

"I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well" Psalm 139:14



**HATCHLINGS**  
Early Learning Centre

**FEBRUARY  
2026**

## ON *this* MONTH



### ACROSS THE SERVICE

This month for culture, we have some wonderful celebrations to acknowledge and enjoy together:

Waitangi Day -----	6
Lunar New Year -----	17
Pancake Day (Shrove Tuesday)-----	17
Dental Visit -----	18
Summers Day -----	28

### FEBRUARY BIRTHDAYS

Emelia, Tapiri, Evelyn, Daisy, Aria,  
Ammy, Hamza, Aurora

### CHRISTIAN CURRICULUM

This month, our learning is centred on God's wonderful creation. Through stories from the Bible, hands-on activities, songs, and play, we would love to see the children exploring how God lovingly made the world and everything in it. Discovering the beauty of the sky, land, plants, animals, and people, and learn that each part of creation is special & cared for by God.

Our aim is for the children to wonder, explore, and create, to be encouraged to develop gratitude, curiosity, and an understanding that they too are wonderfully made by God.

### Focus of the Month: QA1&5 Programs and Practices, Relationships with Children

**The aim of Quality area 1** focuses on ensuring that the educational program and practice of educators are child-centred, stimulating and maximise opportunities for enhancing and extending each child's learning, development and wellbeing.

It recognises that a quality program that builds on children's individual knowledge, strengths, ideas, culture, abilities and interests is likely to have long term benefits for children and for the broader society. We love families being involved in the planning process so if you would like to help out in your child's room in anyway or share ideas with us then please let us know!

**The aim of Quality area 5** is to promote relationships with children that are responsive, respectful and promote children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.



### WORLD READ ALOUD DAY – FEBRUARY 4

Each year on the first Wednesday in February we celebrate World Read Aloud Day, a special global event that honours the joy and power of reading stories out loud. Reading aloud is a wonderful way to build language skills, spark curiosity and

imagination, and deepen the connection between adults and children as they share in a story together. [Find out more here](#)

### SAFER INTERNET DAY – FEBRUARY 10

Safer Internet Day is a great opportunity for families to start important conversations about online safety, respectful behaviour, and how to make smart, responsible choices when using devices and apps.

You might like to explore age-appropriate online safety tips together, set family guidelines for screen time, or talk about what to do if something online doesn't feel right. By working together, we help build safer, kinder online communities where children can enjoy all the good things the internet has to offer! [Find out more here.](#)

## What does National Quality Area 1 & 5 look like in our service?

### 1 - Educational Programs and Practices and 5 - Relationships with Children.

- *Educators plan experiences based on children's interests, strengths, culture, and abilities.*
- *Learning happens through play, routines, and intentional teaching*
- *Activities are flexible and can change based on children's ideas*
- *Educators also intentionally extend learning through questions, modelling, and conversations*
- *Observations are used to plan next steps and share progress with families*
- *Educators will build a positive connection and relationship with each child*
- *Children are supported to learn from and help each other*

Quality area 1 and 5 go hand in hand. Strong relationships (QA5) support children to feel safe enough to learn and high-quality programs (QA1) build on those relationships to extend learning.

In practice: A child who feels secure with their educator is more likely to explore, ask questions, and engage deeply in learning.

## Our Centre Philosophy around Learning and Relationships with Children ....

### LOVE FOR LEARNING

Educators purposefully support children's learning with a holistic approach through a play-based learning program - supporting each child in their individual interests, strengths and abilities. Christian beliefs are shared throughout the curriculum in a respectful, inclusive way. We align our program with the National Quality Standards, the Early Years Learning Framework, Queensland Kindergarten Learning Guidelines, and input from families, professional partners, and our Christian Curriculum. The planning cycle is regularly reviewed and updated based on feedback from families, the community, leadership, and educators. Predictable routines and rituals are embedded in the program to enhance children's learning experiences.

### LOVE FOR EACH OTHER

Our educators interact positively with children, building relationships that respect and value each child's rights, in alignment with our service philosophy and the ECA code of ethics, and the rights of a child. Through inclusive, equitable practices, educators model Christian values and nurture meaningful interactions, encouraging all children to form healthy relationships with others. They help children learn to regulate their behaviour and resolve conflicts effectively, ensuring that everyone feels safe, secure and supported.

### We are excited to share our updated Centre Philosophy.

At the end of last year, many of you offered thoughtful feedback about what matters most to you and your family when your children are in our care. We truly valued hearing your perspectives.

Using this feedback—alongside the insights of our team, the expectations of the National Quality Standards, the Rights of the Child, and our Christian foundation—we have created an updated version of our Philosophy. This revised statement reflects our shared values and our ongoing commitment to providing a nurturing, respectful, and high-quality learning environment for every child. This will be sent out to everyone and available on the notice board.



### CRAWL CHASE

When was the last time you got on your hands and knees and crawled like a baby? Give it a go, it is quite tiring and is a great brain workout too.

This activity is simple and requires no equipment just a little space. It is tag on all fours, take turns being 'in' everyone gets into crawling position and crawls away trying to avoid being tipped! *Have fun.*

## Focus Article: Why boredom is actually good for young children

In today's fast-paced world, boredom can feel uncomfortable for children and adults alike. With busy schedules, extracurricular activities, and screens always within reach, moments of "nothing to do" are becoming increasingly rare. When a child says, "I'm bored," it's tempting to step in straight away with an activity, a suggestion, or a device. However, boredom is not something to fear or fix. In fact, it plays an important role in children's learning and development.

Boredom gives children the time and space to think, imagine, and explore at their own pace. Without constant stimulation, children begin to look inward for ideas and outward for possibilities. This is often when creativity flourishes. A cushion becomes a mountain, a cardboard box becomes a rocket ship, and a stick becomes a magic wand. These moments of imaginative play help children develop problem-solving skills, flexible thinking, and confidence in their own ideas. Unstructured time also supports independence. When children are not directed by adults or scheduled activities, they learn to make choices for themselves. They practise deciding what to do, how to do it, and how to keep themselves engaged. These small decisions build a sense of autonomy and capability, helping children feel confident in navigating both play and everyday life.

**At home, allowing space for boredom may feel challenging at first.** Adults often worry that children need to be constantly entertained or productively occupied. However, children do not need expensive toys or planned activities to learn. Simple, open-ended materials are often the most powerful tools for play. Blocks, dress-ups, recycled materials, loose parts, art supplies, and everyday household items invite children to explore freely and creatively. These materials encourage experimentation and imagination rather than a "right" or "wrong" way to play.

**Time spent outdoors can also transform boredom into meaningful learning.** Nature offers endless opportunities for discovery, watching ants carry food, collecting leaves, splashing in puddles, or building cubby houses from sticks. Outdoor play supports physical development, curiosity, and connection to the natural world. It also allows children to experience change, risk-taking, and problem-solving in a real and engaging environment.

**Boredom plays an important role in emotional development as well.** Feeling bored can bring up emotions such as frustration, restlessness, or disappointment. Learning how to sit with these feelings and work through them helps children develop

emotional regulation and resilience. Over time, children begin to understand that uncomfortable feelings pass and that they have the ability to find solutions for themselves. These builds coping skills that are essential for school and life beyond the early years.

It's also important to consider the role of screens in children's experience of boredom. While digital devices can be entertaining and educational in moderation, constant access to screens can reduce opportunities for deep, imaginative play. When children are used to instant entertainment, boredom may feel more difficult to manage. Creating regular screen-free time allows children to rediscover the joy of play, creativity, and exploration without external stimulation.

In early education and care services, we value play that is child-led, open-ended, and rich in learning opportunities. Educators intentionally create environments that allow children to explore their interests, follow their curiosity, and engage in sustained play. By allowing similar opportunities at home, families can support continuity between preschool and home life, reinforcing the skills children are developing each day.

Embracing boredom does not mean leaving children unsupported. It means being present, observant, and responsive while allowing children the freedom to lead their own play. Sometimes this involves stepping back rather than stepping in trusting that children are capable of finding their own way. Over time, families often notice that children become more creative, more independent, and more confident when given space to simply be.

So next time boredom appears, try pausing before offering a solution. What may feel like "nothing happening" is often the beginning of something meaningful. In the quiet moments, children are learning, growing, and discovering who they are.



Read more about the benefits of boredom

See link via QR code  
Retrieved from [childmind.org](http://childmind.org)

## ALPHABET KABOOM!

**You will need:** popsicle sticks, marker and a small bucket of cup

**Set up:** Write each of the 26 letters of the alphabet on a different popsicle stick. Write the word "Kaboom!" on 6 additional popsicle sticks. Put all the popsicle sticks in a container, with the letters pointing down into the bucket so you can't see them.

### How to Play:

1. Players take turns picking a popsicle stick out of the bucket and reading the letter on it. (Sometimes we'll also add in the challenge of saying the sound the letter makes or a word that starts with the letter.)

2. Each player collects as many popsicle sticks as possible before drawing a "Kaboom!" stick.
3. If a player draws a "Kaboom!" stick, he or she returns all his/her sticks to the bucket.
4. The winner is the player with the most sticks when time runs out (you can set a timer for as long or short as you want).

### Variations:

The possibilities are endless with this game:

*Family names, sight words, rhyming words (what rhymes with...?), syllables (how many syllables are in...?) basic math facts, telling time, adding money*

**Source:** [themanylittlejoys.com](http://themanylittlejoys.com)





# HEALTH & SAFETY: Self-Care Skills: Why Doing Things “By Themselves” Matters

In the preschool years, children are learning so much more than colours, letters, and numbers. Everyday self-care skills like toileting, dressing, and eating play a powerful role in children’s development. While these tasks may seem small to adults, they are big milestones for young children and help build independence, confidence, and a strong sense of self.

When children practise self-care skills, they are learning that they are capable. Pulling up their own pants, putting on shoes, or using a spoon independently sends an important message: “*I can do this.*” Over time, these moments of success help children develop confidence, resilience, and pride in their abilities.

## Toileting, Dressing and Eating: More Than Just Daily Tasks

Self-care routines are rich learning opportunities. **Toileting** supports body awareness, independence, and self-regulation. **Dressing** helps develop fine motor skills, coordination, and problem-solving. Figuring out which way clothes go or how to manage buttons and zips takes concentration and persistence. **Eating** independently builds motor control, patience, and confidence, as children learn to listen to their bodies and manage meals at their own pace.

These skills also support school readiness. Children who feel confident managing their own basic needs often transition more smoothly into group settings. They can focus more on learning and social relationships when they feel secure in their ability to care for themselves.

## Independence Builds Confidence

Independence doesn’t mean children have to do everything alone. It means giving them opportunities to try, practise, and learn even when it takes longer. When adults step in too quickly, children may miss the chance to develop confidence in

their own abilities. Allowing children time to attempt tasks, make mistakes, and problem-solve builds perseverance and self-belief.

Children who are trusted to try often surprise us. They develop a sense of ownership over their routines and take pride in what they can do. Over time, this confidence carries into other areas of learning, play, and relationships.

## Supporting Without Rushing

In busy family life, it’s easy to rush daily routines, but slowing down where possible can make a big difference for children. Allowing extra time for dressing, encouraging children to feed themselves, or calmly supporting toileting helps children feel capable, confident, and respected. Support may involve gentle encouragement, breaking tasks into smaller steps, or modelling rather than taking over. Phrases like “*Take your time*” or “*I’ll wait while you try*” remind children that effort matters more than speed. Remember, every child develops at their own pace, progress is gradual, and confidence grows with patience and practice.

## Working Together

In early education and care services, educators support self-care skills through everyday routines. Families can reinforce this at home by providing time and opportunities for children to practise independence. These everyday moments help build confidence, resilience, and a strong belief in their own abilities.



Read more about developmental self-care skills and how to support your child

See link via QR code

Retrieved from [occupationaltherapy.com.au](http://occupationaltherapy.com.au)



## EGG HEADS

Gardening is a wonderful way to help children learn about sustainability and caring for the environment. Whether you have a large garden, a small patio, or live in an apartment, planting seeds shows children that they can grow food and plants almost anywhere using simple, reused materials.

This activity encourages **reuse and waste reduction** by using empty egg cartons or eggshells as seed trays instead of buying new pots. With just a little soil, some seeds and water, children can turn everyday items into something useful, learning that many materials can be given a second life rather than thrown away.

Choosing fast-growing seeds such as radishes, fava beans, lentils or chickpeas helps children see quick results, reinforcing patience and responsibility as they care for their plants. Flowers like nasturtiums and marigolds grow easily and can later be used in salads or to decorate meals, helping children make connections between gardening, food, and reducing food miles.

Through planting, children learn where food comes from, how plants grow, and why caring for the earth is important small actions that support a more sustainable future.

