

Curriculum News:

'Learning about seeds'

As reflected upon our last sustainability newsletter (September 2020) Tamara was working with the children to get our veggie gardens up and running for the spring/ summer season. The children have had many opportunities to eat the fresh produce and engage in meaningful learning opportunities through large and small groups. Jessie lead an intentional teaching moment with the Fungroup room children, stemming from tomatoes picked from the garden. Jessie cut the Tomatoes open, and challenged the children's understanding and knowledge of seeds. The children were shown a life cycle diagram of a seed, this gave them the opportunity to explore their natural environment and how a seed grows. At afternoon tea the children hypothesised and predicted the size of the seed before the educators cut into the fruit revealing its true size. The children enjoyed taking part in discussions of the size of the seeds, which ones we can eat and compared the look of each seed.

(VEYLDF: Community)

'Winter Vegetables'

Recently the children in the Toddler room have been busy in their Veggie gardens. Debbie purchased some winter vegetable seeds and seedlings for the children to nurture and practice caring for while they grow. Each of the children practiced turn taking as they had a go helping Debbie. Wyatt, Darcy, Matilda and Tommy helped dig the garden beds ready for the seeds to be planted. Poppy, Charlie, Holly and Oliver added the worm juice to the garden as a fertiliser, and Ronnie, Jayden, Dominic and August planted the seeds and seedlings. Our aim at TCC, is to create inclusive learning environments for children no matter what age they are. Debbie has done this by engaging the children in the Toddler room in the sustainable practice of growing their own fruit and vegetables and supporting them to be respectful and responsible for their environment.

(NQS: Physical environment 3.2.3)

'Green house'

The Kinder room educators have critically reflected on their veggie gardens this year and decided to get a green house, due to their veggie gardens getting too much exposure to frosts in the winter. This is the best way to ensure their outdoor space is inclusive for all children to engage in quality learning experiences. The children have loved getting their green house and have shown lots of interest by bringing in Woolworth's garden packets and other plants/ seeds from home. Arlo has shown particular interest in this project and shared some of his seeds grown from his house, Charlie has shared wheat and crop seeds, and Ava brought dried corn in to share with the group. The children in the Kinder yard have also propagated their succulents and repotted their cuttings, keeping them in their green house till the roots developed and replanting them into bigger pots.

(NQS: Physical environment- 3.2 and NQS: Partnerships with community)

Community Input:

TCC acknowledge the important role not only the families, children, educators and environment have, but also the Community as acknowledged in our service Philosophy. TCC strives to support our Community in any way we can to foster the children's sense of belonging to their local Community. All rooms have recently bought new seeds and seedlings from the local hardware store. The Kinder children extended their learning opportunity by going for a walk to choose their own veggies. This was a follow on from their group time the previous week where the children brain stormed ideas of what veggies they would like to eat.

(NQS: Collaborative partnerships with families and communities- 6.2.3/ VEYLDF: Outcome 2 – Children are connected to their world)

ACKNOWLEDGEMENT OF COUNTRY

We acknowledge Aboriginal and Torres Strait Islander people as the traditional custodians of the land in which we meet.

We pay our respects to the Elders of the past, present and future.



Jessie showing the children the life cycle of a tomato plant and comparing a peach stone and a tomato seed.



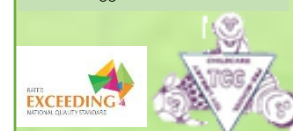
Debbie, Jemma and Tommy planting the new veggies.



William, Saxon, Ava, Bobbi and Billy being environmentally responsible in choosing what flowers they want for their new hanging pots on their cubby.



The kinder children finding out what veggies are in season.



Energy Saving Strategies:

'Heat from the sun'

With the weather being warmer, TCC has been utilising the energy from the sun to dry our washing as we hang it on our clothes line and clothes racks. This has cut down the use of our dryer throughout the day and helped keep our energy consumption down. While TCC has solar panels to help offset our energy use, we are always working on our practices and ensuring we are being environmentally responsible and caring for our environment. Educators are mindful of the impact running the air-conditioners all day leaves on our carbon footprint. This awareness has led to us taking advantage of the cooler summer days and gentle breeze to cool down and aerate our rooms. This has meant the use of our air-conditioners and fans have been very minimal this summer.

(NQS: Physical Environment- 3.2.3)



Washing hanging on the clothes line.



Ario planting the new flowers from Miter10

Water Saving:

'Rain Tanks'

With the warmer weather lately the children have used their senses to explore their outdoor environment, during this time they have enjoyed lots of water play. They have been able to experiment with lots of different ways of using the water from our rain tank in their play, such as painting with it, using it in the sandpit and to wash their babies. The children in the Fungroup and Kinder room have been able to practice mindfulness in regards to water use as they have a tub under the tap. Once the tub is full, the children turn off the tap and use the water from the tub, before refilling it again. Using the water in the tank for children's play has stopped the waste of over flowing tanks.

(VEYLDF: Learning)



Sam, C collecting water from the rain water tank.



Finn, Darcy, Ada and Evie exploring mathematical concepts of volume and cause and effect, with water from the tank. STEAM: Mathematics

Quality Improvement Plan:

'QA:6 collaborations with Families'

TCC educators are always looking at improving our practices. One way we do this is through collaborative partnerships with families at TCC. We recognise children learn best when they have close relationships with their families and we embed this vision into our practices by asking families to share their own vision and ideas of sustainable practices.

This is evident as we received locally grown peaches from Zaharli's family in the Toddler room. We have also been fortunate enough to have received our two Australorp chicken's from Lilly's family in the Toddler room. These donations have been greatly appreciated as it supports not only the children's sense of agency and belonging, but also their awareness of the care and impact of human activity has on the environment and the interdependence of living things.

(Practice Principles: Partnerships with Families / VEYLDF: Community/ TCC QIP: 6.1.3- Key Improvements)



Lilly showing the children the two Australorp chicken's .



Zahrli eating her peaches for afternoon tea.



Evie collecting the chicken eggs.

Intentional Teaching: *'The chickens'*

The arrival of our two Australorp chicken's has been very welcomed in the centre, with the Fungroup and Kinder room sharing responsibility for their care and wellbeing, as well as collecting their eggs and taking them home to use with their families. The children share their food scraps with the chickens and learn that in return we receive eggs. This supports the children's learning to understand and appreciate the natural environment and the interdependence between people, animals, plants and the land they live in.

(NQS: Physical Environment-3.2.3)

Sheree, Evie and Violet feeding the chicken's

