TLCNEWS

SPRING 2013

Spring is nature's way of saying, "Let's party!"

Robin Williams

Springing Into Action

We at TLC would like to ***congratulate Trisha on the arrival of her baby boy Gabriel***. Mother and baby are doing well.

It has been a busy year so far, and if anything, is picking up the pace even more as the year winds to a close. In November, we have the Annual **TLC Art Exhibition and Auction on Thursday the 7th** at 7:30pm. Also on **Tuesday the 26th we have a parent education evening upstairs**. Then on Thursday the **12th of December we have our End of Year party** which kicks off at 5pm. We will also be contacting you soon for our Annual Community Survey - please respond, we want your feedback.

Looking back, we have successfully come through our ERO review, relicensing under the 2008 regulations, a ministry of education audit, and two continuity of care cohort moves.

I would also like to take the opportunity to apologise for the cumbersome new enrolment form which was 'forced' on us by the ministry as part of relicensing. It is crazy that you have to sign it in 10 different places! Something that you probably have missed is that the ministry is now giving children in early childhood a National Student Number (NSN) as part of the implementation of the Early Learning Information System. Members of the early childhood industry have raised concerns about the information they are obliged to gather on enrolment forms being used and shared by government agencies. The NZ Herald reported that *"the Government downplayed fears and said there were no plans to pass on information.... That assurance has been reiterated. However, documents released under the Official Information Act show the Office of the Privacy Commissioner has been consulted on such an arrangement."*

Looking forward, I am excited about a year without ERO, relicensing and audits. This will be a chance for us to concentrate on the business of providing the best quality of care we can! And have a few spring parties for fun along the way!

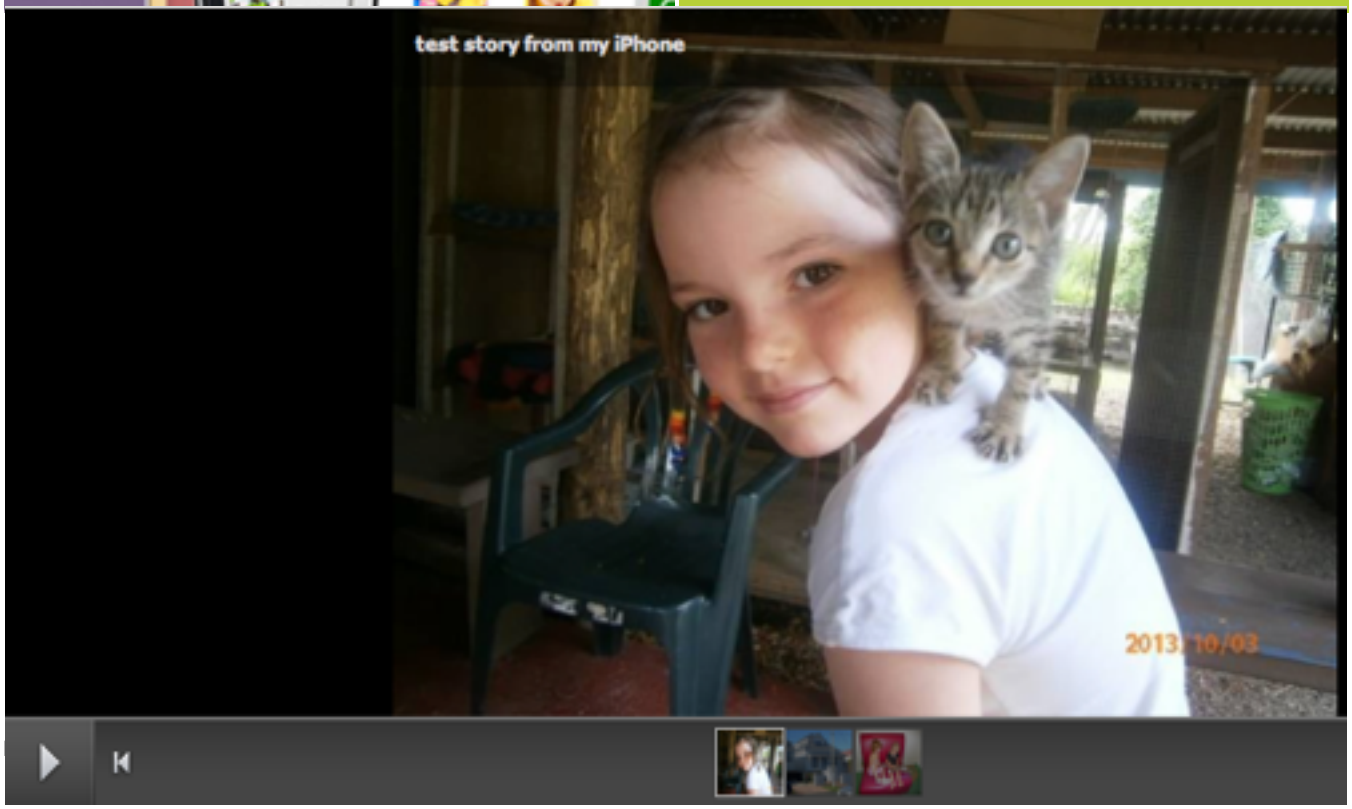
We have a few new-ish initiatives to introduce you to in this newsletter - a new on-line photo and learning story system we are hoping you will choose to 'opt' into. We have been, and continue to invest in professional learning about Dr Louise Porters behaviour guidance approach, and we have DVDs in our parent library if you want to know more. Also, if you are extra keen, then you can join some of our teachers at an upcoming seminar: https://louiseporternz.eventbrite.co.nz/

Also in this newsletter we continue talking to you about our Continuity of Care practice.

I hope you enjoy this newsletter!

quotes from http://www.zerotothree.org/

http://www.educa.co.nz



For a long time now, our Parent Voice Committee has been asking us to look at ways in which to deliver photos of your children to you. We have decided to implement a new system called EDUCA which you will be able to access via the internet, or free iphone and ipad applications. Our teachers will be able to upload pdfs (Adobe Acrobat files) of learning stories for you to access, and to comment on. Photos and video can also be uploaded, and subsequently viewed in a child based gallery.

BUT ... there is always a but, this comes at a cost. I do not want to automatically pass this cost on to you, but will ask you to 'opt in'. The cost is $5.00 per child per month. You can choose to add this onto your invoices, or you can choose to pay for a year in advance.

If you choose NOT to opt in, then you will still get hard copy learning stories as you do currently in the child's portfolio. If you DO choose to opt in, you will get both the hard copy in portfolios, and also get them, and video and photos via Educa.

We also need you to provide consent for your child's photos to be loaded to the web, and this will include permission for them to be included in group photos that can be viewed by other parents.

As it IS possible for you (and other parents) to save photos from the website, and publish them to social media, we will ask those that opt in, to sign an agreement NOT to publish photos containing other peoples children to social media etc. The teachers are very excited about the possibilities this new system provides to communicate more with families. We hope you will find it of value as well.

quotes from http://www.zerotothree.org/

For the fullest connection between people, attachment and intersubjectivity are needed, plus love.

Daniel Stern (2004)

quotes from http://www.zerotothree.org/

"Setting up a system of primary caregiving establishes an environment in which meaningful and lasting relationships can develop between caregivers and children as well as between caregivers and families. These relationships rest on satisfying relationships within the caregiving team, which call to mind the principle of continuity of care"

The Role of the Secondary Caregiver

By Ania Wojcikowski

With continuity of care strongly established as part of our practice I think it is timely to discuss the role of the secondary caregiver (the other teacher who forms the partnership with the key teacher in the room). There has been a big focus on the key teacher and I think this role is well established and understood by parents and teachers.

Before we began our journey of continuity of care, a child that had started in the infant room would have had three major transitions by the time they were two and a half. At each transition they have formed relationships with two new teachers. There was the transition into the centre when the child started, next was the transition into the toddler room at around 14-16 months and then the transition downstairs around two. We also then had a transition at 3 years from the Mamaku room downstairs into the Kowhai and Tui space, which was separate. Through continuity of care we have been able to minimize this breaking and forming of new relationships.

The relationship with the key teacher is not an exclusive one and is about healthy attachment not dependence. We still encourage and expect that the children build relationships with other teachers, particularly the secondary. Though not every child has continued through to 30 months with the same teacher they have every time moved into a new space with a familiar adult.

Our key teachers take leave, have sick days, are absent from the room for meal breaks and teacher release time for documenting the children's learning, so it wouldn't be healthy for a child to be totally dependent on one adult. Developing a strong relationship with the secondary teacher is also vital to the child's well-being. We do try and have the key teacher available during settling but once the child is comfortable we introduce the secondary teacher to take part in the caregiving. Having the consistency of the same familiar person while getting used to being away from their family can really help the settling process but after a few weeks it is important to introduce another teacher during caregiving routines – I think it really gives the child a sense of security – knowing their needs will be met at TLC even if their key teacher is away.

In my first year at TLC there was a child who had the other teacher in my team as her key teacher, we noticed she would get quite upset when her key teacher would leave the room. We also knew she really enjoyed having her bottle so we decided to introduce me as the secondary by me offering the bottle. It only seemed to take one or two feeds before we could see this child feeling much more at ease. It really felt like she suddenly realized 'oh, I'm going to be ok if my key teacher leaves as there is someone else to look after me'. We try and look for the routines a child enjoys the most as the ones to introduce the secondary, for example, if a child is really not enjoying nappy changes we initially leave that for the person the child is most comfortable with.

We don't want to bombard a settling child with many relationships and don't want young infants to have lots of different people to try and bond with but as infants grow their capacity to have more relationships increases. It's these relationships with secondary and support teachers that enable the children to feel secure and comfortable, even if their key teacher happens to be away.

"Caregivers who work well together are likely to share common, though not identical philosophy and practices. They probably have similar styles of communications and beliefs about how important it is to be attentive and responsive to children." For example, if one caregiver always lets her primaries know a few minutes beforehand when she will come back to change their diapers, another caregiver, changing a child's diaper in her place, would similarly give children the advance notice to which they are accustomed. "***Consistent caregiving styles don't take the place of primary caregiving, though; consistency creates a context within which primary caregiving can work well."***

"The caregivers' good relationships with one another enable them to communicate effectively about children and about who will do what, with whom, and when. They can decide quickly who will go outside with which group of children, who will sit with the children who are eating, and who will put the other children to sleep. They can be flexible about filling in for each other, telling the child that because the primary caregiver is unavailable, "I will do this for you instead." There is a sense of working together, cooperation and communication, and everyone pitching in."

quotes from http://www.zerotothree.org/

Safeguarding Children's Self-Esteem

By Robyn Powell

Dr Louise Porter "Every behavior is an attempt to meet a need. Behavior is children's loudest form of communi cation."

As a teacher and grandmother in the role of nurturing children my desire for them, as I know is shared by my colleagues and our parents here at TLC, is that as our children grow and their unique personalities unfold they will be free to be authentically themselves. That they will feel comfortable in their own skin having a sense of worth as they accept themselves for who they are. In short, that our children will develop a healthy self-image that gives them the wings to fly because they are intrinsically motivated, see themselves as competent, can take risks and use failures as a strategy for future action.

Earlier this year Nikki, Ania, Sanna and myself attended Dr Louise Porter's weekend seminar – 'A Guidance approach to discipline' as we could see how closely this was connected to the RIE (Magda Gerber Educarer Approach) yet assist us with approaches for older children. During our Teacher only day we shared it to the other teachers. The things we learned have provoked us to change some of the strategies we use in our approach to children's behavior and in fostering a learning community here at TLC. One aspect we have been looking at is how we safe guard our children's self-esteem. Dr Louise Porter outlines two fundamental ways to support self-esteem.

1. **Listen to children and validate their feelings when what they are saying, or how they are behaving, signals that they have a problem.**

2. **Give Informative authentic feedback to children.**

Here is the shift in thinking for us – where behaviorists would have us focus on the behavior (*What* the child is doing), with a guidance approach the focus is shifted to *Why* they are doing it or *How* they feel. "Every behavior is an attempt to meet a need. Behavior is children's loudest form of communication." So when children stomp, cry, whine, lash out verbally or physically, melt down or run away, they are communicating to us that there is an unmet emotional need lurking underneath. It is time for 'decoding', time to find out the underlying emotional need. Actually negative emotions in themselves are helpful as they signal that something is wrong, a change is needed in our situation or in our thinking.

Dr Porter states that "listening to children requires that we genuinely accept children, allowing them to feel, think, talk and act as they are. This communicates to children something powerful about their worth as human beings. To achieve this we need to understand children's emotions and resist

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Safeguarding Children's Self-Esteem
Continued ..

judging them for these….. Neither do we have any agenda to solve or fix what children are feeling"

I like this quote by M.B Rosenbury "Don't just do something, stand there." Easy to say, not so easy to do! I began to realize just how strong my desire was to 'fix' it especially when a melt down happens at an inconvenient time. I can see you nodding your heads furiously …..yes, like when I need their co-operation to leave the house or when I'm making dinner. I endeavor to make the time to just tune in and connect emotionally with the child's experience, offering empathy and 'Listening' for what the child needs to resolve his or her feelings and meet their needs. Its amazing how quickly children can calm down simply by giving them the gift of our presence, validating their feelings and reflecting back to them our understanding. It is wonderful to then see them empowered to 'fix' the problem themselves. The second fundamental way Dr Porter admonishes us to employ in safeguarding our children's self-esteem is to give them informative authentic feedback. "From the feedback we receive from the people around us and our own interpretation of our successes, we develop our concept of ourselves". Dr Porter states that "In order to prevent children's development of a low self-esteem or to repair a damaged one, our feedback to children needs two features. First, it must convey specific information about their achievements, and the skills and qualities they exercised to attain them. In this way, they will they will learn about who they are.

Believe in your dreams and they may come true. Believe in yourself and they will come true.

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Self-esteem isn't everything; its just that there's nothing without it.

Gloria Steinhem

Safeguarding Children's Self-Esteem Continued ..

Second, our feedback must not judge children, so that we do not deflate their ideals. Even positive judgments (such as "You're such as good girl; You're clever; Good work") convey to children that we approve of them when they meet our standards. Their natural assumption, then, will be that we will disapprove of them if they do not. When they are 'good' for getting things right, this means they are 'bad' for getting them wrong." Therefore when we give children feedback by acknowledging and celebrating their achievements we support the development of a healthy self-esteem. Acknowledgements do not imply doubt about their worth or tie their worthiness to their ability to satisfy our expectations and do not undermine children's intrinsic motivation. So where before I may have said to a child "that's great'. I would say "I'm impressed at the way you persevered to solve that conflict you were having with Jonny". Instead of saying "Good Work" I found myself saying "Congratulations! Did you know you could do that?"

Below are Dr Porter's tips for acknowledging children's achievements. I found them to be helpful as I develop the skill of giving children specific feedback.

Ask children how they feel about what they have achieved:

Are you pleased?
What do you think of that?
Are you happy with that?

When children are saying or giving nonverbal messages that they are pleased, reflect that:

You look delighted!
You seem very proud of yourself.
You look very pleased.

When appropriate, add your opinion (but not a judgment):

Well, I agree with you!
I agree that you can be very pleased with yourself.
I think its special too.

Give information or feedback in the form of a verb:

I admire...
I respect...
I value...
I'm impressed that...I appreciate that

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Safeguarding Children's Self-Esteem
Continued ..

Intend to congratulate, not manipulate:

Congratulations!
Hey! You did it!
Wow! Look at that!

Express appreciation

Thank you!
I'm grateful that..
I appreciate that because..

Focus on the process, not the product:

I admire that you tried something new.
I'm impressed that you had another go.
Looks like you really worked at that

Verify children's own assessment that they have achieved something worthwhile, highlight their successes so that they notice these, and expand on what they have achieved:-

I agree that it's quite an achievement (verification)
Did.you know you could do that? (Highlighting)
And not only have you finished it, but you worked on it for ages (expansion)

Use natural manners, without patronising. For example, in response to a child's thanks:

You're welcome!
It's a pleasure.
I hope you enjoy it.

So out go the verbal rewards (praise) and special treats for positive behavior. I guess I hadn't associated praise as being an external reward for achievement that can then develop a performance orientation towards learning and rob a child of that all-important intrinsic motivation and the ability to seek challenge and persevere. I now see clearly the enormous value of giving children specific feedback. Acknowledgement gives our children information about who they are and what they are capable of being. In this way we support the development of a healthy self-image and give our children wings to fly.

The four DVDs of Dr Porters 'A Guidance approach to discipline' we purchased for the parent library are in circulation amongst the parents. If you would like to watch her presentation to parents, speak to one of the teachers and we will see a DVD comes your way.

The worst loneliness is to not be comfortable with yourself.

Mark Twain

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I Cant

Now this is a common statement. Where this idea stems from and how can we move passed it?

By Zoe Powell

Today I invited a child to contribute to our canvas for the art auction, I explained that this canvas was all about families. We pondered together about family and talked about members of his family. "I can't do it" He said softly as he saw the other work that had already been created on the canvas. Heartbroken I took his hand and softly whispered "Sometimes it is hard to find a place to start, isn't it?". He nodded. We talked about who he might like to draw. It was Dad, however, still unsure he held the pen deep in thought. "I wonder" I said with a grin, "Does your Daddy have a head?", suddenly his whole face changed! "Yea, you're silly Zoe". I watched this moment and have reflected on this many times since. This child went from 'I can't' to 'eyes light up sparkling confidence'. Emotion is a powerful motivator and plays a huge role in learning. This child established a view of himself as a capable, confident artist who could not only draw Dad but Mum and himself also. "The ability to face challenges is not about your actual skills, it's about the mindset you bring to the challenge" (Carol Dweck, 2004). This idea encourages and cultivates an 'I can' attitude where we embrace challenge, applying effort and develop a repertoire of strategies for learning. Other questions could be; "What could help you with this?" or "Let's see what we can do about that?". These help promote problem solving and possibly trial and error. I observed this creative self expression and wondered what I would say next... Well done? Good job? That's amazing? Nope I went with a simple "Hey" to which he replied "I did it". Praise has been a tricky topic since attending the RIE course earlier this year. I never really thought I was one to praise children but realized once it was on my mind not to do it, that I did actually do it quite often. Children often do want adults interests in their work and even approval of it. Unfortunately many responses can be neither of these and children are left with the feeling their work is being judged, and against standards they cannot meet. Instead how about "That looks interesting. Do you want to tell me about it?" or sometimes don't even say anything a simple smile or nod can convey your interest.

What now? Don't feel guilty like I did, be gentle on yourself in the knowledge that we do the very best we can with the knowledge we have. Our job is to work alongside our children to enhance creative expression, be there to watch and listen and give them time.

A positive attitude may not solve all your problems, but it will annoy enough people to make it worth the effort.
Herm Albright

quotes from http://www.zerotothree.org/

I don't believe an accident of birth makes people sisters or brothers. It makes them siblings, gives them mutuality of parentage. Sisterhood and brotherhood is a condition people have to work at.

~Maya Angelou

The Kid Gets A Sibling

by Sanna Cooke

Sanna has kindly agreed that we can republish this article that she wrote for Space Magazine.

By the time you are reading this I will be deep into the second trimester of my 3rd pregnancy. I only have one child, so you can imagine how relieved I am to be able to say this out loud now without nervous hand-sweating or bidding maniacally on home Doppler machines on Trade Me. So, The Kid gets a sibling. Boy does she need one. Maybe two. We haven't decided yet.

Siblings are the only people you can love and hate simultaneously and in equal amounts. Siblings are not afraid to tell Mum and Dad when you are smoking out the window of your second floor bedroom that is directly on top of your parents bedroom when you are 14. They are the ones who will spy on you at all hours until they catch you and your best friend sneaking shots of whatever you can find on the top shelf of the pantry behind the seasonal baking equipment - usually decade old Scotch that your dad is saving, or sickly sweet cherry liquor left over from Christmas 1986. They are the ones that will pin you to the back seat in an age before seat belts to push their stinking sock-feet into your face yelling, "Soxygen!" Child safety restraints were not made compulsory for the sake of a child's safety, no, they were implemented to ensure you weren't suffocated by your older sibling. Siblings are the Private Investigators your parents can't afford but really, really need. The eyes and spies of the household, ready to pounce as soon as they witness a flaw in your character (sorry about the smoking, Mum). They can build your character up just as quickly as they can rip it to ground and shred it with their teeth like rabid raccoons on a hot day.

The Kid is excited right now that there is to be a sister or a brother. I have recorded her saying this so I have it for future reference when one of them decides they would rather sleep in a den of wolves than share a room with the other. Right now she is blissfully unaware that come Summer she will no longer be the Centre of the Universe. Have I mentioned that she is the only grandchild on both sides? Tough job for a little person. All that love directed onto one little human must be overwhelming sometimes. She seems to really enjoy it though, particularly around Christmas.

When I was pregnant with her I wasn't working and I didn't have another child to look after, so this time has been a little different. Gone are the daily hour-long yoga sessions where I would "cradle my baby in my body's hammock" and 'send a positive energy with deep energising breaths connecting my life-force to my unborn child." I can't indulge my specific cravings (croissants, McDonald's french fries, and 2 minute noodles with mayonaise, lemon juice and Tabasco sauce) for family meal times. I can't take a gentle stroll in the Winter sunshine each day to "extend the hip-flexors in readiness for the birth." I definitely can't take a nap when I need to because the week the first-trimester tiredness arrived was the same week The Kid decided naps were beneath her. I now have what we happily call 'Quiet Time', something my mother told me about playing with my older sister - "Lets see who can be the quietest for the longest time. Whoever wins gets M&M's." Its a win-win situation. Because I eat all the M&M's AND she is quiet in her room.

Coping with pregnancy-related nausea (I refuse to call something that lasts 24/7 for 8 weeks Morning Sickness) while raising a child and working part-time has been challenging. I told my husband, "Imagine your worst hangover, multiply it by 100, then add an 8 hour day of working with 30 of OTHER PEOPLE'S YOUNG CHILDREN". He promptly went out and bought me a family-sized bag of Skittles and never questioned me again.

In my formerly TV Free home, Peppa Pig has become like a daughter to me. Her 5 minute tales are my 5 minutes of sheer happiness. The Kid is occupied and I can rest. If only for 5 minutes, I am grateful. And it is during these tiny rests that I am grateful not just for Peppa, but for another opportunity to do this all over again. And that The Kid gets a sibling.

quotes from http://www.zerotothree.org/

Weka News By Amy Heslop

"The weka is a large, brown flightless bird that has a famously feisty and curious personality"- Very fitting for our next chapter at TLC!

Myself, Eva, Sofie, Grace, Mayu, Ben and Remco fare-welled Elena and the Kakano children and were welcomed by Guida and her key children, Daniel, Finn, Anika and Max to the Weka room.

It has been a slow and steady transition to the Weka room and I can see the children are feeling safe, secure and confident in their new space. Moving into a new environment has been a time of change and adaptation for the children, their families/whānau and key teachers. It has been an exciting time too, with new relationships forming, fresh discoveries and learning and gaining a sense of belonging as a new established community.

One main aspect that has struck me is how the children are learning to work as a group and how important, meaningful, and sometimes challenging peer relationships are to the children. They learn about themselves and others through their interactions. As we move into the Weka room the 'group dynamics' change and shift. It has been uplifting to observe how the children's peer personalities have been playing out in the new group setting. I can see that these important friendships helped support the transition to the Weka room and provided confidence and security to make new friendships. I have also observed strong interests in the children's play with 'making cakes' in the sandpit, to the importance of water play, art and spontaneous outings. Alongside Guida and her key children we have an exciting future ahead in the Weka room, lets see what unfolds…! Amy

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Empathy In Action

By Roxy Simpson

I did not quite know how to approach this article but this morning I decided to write how the Kea children are learning about the power of empathy. How empathy has magical powers that helps heal. Where a friend can extend a hand and without words convey: "I am here for you." Again and again I see it happening and each time it touches my heart, especially when you consider how young the Kea children are. We define empathy in very young children as the capacity to observe the feelings of another and to respond with care and concern (Quann & Wien, 2006). Some children seem fine-tuned to the feelings of another. These are some examples from the last few weeks.

Maia responded instantly when Isaac hurt his hand (while playing ball). Maia was close enough to hear Isaac ask: "I want ice pack". Without a moment's hesitation she rushed inside to fetch it. Maia instinctively knew what to do, as she nursed him and gave Isaac some space to be. Maia waited with total alertness like a little bird being absolutely still, I could see her attention was very much in the moment. After what appeared to be a measured amount of time she asked: "Are you better?" This is a beautiful example of being there fully for someone and what matters in that moment is the connection and the support. It is almost like time stands still. Maia brought the gift of compassion until Isaac was ready to move on.

Archie has only been a full time Kea for about 4 - 5 weeks. I am surprised at his level of emotional intelligence and sensitivity. When Zadie got upset, he knows her well enough to know what she needed was a cuddle. Archie comforts Zadie, in the same way, we as teachers often comfort children. This is another fleeting glimpse of the loving concern and respect often that the children show towards each other. I captured another tender moment when Archie was concerned that Zadie had a sore finger. Zadie was happy to show Archie her special band-aid plaster because it had a picture of a lion on it.

What is essential is our ability to listen, to be present to what's really going on within – to the unique feelings and needs a person is experiencing in that very moment.

Marshall Rosenberg

Continuity of Care In Action

By Tamaki Saito

At the end of last year I wrote an article for the newsletter about the journey of continuity of care. At that time my key children and I were visiting downstairs prior to their transition scheduled for January.

Here we are now on a new page. My key children have moved to the Kowhai group and I have returned upstairs to start another journey with new children.The continuity of care journey from the toddler room to the Kea group has been wonderful and I feel honoured to have been their key teacher and to have had the chance to witness their development and learning, and to be there for them when and if they needed support.

Since 30th September I have been enjoying getting to know my new key children and their families and I am excited to be part of their journey forward!

I would like to share a farewell letter to one of my key children Kristoffer and his parents which I wrote in September.

Dear Kristoffer, Christina and Peter,

Kristoffer, you were so proud that you used a special Kowhai pillow and had a rest with the Kowhai children after lunch today. Your pillow from home has been very special to you since you arrived and started at TLC and now you are ready to let it go. You see yourself as `a big boy' (you call yourself so) and I agree with you and I know that you are ready for this transition.

As I was looking at your portfolio today, it brought back a lot of memories! I remembered the time I became your key teacher in the toddler room. You loved the sandpit. You spent lots of time there exploring all around and sometimes it looked like you were doing various experiments. You were so focused. You really liked water play as well. And you continue to have this great focus even now. When you transited downstairs with your friends and myself in January, you were very pleased with the new environment. You seemed secure and confident since your friends were there with you. As your key teacher and knowing you well it was great to be there for you when you needed support.

It has been such a pleasure to be part of your journey from the toddler room to the KEA room downstairs! I have learnt lots from you and I will miss you when I return upstairs! Thank you for letting me be part of your journey. Your friendships and interests are broadening and I look forward to hearing what you will be up to on your continuing journey ahead.

Christina and Peter, it has been an amazing experience to be part of Kristoffer's journey! I feel honoured that I have had the chance to continually see Kristoffer's development and learning and to have the opportunity to share that with you. Doing so has given me a wonderful opportunity to learn about him better every day and support him in the very best way I could. It also has given me an opportunity to grow as a teacher. Thank you for working with me, trusting and opening up to me and sharing about Kristoffer. I believe that we have built a meaningful relationship which I really appreciate and greatly value. Many thanks again.

Story Telling

By Sally Buxton

Story telling is perhaps the most powerful way that human beings organise experience. Some have argued that narrative thinking is the optimum form of thinking for learning and expressing what we know about our selves and about other people
(Bruner 1986, Schank

I would like to share with you how and why I began a storytelling initiative with the Kowhai children.

I love reading and do have an interest in early literacy but what inspired me most was the work of Vivian Gussian Paley, an American pre-school and Kindergarten teacher and an author. Her book, 'Mollie, is Three,' details her observations and reflections from her work in the classroom. She describes how she encourages children to narrate their own stories. Using open ended dialogue, she supports them in developing their ideas. Paley writes down the stories and they are later acted out during group drama sessions.The child whose story is performed chooses who can play the different characters and directs the play.

I have adopted a similar approach to Paley and have been overwhelmed by the enthusiasm and creativity I have encountered. The children have really embraced the initiative. I am often inundated by a crowd of eager children all requesting that I write down their story. Acting out their stories has become an eagerly anticipated and discussed event.

Below, are just a few of the wonderful and enchanting stories. I have been privileged to scribe:

A dragon ate Lexi and stole her and ate her all up. The dinosaur came to save Lexi. The dinosaur stomped all the way back home and the mum found her with Peggy and the dog ate Lexi's breakfast. The dragon was hungry when it didn't have Lexi in it's stomach and a little rabbit came behind him and that was going to be his lunch. The whale saved the dinosaur from the shark.

In the forest there was a dragon and the dragon ate Olivia and Lexi, and the lion and the pig came to save them and the cow came to save him. The dragon was tired and he didn't eat anymore up. When the people came out of his stomach they went to the hospital to get fixed. ***Peggy***

Sam and James have a boat. They put it in the river and go to the sea water. It sinks, a shark got it. Now they will have to get another one from the workshop!!!

Now, my story is finished.!!! ***Linus***

I went home from the supermarket and I saw the biggest chocolate and we couldn't move it. The chocolate was brown with pictures of strawberries on it. We gobbled everywhere because it was going everywhere. A crocodile ate the chocolate because it was hungry but it didn't eat the people up!!! ***Olivia***

Foundations of Story Telling

It might be helpful to outline a working definition of narrative before briefly describing the development of story telling. A story is a description of an event, set in time and place, things happen to someone and they happen over time. The sequence of events must be meaningful. There must be a theme that emerges through the chronological account there must be at least a hint of a problem or tension, and a resolution of that problem.

Young children acquire and explore the narrative form in different ways. The elements of storytelling are implicit in the play scenarios of toddlers. Children narrate their symbolic play often incorporating a theme, emotion and an ending. A typical interaction consists of a young child moving a toy around through a sequence of events.

Talking about the past with parents is another important way children acquire knowledge of storytelling. A story is constructed collaboratively by the adult and child as they reminisce. Young story tellers (18-36 months)

Life itself is the most wonderful fairytale of all.
-Hans Christian Andersen

Story Telling Continued

depend on conversation and a strong conversational partner to construct a story but slightly older children are eager to recount stories on their own. At three children understand what it means to tell a story and the basic requirements of a story. Parents can influence a child's developing ability to tell stories and converse with peers. The frequency, purpose and the styles parents use in telling their own stories have been shown in to be factors.

By the time they reach their 4th year children begin to explore different genres available to them.They seem to have a very sensitive ear for style and are attuned to different formats, troupe and styles of storytelling. This is revealed in the narratives they tell, often copying rhyme and metaphor but using their own content.

Why Is Story Telling Important?

The ability to tell stories has been shown to be a strong predictor of literacy. However telling stories also allows children to share their inner identity with others. Bruner has also suggested that narratives can act as a cooling vessels in which emotional and cognitively powerful experiences can be reconstructed with less impact than they originally had. Stories allow children to learn about their culture, but also serve as a kind of passport into the culture. Children tell stories as a way of solving emotional, cognitive and social puzzles and to sort out problems or concerns.

What can we do to promote story telling during the early years?

Have long conversations and lots of them.(We encourage talk during our snack times)

Talk about the past and future.

Allow children to hear and participate in a wide array of stories.young language learners have sensitive ears for style. They relish and absorb all kinds of stories, story telling formats, and genres, from allegories to poems.

There have been great societies that did not use the wheel, but there have been no societies that did not tell stories.
Ursula LeGuin

Introducing Jess

By Jess Crayford

Kia ora. I have been interested in the RIE philosophy since learning about it at university. I am excited to join the TLC whaanau and put into practice the ideas I feel so passionate about.

I am from Wellington originally, training and teaching there before moving to the US and teaching in Boston for a year. I have recently moved to Auckland after living in the U.K. the last two years. I spent time in London teaching and traveling as much as possible around Europe. Dancing is my favourite thing in the world to do, as well as enjoying music and eating delicious food. I look forward to meeting all the families that make up the nurturing environment I've heard so much about at TLC.

Good for the body is the work of the body, and good for the soul is the work of the soul, and good for either is the work of the other.

Henry David Thoreau

Give thanks for what you are now, and keep fighting for what you want to be tomorrow.
Fernanda Miramontes-Landeros

Early Childhood Hui
All Kids Deserve The Best Start

By Marie Hindle

I recently attended the Early Childhood Education Hui run by the New Zealand Educational Institute. The focus of the hui was upon their campaign called "All Kids Deserve The Best Start" which promotes the following five indicators which they say are necessary to achieve high quality care:

- ★100% qualified teaching staff
- ★Good adult to child ratios
- ★Small group sizes
- ★Relationships
- ★A warm and welcoming learning environment

I was happy that these things reflect what we do at TLC and what we value as part of quality of care. What struck me though was that the early childhood industry present seemed to be still in justifying mode, and urged for a lobbying of government for a perceived erosion of these values with recent changes to policy and funding. I guess I was hoping for more news and research from the cutting edge of each of these factors, more evidence from research to show what a difference they make. For example as we continue our journey with continuity of care, which for me is all about 'relationships' and the value of these, I wanted to hear about other centre's experiences and outcomes. I did attend a workshop by a local centre A'oga Fa'a Samoa at Richmond Road school, which is one of the few other centres I know of who do continuity of care, and I did glean some interesting feedback (they also have under two and half, and over two and half), but the focus of this centre is not continuity but bilingualism.

All in all, and affirming day.

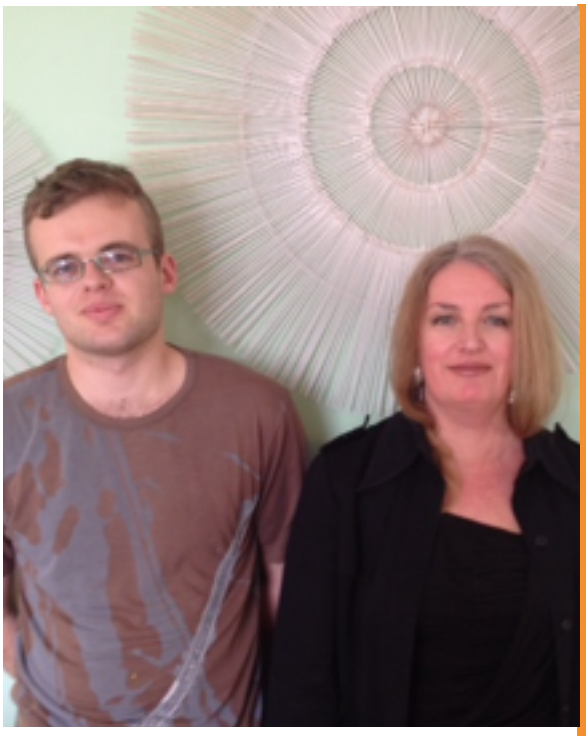
Our Mother & Son Cooking Team

By Helen Holmes

Helen and Joel (mother and son) job share the learning centres cooking requirements. Both have recently completed the same cheffing course and enjoy the challenges of preparing tasty healthy meals for children.

Previous to this Joel was completing a music degree and Helen has a fine arts degree.

Working in a kitchen surrounded by babies and toddlers and lovely staff is great fun.



Couscous Salad

- bulb garlic
- 3 onions
- 30gm butter
- tbsp rosemary

- 2 kumura
- 200gm pumpkin
- 1 beetroot
- 4 carrots

- 1 cup couscous
- 2 cups real chicken stock
- 2 tbsp butter
- tsp ground cloves
- tsp smoked paprika
- tsp pepper
- dash rose water
- dash orange blossom water
- pinch tumeric

- 1/2 punnet mixed grapes
- 4 tomatoes
- 1 packet feta cheese
- 100gm currants
- 1 drained can chickpeas
- 1 large packet italian parsley
- 1 large packet coriander

1) Dice the garlic and onion. Sweat the garlic for 20 seconds on a med-low heat, then add the onions and rosemary. Slowly brown until dish is ready to serve, only stirring occasionally to encourage caramelization.

2) Peel and finely dice the kumura, pumpkin, beetroot and carrots. Toss in a little olive oil, spread on a baking paper lined baking tray, and roast at 190C until soft. Once soft, reduce heat to 100C to keep warm.

3) While the onions are browning and the vegetables are roasting, reduce the stock, butter, cloves, paprika, pepper, rosewater, orange blossom water and turmeric over a high heat to slightly more than half of its original volume.

4) Simultaneously, quarter the grapes, dice the tomatoes and feta, and finely chop the parsley and coriander.

5) Once you think that the liquids have been reduced to a little over half their original volume, measure it out. If water needs to be added, do so. Your aiming for about 265 mls. Pour the couscous into a bowl, and place a plate next to it. If the onions are brown, the vegetables soft and the other ingredients cut up and prepared, heat the stock up. Once boiling, add to the couscous and cover with the plate. Leave for 3 minutes, then fluff with a fork. Mix all ingredients together, and serve.

So long as you have food in your mouth, you have solved all questions for the time being.
Franz Kafka

The very spring and root of honestly and virtue lie in good education.

Plutarch

Dates for your diary

Nov	Dec	Jan
THURSDAY NOVEMBER 7TH **Art Exhibition and Auction. 7.30pm Wine and Cheese available.**	THURSDAY DECEMBER THE 12TH **End of Year Party 5:00pm - Its a whaanau picnic, but pizzas will be available for purchase.**	**In response to parent feedback ~ MONDAY 6TH JANUARY - TLC REOPENS under holiday hours 8:30 - 3:30 only**. Bookings are required so we can adequately staff the centre. Some of the TLC permanent staff will be on holiday so your child may not have their key caregiver..
THURSDAY NOVEMBER 21ST - PVC meeting - 7:00 pm at TLC followed by farewell dinner for Kirsty at the Blue Breeze Inn at 8:00pm	**TLC Closes 12:00pm TUESDAY the 24TH DECEMBER.**	**Monday the 13TH JANUARY TLC REOPENS under normal operating hours 7:30 - 17:30**
TUESDAY NOVEMBER 26TH **Upstairs parent evening - two workshops: 1) The RIE Philosophy 2) Toddlers Learning through schema**		

TLCStuff

PVC FAREWELLS KIRSTY BROWNFIELD

In November, Lulu Brownfield will leave TLC and go off to school. That means that this Novembers parent voice committee meeting will be Kirsty's last. Kirsty was one of the founding members of our PVC, and has made a huge contribution over the years gifting her skills as an architect for playground and interior redesigns we have done, and her time to help prepare and run our wonderful social events such as the sports day, matariki fish and chip night, the art auctions, and the end of year parties. We would like to say a big THANK YOU, and we will be going out with Kirsty to the Blue Breeze Inn (her favourite haunt at the moment due to the dumplings!).

MOBILE PHONES @ TLC @ Drop-off

We would like to respectfully request that parents and whaanau do not use their mobile phones to converse or text while dropping off children at TLC. Children can become upset when this happens.

SPRING & SUMMER HOUSEKEEPING

We would like to remind you about the following sun safe stuff that you can help us with:

1) **Sun hats** - can you send a named sunhat for your child to live at TLC (if you have not already done so).
2) We ask that children **do not wear singlets**, but short sleeved tops which protect their shoulders from the sun.
3) It takes time, 25 minutes for **sun-screen** to become effective, we would like to ask you if at all possible to apply sunscreen to your children before they come to TLC.

48hour Exclusion for Vomiting and Diarrhea

Upon advice from the public health office, TLC now excludes children for 48hours after any incident of vomiting and diarrhea in order to break the infection cycle.

FEEDBACK

We love to get your feedback on our newsletter, all comments are welcome. Please send all comments/feedback to Marie@thelearningcentre.co.nz

“If we could pay more attention to children’s signals and initiatives, thus supporting their sense of competence, we could raise more peaceful children with fewer problems, children who would know more precisely what interests them, and what they need in the way of food and sleep. They could play and occupy themselves independently. They would have a sound and active relationship to their mothers and other adults – which does not mean being attached to the warmth of arms. It means a positive human relationship that starts with mutual adaptation. With this kind of relationship as a basis, the child’s adjustment to society would be a healthy process with fewer conflicts. The emotional life would be richer and more balanced, social adjustment more satisfying. All this would eliminate the need for many subsequent corrective educational measures, and render unnecessary somatic intervention and its consequences.”

- Dr Emmi Pikler

The Learning Centre