

**BRIGHT HORIZONS AT
Clever Kids Learning Center****From the Director**

It will soon be time to nominate a special staff member for the Awards of Excellence presentations! This will be your opportunity to recognize teachers and staff for the amazing work they do! Local committees identify which award best recognizes the individual based on nominations received. For those of you who participated in the nominations last year, you might remember that there was a long delay in when your nominations went in, and when the awards were presented in August! Michelle, Meg, Georgia and Kim were recognized last year. This year, the celebration will be in May. The invitation to participate will come to your email addresses in February. I hope that many of you take a little time to write your words of gratitude for a staff member that has made your connection with Clever Kids seem like your home away from home!

Dates of Closure for 2019

- Feb. 18 – Presidents' Day
- May 27 – Memorial Day
- July 4 – Independence Day
- Sept. 2 – Labor Day
- Oct. 14 – Columbus Day
- Nov. 11 – Veteran's Day
- Nov. 28 & 29 – Thanksgiving
- Dec. 25 – Federal Observance of Christmas

Special Events

- Preschool East Parent Party:
Friday, February 8th 3:30 – 4:30
- Nominations for Awards of Excellence – Check your email

Infant 1

“From the moment of birth, infants are social beings” (Infant Curriculum, page 12). This is evident in our daily interactions with the infants in our care. We can help our infants learn to be gentle, kind, and caring social beings. We can encourage this by introducing the “Nurturing Relationships” element of Caring Matters. We learn to form a secure attachment to one or more adults, use a trusted adult as a secure base, and we learn to react to others’ emotional expressions. We learn this by having consistent, predictable care from our nurturing caregivers, playing and exploring with a trusted caregiver nearby, and by seeing care givers model appropriate emotional responses.



This month, we brought in a few different elements into the room. This included snow and water to explore. We had mixed responses to both. Most of our friends did not have a positive response to the snow, it seemed as though they were thrown off by the cold it provided. But with some encouragement, they at least tried to feel it. This is a great example of feeling trust with their caregivers. It was a different story when we played with water, loofas, and cups. The infants had a very fun time splashing and pouring water. They would also include Ms. Kelsey in their play. They would often hand her a cup, gesturing to her to pour water into theirs. They also would smile at her and just look over to ensure she was still sitting with them. Playing with snow and water proved to be a great example of using a teacher as a secure base while exploring.



It always warms our hearts when an infant has a bond with us as caregivers, wanting to sit with us or crawling over and smiling when we enter the room. But it is also amazing to watch them partake in solo/individual play, as well as parallel play (playing next to, but not usually with another child). It shows us that babies are naturally social beings and learning to be gentle, kind, and caring begins with nurturing relationships.

Preschool 1

The children in Preschool 1 spend most of their time learning through cause and effect. They are learning that a reaction is caused by an action. This is learned through almost everything that we do.

Some examples of recent cause and effect activities presented in our room are as follows. Wooden blocks were stacked in the toy sensory table as towers. Then, the children attempted to create the same towers with the blocks, with water added to the sensory table. A complete opposite result was the outcome.

Another activity offered sand with various tools added. Through exploration, the children learned that the sand moves in different ways. They learned it by pouring sand from scoop to cup, and also through a water wheel.



Time Management: A Family Affair

Do you ever wonder why at work you accomplish tasks on time, but at home things often seem to go haywire? Have you discovered that your intentions and your children's agendas frequently differ?

Adults recognize that the family needs to be up, washed, dressed, fed, and into the car with all gear, often including lunches, by 7:30 am. Children might prefer to stay in their cozy beds, hang out at home, dawdle, and play. Parents know that there are essential tasks that need to be accomplished to keep everyone safe, happy, and on schedule. Children want to do things at their own pace—usually slowly with lots of pauses.

Help is on its way! Below are suggestions and resources to assist you in managing your family's time:

Simplify your life

Explore the concept of minimalist parenting, which involves decluttering your life, family routines, and your mind. Find information on minimalist parenting at parenting.com/article/minimalist-parenting.

Plan together as a family unit

Make time management and efficiency a family affair. Include everyone in planning routines. Discuss the goal, e.g., to be out of the house at a particular time, create a list of what needs to be accomplished, and plan how to achieve this in a family meeting.

Give age-appropriate chores

When everyone pitches in, tasks get done more quickly. When children contribute, they gain confidence and competence, and understand their value in the family. Most importantly, it shows them, the importance of their role in the family.

Create visual aids

With the children, create visual charts and lists depicting routines or chores. Regularly refer to the chart to help reduce power struggles and help children understand. When children are resistant refer to the chart that they helped create. Rather than adult cajoling or “bossing,” the chart is the ultimate authority.

Regardless of the strategies that you establish, children's time-clocks often are not in sync with yours. Your goal might be to run on precision time, but factor in time to smell flowers, change diapers, settle sibling disputes, and for extras good-bye hugs.

Creating a Positive Relationship with Your Child's Teacher

Tips for Communicating with Your Child's Early Education Teacher

When choosing child care, it is not all about location but rather all about relationships. Parent-child, teacher-child, child-child, and parent-teacher relationships are all key to your child's early learning.

We want a relationship with our child's early education teacher with give and take, where we can both feel free to ask questions and give information. These tips can help you improve communication with your child's child care or preschool teacher.

- **Find out best time and way of contacting your child's teacher.** He/she can often suggest better times or ways to communicate.
- **Attend family events.** Attempt to attend as many parent events as you can and when you can't, no need to feel guilty!
- **Take advantage of parent-teacher conferences.** Even if you feel like you and the teacher have talked enough, still schedule a conference. There is always more to learn and the conference strengthens your relationship with the teacher as well as informing you about your child.

Like any relationship, the parent-teacher relationship takes time and practice to nurture and grow. Consider this as one of the most important relationships in your child's life and give the relationship the attention it deserves!

About this Podcast



The Work-Life Equation

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Listen and subscribe to the Bright Horizons Work-Life Equation for information on parenting, caregiving, and balancing work with everyday life.

Featured Parenting Podcast Episode

VP Moms

What does it take for a working mom to reach VP? We assembled a panel of four of our awesome Bright Horizons vice presidents to find out.

Helen, Ilene, Christine, and Jessie talked candidly about their day-to-day strategies, what they're unapologetic about, and why being called "accomplished" sometimes makes them laugh.

Ep. 23: VP Moms

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Monday – Friday, 6:30 A.M. – 5:30 P.M.

