



Happiness, a close companion of learning, is the degree of engagement people have with tasks that provide them knowledge and fulfillment. People who are intensely absorbed in a task can lose track of time and place. Hours pass like minutes. They may be tired by the task but emerge energized and happy. This condition is known as "flow," a name coined 30 years ago by psychologist Mihaly Csikszentmihalyi.

Education - The Gift of Life



I read recently an article entitled 'Why Learning Leads To Happiness'. I am sure you have all seen the studies linking education with longevity and like me you have probably assumed that the cause was that *"people with more education get better jobs that pay more money, are less physically demanding, and provide more enjoyment. They live in safer neighborhoods, practice healthier lifestyles, and have less stress."* The article referred to above, by the National Bureau of Economic Research (in the USA) in which David Cutler and Adriana Lleras-Muney reviewed all the education-longevity research from around the world. They concluded, not only that university level study added seven years onto your life, but that while income levels predict how quickly people decline when they get sick, education levels predict whether or not they get sick in the first place.

The article goes on to say that the hypotheses as to why this is the case were that:

- education led to better problem solving skills resulting in better lifestyle choices
- better mental health in later life
- The degree of engagement people have with tasks that provide them knowledge and fulfillment
- The link between lifelong learning and staying socially active with mental well-being and happiness later in life

See: [Huffington Post](#) for the full article

As I read all this, it resonated within me as I thought about ways in which our practice at TLC links with and supports this. E.g

- Our belief in supporting children to problem solve for themselves, whether this is a child learning early fine motor skills, to climb a ladder, or negotiate their way through conflict.

- our value of uninterrupted play and how this fosters the child's ability to lose themselves in tasks which engage them

- our belief in the importance of providing healthy secondary attachments and how this supports good mental health for the rest of their lives

- how we try through our practice and documentation of learning via portfolios etc, to reflect back to the child the image of them as a lifelong learner

- our support for the healthy development of will, and how this supports their social intelligence development

Want to know more about any of the above? Well let us know and we will try to schedule this as a topic for a future parent evening (next over two's parent evening in August, next under two's parent evening is in September).

"The observer, when he seems to be observing a stone, is really, if physics is to be believed, observing the effects of the stone upon himself."

Bertrand Russell

What do you do?

by Ania Wojcikowski



We have had prospective parents ask, "what activities do you do with the infants" or "what do the children do all day?" As you will have noticed we offer the children simple objects that they use how they choose to. We also give the infants our undivided attention during care moments so they can feel ready to play and explore when they are on the floor, *"...Only after he gets "refueled" during the unhurried times he spends with his carer will he be willing to let go of the carer and explore his environment" (What is appropriate "curriculum" for infants and toddlers? By Magda Gerber in The RIE manual).* To play contentedly alone the child needs interaction with a trusted caregiver to meet the need for human contact. We provide 'passive' objects so the child can be active and can choose how to play with the objects we provide, *"We offer possibilities; the child makes the choice. For example, it is our task to provide, but we never put any toy into the infant's hand" (Play as curriculum in the caregivers companion by Anna Tardos).* We want the children to be self

motivated and focused in their play to maximize their learning. The children are the ones in charge of their play and learning. I have seen infants at other centers interrupted from what they are doing to be plonked into a chair and given paint or another messy substance to explore - only to then get interrupted again to be cleaned up as soon as the adult has finished taking some photos. I find these scenarios to be more about the adult and them showcasing their "teaching" rather than about what infants are genuinely learning. And I also wonder what impact all these interruptions have on a developing attention span? One other important learning opportunity your infant encounters at some point during their time at TLC, is to explore and interact with other infants. Our early childhood curriculum promotes infant- infant interactions, *"The programme enables infants to be safely in the company of other children or older children" (p.71, Te Whariki).* From a very young age infants can and do enjoy each others company, *"This age group (6-12 months) is not characterized by a large number of conflicts; the social interrelation of the*

"What's it like to be a baby? Being in love in Paris for the first time after you've had 3 double espressos."

**Alison
Gopnik** Child Development Psychologist & Author of *The Scientist in the Crib*, and *The Philosophical Baby*

What do you do? cont.

by Ania Wojcikowski

children seems to offer considerable more pleasure than discontent..." (The Loczy model of infant care by Magda Gerber in The RIE manual). Although, conflicts can occur, for example, if one child wants to explore another ones hair and they accidentally pull too hard (or sometimes intentionally to see what the reaction might be..)

I would also like to take this opportunity to farewell Guida and wish her all the best for the toddler room! It is sad to say goodbye! At the same time I am very excited to welcome Josie into the infant room, I feel we are already getting into a so called 'groove' of working together.

Without undermining the AMAZING work Guida does with our infants I do want to say I feel lucky to work somewhere that has such an awesome group of teachers to work with!

That we can swap and work with different teachers as our philosophies are so aligned. **"When we allow babies the freedom to interact, there are going to be minor bumps and upsets. Babies learn from these, too. We can't have the wonderful, spontaneous moments if we are constantly intervening"** (Janet Lansbury's website). We don't interrupt the interactions unless someone is getting hurt or scared or uncomfortable.

Sometimes you will see infants take toys from each other, a toy that is in someones hand and moving is much more attractive than the one lying still on the floor. In these situations

we don't interrupt the interaction, often you can see the other infant doesn't actually mind. If it looks like conflict may arise then we move close and make sure we are available to the children. When we do intervene we do so in a calm and reassuring manner, we move close and model by touching both children gently in the spot where the child was hurt. We don't want to imply that one child is a bully and the other one the victim. We want to facilitate the interaction and provide strategies without placing labels on anyone. Janet Lansbury advises **"..minimal interruption. Stay in responsive mode. Intervene calmly and gently when babies are hurt (or better — about to be hurt).."** (from her website). We are definitely available but at the same time allowing the children to do as much for themselves as they can.

Transitions:

I would also like to take this opportunity to farewell Guida and wish her all the best for the toddler room! It is sad to say goodbye! At the same time I am very excited to welcome Josie into the infant room, I feel we are already getting into a so called 'groove' of working together.

Without undermining the AMAZING work Guida does with our infants I do want to say I feel lucky to work somewhere that has such an awesome group of teachers to work with! That we can swap and work with different teachers as our philosophies are so aligned.



A Word From Tamaki

By Tamaki Saito

Time flies! I have now been on the TLC team as a new teacher for 6 months! I love teaching at TLC because the environment is respectful and peaceful. I believe in the RIE philosophy. It is wonderful to be part of a team of such passionate and resourceful teachers. Thank you Marie for creating such a lovely centre!

My previous teaching experiences were mainly at the secondary level and for a period of time at a primary school in Japan. During my graduate study at the University of Auckland, I came across Magda Garber's philosophy of respect and RIE. It was so impressive and inspiring! This philosophy opened my eyes, enabling me to see babies and very young children as capable individuals.

Over the past 6 months I feel that I have been learning from my beautiful key children and families every day. It has been such a pleasure to learn how each child communicates in their own different way – eye contact, smiles and facial expressions when they are feeling happy or insecure... how capable and confident they are, what their interests and strengths are. It helps me to understand their needs and to build the relationship.

In February I completed the RIE foundation course. It was an amazing experience. Considering what insights I have gained from the course, there is so much to process! I am looking forward to continuing to learn and become a better teacher in order to support the children's learning and development. After finishing the course, I have been more observant since I took on board all that I learned. Now I am happy to report that I have increased my awareness even more.

One of the many insights I gained is the importance of observation. Sensitive observation enables us to understand children's needs and to perform well judged interventions without interrupting the children's learning. Doing this gives children time for uninterrupted play, which offers them the freedom to explore and gives them the opportunity to solve problems by themselves. Trusting the children as initiators, explorers and self-learners gives them learning opportunities. What they learn is very important for school and for life. They learn independence, concentration, confidence and problem solving skills.

Secondly trusting and respecting the children is fundamental to support their learning. Trusting and respecting them enables me as a teacher to see them as the capable and unique individuals that they are, which is essential in building close relationships. Each child is different, they communicate and learn in different ways and at different speeds. Respect and trust also mean allowing and encouraging the children to express their own personalities in the learning process and appreciating what they can do 'now' and what they are ready to do and not rushing them. I learn from my key children every day.



Moreover healthy secure attachment with a key teacher is vital. Close relationships with children are developed through mutual respect and trust. They grow from interactions that are respectful, responsive, and reciprocal interactions. Children learn love and gentleness through a gentle voice, hands which look after them and conversation they hear and have together with adults. Within close relationships and those meaningful interactions, children are encouraged and accepted in warm-caring environments and they are supported with well-judged interventions. Each teacher-child relationship is unique. Teachers who know and understand their individual children are more able to provide the appropriate environment, (physically safe, cognitively challenging, emotionally nurturing), and are also able to give assistance when required. Through this kind of relationship children learn trust and confidence, feel secure and continue to extend their learning.

Last month TLC implemented continuity of care! The toddler room welcomed three new children and a new co-teacher Guida from the infant room. The children look relaxed and comfortable. They enjoy the new environment. They had many visits beforehand, and more importantly they moved with Guida and as a group. Guida has been their key teacher and secure attachment with her has been supporting their changes and challenges. Older toddlers welcomed their new friends. There were times when the new children were overwhelmed by the older toddlers. When this has happened, we opened the gate so the new children were able to move between the infant and the toddler room. I miss Elena and the children who moved to a Mamaku room however getting to know the new children and their families better as each day goes by has been a pleasure. Guida and I are enjoying building a new relationship – sharing knowledge about our key children, new ideas and so on.

I look forward to getting to know each child and his/her family even better and to being part of his/her journey here in toddler room and to the Mamaku room!

An Empowering Way to Guide Behaviour By Nikki Grazier

One of the reasons I love working with children is that they see the world afresh each new day. They approach it with curiosity and wonder. After teaching for over twenty years this helps me to also see the world in this way and to try out new learning. Something that I came across recently, along with the RIE course, has changed the way I view those times when children are engaging in negative behaviours.

I want to share this because as a parent it also helps a lot.

A lot of the media and some parenting books put a lot of focus on what happens after certain behaviours to reward or punish, which leads us to concepts of sticker charts, timeout, naughty chairs etc. These I find treat children as an object and either leads to children behaving in a certain way to get something - external motivation, (which only lasts for a short time) or creates a power-over scenario. I also find that timeout etc is being used for younger and younger children when they have absolutely no concept of what it is and what it is trying to do. This can lead to confusion and frustration for parents and children.

This new approach focusses on what happens before those tricky behaviours appear and I have found that this focus dramatically decreases or stops the behaviours altogether. I think that as parents of infants we do much of this instinctively, however toddlers continue to develop their wonderful 'will' power, which can then lead to power struggles.

This approach is called HALT, and it calls for us to stop and be mindful of what is going on for the child as most behaviours occur because of one of the following reasons.

H - Hungry (are they hungry/thirsty?)

A - Angry (Why? Leading to conversations about emotions.)

L - Lonely (do they just want some attention - time together? (emotional restocking))

T - Tired (are they tired, or over tired?)

Guida and I added an S as well...

S - Sickening and/or needing Space

When children, and adults, are feeling hungry, tired, lonely, angry or sick then they often don't make the best of decisions.

Young children who are still developing their verbal communication skills find it very hard to tell us what this 'strange' feeling is that they are being overwhelmed with. By careful observation and knowing the children well we can have some clues as to what is happening and make moves to address them. However, if we miss the cues children can quickly get into a state where they move from their cognitive thinking brain into the limbic brain which is all about senses and emotions. I find that with toddlers, this switch can happen very quickly and it is so much better to anticipate and remedy than to resolve the above issues with an increasingly upset toddler.

Just a quick note about angry - HALT doesn't mean giving in if you are setting limits and boundaries - but about being mindful and talking with them about how they are feeling. Since undertaking the RIE course I have learnt the crucial importance of letting children experience

emotions and just sitting with them calmly, being fully present while they do so, without distracting them away from the emotional process.

We can't always meet the needs of children straightway, but this approach allows for empathy and understanding and talking to toddlers and older children about waiting and reassuring them that their needs will be met soon.

Recently we had a child engaging in some negative behaviours in our room and in our discussions with his parents, also at home. We used this approach (and RIE) to observe carefully to find out what was really going on before the behaviours. We quickly noted that he was requiring some space, and then that loud noises were distressing him and making him angry. This along with some other cues led me to suggesting that he get his ears checked and the doctor confirmed he had glue ear. This in turn has changed our practice with him, ie moving him away from noisy situations and now we have, for the most part, a happy and helpful child again.

This approach also places a lot of importance in knowing children really well, and reminds us that the parent/teacher communication about what has been happening at home is crucial. TLC has a lot better system for this than most centres, however we all need to make sure that the flow of information continues as children get older, especially about children's sleep, breakfast eating, parent's being away, very busy weekends and illnesses etc so that we as teachers can include this information into our knowledge of what is going on for the children.

Toddlers are renowned for pushing the boundaries, this allows them to know where the boundaries are in order to feel safe and secure. It is part of their development of will. They also have the most amazing amount of growth and development going on in their brains and bodies, so much learning about self, others, self regulation, movement, language, and learning itself. By using the RIE approach, and other approaches like HALTS approach we can all continue to work alongside and guide children from infancy through to childhood.

Scientists believe that the experience of emotion is located near the base of the brain, in an area called the limbic system. This part of the brain is developed early in neonatal life and is a primitive organ that responds to emotional stimulation. The limbic system does not "think" about the emotions, but simply responds and possibly stores emotional memories. When we are infants and toddlers our limbic systems are very active, responding every time we are cold, hungry, wet, lonely and scared. Since our brains have no way yet to know what to do with these emotions, we rely on the adults taking care of us to make those negative feelings go away. As we move from toddler years into early childhood, our brains develop circuits from the limbic system to our frontal lobes, the part behind our foreheads. The frontal lobe is thought to be the part of the brain that reasons, organises, plans and anticipates. As our brain develops we become better at reasoning. At age 3 or 4 we can tell ourselves that even though we can't play with the ball we want, we can stop crying about it and make ourselves just as happy with a doll. The more our frontal lobes are engaged in calming down our limbic stimulation, the better we learn to manage our frustrations and thus control our behavior. <http://www.yourdocmedical.co.uk/wellbeing/239>

Movement & Literacy

By Trisha Martinez

Recently, the Kowhai children have shown great interest in writing their names. They have been enjoying looking for their names and examining them at the beginning of meal times (to facilitate a smooth flow from washing hands to morning tea, the children are encouraged to find their names on the table and sit at the table where their name is). The Kowhai children are demonstrating amazing literacy-related skills and dispositions including listening, focus, concepts of print, reading books on their own, and participating in music and movement experiences.

As an early childhood teacher, I've always appreciated and believed that movement and literacy are interrelated. Physical activities support children in developing ways of communicating and making meaning. Movement contributes greatly in establishing a foundation for literacy skills including listening, speaking, writing, and reading. When I ask myself exactly how this happens, somehow I cannot articulate it...so I did a little bit of research to support my belief, refresh and improve my knowledge, and, in turn, further support children's learning.

Literature on literacy and movement has reminded me of how the body and the mind are intertwined and inseparable. Physical activity enhances physical well-being. It helps people to be mentally alert and thus, ready for further learning. Studies have shown that oxygen intake during physical exercise strengthens neural connections. Research has shown how young children's mental focus and concentration levels are enhanced after participating in physical activity. Research also indicates a positive correlation between physical activity and academic achievement.

Reading about movement and literacy prompts me to refer to movement as the child's "first" language. I was reminded about how thought/thinking can only be expressed through activity. Indeed, movement, no matter how small or big, is a form of self-expression. An infant who wants to get an object crawls towards it. A toddler who is hungry picks up a piece of banana from the plate. A young child who gets hurt cries. All of these require the use of different parts of the body, of muscles. As children move and make use of their muscles, they express themselves. Apart from movement being a form of language itself, physical activity that requires the use of small muscles such as the eyes, fingers, lips, tongue provides the building blocks for speaking, writing, and reading.

Movement that is accompanied by verbal language, for instance, when someone describes how a child moves as she

uses a playground equipment or when the child performs movements to a song, helps the child grasp meanings of words. The child understands what "over" means as he jumps over the rope. He appreciates what "steep" means as he goes up a steep hill. He learns what "squishy" means as he manipulates squishy play dough. Concepts become rich and meaningful as children physically experience them.

It is interesting to read about how certain components of movement such as balance, coordination, spatial awareness, spinning, crossing the midline, swinging, and rolling stimulate the brain. For instance, research has shown that children who have not had a lot of experience in orienting one's body in space by moving in different directions (up, on, under, inside, over, etc.) have difficulty with letter identification and orientation of symbols on a page. Crossing the midline (the imaginary line down the middle of one's body) as when one paints the left and right side of the paper using one hand (instead of using the right hand for the right side of the paper and then the left hand for the left side of the paper) or when one reaches for an object on the left with the right hand (and vice versa) supports the child in literacy tasks such as writing across the page using one hand. It also enhances bilateral coordination wherein both left and right brain have to work together such as in reading tasks. I can never fully grasp how certain movements enhance different areas of the brain but having a strong belief that the physical, cognitive, social, and emotional domains of development are interrelated makes it easy to subscribe to.

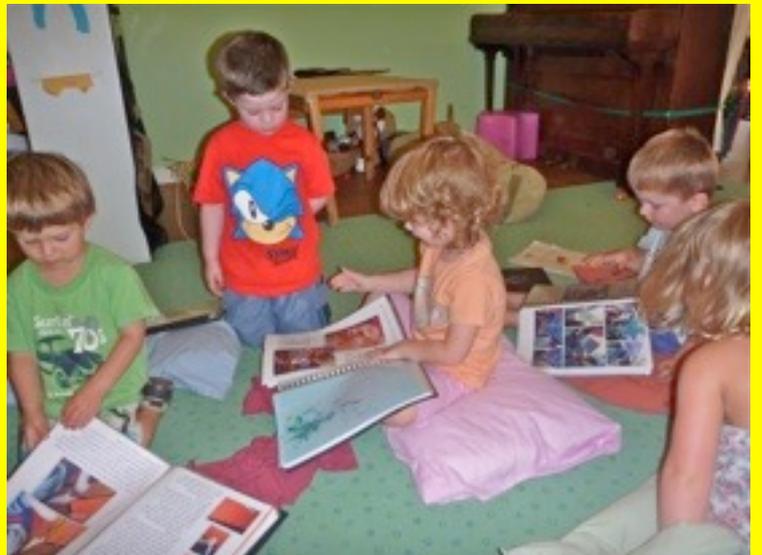
One idea that is quite new to me but makes a lot of sense is on rhythm and movement. Rhythm is said to be an important component of movement. There is rhythm in walking, running, galloping, skipping, and going up and down the stairs. Although rhythm is more commonly associated with music, words and sentences consist of rhythm as well. Sounds, silences, pauses, intonation, and stresses are all components of rhythm in language. Thus, the rhythm that children develop when they move supports them in language development.

There are indeed many links between movement and literacy. I think it is amazing that something so innate in the child provides the foundation for learning about symbols that human beings created. At TLC, we strive to provide an environment that encourages movement, whether it is through a non-structured or a structured learning experience, not only to promote literacy development but to enhance the child's well-being.

The core elements of the bodily-kinesthetic intelligence are control of one's bodily motions and the capacity to handle objects skillfully (206). Gardner elaborates to say that this intelligence also includes a sense of timing, a clear sense of the goal of a physical action, along with the ability to train responses so they become like reflexes.

In theory, people who have bodily-kinesthetic intelligence should learn better by involving muscular movement (e.g. getting up and moving around into the learning experience), and are generally good at physical activities such as sports or dance. They may enjoy acting or performing, and in general they are good at building and making things. They often learn best by doing something physically, rather than by reading or hearing about it. Those with strong bodily-kinesthetic intelligence seem to use what might be termed "muscle memory," drawing on it to supplement or in extreme cases even substitute for other skills such as verbal memory.

Careers that suit those with this intelligence include: athletes, pilots, dancers, musicians, actors, surgeons, builders, police officers, and soldiers. Although these careers can be duplicated through virtual simulation, they will not produce the actual physical learning that is needed in this intelligence. (Wikipedia)



Life is not merely to be alive, but to be well.

Marcus Valerius Martial

Keep Warm! Keep Well! By Zoe Powell

Lately as Autumn starts to share its glorious chilly mornings with us I have been thinking... Am I warm enough? Through out my childhood I had that mother who constantly fussed "Put another layer on, you can always take it off but if you don't take it with you you will regret it..." (in that I know what I'm talking about tone). Learning from her parenting skills I often hear myself with the children "More layers outside please" (I am the warmth police admittedly). Usually to their dismay and much discussion and negotiation, finally they return with another layer and later I hear the "Zoe feel my hands I am warm now" with that little empowered sparkle in their eye. It is hard work though, trying to convince a child to keep warm, they are all always so busy here at TLC it is quite honestly a feet getting everyone dresses appropriately but one that I truly feel passionate to ensure. This passion and commitment was planted by further reading about the importance of warmth. Children do often feel warm unless they are

on the verge of hypothermia because they have an accelerated metabolic rate. If we don't provide them with the layers of cotton and wool to insulate their bodies, then they must use some of their potential "growth" energy to heat their bodies. This same energy would be better utilized in further developing their brain, heart, liver, lungs etc. ***"Waldorf teachers and Anthroposopic physicians have been talking about the importance of warmth for almost 100 years, out of the understanding that fostering physical warmth helps a child better integrate on physical, developmental, emotional and spiritual levels"*** .. In addition, being cold decreases our immunity. We are all more susceptible to the germs and viruses that are always around us when we are wet and cold. When our body has to use extra energy to keep warm then less energy is available to "fight" off infections.

So why do children rarely complain that they are cold? Children often are not connected with their bodies before the age of 7 to even acknowledge or communicate that they are cold. They live in the moment and are so excited and stimulated by all that they see that they don't have the capacity to sense the coldness of their body. This is why children often will play in a swimming pool or ocean until they are literally "blue" denying that they are cold or that they need to come out of the water. So as teachers and parents, we have to help our children develop their sense of warmth. By helping them develop this sense of warmth, we are actually strengthening their immunity and laying the foundation for healthy bodies and healthy organs in their adult life. You don't want your child to overheat, but a baby or child's hands should be warm to the touch. Their lips should be pink and healthy looking. If your child's core (the center of his or her body) is warm, and the hands and feet are warm, your child is OK.

So the question becomes, how do we get our children to wear jackets? Try telling the child that they will actually run faster and have much more energy to play if they wear a coat. If they don't wear a coat then their body has to use up a lot of energy just



When the bold branches Bid farewell to rainbow leaves - Welcome wool sweaters. ~B. Cybrill

warming up, and they will have less energy to build muscles and less energy to play. Often in the Tui group we talk about putting petrol in a car to make it go, we relate this to food giving energy to our bodies, just as food gives us energy so to does being warm.

The flip side, children can often over heat. We also need to monitor their bodies on a hot day as an overheated body can caused children to feel irritable and grumpy. This may take some skill on our behalf as adults when a child is wearing a new hoody and just love it so much that they refuse to

take it off. However, helping them to see how the new hoody is overheating their body can free them from added frustration and irritability.

A warm child is a healthy, happy child who is growing strong and has plenty of energy to learn. Warmth is probably one of the greatest gifts we can give our children.

Written by Zoe with much appreciated support from Robyn.

References http://www.whywaldorffworks.org/03_NewsEvents/documents/WhydoesWaldorffeducationtalkaboutwarmthsomuch.pdf

One cannot think well, love well, sleep well, if one has not dined well.

Virginia Woolf

From the Kitchen by Anne

What is a Serving

When you first introduce solid food to your baby at around 5-6 months, he/she will only be having between 1-4 tablespoons of puree. Each meal will consist of either a fruit, or vegetable or grain in puree form. To achieve this, steam a vegetable or a fruit until very soft, mix a little steam water or baby's milk then puree to a moist consistency.

A baby of 9-12 months on average will be eating 3-4 tablespoons of food at each meal. Remember this is only a starting guide, every baby's appetite is very different, let them be your guide. Your baby will instinctively guide you to when they have eaten enough, by either clamping their mouth closed or turning their head away.

A one year old will be eating a wide variety of foods from the food pyramid, (see later in this article).

A serving for a 1-5 year old represents any helping which is more than a couple of mouthfuls. Some may eat a whole slice of toast while another only half that amount or less.

A serve of fruit for a one-year-old can be only a quarter of a whole apple or pear. By the time they reach four, they will maybe, eating the whole fruit.

Some days they will eat more than other days, this is normal. They won't go hungry because their natural survival instinct won't let them go hungry. No amount of coaxing or cajoling will make them eat, leave it to them to decide. As long as they are growing and thriving, they are eating enough.

Important: ALWAYS OFFER WATER AT EACH SITTING

Essential Food Preparing Equipment

A food processor with a small bowl to handle small amounts OR a hand held blender OR moulis.

A steamer OR a colander over a pot of boiling water with a tight fitting lid to prevent steam escaping. Steaming foods, preserves the precious vitamins and minerals.

Measuring cups and spoons save time, are easier than weighing everything out.

Ice cube trays and freezer bags. Pouring boiling water over ice cube trays, sterilizes them.

By steaming more of each separate vegetable or fruit (eg: 3 carrots, or 3 apples etc), than you need, when starting baby's first solids, freezing the unserved leftovers, then storing each in their separate labeled and dated plastic bag, can make life easier in the early stages when baby is only eating 1-3 tablespoons. Cubes of frozen vegetables can then be used singly then later mixed together for a new taste sensation for baby. Frozen baby food will keep for 3 months.

Seasonal Food to Look Forward To

Autumn onions, celery, fennel, mushrooms, autumn squash, kumara, citrus fruits, grapes, figs, pomegranates, plums, apples, pears, quinces, feijoas, guavas;

Winter cabbages, kale, Brussel sprouts, cauliflowers, leeks, Swiss chard, chicory, and radicchio, Asian greens, potatoes, celeriac, Jerusalem artichokes, parsnips, beetroot, carrots and other root vegetables, cranberries and chestnuts.

HEALTHY PYRAMID FOR CHILDREN

Fats and oils (use sparingly)

Butter, olive oil, seed and nut oils, unhydrogenated margarines

Good quality protein (3-5 servings a day)

Poultry, meat, fish, liver, ground nuts, seeds, cheese, yogurt, lentils, legumes, Quinoa, tofu (soy)

Fruit and vegetables (5+ a day)

Dark green leafy vegetables like broccoli, kale, cabbage, watercress, Brussel sprouts, spinach and green beans; root vegetables like carrot, kumara, beetroot, parsnip, turnip, swede, potato, onion and garlic; salad vegetables like tomatoes, peppers, spring onions, celery, cucumber, lettuce, sprouted seeds and beans; Fruit like apples, oranges, pears, bananas, kiwifruit, feijoa, melon, berries of all kinds, natural fruit juices

Carbohydrates and fibre (4-9 servings per day)

whole-grain breads, pastas, brown rice, oats, barley, rye, corn, millet, buckwheat, pulses, potato

Water/fluids

600-1800 ml a day, depending on age and weather, offered throughout the day

"Whatever an education is, it should make you a unique individual, not a conformist; it should furnish you with an original spirit with which to tackle the big challenges; it should allow you to find values which will be your road map through life; it should make you spiritually rich, a person who loves whatever you are doing, wherever you are, whomever you are with; it should teach you what is important, how to live and how to die."

John Taylor
Gatto

Dates for your diary

Jun	Jul	Aug	Sep	Oct
MATARI KI Fish and Chip Night Thursday the 21st		Art Auction Sat 12th? TBC	Upstairs Parent Evening	
		Downstairs Parent Evening	Upstairs Parent Interviews	Downstairs Parent Interviews
PVC Meeting Tues 12 June 7pm	PVC Meeting Tues 10 July 7pm	PVC Meeting Tues 14th Aug 7pm	PVC Meeting Tues 11th Sep 7pm	PVC Meeting Tues 16th Oct 7pm

TLCStuff

Winter Clothing

Can we ask families to think about providing a pair of **slippers** for use at TLC? Also a pair of **gumboots** to live at TLC would be good for the winter - especially for our park going Mamakus.

Feedback

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



YOGA

Month of May!
Bring a friend and class is half price!



with Gabrielle Matches | Instructor & Therapist | PH 021 321 081 | EMAIL gabrielle@justbe.info

TUESDAY	9.15am - 10.15 General 6.00pm - 7.15 General	General	Blend of postures, breathing techniques and relaxation for beginners to more advanced students
WEDNESDAY	6.00pm - 7.15 Fertility Yoga	Fertility Yoga	Yoga to enhance fertility and improve reproductive health
THURSDAY	5.15pm - 6.15 General 6.30pm - 7.30 Yoga Nidra	Yoga Nidra	Guided deep relaxation, releasing all types of stress. Suitable for everyone
SATURDAY	9.00am - 10.00 Introduction to Yoga 6 weeks, starting 19 May booking essential \$115.00 (inc FREE yoga mat)		Limited space, best to text/call/email now for your place on the mat. \$17 casual, \$150.00 for 10 sessions (valid 3 months)



Yoga at 17 Cockburn Street, Grey Lynn

The Learning Centre

