

From the Chief Executive Officer

Dear Families,

I hope everyone is enjoying the last of the colourful autumn days and staying healthy and well as we head into the cooler months of the year.

When visiting our education and care services, it is wonderful to see the children and educators settled into their programs and to see all the play-based learning experiences in full swing. Our educators work so hard to plan for and support these learning experiences to ensure your children are engaged and active during their time with us.

In my last newsletter article, I focused on helping the children in our lives to develop an understanding of the 'gift of giving'. I wrote of my strong belief that 'giving' to others and our community also contributes to our positive mental and physical wellbeing in numerous ways. This has led me to reflect on the benefits of building children's connection to their community, their extended family, their family friends and their neighbours.

Building children's connections within their community encourages:

- a strong sense of belonging;
- opportunities to develop social skills;
- improved self-esteem and self-confidence;
- people to go to when they need help; and
- a network they can use to learn about the world around them.

Ways to encourage these connections might be through sporting clubs, music or art groups, religious or cultural organisations or volunteer groups. These activities can give children opportunities to build new friendships, learn new skills, follow their interests and 'give back' to their community.

At Lady Gowrie Tasmania (LGT) we look to give back to our community, whether it be through supporting children and families, rolling out projects that benefit our community or donating to specific local causes through both collective and individual efforts.



inside

Message from the Board	2	Engaging Learning Environments at Pedder	10
How to Teach your Child Emotional Regulation.....	5	Exploring Loose Parts Play at Uni North	12
Helping Children to Deal with Big Emotions	8	Muta the Messenger Bird Learning Project	13
Harmony Week 2023.....	9	Sharing Home Cooked Meals in Family Day Care	14

'Children First'

One team has signed up for the upcoming Hobart City Mission's 'Sleep Rough' night, our team from the Integrated Centre for Children and Families recently participated in the 24-hour Cancer Council's 'Relay for Life', in November last year our Finance Officer organised staff donations for Share the Dignity 'It's in the Bag' packs and you may remember I visited Tassie Mums last year to donate eight nearly new children's car seats that were surplus to our requirements.

Through generous donations by local individuals, schools and businesses, Tassie Mums provides essential baby and children's items to social service organisations across Tasmania that work with vulnerable and at-risk children. The work undertaken by Tassie Mums and their passion for supporting babies and children in need, closely aligns with LGT's mission of providing services and programs that enable Tasmanian children to thrive.

I am therefore very proud to announce that during the month of July 2023, LGT will be throwing our collective weight behind the valuable work that Tassie Mums do to provide for Tasmanian babies and children in need. Donation bins will be available at each of our Education and Care Services and we are asking our families and our people to please donate brand new children's underwear, socks, nappies and drink bottles. You might also like to donate new/excellent quality second hand children's books, fidget toys or small soft toys up to 30cms.

In the lead up to July, we will post donation reminders for families on Storypark and on our social media pages. I thank you all in advance for your support of this fantastic initiative. If you would like to learn more about the incredible work undertaken by Tassie Mums, then please follow the link below:

<https://tassiemums.org/what-we-do>

Having conversations with your children about why you are donating to Tassie Mums and the valuable work they do is great way to role model the concept of 'giving back' to your community. You might also like to involve your children in preparing your donation and talk to them about how it makes you feel to help others in your community.

On this note, you will also find in this newsletter an article about being good role models in teaching children about emotional regulation, dealing with big emotions through play, Harmony Week 2023 celebrations, 'Muta' our orange-bellied parrot learning project, reminders about the upcoming CCS changes, a delicious cheese and chive scone recipe – and much more!

Please stay safe and warm and as always, feel free to contact your Service Manager if you have any questions or require support with your children's education and care journey at LGT.

Until next time,

Mat Rowell
Chief Executive Officer



TASSIE MUMS

Help us find 750 coats & 750 warm pyjamas for Tasmanian children in need this Winter

1-31 May 2023
New and excellent second hand condition items in children's sizes 2-14

Please ensure that all clothing is freshly washed, with no holes or stains. A good guide is to think "would I gift this to a friend?"

Make a tax deductible donation
A donation of \$50 will allow us to purchase essential items for a vulnerable child in need.
www.tassiemums.raisely.com

www.tassiemums.org

REGISTERED CHARITY

From the General Manager Education and Care

Lady Gowrie Tasmania (LGT), and its Educators are committed to putting 'children first' in all that we do.

Scientific research over the past 30 years has taught us that the most important period of human development is from birth to eight years old. We know that the most rapid and significant brain development happens in the first 3 years of a child's life, and that 90% of a child's brain develops by the time they're 5 years old. We know that the relationships children have and their experiences during the first years of life will have a profound impact on the rest; so how do we give children the best start in life?

We play.

Children of all ages learn naturally through play. It's how they explore, make sense of the world, express their curiosity, and have fun. Research shows that play supports positive attitudes towards learning, providing a good foundation for ongoing success at school and skills for life-long learning.

Play is the primary way in which young children gain essential knowledge and skills. For this reason, opportunities and environments that promote play, exploration and hands-on learning are at the core of what we offer in LGT services.

Development and learning are complex and holistic, and skills across all developmental domains can be encouraged through play, including motor, cognitive and social and emotional skills. In playful experiences, children can develop a range of skills and dispositions at one time.

Play develops important social skills in children including how to read social cues, recognise and regulate emotions, take turns, and engage in a long-term activity that is mutually beneficial. Because learning and child development doesn't happen in discrete pockets of time or during isolated activities, children need opportunities to blend their skills and knowledge together, which play supports.

By combining hands-on activities and structured learning experiences, a play-based approach ensures that children are continuously challenged and stimulated, building a strong foundation for their future schooling and personal success. In our services, you will notice Lady Gowrie Educators providing play opportunities in lots of different ways:

- **Sensory play** - This involves providing children with various materials to explore using their senses, such as sand, water, and playdough. This helps them develop their fine motor skills and understand basic scientific concepts, such as cause and effect.
- **Role-playing** - Children engage in imaginative play by taking on different roles and acting out scenarios. This helps them develop their social and emotional skills, as well as language and creativity.
- **Construction play** - Children may use blocks, Lego, or other building materials to construct various structures. This helps develop their problem-solving skills, spatial awareness, and creativity.
- **Outdoor play** - This can involve exploring nature, running, and climbing, which helps children develop their gross motor skills, coordination, and physical health. It also encourages them to explore their environment and build an appreciation for nature.
- **Storytelling and reading** - Children can take part in reading stories and retelling them through play. This helps develop their language and literacy skills, as well as their imagination and creativity.
- **Art and craft activities** - These activities can include painting, drawing, and creating collages. By engaging in these activities, children develop their fine motor skills, creativity, and self-expression.
- **Cooking and baking** - These activities encourage children to work collaboratively, follow instructions, and develop an understanding of measurement and mathematical concepts. It also introduces them to various foods and encourages healthy eating habits.

As children grow and start to understand their role in the world, Educators use play-based learning to support emotional regulation in a variety of ways. This includes:

- **Stress reduction**: Play helps children release their anxieties and frustrations, leading to decreased stress levels.
- **Socialisation**: Play introduces children to social norms and expectations, helping them regulate their emotions in social situations.
- **Emotion expression**: Play allows children to express their emotions in a safe and imaginative environment. This allows them to develop emotional regulation skills.

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- **Self-esteem:** Play-based learning lets children make choices and take risks, boosting their self-esteem and confidence.
- **Empathy:** Play promotes empathy and understanding as children learn to recognize and respond to the emotions of others.
- **Coping skills:** Play-based learning teaches children to cope with difficult situations, helping them build resilience and emotional regulation skills for the future.

Lady Gowrie Tasmania recognises parents and carers as children's first and most important teachers. We value partnerships with families knowing that these leads to the best outcomes for children.

If you or your child need more support with their emotional regulation, our incredible Service Managers are always available to set up a time to meet with you and create a play-based plan focused on supporting your child.

Shanna Hughes
General Manager Education and Care

"When little people are overwhelmed by big emotions, it is our job to share our calm, not join their chaos."

L.R KNOST



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 Child and Family Wellbeing 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.

CHILD AND FAMILY WELLBEING PROGRAM

229 Campbell Street, North Hobart, TAS 7000

PO Box 422, South Hobart, TAS 7004

P: (03) 6230 6860 E: familysupport@gowrie-tas.com.au

**Making
child care
cheaper from
July 2023.**

[servicesaustralia.gov.au/
changes-if-you-get-
family-payments](https://servicesaustralia.gov.au/changes-if-you-get-family-payments)

CCS Changes from July 2023

From July 2023, most families using education and care will get more CCS. The increased CCS percentage you will be entitled to depends on your family's income.

If you already get CCS, you do not need to do anything to get the increased rate. Services Australia will apply changes to your CCS automatically.

However, families must remember to inform Services Australia of any changes to your income or family circumstances.

For more information please visit: <https://www.servicesaustralia.gov.au/child-care-subsidy>

How to Teach your Child Emotional Regulation in 6 Steps

Managing emotions is hard. It's hard for us adults with our fully developed brains. It's even harder for small people, with their still developing brains. A lot of parents worry about their child's emotional regulation skills. They worry that their child is too sensitive, too quick to become distressed, too angry, too aggressive, throws too many tantrums, can't cope with disappointment, or cries too much. And I hear you. Managing emotions is difficult. And knowing how to teach your children these skills is very difficult if you've never been taught them yourself.

But healthy emotional regulation is one of the most important skills you can teach children as a parent. The ability to regulate emotions affects every area of your child's life. Their education. Their mental health. Their relationships with others. Their ability to bounce back from difficulties and challenges. Their self-esteem. Their relationship with you. Pretty much everything they do now and in the future, requires some degree of emotional regulation.

The good news about emotional regulation, is that children are not born with these skills. They are learned skills. Which means they are teachable skills. And you are the best person to teach these skills to your child. Yes, YOU. Even if no one taught them to you as a child.

1. Manage your own emotions in healthy ways

The number one thing we can do to help our child with emotional regulation, is to model effective emotional regulation. Is it hard? Absolutely! In fact, it's probably one of the most difficult things about parenting. For a variety of reasons, those little people of ours trigger us. They push buttons we didn't even know we had. This is normal.

It's also normal to feel like you just want to get away from them when they have a meltdown. Why? Because their meltdown triggers our flight or fight response. But basically, their reaction causes us stress. That stress makes us want to either run away or fight. And so, when faced with a hysterical child, or an aggressive child, or a child who is just completely melting down, we want to either fight the stressor (i.e. yell, scream, lash out, hit or spank them), or we want to run away (i.e. send them to their room, tell them to stop, walk away – whatever we can do to escape the stress).

The problem with this, is that it teaches them that their feelings are bad and that they make others uncomfortable. Or worse, they make them angry. They learn that expressing emotions gets them in trouble, or hurt. As parents, it is our job to be the calm in their chaos. Meet their tantrum with calmness. Don't have your own. Find some calming strategies that work for you, and use them. Because if you can't remain calm in the face of difficulty, how on earth can you expect them to? Their brains are still growing and developing, and whether you like it or not, they are always watching you. That is how they learn. So, teach them that they can use helpful strategies to manage their emotions, by using them yourself.

2. Talk about feelings

Yours. Theirs. Their siblings. Their friends. The child at the park. The child on tv. The character in their book. The child you saw at the shops today who was crying. Give them the language they need to talk about emotions. Label emotions when you see them, *'That little girl is crying, she might be feeling sad.'* Label emotions when you feel them yourself, *'I am feeling frustrated because I'm stuck in this traffic.'*

A lot of the time as parents, we feel like we need to hide our feelings away from our children. Especially the 'bad' ones. But expressing our emotions (appropriately) lets children know that feelings are ok to talk about, that they can be managed, and that they don't last forever. Try saying something like, *'I'm feeling frustrated, but I can listen to music to help me stay calm, and I know that eventually the traffic jam will clear up and I'll feel better again.'*

3. Help your child recognise their emotions

You can start this when they are very young, by labelling their emotions for them when they appear. Your three year old is having a meltdown? Label that feeling: *'You're feeling disappointed because mummy gave you the red cup. You're feeling angry because daddy said no. You feel sad that we have to leave the park.'*

This will help your child pair the emotion with how they are feeling at the time. It will also help your child to understand that emotions don't just come from nowhere. There is a trigger. And I know lots of you are probably saying, *'Hey, sometimes they do come from nowhere!'* Well, I'm here to tell you...no. Sorry. They do not. You may not be aware of the



trigger. But there is one. It could be something in your environment, or it could be something within you. But there is always a reason for feeling the way that we do.

This is important for your child to understand, because if emotions feel unpleasant, and suddenly spring up for no reason at all – well that's kind of scary. It's unpredictable. It suggests that they have no control. While it's true that we cannot control how we feel, we can certainly control what we do with the feeling. How we manage it. And that's how we're able to feel better.

Also talk to them about how their body might feel when they're experiencing the emotion: *'You need to stomp your angry out of your legs. Your tummy feels funny because you're nervous. I can see that you're sad because you are crying.'*

We often notice physical sensations in our bodies before we recognise how we feel emotionally. Our muscles start to tense up, our head becomes foggy, our mouth becomes dry. Learning that emotions have associated physical feelings means that your child can learn to identify their feelings early on, before they become overwhelmed by them. Because once that emotion train gets going, it is so much harder to stop.

4. Validate their feelings

Don't dismiss how they're feeling by telling them something like, *'You're ok'*, or *'There's nothing to be scared of'*, or *'It will be fine.'* I know you just want them to feel better. But comments like this make a child think their feelings must be 'wrong'. They learn not to trust their own feelings. There may not be anything to be scared of. But that doesn't make how they feel any less real.

It's more helpful to acknowledge how they feel, perhaps normalise their experience, and offer up a suggestion for dealing with the feeling. For example, *'Lots of kids feel nervous on their first day of school. I feel nervous when I do new things too. What can we do to help you feel less nervous?'* Or, *'I know you feel scared now, but sometimes what we think will be really scary, turns out to be not so scary once we try it. Can you think of a time when you were scared about something and it turned out to be less scary than you thought?'*

There's nothing quite as effective as drawing upon real life experiences. Just make sure if you use this strategy, you can think of a time when they effectively managed something they were scared of – because if neither of you can think of an example, you risk making them feel worse!

5. Allow them to express their feelings

Even if they are (gasp!) different to yours. Children who are not 'allowed' to express how they feel, will learn that it's not safe to express emotions. They'll learn to push those feelings down inside of themselves. They'll still feel the feelings of course, because we can't stop ourselves from feeling. Instead, they will keep shoving those feelings deeper and deeper down until they can't fit any more emotions in there. And then they'll explode. All those feelings they haven't been allowed to express will come bubbling up to the surface and they'll lash out.

Sometimes it will be a really small thing that triggers them. It's a straw-camel's back type situation. You might be left wondering what in earth happened to elicit such a huge response. And so will they. This will further cement the idea in their mind that emotions are scary and should not be let out, thus perpetuating this unhealthy cycle.

So, what does not allowing a child to express emotions look like? *'Stop crying. There's nothing to be upset about. I can't deal with this. Go to your room until you've calmed down. Stop crying or I'll give you something to cry about.'*

It also looks like punishing a child when they have an emotional meltdown. Sending them to time out. Spanking them. Whatever punishment looks like in your house. Now, don't get the wrong idea here. Children absolutely need boundaries. But we need to make sure we are not punishing them for the expression of the emotion. It is ok to feel angry. It is not ok to hit others when we feel angry. It's ok to feel frustrated. It's not ok to throw things when you feel frustrated. Do you see the difference?

We need to separate the emotion from the behaviour so we can teach appropriate expression of emotion, not stop the expression of emotion all together. We do this by first validating the feeling and helping them calm down. THEN dealing with the behaviour once they are calm. Unless someone is in danger obviously – there is no need to validate little Johnny's feelings while he's weaving in and out of oncoming traffic!

6. Teach them coping skills

Lots of parents, and teachers, expect children to know how to cope with emotions. But we don't really teach them how. So how do we expect them to learn it? It's not enough to tell them what NOT to do. We need to show them what they CAN

do. It's important to model coping skills for children. Find what works for you and do it. Explain to your child why you're doing it. Let them see you using your coping skills often. But also encourage them to find their own coping skills.

When I speak to kids about coping skills, I talk to them about their imaginary toolbox. We want to fill that toolbox with as many different tools as we can. Sometimes they'll need a hammer. Sometimes they'll need a drill. Sometimes they'll pull every tool out of that toolbox until they find one that works. The more we put in the toolbox, the more options they have.

Not every skill will work in every situation. Not every skill will work for every child. Sometimes a skill that's worked well in a similar situation won't be effective in this one. They will probably develop favourites over time. But they won't know which tool is best for which situation until they've tested it out. So, we want to really skill them up. Shove as many skills as we can into that toolbox until it is overflowing.

Some examples you might like to try are mindful breathing, yoga, exercise, colouring in, going to a calm down corner/ space, reading a book, listening to music, fidget toys, hugging their favourite teddy or hugging you.

At first, your child will probably need you to remind them of these strategies, or do them with them. This is normal, and expected. Many parents worry that they are 'rewarding' bad behaviour by sitting with their child, or hugging them when they need to calm down. I assure you, you are not.

Your child is not intentionally trying to make your life hard in these moments. They are overwhelmed and they need assistance to calm down and reset their nervous system. They need connection in order to do this. Not isolation. If you respond to your child's overwhelm by helping them calm down, they will learn how to do this themselves eventually. And isn't that the goal?

I'm pretty sure it is.

Written by Sarah Conway from Mindful Little Minds - Managing Big Feelings: Self-Regulation, (2018).

Helping Children to Deal with Big Emotions through Play

Here are some ideas for developing your child's emotional awareness and exploring some of their big feelings about what is going on in their world:

1. Role Play

Role play is one of the most effective ways to explore emotions with your child. They may find it difficult to talk about their own feelings, but might be happy to talk about how dolly feels! Try asking questions like, 'How do you think dolly feels about that?' or, 'Why might dolly be feeling sad?'.

2. Books

Story telling is a great way to help children understand their world and the complex emotions they experience as they navigate their way through it. Try asking questions like, 'How do you think this character feels?' or 'How do you know she feels angry?'.

3. Board Games

Board games can help children learn important social skills, build empathy and develop self-control. They can help children understand emotions, and explore pro-social qualities like sharing, turn-taking, kindness and helpfulness in a super fun way!

4. Feelings Games

Emotion cards are a great way to make learning about emotions fun and can help children learn to identify emotions and link them to events. You could even try games like feelings Snap or Memory with your emotion cards!

5. Art and Craft

Art and craft can be a wonderful creative outlet for children to express how they are feeling. Those who struggle to communicate their feelings using words, may be able to draw or paint their feelings instead. Try asking, 'If your sadness/happiness/anger had a colour, what would it be?'.

6. Outdoor Play

Playing outside in nature with lots of room to jump, spin, run and explore, is a great way for your child to express and release their emotions. Mindfulness activities can also help children to understand the link between their emotions and physical sensations in the body.

7. Sensory/Messy Play

Sensory play (playdough, sand or water play) is a great way to link emotions and physical sensations, as well as to express emotions. To build awareness you could try asking questions like, 'How do you feel when you squeeze the play dough?' or, 'How do you know your body is calm?'.

Adapted from: <https://www.mindfullittleminds.com/8-fun-ideas-for-exploring-emotions-through-play/>





HARMONY WEEK
everyone BELONGS • HARMONY.GOV.AU



Harmony Week 2023

Harmony Week is a time to celebrate Australian multiculturalism and the successful integration of migrants into our community. Harmony Week is about inclusiveness, respect and belonging for all Australians, regardless of cultural or linguistic background, united by a set of core Australian values.

Lady Gowrie Tasmania honours and celebrates the cultural diversity of our community not only during Harmony Week but through our everyday practice and the provision of inclusive programs for all children, families, clients, learners and early to middle childhood professionals.

The Harmony Week 2023 theme was 'Everyone Belongs' – from the traditional owners of this land to those who have come from many countries around the world. We hope you enjoy the following reflection and photos from our South Hobart Education and Care Service which showcases their Harmony Week celebrations.

'Everyone Belongs' at South Hobart Education and Care Service

There was action aplenty at our service during Harmony Week 2023 with many engaging conversations and play and learning experiences taking place.

We commenced with a Monday morning meeting, talking about Harmony Week and learning all about Japan. We discovered there is a famous mountain called Mount Fuji, that the houses look a little different from ours and learnt some Japanese words - Konnichiwa (hello) and Sayonara (goodbye)!

Isabelle's grandmother, Agnes, was also visiting from France that week and showed the children how to make authentic crepes. The educators and children greatly appreciated learning about how to make crepes, learning about where crepes originated from and they all especially enjoyed eating them. Thank you so much Agnes!

Following on from this cooking experience, we then had a day learning all about France.

We hopped on a plane and off we went - visiting the Eiffel Tower, the Musee du Louvre and the Notre-Dame de Paris. We learnt a French song, Frere Jacques, created the Eiffel Tower using wooden blocks and counted in French from one to ten. We learnt about more delicious French foods including croissants, baguettes, ratatouille, escargots (explaining that they are not our everyday snail, but special ones grown for eating) and ate croissants for afternoon tea.

It was a fun week and as educators, it was a privilege to support the children's learning about different cultures, countries and the world around them.

South Hobart Education and Care Service



Engaging Learning Environments at Pedder

At our service, learning environments are created with a variety of resources which empowers children to use their imagination through role play, both individually and in small groups. By supporting children to engage in imaginative play, it enhances their social and emotional skills and as the children interact with each other, it further develops their thinking, learning and problem-solving abilities.

We create play and learning environments based on the children's interests. We build upon these interests and support their learning by following through on the children's specific requests for items, for example, sourcing medical equipment for them to role play being 'doctors' and caring for each other. Providing children with an array of loose parts in these learning spaces, boosts their natural curiosity, invites collaboration and stimulates conversation with their peers.

Pedder Education and Care Service





Cheese and Chive Scones

Prep Time: 20 mins | Cook Time: 20 mins | Servings: 12

Making and sharing scones with family and friends is not only fun but a great way to warm up on these cooler days!

Ingredients

- 3 1/2 cups self-raising flour
- 1 tablespoon sugar
- 1/2 teaspoon salt
- 1/2 teaspoon pepper
- 65g butter cubed
- 1 1/2 cups milk
- 3 tablespoons fresh chives
- 1/3 cup parmesan cheese finely grated
- 1/3 cup cheddar cheese finely grated
- extra cheese and milk for top

Method

1. Preheat oven to 200C
2. Line your large baking tray with baking paper.
3. Add the flour, salt, pepper and sugar to a large bowl and stir.
4. Add the cubed butter, and use your fingertips to rub the butter into the flour until it resembles breadcrumbs. This should take around 8-10 minutes.
5. Make a well in the centre of the flour, then add in the milk, cheese and chives.
6. Use a knife to 'cut' the mixture, combining it together well.
7. Dust a clean surface with flour, then turn out the dough to knead. Continue to add flour if the dough gets too sticky.
8. Shape the dough into a disc measuring a height of 4cm. Dip your mason jar or cookie cutter into flour, then cut out round discs of dough.
9. Place the dough discs in your prepared baking tray. It doesn't matter if they touch. You should make around 12 scones.
10. Place in oven and bake for 15-20 minutes, checking every so often to ensure they're cooking evenly.
11. Remove from oven and serve immediately with butter.

Children might also like to experiment with this recipe using different shape cutters and flavours – the possibilities are endless!

Source: <https://www.thehomecookskitchen.com/cheese-and-chive-savoury-scones/>

Exploring Loose Parts Play at Uni North

Recently, the educators and children in the Woodland Room at our service have been investigating loose parts play.

A plan was developed to start collecting and resourcing materials that would assist in embedding the principles of loose parts play into our program. Families, children and educators have been very busy collecting items and bringing them into the service. The educators have now created play spaces to accommodate these resources and have seen amazing interactions and imaginary play ideas emerging amongst the children, including many interesting conversations.

Loose parts play is an open-ended play experience, which utilises many different materials, most of which are recycled or would traditionally go into landfill. These types of materials allow children to explore, experiment and engage in enriched play opportunities. As there is no right or wrong way to use the materials, children can allow their imagination to flourish and feel a sense of achievement and satisfaction.

The children have shown great enthusiasm towards this type of play. One child lined up bottle top lids and placed paddle pop sticks in them, claiming that a 'face painting shop' had been set up, so everyone could come and have their face painted. The next step in this journey saw educators adding larger pieces to our loose parts play collection (logs, wooden offcuts, large reels and PVC pipes) for our outdoor areas, supporting the children's physical skills and capabilities, risky play experiences and investigative play ideas.

Overall, the introduction of loose parts has been highly beneficial to children's learning and development, and we will continue to explore this form of play well into the future.

University North Education and Care Service



Muta the Messenger Bird Learning Project

Over the past few months many Lady Gowrie Tasmania services have been fortunate to share in our state-wide 'Muta the Messenger Bird' learning project. Initiated last year by our then Manager at the Integrated Centre for Children and Families, Danielle Lowe, the project aims to build upon children's learning about Tasmanian Aboriginal Culture and the conservation of the critically endangered Orange Bellied Parrot.

Inspiration for the project came from Danielle's reflection on the service's Reconciliation Week inquiry and the theme 'Be Brave, Make Change'. She wanted to create a project and establish a travelling mascot that visited each Lady Gowrie Tasmania service and to support children's voice in advocacy and to empower them to make a difference in their world and care for Country.

There was a strong desire for this project to be a platform for each service to connect, inspire, collaborate, be brave in truth telling and ignite reconciliation in our young children. After some collaborative planning 'Muta the Messenger Bird' was launched at the Integrated Centre on National Aboriginal and Torres Strait Islander Children's Day last year.

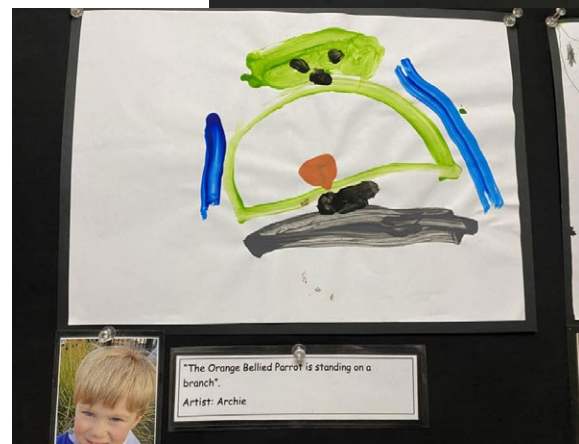
Muta's journey to many of Lady Gowrie Tasmania's Services has seen children and educators involved in deeply engaging conversations about the plight of the Orange-Bellied Parrot, they have shown great interest in advocacy and empathy towards the species, they have embedded knowledge of representing Aboriginal life on Country and they have added new and interesting words to their vocabulary (flight path, protected, endangered, extinct, predators, burrow, nest, wing span, camouflage).

Campbell Street Education and Care Service extended upon the knowledge that the children from the Integrated Centre had documented in Muta's story book and shared their learning for the next service to read. In fact, the children from Campbell Street were so inspired by Muta they now have 'Rocky the Cocky' who travels home for the weekend with each of the children to record their families' adventures!

Each service has learnt from the previous services learning about and time with Muta. University South made some contact with a resident specialist from the UTAS to learn more about the problems facing the species, adding to the children's STEM vocabulary as they learned of the role of an ornithologist. Kingston's children were very passionate about Muta and wanted to support the conservation efforts by sponsoring the bird sanctuary.

Battery Point visited TMAG to learn more about Tasmanian Aboriginals and visited the endangered section to see the Orange-Bellied Parrot on display. When Muta visited a family day care service, the children wanted to support its conservation efforts and put some toys on Gumtree to raise money for the sanctuary.

Each service is sharing their knowledge with one another and Muta is excited to visit all the remaining Lady Gowrie Tasmania services over the coming months. It will then eventually follow the bird's flight path to other Gowrie Australia services in Victoria and South Australia.





Sharing Home Cooked Meals in Family Day Care

Food preparation is one of the most exciting experiences of a Montessori environment and one that features regularly in our program.

Learning how to prepare one's own food is a critical life skill, and it has always been a part of Montessori learning. At Blossom Montessori, children participate in weekly cooking for the whole group. They develop fine motor and mathematic skills and understanding of everyday science when mixing, kneading and stirring. They experience different textures, smells and tastes of food.

Sharing meals of home cooked food is always an especially joyous occasion for the children and myself.

Ania – Blossom Montessori (Registered with Lady Gowrie Tasmania Family Day Care)

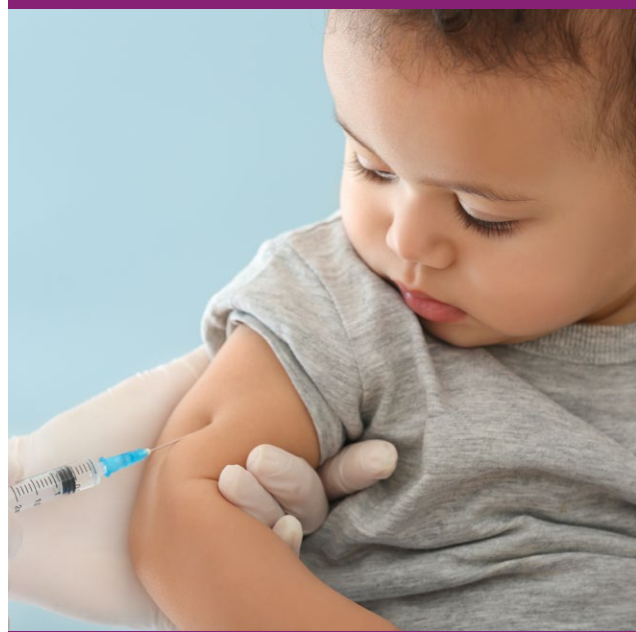
2023 Flu Vaccination

All Tasmanians should consider protecting themselves, their family and their community from flu by having a flu vaccine. The flu season usually occurs each year in Tasmania between June and September. It is best to have a flu vaccine from mid-April and you need a flu vaccine every year to stay protected. The following people are eligible for a free flu vaccine because they are at greater risk of getting severe flu and complications:

- All children aged between six months and five years
- All adults aged 65 years and over
- Pregnant women (at any stage in your pregnancy)
- Aboriginal and Torres Strait Islander people from six months of age
- All people over 6 months of age with chronic medical conditions

Free flu vaccines are available for these people through local GPs and pharmacies. If you do not fall into the free flu vaccine categories above, then please talk to your local GP or pharmacist to book.

Further information about the flu vaccine is available at: <https://www.health.tas.gov.au/health-topics/flu-influenza/flu-vaccination>



Gowrie Australia

Lady Gowrie Tasmania is a proud member of Gowrie Australia. Gowrie Australia is a national consortium of state-based early childhood education and care organisations, all sharing the same history and strong foundations. We collaborate, share learning and harness our experience to improve the quality of education, training and professional development in the early childhood sector. The Gowrie Australia group meets on a regular basis to share best practice and publishes the national Gowrie Australia publication, Reflections.

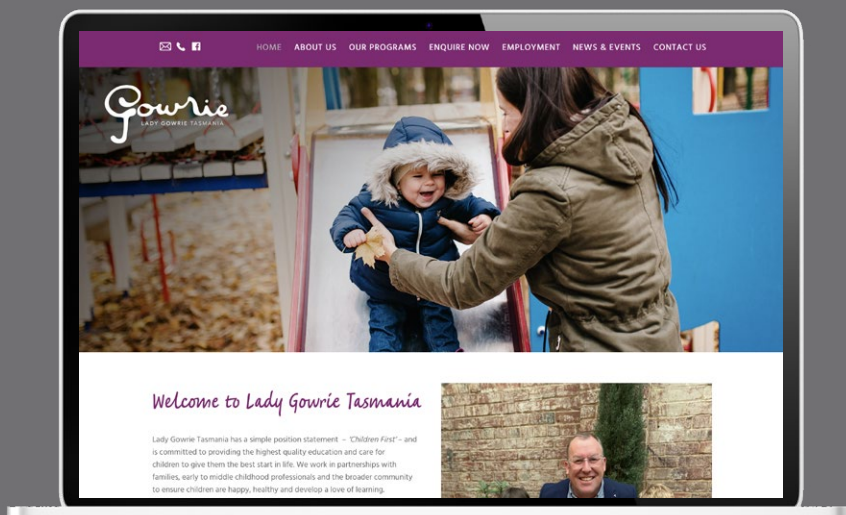
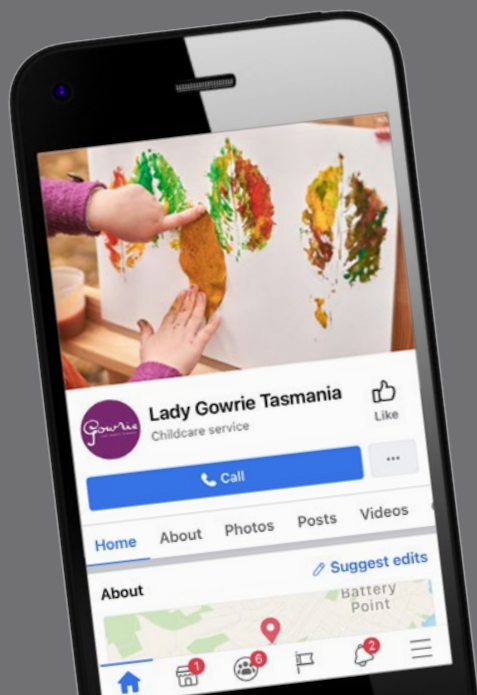
To view recent issues of Reflections please visit:

<https://gowrie-tas.com.au/news-and-events/#publications>



Lady Gowrie Tasmania – Website & Social Media

We encourage all families to follow the Lady Gowrie Tasmania social media pages to receive current announcements and the reflections, stories and photos from our services and programs. Please visit our website www.gowrie-tas.com.au for current information on all services and programs, details of upcoming events, direct links to the latest Newsletters and Vacation Care programs and most importantly for families, an easy to navigate 'Contact Us' page.



Lady Gowrie Tasmania is a proud supporter and member of the B4 Early Years Coalition (B4). B4 is a movement for change to ensure every child in Tasmania is cared for and nurtured through the early years, no matter what.

To learn more visit: <https://b4.education.tas.gov.au/>



Contact Details

Head Office

346 Macquarie Street, Hobart	6230 6800	info@gowrie-tas.com.au
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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
Pedder	6344 9993	pedder@gowrie-tas.com.au
University	6324 3731	uninorth@gowrie-tas.com.au
Swansea, Oatlands	6331 5106	oshclusternorth@gowrie-tas.com.au

Outside School Hours Care Programs

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, BSC	6331 5106 / 0438 109 367	oshclusternorth@gowrie-tas.com.au
Mowbray ASC	6331 5106 / 0438 109 367	oshclusternorth@gowrie-tas.com.au
Punchbowl ASC, BSC	6331 5106	oshclusternorth@gowrie-tas.com.au
West Launceston ASC, VAC	6331 5106	oshclusternorth@gowrie-tas.com.au
University North VAC	6331 5106 / 0438 109 367	oshclusternorth@gowrie-tas.com.au
Youngtown ASC	6331 5106	oshclusternorth@gowrie-tas.com.au

Occasional Care Program

West Launceston Pre-School	6331 5106	oshclusternorth@gowrie-tas.com.au
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Southern Services

Long Day Care Services

Acton	6248 5644	acton@gowrie-tas.com.au
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	6230 6805	clusteradmin@gowrie-tas.com.au

Outside School Hours Care Programs

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

Family Day Care

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