

Message from the Board of Directors

Families and Friends,

With the year now rapidly coming to a close, it was wonderful to take a moment to read through Lady Gowrie Tasmania's achievements over the last 12 months, as captured in the Annual Report 2018/19, which was tabled at our Annual General Meeting (AGM) held on 15 November.

As well as completing the formalities that form part of the AGM process, the event was also a heartfelt one. It was a celebration of the achievements and contributions made each day of the people within our organisation, as they passionately live our ethos of 'Children First'. It also saw the launch of two significant new initiatives – our Reconciliation Action Plan and the Helen Stephen Memorial Scholarship. Please see the CEO Report in this newsletter to read more about these two wonderful initiatives.

As well as celebrating our staff, our AGM was the last official event for our outgoing Chair, William McShane, and was an opportunity to acknowledge and thank Will for his achievements, dedication and contribution to our organisation. Prior to being elected as the Chair of the Board, Will was Convenor of the Finance Sub Committee where his skill, expertise and knowledge was integral in ensuring the fiduciary responsibilities of the organisation were met. We are grateful for the contribution Will has made over his tenure as a Board Director, and most recently over the last two years as Chair. Will's contribution has been significant and is sincerely appreciated.

While we farewelled Will, the Board was pleased to welcome a new Board Director at our AGM, Andrew Freshney. Andrew brings a broad range of financial expertise and experience and will be a valuable member of our team.

At the AGM we also appointed Office Bearers and were fortunate to have Barbara Mawson continue in her role as Deputy Chair, whose support I will be grateful for as I step into the role of Chair.

As our organisation continues to grow, the Board remains focussed on providing support to our excellent Senior Management Team through sound strategic planning and governance. This includes continuing to increase the sophistication of our systems and plans as reflected in our recent work to ensure our risk register and risk appetite are clear, relevant and current; and supporting our internal audit processes, which have been embraced by staff and have contributed to our culture of continuous improvement.

Lady Gowrie Tasmania continues to be a strong leader and advocate for the sector, as we continue to drive and contribute to the achievement of positive early learning outcomes for our communities across the state. As a Board, we are proud to be associated with such a strong group of people who consistently deliver wide ranging activities, programs and initiatives undertaken with a caring and professional manner. On behalf of the Board, I would like to acknowledge the work of our educators, leaders and all of the staff that work behind the scenes every day to provide these critical programs and services to the community. Each staff member of Lady Gowrie Tasmania should be very proud of what they achieved this year.

To everyone, we thank you for your support of Lady Gowrie Tasmania this year, and on behalf of the Board I would like to wish our families, friends and staff a safe and enjoyable Christmas and New Year.

Anne Beach
Chair - Board of Directors

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Message from the Chief Executive Officer

Dear Families,

One knows that Christmas is near when the Christmas Pageant has occurred, decorations are in the shops and in the streets, and of course toy catalogues take over the letterbox. Children will pour over these with their 'wish list' articulated to families. It is important to be considered when determining what to purchase for your child - the safety of toys is important but so is the purpose and cost. Is the latest 'fad' toy favoured for a while then replaced by another? Toys that have longevity, spark imagination, are sturdy, foster development and of course are safe for the age and stage of the child should be considered.

For some children, the end of 2019 marks the end of their time within a Lady Gowrie Tasmania Education and Care service as they prepare to commence formal schooling. Whilst a new environment, their learning and development has been taking place since birth – and at a phenomenal rate at that! Reflect on your child's progress – from dependent infants to competent pre-schoolers. They are physically competent with their fine and gross motor skills refined, developing social and emotional skills and their thirst to learn about their world evident in their cognition – inquiring minds keen to question and make sense of their environment.

Whilst many will be eager and ready for school, others will be more tentative and need some extra support to transition to school. Strategies such as speaking positively about school,

supporting self-help skills and independence to cope with routines such as going to the bathroom, opening the lunchbox, dressing themselves, keeping their personal belongings together will assist a successful transition. Ensure your child knows the routines, particularly if they are attending an afterschool care program, or being collected by an adult by being clear about where to wait and who will be collecting them will support their confidence. A weekend visit to the school playground is useful as children can explore play equipment and the school environment.

To those children and families leaving our services at the end of the year, thank you for allowing Lady Gowrie Tasmania to be part of your lives and we wish you all the very best for 2020 and beyond. To the families continuing we look forward to partnering with you to support improved learning outcomes for your child.

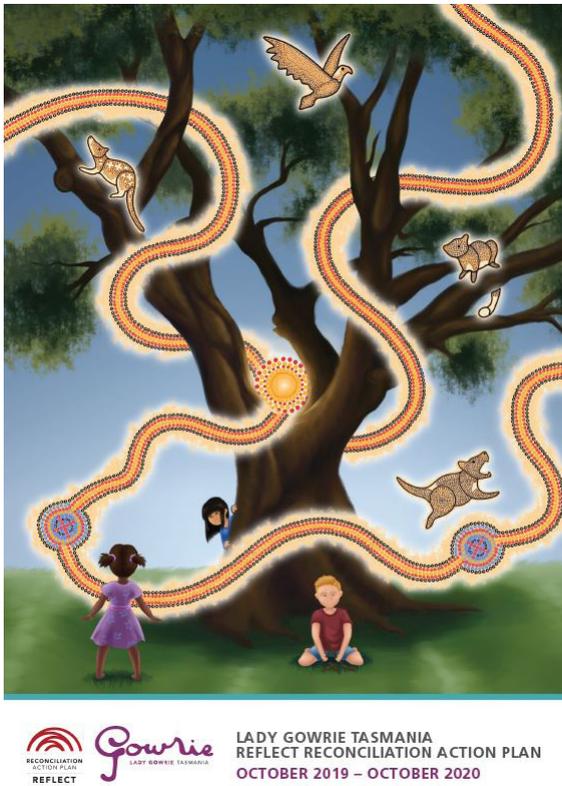
Summer is with us, albeit a mixed bag of weather lately, but in the hope of warmer weather families need to have heightened safety awareness when their children are near water. Children have a strong attraction to water and the smallest amount of water is potentially dangerous. Similarly, families need to ensure adequate sun protection is in place when children are outdoors.

The recent Annual General Meeting not only reported on the progress and achievements of the organisation over the last financial year but also was the forum to launch two important initiatives.



'Children First'

The first was the launch of the Lady Gowrie Tasmania Reconciliation Action Plan (RAP) which was developed by an employee representative group and endorsed by Reconciliation Australia. The RAP further signifies the organisation's commitment to reconciliation with the plan identifying specific actions, timelines and responsibilities of the organisation to achieve the goals within the plan. The RAP cover artwork is by a Tasmanian Aboriginal Artist, Andy Gall and depicts elements of nature: plants, animals, the earth and the sky, as they are all connected within Aboriginal culture and hold importance to the community.



The other significant initiative was the announcement of the Helen Stephen Memorial Scholarship. Helen was the Kindergarten Teacher at the Battery Point Centre for 25 years and passed away suddenly in August this year, just weeks after participating in the organisation's 80th birthday celebrations which included the development and launch of the organisation's history publication.

During Helen's time at Lady Gowrie Tasmania she played an important role in the lives of many children and their families. She also influenced the pedagogy and practice of many early childhood professionals with whom she came into contact. Her deep commitment to her chosen profession was evident right up to her passing as she was still teaching two days per week - sharing her skills, knowledge and expertise with children, families and those who worked with her.

Helen's legacy will live on through many of her qualities that resonated with those who were fortunate to have known and loved her. To this end, Lady Gowrie Tasmania made the decision to provide a scholarship in her memory. The Helen Stephen Memorial Scholarship will be awarded annually to a Lady Gowrie Tasmania educator who has committed to undertake study towards gaining an early childhood degree qualification.

Nic Stephen, Helen's son, addressed the AGM and announced the inaugural recipient of the Memorial Scholarship – Jodie Hayes, Acton Education and Care Service Manager. Jodie holds a Diploma of Education and Care and more recently completed the Advanced Diploma of Community Sector Management and the Early Childhood Australia Leadership Program.



Her commitment to lifelong learning is reflected in her recent decision to undertake further study to gain a degree qualification. Jodie was privileged to have known and worked with Helen Stephen and gained great insight from this experience that has influenced her own practice. Jodie was certainly a worthy recipient of the Scholarship.

On behalf of all at Lady Gowrie Tasmania, I take this opportunity to wish you a safe, peaceful and restful festive season and happy holidays.

Until next year...

Ros Cornish
Chief Executive Officer

LADY GOWRIE TASMANIA FAMILY SUPPORT PROGRAM



Lady Gowrie Tasmania is a community-based not for profit organisation, providing a range of services for children, families and early childhood professionals within Tasmania.

Lady Gowrie Tasmania offers their families access to the Family Support Program.

The program provides free confidential, practical and emotional support to families who might be experiencing some of life's challenges or who may benefit from support in the day to day raising of their children.

FAMILY SUPPORT SERVICE

229 Campbell Street, North Hobart

PO Box 422 South Hobart Tasmania 7004

P 6230 6860 E familysupport@gowrie-tas.com.au

Christmas Closure Dates

Lady Gowrie Tasmania Children's Education and Care Services will close for the Christmas break at 1.00pm on Tuesday 24 December 2019 and will re-open on Monday 6 January 2020. Please check with the educators at your particular service to confirm exact closure dates and times.

2020 Fee Increase

The Board of Directors approved a fee increase, effective at the beginning of 2020, as part of the budget development and approval process. In approving the increase, the Board was cognisant of the impact on families and compared Lady Gowrie Tasmania fees with other providers. This investigation indicated that the fee charged by Lady Gowrie Tasmania remains below that of many competitors. The fee schedule for 2020 is available at each individual site.

Upcoming Events

Lady Gowrie Tasmania's Southern Children's Christmas Party will be held on Wednesday 11 December 2019 from 6.00pm until 8:00pm at Soundy's Park in North Hobart. Lady Gowrie Tasmania's Northern Children's Christmas Party will be held on Wednesday 11 December 2019 from 5.30pm until 7.30pm at City Park in Launceston. We hope all our children and families will be able to join us for this night of fun and celebration!

Kids Alive – Do the Five!

1. Fence the pool
2. Shut the gate
3. Teach your kids to swim – it's great
4. Supervise – watch your mate
5. Learn how to resuscitate

*'You will always be your
child's favourite toy'.*

VICKI LANSKY



Starting School: Preparing Your Child

Becoming familiar with your child's new school

In the months and weeks before starting school it is good for your child to become familiar with the school environment. This includes routines and rules as well as the classroom, playground, toilets, drinking fountains and so on. Here are some ideas:

- If your child is at a preschool or early childhood centre with a school transition program, try to make sure your child is at preschool on the days the children visit 'big school'.
- If your child isn't at preschool, visit the school yourselves, or see whether the school runs its own transition program.
- Visit the school and if possible meet your child's teacher. Let your child know that teachers are there to help, and she/he can ask for help any time.
- Make sure your child knows where you'll be picking her/him up.

Practical preparations for starting school

It's a good idea to have uniforms, lunch boxes, bags and stationery ready ahead of time:

- Get your child to try on the uniform and shoes before the first day to make sure everything fits. It's a good idea to have your child wear new school shoes for a few days before school starts and practise doing up laces or buckles.
- Choose a school bag that's comfortable for your child to carry. A backpack with adjustable straps is best.
- Choose a lunch box that has an easy lid for your child to open
- Find out if your child needs any other items for school - hat, art smock, library bag, pencils, markers, crayons.
- Make sure your child's name is clearly marked on all clothing, as well as his/her lunch box and school bag.

Managing feelings about starting school

Starting school can be a big change for your child, and she/he might feel a bit anxious as well as excited. Here are more ideas for managing mixed feelings:

- Try to organise play dates with other children before the first day of school. It can help if your child knows another child going to the same school before school starts.
- Give your child lots of love and support and be enthusiastic about your child starting school. This sends your child the positive message that school is exciting and that she/he will cope well and have fun.
- Read a children's book about starting school with your child. Reading books about school together can help you talk with your child about his feelings. You could try *Starting School* by Janet and Allen Ahlberg, or *Starting School* by Jane Godwin and Anna Walker.

Starting school: the early weeks

Your child might need some support when school starts. There are some simple things you can do to help these first few weeks go smoothly:

- Try to drop off your child at school before the bell goes in the morning. Also pick your child up on time. If you're late it could make your child feel very anxious.
- Be patient if your child wants to blurt out every little detail about school or clams up completely. You could try saying something like, 'Tell me one good thing about your day', rather than asking lots of questions.
- Don't expect too much academic progress too soon. If your child is happy and seems to be enjoying school, that's a real achievement. The rest will come later.
- Remember that it's normal for children to play with lots of different children, and even to play on their own sometimes. It takes a while before they settle into a group of friends.
- If your child doesn't seem to be settling well, or tells you about teasing or bullying, speak to your child's classroom teacher.

School is a big transition for your child. Your child might need extra support and plenty of rest at home in the first few weeks.

Taken from Raising Children's Network Article 'Starting School: Preparing Your Child'



'Children First'

Water Intake

During the hotter summer months it is important to ensure children are drinking enough water to help regulate their body temperature.

How much water do children need?

The amount of water a child needs is influenced by the amount of activity they do, the weather temperature and their diet and health.

Children up to 8 years of age should have a minimum of 4-5 cups of water a day. Children above 8 years old require at least 6-8 cups of water a day.

How do I get my child to drink water?

Research has shown that adding healthy flavours to water may increase the amount of fluid consumed voluntarily. Try these tips to help boost water intake in children:

- Add a slice of lemon, lime, mint, spices or an infused cold tea bag to give water a different taste
- Ensure your child always has a water bottle handy
- Freeze fresh fruits and use them as ice cubes in glasses of water.

Immunisation

Immunisation is a simple, safe and effective way of protecting people against harmful diseases before they come into contact with them. Immunisation not only protects individuals, but also others in the community, by reducing the spread of preventable diseases. Your child can get the immunisations recommended on the Australian National Immunisation Program (NIP) schedule from several places including GP clinics, community health clinics and local government immunisation clinics. In January 2016, the Australian Government introduced a 'No jab, no pay' policy. This means that if a child isn't fully immunised parents are ineligible for the Family Tax Benefit Part A or the Child Care Subsidy. For more information about immunisations go to www.immunise.health.gov.au or talk to your family GP.

CELEBRATE
**CHILDREN'S
WEEK**

19-27 OCTOBER 2019



Children's Week 2019

Thank you to Playgroup Tasmania for hosting this year's Teddy Bear's Picnic in Launceston and Hobart to celebrate National Children's Week 2019. National Children's Week is held in October each year and celebrates and recognises the talents, skills achievements and the rights of all children.

The National Children's Week campaign has a theme each year taken from the United Nations' (UN) Conventions on the Rights of the Child. The theme for 2019 was article 24 being:

'Children have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help them stay well.'

Lady Gowrie Tasmania services and programs held various celebrations and events during Children's Week to celebrate the children in our community and to recognise the right of all children to be healthy, safe and happy.

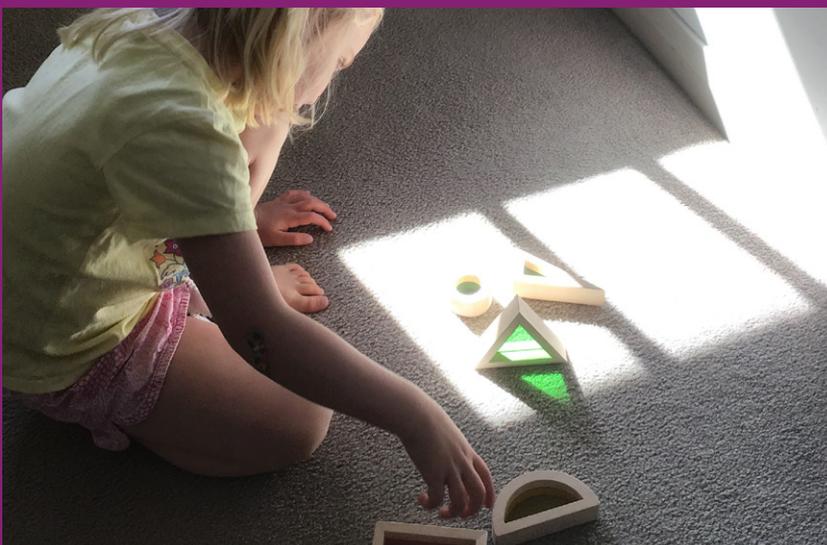
The Teddy Bear's Picnic was a great opportunity for the staff representing Lady Gowrie Tasmania to meet new families and to catch up with current families and children in our community. The interactive activities, child focused displays and Lady Gowrie Tasmania stickers were a hit with all the children!



'Children First'

Sun Safety Reminders

1. **SLIP** on some sun-protective clothing that covers as much skin as possible.
2. **SLOP** on broad spectrum, water resistant SPF30+ (or higher) sunscreen. Put it on 20 minutes before you go outdoors and every two hours afterwards. Sunscreen should never be used to extend the time you spend in the sun.
3. **SLAP** on a hat – broad brim or legionnaire style to protect your face, head, neck and ears.
4. **SEEK** shade.
5. **SLIDE** on some sunglasses – make sure they meet Australian Standards.



Family Day Care Learning Environments

Lady Gowrie Tasmania Family Day Care educator, Barbara Barrett shares a reflection and photos below:

"Heather showed an interest in investigating a light box, rainbow blocks and coloured magnifying glass. Heather placed the coloured blocks onto the light box to see what happened. Heather: 'Look it makes it much brighter.' Barbara: 'Yes, that's right.'

Heather placed other colours on top of each other to see what would happen and she noticed they changed colour. She moved down the hallway taking the rainbow blocks and the magnifying glasses into the sun which was shining through the glass door. Heather then placed the coloured blocks standing up on their side so the sun could shine through them to make a coloured reflection on the carpet.

This experience supported Heather's communication, fine motor, hand eye coordination, observation and problem-solving skills."

Early Childhood Australia National Conference 2019

In September this year I was fortunate to have the opportunity to attend the Early Childhood Australia (ECA) conference in Hobart. I found this experience to be thoroughly informative, enjoyable and thought provoking. On the Wednesday I had a tour of four Lady Gowrie Tasmania Education and Care Services in Southern Tasmania. I was inspired by many things I saw on that day and as a result of these tours, I have begun outdoor sleeping with the 18 months to 2.5 year old children in my service. This has been warmly welcomed and supported by children, families and educators.

Thursday was the first official day of the conference. The first session I attended was about the importance of storytelling and communication for children and ways to keep them engaged during these experiences. To build on my new learnings I have since provided children with the opportunity to choose the story they wish to read, provided props for characters from the story and encouraged actions to stories. Using props while telling stories encourages children to visualise what is happening. The children in my room have particularly been enjoying the book 'We're Going on a Bear Hunt' while using different actions to the words.

I also attended a workshop on loose parts play, something I am extremely passionate about. By providing many open-ended learning opportunities for children, loose parts play encourages complex communication, imaginative play, independence, social play and risk taking. Loose parts allow positive adult supported risk-taking play and opportunities for self-assessment of risk. The children in my care have been showing a keen interest in the many loose parts play opportunities provided to them. I have witnessed many shared interactions between children of varying ages, with

each helping the other to create different obstacles, small worlds and different imaginative opportunities together.

The conference session I was most looking forward to was about supporting children to unpack their feelings through mindfulness. This session was based around the different ways for children to be able to show their emotions, through both verbal and non-verbal methods, ways to support children to relax and ways to encourage different ways of thinking. I felt that with the age group I work with and the busy routine times we have that this session would help create a calm environment, particularly before rest time. Each day the children now sit or lie (with an educator) on the mat while listening to 'Peace Out' on YouTube. This provides a guided 6 minute breathing and relaxation time which enables the children to re-group their thoughts and emotions before rest time. By providing this relaxing time each day, the children have remained engaged for longer periods of time. Yoga has also been provided during this time. Being given the opportunity to stretch and focus enables children to calm and clear their minds. The book 'Who Am I' by Jane Lee Wiesner, has been read to the children in our service, with children often performing moves from the book at different times throughout the day.

Overall the ECA conference was an amazing professional development opportunity for me. I enjoyed every minute as it inspired me and enabled me to learn new ways of 'doing' to share with my colleagues while providing many new and exciting learning opportunities for the children in our service.

Kate Beckett
Lady Gowrie Tasmania Norwood Education and Care Service
Room Leader

EARLY CHILDHOOD AUSTRALIA NATIONAL CONFERENCE 2019

FROM VISION
TO ACTION



Spiny Leaf Insect Inquiry

The children in the Brady Room at Lady Gowrie Tasmania Midway Point Education and Care Service have been investigating the world of insects. This interest commenced when the children found lots of bugs in our garden beds outside. The children brought the bugs inside in jars, along with leaves and grass, and showed great interest in watching the bugs move and explore their new environment.

To extend on the children's great interest in bugs, the educators provided opportunities for them to express their current knowledge and explore new understandings through art experiences, digging for fossil bugs, reading books, singing songs and exploring bug environments. During these experiences the children and educators shared insightful dialogue about caring for and the life of bugs.

The children continued to show great excitement and engagement in their bug inquiry, which led to the educators in the room sourcing a Spiny Leaf Insect and creating a home for her to live in safely. This has encouraged great curiosity for the children who have helped the educators to prepare the home and provide their beloved insect with food and water. The children have discussed the following:

'How do we look after our new pet?'

'What can we call our Spiny Leaf Insect?'

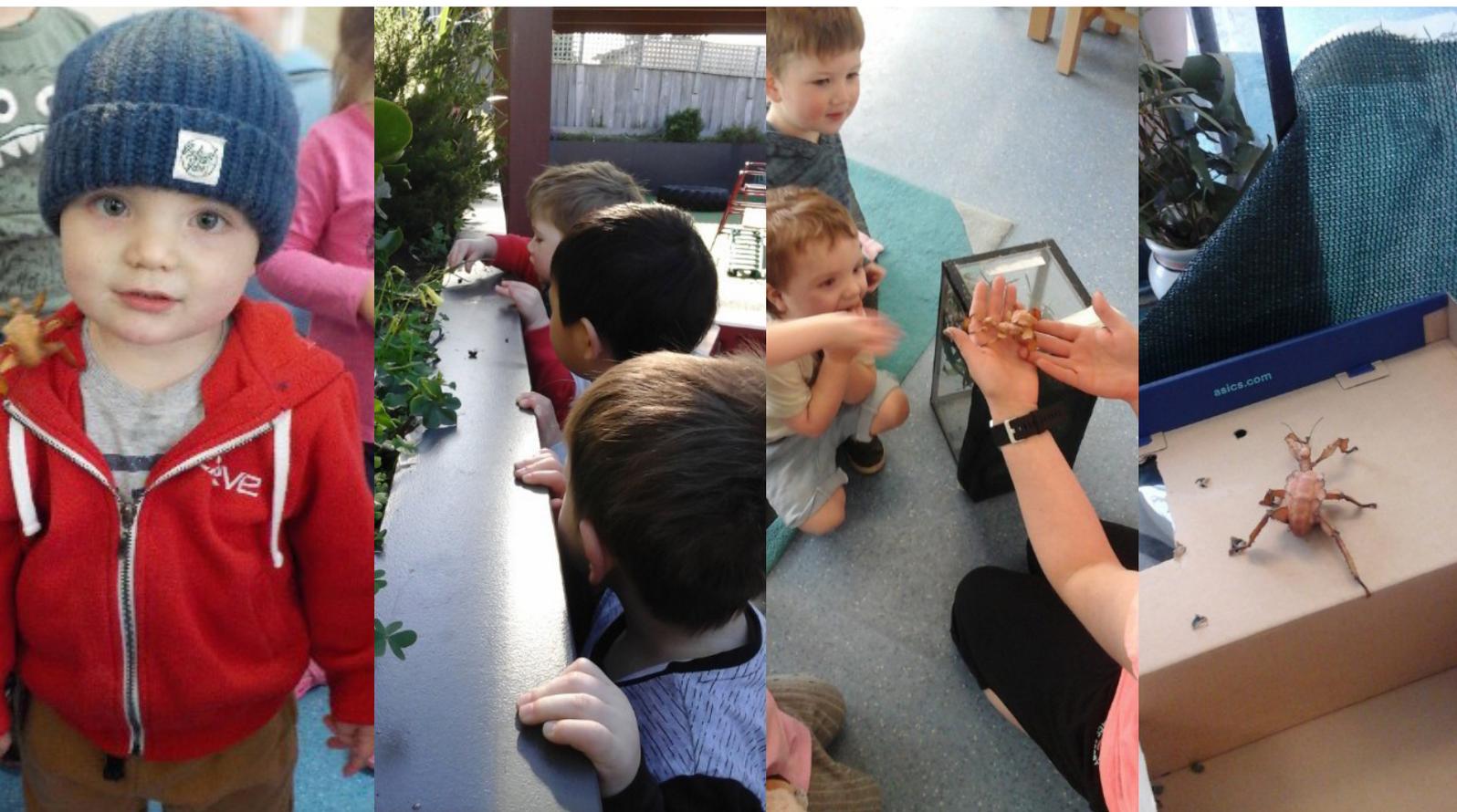
'What colour is our insect?'

'How many legs do you see?'

After a few suggestions from the children, as a group the discussion was made to call the insect 'Miss Buggy'. One of the most intriguing things about Miss Buggy for the children is the way in which she walks. In one conversation Ivy (3yrs) exclaimed 'the insect is dancing!'. We all agreed that Miss Buggy does look like she is dancing as she moves from side to side when she walks.

We look forward to the many learning opportunities that Miss Buggy will present to us, particularly around the process of shedding her skin, which is sure to spark even more wonder and excitement among the children at Lady Gowrie Tasmania Midway Point.

Miffy Wedd
Lady Gowrie Tasmania Midway Point Education and Care
Service Manager



Working Together for 3 Year Olds (WT3) Pilot Program

During 2019 Lady Gowrie Tasmania Alanvale Education and Care Service has been successfully participating in the Tasmanian Government Department of Education Working Together (WT3) pilot program.

Working Together (WT) is a Tasmanian Government Department of Education initiative which is opening up opportunities for eligible children to participate in free, quality early learning in the year before they start kindergarten.

This is done by:

- Funding places in early childhood education and care centres in targeted locations across Tasmania;
- Working with families, early childhood educators and community services to get the right support to help children to thrive; and
- Providing professional learning opportunities for the Early Childhood Education and Care (ECEC) sector so they can assist these children and their families in the best way possible.

The WT model incorporates four inter-connected elements to embed the foundations of success in the initiative and deliver the desired outcomes:



(Information taken from Tasmanian Department of Education website - <https://www.education.tas.gov.au/about-us/projects/working-together/wt3-pilot/>)

Lady Gowrie Tasmania Alanvale Education and Care Service has supported 10 children to access up to 15 hours per week of funded Education and Care. A core component of the WT3 model is the holistic wrap around support that is provided to families. This has allowed non-contact time for educators to build genuine strong family partnerships and has enabled educators to attend appointments with specialists such as ECIS, Launching into Learning, Family Support Workers and MRC support workers. Educators involved in the WT3 program have planned programs to support both the child and family as a whole unit.

The WT3 program has provided educators with a range of valuable professional learning opportunities which included: Family Partnership Training, Cultural Awareness and Trauma Informed Practice. We applied to be part of the WT3 program for the next two years and are delighted to announce that Lady Gowrie Tasmania Alanvale Education and Care Service was successful. We are looking forward to working with and supporting more children and families within our community.

Jann Williams

Lady Gowrie Tasmania Northern Team Leader



2019 Myer Hobart Christmas Pageant

The weather forecast for strong winds and rain on the morning of the Myer Hobart Christmas Pageant did not dampen the enthusiasm of the many Lady Gowrie Tasmania children, families and staff who came together to participate in the 2019 Myer Hobart Christmas Pageant.

The theme was 'Christmas Beetles' with educators and children from 4 to 12 years of age from our South Hobart Outside School Hours Care Service making all the sparkly beetles to decorate the bus and to wave to the crowds with.

It was a wonderful sight to see so many Lady Gowrie Tasmania children, families and staff lining the streets of Hobart and waving to our group with such excitement and enthusiasm!

Thank you to Claudia Gammon from Lady Gowrie Tasmania South Hobart Outside School Hours Care for coordinating the decorations for the children to make, to Chris Holter for driving the bus and to all the children, families and staff for supporting our group – making this a true community event!



PRINCIPAL PARTNER

MYER

MY STORE

MEDIA PARTNERS

TRIPLE
107.3
HOBART



MERCURY

PROUDLY PRESENTED BY



City of HOBART

Teaching Children the Joy of Generosity

Generosity is a trait most of us would like to see our children embrace, but how do we teach them about the power of giving?

Christmas is a great opportunity for parents to show children that there's joy in being charitable and that there's more to life than holding hands out for seemingly endless gifts.

Clinical child psychologist and Deakin University Professor Jennifer McIntosh says when it comes to nurturing generosity and empathy, it's vital children are shown 'the roots of empathy' from a very early age.

"The roots of empathy are one of the top developmental achievements in the first years of life. It's the quality of parenting that a baby experiences. The way parents respond to their baby in a sensitive way," says Professor McIntosh.

"The attachment relationship between parent and baby has been shown to influence brain development and the development of higher order functioning, particularly the set-up of the prefrontal cortex – as it grows it supports higher order emotions including empathy.

"So, to experience empathy is the top job of any parent to ensure their child feels 'felt.' It's not just about teaching compassion as a good principle in life but that the child begins life knowing what it's like to accurately feel what you're feeling."

Simply put, your response to your baby sets up the baby's experience of empathy.

'One of the vital tasks of preschool education is to nurture the capacity for empathy, to be able to be in a group cooperatively and understand the impact of behaviour on other people.'

PROFESSOR JENNIFER MCINTOSH

"Then around the age of two, the child who has had a good experience in the first two years of receiving empathy, is able to show it themselves," says Professor McIntosh.

"One of the vital tasks of preschool education is to nurture the capacity for empathy, to be able to be in a group cooperatively and understand the impact of behaviour on other people."

Parents need to lead by example

Christmas time or any peak time for gift giving is ideal for parents to lead by example. Professor McIntosh believes it's critically important that parents not simply talk about the importance of being generous, but to actually show their children that they are being generous.

"In our house, we volunteer at Christmas time, we buy gifts that are from charities, we believe in re-gifting," she says.

"Parents can make those choices; you can get yourself on volunteering lists, there are so many ways to show generosity. And nothing makes you feel better about yourself than to know you've just helped somebody.

"It's also important to talk to your children with the same level of excitement about what we're going to give other people, as the excitement around what children are hoping to receive, for birthdays and Christmas.

"Always make sure the list of what we're going to give is longer than the list of what we've asked for. These types of principals are woven into the fabric of life and will set your children up for life."

Children who see their parents going out of their way to help others are more likely to mimic that behaviour. According to Professor McIntosh, it's incredibly important for children to see their parents in service to other people.

"It's about giving up their time, not just their money, and making an effort to help others," says Professor McIntosh.

"For example, cooking a meal for somebody. They will see that mum is busy cooking our meal and now she's busy cooking a meal for somebody else who needs a meal too.

"Much of the impact of generosity is non-verbal and it's associated with the reward centre in our brain; we get an endorphin rush when we do something good for other people.

"It's so important that, even before a child has words, that the roots of civil responsibility are shown, particularly when it comes to caring for those less fortunate."

'It's not for parents to actually tell their child that they're being generous or showing empathy, but for parents to carry

'Children First'

out acts of generosity in front of their child so they can observe and learn from their behaviour.'

PROFESSOR JENNIFER MCINTOSH

There are many ways to help your child become a happy giver, instead of always receiving gifts.

"Parents can model generosity and compassion by showing children that they are kind and generous to others. When it's time to give gifts, whether it's for birthdays or Christmas, involve your child as much as you can in the process. This can mean writing a list and discussing what kind of things the friend or family member would like."

Start lessons in generosity and empathy early

Professor McIntosh advises parents to think about what sort of theology they might teach in their own home or what sort of humanitarian values they'll give their kids.

"It's a good idea to begin the origins of civic responsibility when children are very young. A child can learn to pick a flower, give it to somebody and watch the beautiful

expression on someone's face. There are so many simple ways to show your child how to give generously.

"It's not for parents to actually tell their child that they're being generous or showing empathy, but for parents to carry out acts of generosity in front of their child so they can observe and learn from their behaviour.

"There are life lessons in showing generosity and empathy. It should be something that comes naturally and easily and not feel like it's artificial."

When a child has a strong sense of empathy, it not only encourages tolerance of others but it helps them build strong relationships and higher levels of overall happiness. Being generous can also promote good mental health.

"There are limits to generosity but the important lesson is when children see their parents being generous and looking after others. It should be seen as a natural thing to be generous; a natural and logical choice."

Article taken from First Five Years online article: 'Teaching Children the Joy of Generosity' www.firstfiveyears.org.au



Contact Details

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Northern Services

Long Day Care Services

Alanvale	6348 1390	alanvale@gowrie-tas.com.au
Gordon Square	6382 2445	gordonsquare@gowrie-tas.com.au
Norwood	6336 6971	norwood@gowrie-tas.com.au
University	6324 3731	uninorth@gowrie-tas.com.au

Outside School Hours Care Programs

Frederick Street VAC	6331 5106 / 0438 109 367	oshclusternorth@gowrie-tas.com.au
Gordon Square ASC, VAC	6382 2445	gordonsquare@gowrie-tas.com.au
Launceston Preparatory School ASC	6331 5106 / 0438 109 367	oshclusternorth@gowrie-tas.com.au
Norwood ASC	6331 5106 / 0438 109 367	oshclusternorth@gowrie-tas.com.au
University ASC Mowbray, VAC Campus	6331 5106 / 0438 109 367	oshclusternorth@gowrie-tas.com.au

Occasional Care Program

Frederick Street Pre-School Program	6331 5106	oshclusternorth@gowrie-tas.com.au
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Southern Services

Long Day Care Services

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Battery Point	6214 0380	batterypoint@gowrie-tas.com.au
Bowen Road	6228 4568	bowenroad@gowrie-tas.com.au
Campbell Street	6230 6881	campbellstreet@gowrie-tas.com.au
Kingston	6229 1901	kingston@gowrie-tas.com.au
Integrated Centre for Children and Families	6230 6805	integratedcentre@gowrie-tas.com.au
Midway Point	6230 6872	midwaypoint@gowrie-tas.com.au
University	6226 2088	unisouth@gowrie-tas.com.au
Fahan Richmond South Hobart	Swansea Oatlands	6230 6805 clusteradmin@gowrie-tas.com.au

Outside School Hours Care Programs

Albuera Street ASC, VAC Bowen Road ASC Brighton BSC, ASC, VAC Glenorchy ASC, VAC Goulburn Street ASC Lansdowne Crescent BSC, ASC, VAC	Mount Nelson BSC, ASC Richmond ASC Rosetta BSC, ASC Sorell ASC, VAC South Hobart ASC, VAC Taroona BSC, ASC, VAC	6230 6806	clusteradmin@gowrie-tas.com.au
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Family Day Care

Family Day Care Scheme	6230 6809	familydaycare@gowrie-tas.com.au
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