31st December and 3rd and 4th January**, due to us being closed. However if you are booked for a day that falls on a statutory holiday, fees still apply as usual.

If you are taking holidays outside of the closedown period, please **advise us by Friday 16th November** email at office@hummingbirds.co.nz. If you are eligible for the discounted 50% fees I will organize that. The discount is applicable in any one calendar year. Therefore if you are booked in for 5 days per week you will get 50% off for 10 days per calendar year if the correct notice is given.





Recyclable materials

Where do you work?

Do you have left over materials that we could make use of?

Materials such as: *Paper, card, plastic funnels, drainage pipes, small boxes, small blank books, nuts and bolts, glass jars, cardboard funnels, pens and craft materials...* the list goes on!

We have very creative children and we would love to provide them with more open ended opportunities for our children and be able to recycle your goods from work at the same time.



Children's Christmas Party...

Saturday 8th December
starting at 10am. Book it into your diary!

Stay tuned for more details of our special event coming up!

Children's Hair cut

Do you find it hard to find time to get your child's hair cut?



We have a solution... **KIDZ CUTS Mobile Salon!**

Who are visiting Hummingbirds **on Friday 9 November for the morning**

- Visit www.kidzcuts.co.nz
- Select hairstyle
- Select Hummingbirds Childcare and time on **Friday 9 November**
- Pay online or bring cash

And you will pick up your child with a funky new hairstyle!



Special offer to parents: 'Ultra Parenting Glasses'.

These highly desirable glasses have lenses lovingly crafted from very pure crystal enabling you to see 'the interesting moments' of parenting from a new and clearer perspective. These special glasses are free to all parents of young children and they can be fitted and functional by the time you reach the end of this page.

As a parent, there will be times when you are very **challenged by your children** - they won't listen, they won't do what you ask, they fight when you have asked them not to, they won't stay in bed when you put them there, they melt down when you are out and other people are looking at you.... That is the nature of parenting. And you have two ways of viewing your child in situations like this: you can view your child as a problem - that's what most people do - or you can fit specially ground pure crystal lenses and view this child as your **teacher**. The child who challenges you can teach you more than any other teacher you have ever had or will ever have, and without a student loan. So how does a 'problem' suddenly turn into a teacher? Your perspective

The child who drives you to despair: this child is the one who takes you to the very edge of your knowing, every day. He shows you when you have used up all the skills that got you to this point. She prods you into getting the upgrade, installing the next module of communication and partnership skills. Children are Life's way of educating parents in the things that **really** matter, things like getting along with each other harmoniously, things like living together and staying friends. Children 'grow us up'.

Fit your new lenses and stand beside your child's bed when he or she is asleep - all children look like angels when they are asleep. And there, silently from your heart, acknowledge your child not as a problem, but as **your greatest teacher**. In a way, nothing changes. But in a way, everything changes. The next time your child's behaviour challenges you, instead of viewing the child as the problem, you just notice: "Here we go. Here's my next lot of learning, courtesy of my greatest teacher."

Check out <http://penniebrownlee.weebly.com/index.html> for more great support and articles





Kiwi Baby room

We are continuing to focus on '**developing communication**' within the Kiwi baby room. We are all really enjoying our group times which occur in the morning and afternoon. We all sing along and practice our turn taking and reciprocal skills.

We look forward to watching both our non-verbal and verbal communication skills thrive!



Kiwi Toddler room

What exciting times. The Kiwi Toddler room has been buzzing with the sounds of transport which is currently the focus in our room. Last month we concentrated on construction site transport, and a number of our children **demonstrated their prior knowledge of these trucks and increased their vocabulary and knowledge** of new trucks. If you are driving along and they point to a dump truck, digger, crane, mixer or bulldozer and they say the word, you know they are able to recognise these different types of transport. This month we are **concentrating on air transport, with hot air balloons, cessna, commercial aircraft and helicopters**. We love spotting aircrafts in the sky when we are outside, usually the children hear them before we see them. If you have any favourite books on Transport that you could bring from home that we could read at mat time, we would love to borrow them.



Tui room

Kia ora parents and wh nau! This month we have been focusing on **exploring sounds** with the Tui room. We have been exploring everything to do with sounds, from making sounds with our hands, mouths and feet, to listening to new songs and learning new dances. The children seem to really be enjoying mat times lately as they take the songs and dances they've learnt and perform them around the room and even outside! We have made some shakers with the children and have been borrowing the xylophone and giant drum from the Pukeko room. We also plan on bringing some smaller drums into the room in the next week.

It would be greatly appreciated if you could let us know what kinds of sounds your child enjoys making or hearing at home, maybe you have a pet?

Also, for those of you who speak different languages, we would love to learn how to say some words that your children might know, and teach them to the other Tui children.





Pukeko room

The children are becoming more aware of the type of choices they need to make here in the Pukeko room and we want to continue encouraging children to make positive choices.

As the Pukeko children **are thriving on learning more about the different kinds of people in our community** we thought we would narrow it down even further by exploring the idea of **construction**.

Throughout the children's dramatic play we can see children becoming builders, road workers, digger drivers the list goes on. The term construction is a very broad topic and can open many opportunities of learning. These could include bringing in props such as road cones, bright neon jackets, pictures of different kinds of machinery, tools such as hammers, nails, screw drivers etc. We could explore this further by looking at the different road signs children see on the way to Hummingbirds, different kinds of houses, letterboxes etc.

Perhaps children could bring in photos of these and we could look at similarities and differences within them. We are also asking everyone to bring in an egg carton to help with our castle project. With all this fun and exciting new learning about construction we could be training our next New Zealand Pukeko builder, architect or engineer!



Fantail room

This month in the Fantail room we have merged our fantastic "Change of State" focus to **incorporate our environment and surroundings**. We plan for this to be a long process, that will be inched through one special project at a time, with the ultimate goal of allowing the children to have a say and be involved in some aspects of designing their outdoor environment. The children have already begun to embrace this project by planting some seeds, making huts and creating spaces from sheets and boxes, and they have made a movable seat/balancing beam from some logs outdoors.

As part of this project we have been encouraging the children to bring in various 'recyclable' and 'unused' items from their homes that we can endlessly modify, adapt and use to enrich our wonderful space even further. This has shown the children they have a voice and right to be involved in making their space. Already we can feel the respect and calm reflected in their play as they look after their things and take pride in THEIR environment. Watch this space!





As part of our internal review, we invite parents to review our policies and offer feedback. We understand that parents are often restricted with time and for this reason we will put a different policy in each newsletter that is sent out. If you wish to offer feedback please email office@hummingbirds.co.nz.

Positive Guidance Policy

Background Information

Licensing Criteria 2008

C10 A process for providing positive guidance to encourage social competence in children

Purpose

At Hummingbirds we believe that shaping a child's behaviour is essential part of our role. Child behaviour management will be positive and nurturing and the individual needs and perspectives of children will be taken into account. The boundaries for behaviour are made clear and are consistent so that children can feel secure, protected and happy in their environment. Our policy will ensure that inappropriate behaviour is eliminated or reoccurrence is reduced. Appropriate behaviour is acknowledged and recognised. Positive guidance will prevent physical or emotional harm to the child.

Procedures

We provide an environment that is safe, friendly, non-threatening, equitable, secure and a fun place to be.

The teachers at Hummingbirds Early Childhood Centre empower children to:

Make good choices

Respect and care for themselves and others

Encouraged to use their words to resolve conflict

Acknowledge their own feelings

Strategies for Managing Behaviour:

Re-direction of behaviour, ie. guide child towards more appropriate activity;

Always offer the child an explanation of why certain behaviour is unacceptable;

Allowing the child time to correct his or her behaviour, ie. "I will have to put the paints away if you continue to use them in that way";

Removing the toy, activity or object that is central to the inappropriate behaviour after a warning has been given;



Management Practices for Child Behaviour

Every child is afforded respect and dignity;

Children are spoken to at a child's eye level at close range and in a soft tone

Children are not to be shouted at across the room or at a close range;

Children are listened to, what they have to say is important;

Individual differences and culture are taken into account and respected.

Every child is given positive guidance directed towards promoting appropriate behaviour, having regard to the child's stage of development

Children are shown appropriate behaviour through caregivers who model positive ways of resolving conflict;

When redirecting children's behaviour, staff will always give children a reason as to why such behaviour is inappropriate;

All reasoning is at a level that each individual child can understand at their development level;

Children are spoken to in a positive manner, are encouraged to do all things, and are praised verbally for their success or near success;

Children are offered alternative forms of behaving when guidance is necessary;

Children are never spoken to harshly, criticised, belittled or shouted at;

Every child's achievements, no matter how small are important and recognised;

Guidance procedures will include:

Avoid giving attention or withdraw attention from the instigator of the inappropriate behaviour;

Give comfort to the victim; then take time to explain what is wrong or not appropriate to the instigator, while still comforting the victim;

Invite the instigator to get the ice bag etc so that they then have the opportunity to take responsibility for their own action;

Try to be positive in your response to inconsiderate behaviour by saying "looks like that was an accident" what could you do to make sure it does not happen again or "sometimes people forget the rules, you will probably remember next time – what do you think?"

Praise positive behaviour;

Showing or explaining to the child the consequences of his actions and encouraging victims to verbalise their feelings toward the aggressive child;

Children being shown alternative, acceptable forms of behaviour;

One to one programme for disruptive children redirecting the energies into positive activities.



Learning to Make Choices

Our children's world is changing at a pace that is difficult to comprehend. The jobs that are here today probably won't exist in ten, much less twenty years. We need to teach and help our children learn a skill set that will enable them to navigate the fast-moving changes they will inevitably encounter during their lives.

A situation we are seeing with twenty-somethings has been named "a failure to launch." The shift in our economy's infrastructure has limited the number of job opportunities for those entering or trying to re-enter the work force. For many it feels safer to play video games in their parents' basements than to make a conscious effort to create a different opportunity for their futures.

In my observations, people who have had the opportunity since early childhood to make important choices in their daily routines seem to have the resourcefulness to choose to do something different. Yes, the world is not what they were told it would be, but these young adults who are comfortable with making choices have the ability to respond to new circumstances. Their years of practice with making choices is a habit. Learning to make choices and living with the consequences of those choices also creates a sense of commitment within an individual. Those young adults without years of practice lack the creativity to see things differently, and are paralyzed by their inability to see or make a choice to step out of the expected.

How do we help our children to learn to make choices? We can start with the one-year old by laying out two sets of clothes and asking, "Which outfit would you like to wear now?" For our two-or three-year-old who has dressed himself with a plaid shirt, striped pants, argyle socks, and a polka-dotted stocking cap, we acknowledge and appreciate his efforts by saying, "I see you got dressed all by yourself." On shopping trips we can ask, "Which would you prefer this week for dinner, broccoli or green beans?" At bedtime, perhaps we offer simple choices such as, "Would you like to brush your teeth before or after your bath?"

Whenever we can let our children make a choice, we do. We need to bring a deep respect for the child's work in learning how to learn to live, day-by-day, choice-by-choice. With years of experience our thirteen-year old will choose the right friends; our seventeen-year-old will confidently choose a college; our college-graduate will build a career.

We also need to understand that sometimes for the novice, choice is about satisfying curiosity. We can't truly choose what we don't know. How can we choose between cherry or coconut pie unless we know how each one tastes?

To help our children know we need to offer our children bits of knowledge and experience in order for them to make choices they can live with. Using the correct name for objects is one help. It's not a thinga-ma-jiggly. It's a phillips head screwdriver. We offer tastes and smells of new foods. This is a bell pepper. This is a carrot. This is cinnamon. This is ginger. The names and the experience with items that have sensorial qualities of texture, sound, movement, shape and much more can be introduced to our children three or four items at a time. We can give short demonstrations on how to do tasks, such as how to turn a page, to carry a breakable item, or to wash a glass.

Being able to choose confidently requires that we have the experience and knowledge to not only know how to choose, but to know what we are choosing. We help children learn to make choices by respecting their need to learn to make choices and live with those choices. Being confident in their ability to choose well allows our children to live their lives creatively, to develop self-discipline, and to work cooperatively with others, because they respect others' right to choose.

Remember, the child is always asking us to "help me help myself" if we will only stop to listen. Allowing choice is a good place to begin our help.

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