



"Educarers demonstrate love by showing and teaching respect."  
– Magda Gerber



## Revisiting Primary Caregiving Hoki Atawhaitanga

By Marie Hindle

Today I did a tour for a prospective parent, and she told me that she had chosen TLC because we have primary caregiving. We discussed the fact, that surprisingly, considering the widespread understanding of attachment theory, that this was quite rare in early childhood centres.

My smugness in TLC superiority was a red flag for me that I might be resting on my laurels, so I decided to challenge myself, our parent community, and our TLC professional community.

What DO we know?

I think as a community TLC believes the following truisms:

- the parents/guardians of the child are the 'real' primary attachments for the child.
- at TLC we aim to provide a secondary, healthy, attachment, commonly referred to as 'primary caregiving'.
- teachers/caregivers support attachment by being sensitive and responsive in social interactions with the children.
- a healthy secondary attachment is a non-dependent relationship based on knowledge and trust.
- the relationship between the parents/guardians and the teacher/caregiver is critical for that trust to develop.
- **secure attachments support self-confidence, exploration and learning,**

**insecure attachments compromise them.**

- frequent changes in attachments, or a lack of attachment will lead to future mental health problems.

If this is all true as we believe, then why do more centres not have primary caregiving?

Reasons I hear are that:

- rosters don't allow it.
- can't do it because teachers need to go on holiday.
- staff turnover in centres negate it anyway.
- attached children get too upset when the teacher leaves the room.
- children get too upset when the parents leave.
- parents don't like the children to be too attached to a teacher.

Most of this is manageable, because of two things:

- the primary caregiver is not the only attachment the child has at TLC, the other teacher in the room also has a relationship with the child
- we seek to support a 'healthy secondary attachment' not an unhealthy dependent attachment.

However, do most parents really want their child to be attached to a teacher/caregiver?

I think that the answer is mostly yes. One of the key things parents want is genuine warmth and care for their child. It is important that parents/guardians know that they are

still the most important attachment for their child.

But that does not mean that there will not be fear as well for a parent. We also want to be able to protect our children from hurt, disappointment and sadness. What if a teacher leaves? I think the reality is that yes there will be some disappointment for parent and child, but the children will still have the other teachers and children whom they are attached to, and given time, and another sensitive and responsive teacher/caregiver, they will form a new healthy attachment.

Can we at TLC do better? Of course we can. We encourage our teachers to reflect on and improve their practice. We are always working to provide professional and personal development for staff, to balance our rosters to meet the children's as well as teachers needs, to allow primary caregivers the power to dictate transition readiness, and most of all, we still have to 'tackle' continuity of care where teachers and children stay together through the different age groups. We also *always* need to build strong relationships with parents/guardians and whaanau, e.g. parent teacher meetings and newsletters! Do you think we should rename primary caregiver 'key teacher'? email

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# Anticipation & Participation whakareri, whakauru

By Guida Lawrence

This article was inspired by an experience one afternoon as I picked up a baby to take her for a nappy change.

Following RIE and Pikler principles, we always support an infant's head and back by placing our arm and hand underneath as we lift, and then carry them in the lying position until we place them down again.

On this afternoon I told the infant what I was about to do, then put my hand and forearm under her back as usual. I observed her response – she smiled, but her neck and shoulders tightened with the shoulders hunching forward, her torso became still, and there was a slight stiffness through her whole body. So I remained still, and said to her “You can relax your body, I will lift you, you don't need to do anything.” She relaxed, the tightening released, her body became more free, and then I lifted her up.

The experience set me thinking about what infants ‘do’ when being picked up – how they are beginning to organize themselves in response to this external stimulus. When we observe babies' development, it tends to be the outer movements we see. But the internal responses come before the outer, and are probably less obvious.

This baby was anticipating the lift and believed or felt she had to lift herself, and the tightening was a means to support her own head. I noticed that she responded the same way on following occasions. So I continued with my instructions each time I lifted her, giving her the time to participate in the lifting activity in a new way – and she did.

Soon she was remaining relaxed every time she was lifted. She no longer created excessive tension to lift her own heavy head.

**“Children have a much slower tempo than we do. Their thought patterns are forming, and they need time to process information in order to respond to us. Slow down with your baby and you will be helping her immensely.”**

Magda Gerber

Being able to anticipate what is about to happen and preparing yourself to be involved is a lifelong skill. In applying the RIE principles at TLC we do this with infants in the way described above. When we carry babies from one space to another, say into the nappy change room, or out of the sleep room, we offer them the opportunity to anticipate and participate. We may pause on the threshold so that they have a chance to look around at the new space before entering, and even looking back at the space they have just left. When they enter a room where there are other babies or toddlers, we pause so that they can observe the others – in just the same way an adult may take a moment to take it all in.

When the baby participates – perhaps by gazing intently or by smiling or moving their body – we acknowledge this to them.

Back to the picking up process ..... when a baby has begun to roll on their side or onto their tummy is a good time to include this in lifting them into your arms. Free movement principles mean that all babies get into sitting or crawling by rolling from their back to their tummy – they don't sit straight up forwards! So gently rolling their upper body to the side while supporting their back as you begin the lift is the best way of participating in what your baby will be wanting to do for themselves.

## Magda Gerber

Predictability Helps  
“As your baby learns to anticipate the next event in her daily routine, many conflicts will be minimised for her. She will need to spend less energy adjusting to new or changing situations and will have more energy to explore.”



## What Respect Means For Our Family

By the Joint-Rotondo Family

***Having regard for others 'the other' (therefore differences, feelings, traditions, rights etc...)***

- Always saying please and thank you (whilst looking at the persons face).
- Not being rude when someone does or says something we don't understand.
- Accepting that others want to do something differently from us, that they speak differently, maybe look different. Not laughing at differences. E.g. Elisa Luca and I were at TLC one day and Elisa started laughing because a little boy was wearing a fairy outfit ... this led to a great discussion about accepting everyone has preferences and that we don't laugh at someone else's choice, we discussed other countries traditions where men wore skirts, we discussed the importance of individualism and how that makes our world a better place.

***Being kind, smiling at others, acknowledging people, looking people in the eyes, answering when spoken to, helping if we can or if we are asked.***

- Having manners towards everyone, being polite, civil and courteous (using words such as please, thank you, good morning).
- When an older person is there, to make sure that we try to help e.g. open a door, offer our seat up for them. Be aware of their needs.

***Avoid harming anyone and anything (people, Animals and the environment)***

- Not littering, picking up papers and rubbish if we walk past it. Respecting that animals need to be respected too.

***No boasting and being humble.***

- Not bragging if we have won a race or come first at something, we talk about learning to be proud of our achievements and to respect others. NOT to be jealous of others wins but to celebrate them. We congratulate the winners and learn not to be sad for ourselves.

***Listening to others***

- This is one of the most important aspects of RESPECT in our family. Let people have their turns. Listening to what someone else is saying.

***Respecting our own selves and our own bodies.***

- We believe that respecting our selves and our own bodies is also a very important aspect of respect. We talk about what we expect from others when dealing with our bodies. E.g. We do not let anyone touch us in a way we don't like. We try to be presentable and when it is necessary we make an effort to dress according to the occasion. We try to eat well and exercise so that our bodies can help us.



### Theodore Roosevelt

No ordinary work done by a man is either as hard or as responsible as the work of a woman who is bringing up a family of small children; for upon her time and strength demands are made not only every hour of the day but often every hour of the night.



# TV Or No TV For Under Twos

By Elena Marouchos

It's late and you're already behind schedule after a rather long and frustrating day. All you want to do is make dinner, bath your toddler and lift your feet up for a while BUT she/he demands your attention. You engage for a few moments but when you leave a tantrum par excellence erupts because she /he 'demands' the TV be switched on... does this sound familiar? The reality is that many of us have succumbed to these moments and have seen TV and or DVDs as the saving grace for a precious weekend lie-in or to catch up with a few chores.

When confronted with this question from parents I had to examine my own beliefs and practices and think about how these fitted in with the RIE principles which are at the heart of my pedagogy. After much discussion, debate and reflection I have come to realise that it can be quite an emotive issue, especially since most of us watch a little TV on a daily basis. It's almost like a guilty pleasure at times. The reality is however, that if we are to make a sound decision for our toddlers, we need to get the facts; even though we may not be ready for or may not want to hear what the research tells us.

**The American Academy of Paediatrics (AAP) recommends no TV for children under two (2007, 2010).** It seems that the heart of the research centres around the notions that:

- Our under two's may view TV as a confusing array of colors, images, and noises. The average TV scene lasts between five to eight seconds and therefore infants and toddlers don't have enough time to digest what's happening let alone understand the content.
- Television can be addictive and it seems that the more children watch the more they will want to and hence the daily battle ensues.
- Children who watch TV excessively often become passive and lose their natural creativity. They may therefore find it more difficult to occupy themselves and develop a preference to be engaged with rather than enjoy independent play which we have come to know is the primary way that infants and toddlers learn.

I know that the decision to TV or no TV is a hard one and that it takes a strong will and dedication to avoid the easy route provided by this 'free', undemanding but sometimes addictive babysitter.

Research also reminds that there may be consequences if not monitored such as:

- Children experience unparalleled physical, mental, and emotional growth in their early years. Time spent watching television is time taken away from activities that nurture growth and development and foster a healthy body and mind e.g. physical activities like climbing, exploring indoors and outdoors even if it is just simple things like the kitchen pot cupboard which gives them a great fine motor work out but could turn into a 'music' session or puzzle play when they try and fit and stack items together.
- Children who watch a lot of television during their early years are at risk for childhood obesity, poor social development, and aggressive behavior. They often have trouble adjusting to preschool or kindergarten. According to a study by Yale Family Television Research, teachers characterized children who watched excessive television

**"I strongly recommend removing the television from the play area. Television not only robs children of initiative, but also affects their health. Childhood obesity is on the rise as video games and countless TV programs are molding a passive generation. Children, like adults, get accustomed to being entertained."**

**Magda Gerber**

Your Self-Confident Baby pg 144



as less cooperative, less imaginative, less enthusiastic about learning, and less happy than those who watched little or no TV.

Yes, perhaps I have emphasized the negative aspects and unwittingly left out the positives, if any, but first and foremost I write this for the parents of children under two. However, I am also realistic and therefore acknowledge that we aren't going to hide our televisions away until our toddlers become young children.

My advice instead would be to hold off introducing television or even DVDs to your infants/toddlers as long as possible. Television is not a substitute for real-life interaction and independent play that we know is so important for their development. If as a family you decide to include TV and other multimedia options remember to choose programs that are developmentally appropriate for your child. For you, this means shows that are slow, boring, and probably somewhat goofy. But choose programs from your child's perspective, not your own.

- Invest in a collection of educational videos for your child so that you are not restricted by what is on at the time.
- At times watch along so that you can monitor their reactions to what they are seeing. Invite questions and discuss what you are watching so that you can gauge their un-

derstanding. Introduce overlooked or new concepts to broaden their perspective.

- Avoid keeping the TV on when no one is actively watching. What you consider as background noise will expose your toddler to inappropriate programs.
- At times why not try audio storybooks from your local library instead? Our toddlers really enjoy reading and this option will allow them to follow along, listen or simply just read the book at their own pace?

Ultimately it's about making a conscious decision about how you will use television in your family rather than by accident or default. Think about the alternatives and whether your home has a space that is safe and inviting for your child to encourage independent play instead of watching TV or as an attempt to reduce the amount of TV they are exposed to.

Magda Gerber reminds us that every child needs “an absolutely safe environment” in which he/she can move freely around. This environment not only allows the child to spend uninterrupted time exploring and learning but also gives you time to pursue other things. What does this safe environment look like? Well, Magda tells us to imagine if you were accidentally locked out of the house until the end of the day would your child survive? Yes they might be upset, tired, hungry, crying but most importantly still be safe. Now imagine that it is Saturday morning and you're in the mood for a sleep in – does such a space in your home exist? Safe boundaries such as a gated room gives infants and toddlers freedom to move and explore in safe and familiar surroundings. Yes, if the gate has been part of the environment since infancy then your child will naturally accept it. On the other hand if it is erected much later of course it will be viewed as a restraint. You may balk at this idea at first, I certainly did but upon reflection I realised just how many things we are content to strap our children such as high chairs, swings, infant seats, cots etc. in order to get a few moments to take care of other needs. Surely a safe space with a gate has to be better by any of these other devices or even another adult wandering behind your toddler saying “No, don't, stop”?

A safe space is a wonderful alternative to television especially if your toddler is encouraged to discover, achieve and enjoy independently and in their own time. Children who have learned to rely on being stimulated and entertained (by television and adults) may lose their capacity to be absorbed in independent, exploratory activities. Time apart is just as important as time together otherwise both parents and child end up feeling frustrated. In this way the time you spend together with your toddler will be so much more enriching as you will be more inclined to pay attention, observe and indulge in the direction of your toddlers play.

Ultimately the choice to TV or NO TV is yours, I hope that if anything this article makes you rethink about your home and safe spaces and rather than feel guilty about time apart you enjoy the moments you are together.



**“The most important thing to understand about your young toddler is that all his behavior is part of his learning process. Endearing and complicated, toddlers are discovering their identities. We can help them by being patient and understanding.”**

**Magda Gerber**



## Playing Together How This Develops

By Nikki Grazier

During our recent parent: teacher meetings some parents asked about the children's friends and whether their children played with other children. I thought that I would take this opportunity to write about social play among children – and the general pattern of how this develops. The following is taking from an article about the ages and stages of play by Karen Miller:

**Solitary play** – the child plays alone, largely unaware of or unconcerned with other children in the environment, typical of infants and young toddlers.

**Parallel play** – Children are playing close to each other, doing generally the same type of thing, but not interacting with each other. Emerges with the toddlers year and often seen with two year olds.

**Associative play** – Children are playing close to each other, getting ideas from each other, and sometimes helping each other such as offering materials or offering ideas. Language helps – three years and older.

The following is another type of play:

Finally the child expands into "Cooperative Play" somewhere between the ages of four or five. Cooperative play takes place between two or more children as they grow and develop socially and emotionally. In cooperative play,



“Young children learn from each other, imitating words and behaviours. They learn from their own experiences and from modeling parental behaviour. All these things are their “teachers”. Life is their teacher.”

Magda Gerber, Yourself-Confident Baby pg192.

children exchange ideas about the game or the toy they are playing with at that moment in time. Rules tend to still be very loosely constructed, but children know who is playing which role in their game. Play may last only a few minutes or it may stretch out for longer periods of time. Gradually they learn to respect the property rights of others. This is a clue that they are gaining social skills; at this same time

they begin to understand that they need permission to play with certain materials and certain people. They are also more willing to share their toys for the sake of the game. Communication about the play is the critical point of cooperative play.

Article Source:  
<http://EzineArticles.com/900253>

## Play in the Mamaku Room

Interestingly enough I have observed that some children do enter these stages earlier than as suggested by the above articles. I wonder if it has to do with their experience of respectful relationships with their peers as guided by parents and teachers who follow a RIE and/or Pikler approach.

Therefore in the Mamaku room we have children who at times prefer to be playing solitarily, or engage in paral-



lel play. However, the older children in the room also engage in associative play with their peers as the photos of the hairdressing play they were engaging in recently demonstrates. As with much of the play in our room this was solely thought of and organised by the children themselves.

Since teaching in the Mamaku room, after twenty years in the early childhood sector, I have found that amongst all the two year olds that I have ever worked with, the Mamakus as a group are the most able to work with and alongside each other with very few disputes. If a dispute arises they often settle it themselves or ask a teacher to help. There is very little of the hurting behaviour that I have seen amongst other children of this age. On reflection I can only put this down to the strong RIE and Pikler philosophy underlying the practices at TLC especially in the infant and toddlers rooms, and also the fact that the children in their small group know each other well and are not ‘stressed’ by being in a large group of up to fifty children as in some centres.



Joseph Chilton Pearce

Play is the only way the highest intelligence of humankind can unfold.”

# A Lesson In Learning

## E noho rā

By Kelly Watson

As my time at TLC begins to come to a close and I prepare to move to Christchurch in search of personal growth, I find myself reflecting upon all the incredible things that I have gained from being at TLC for nearly five years.

While doing this I can't help but consider the definition of what it means to be a teacher. Through this I keep coming back to the appreciation that its not just what we teach children thats important, as it is what we learn from them. Although I have studied and taken upon myself some of the wise words of other adults, it has often been that when observed and listened to, the children have been one of my greatest teachers.

I have also come to realise that one of the gifts that the RIE philosophy has given me is the chance to see a child's potential. When I really slow down and I mean REALLY stop and observe the children its easy to see just how capable they are. When children are free to take the lead and experience learning at their own pace its then that I am able to stop thinking that I have to teach them instead of modelling what is possible and taking the time to learn from them.

So following this, here are some of the most valuable things that children have taught and continue to teach me...

★Childrens appreciation of nature is not just slowing down but observing and appreciating nature in the smallest ways. Noticing water droplets on a banister, feeling a autumn breeze as it brings down a shower of leaves, studying a praying mantis's movements, observing tricks of light as they reflect off objects and listening to the sound of spring are just some of the experiences that children have helped me to appreciate.

★I often have to remind myself not rush to help children with their 'problems' as that takes away the opportunity for them to learn that obstacles in their way, are exactly just that. A problem is just an obstacle which challenges us and that ultimately gifts us with learning, new knowledge and a better ability to problem solve in the future.

★Having observed the honesty (sometimes blatant), forgiveness and unconditional love that children forever seem to have excess, I am often reminded that these are qualities which I should exercise more myself.

★Seeing the curiosity, exploration and imagination of children highlights the magic that it can bring. It also allows me to see the world anew like the time when a child asked me 'why is vegemite brown' and I couldn't answer them.

★I have come to realise that I should never, ever underestimate how much children know, feel and what they are capable of. Understanding this means stopping doing everything for them and seeing just how much they can do when given time and a chance.

★Reflecting upon the 'adult world' I find it amazing to note how much of our time is spent trying to avoid its realities rushing from one place to the next forever in envy of and searching for the escape that our children so easily have daily. The thing I admire the most about children and what I am still aspiring for is to just be. Few things are more energising and rewarding than to slow down and be present in the moment appreciating it for what it is.

So as I move to Christchurch in the hopes of continuing my own lifelong learning journey I hope to extend upon just some of the lessons that the children have taught me.

Feeling a sense of gratitude I have to mention just how much I will miss everyone feeling truly blessed to have had the opportunity to have been invited into the lives of so many families. Equally so I am eternally grateful to have been working with and under the mentorship of what are surely some of the best teachers in the country (and I assure you that I am not one for exaggeration). So while some have called me crazy and others courageous I leave for Christchurch inspired by the words of Confucius who was quoted saying

**“wherever you go, go with all your heart”.**

### Alvin Toffler

The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.





“Language skills develop as children learn to use their voice to impart meaning and portray character”

Te Whariki



## Exploring Drama whakatewhatewha whakaataata

By Zoe Powell

Drama seems to be encasing TLC downstairs at the moment. From dinosaur shows to royal weddings, I have seen this interest creep into many facets of the children’s play. Observing these learning experiences unfold, it is evident how beneficial they are for social development. Creating a show or dramatic experience takes a lot of skill and perseverance. Such strategies as problem solving, collaboration, communication and negotiation are seen as these children plan, practice and execute their symbolic, dramatic and role play.

Not only is there vast literacy concepts being gained as they make sense of their worlds, these children show how confident and competent they are. They also show how comfortable they feel here at TLC when they can freely express themselves through their play.

As teachers, we strive to accommodate each and every interest and thankfully are invited to join in occasionally and be carried away on what ever journey is being led at that moment. Lately, I have been able to be a guest at the royal wedding of Prince William and Princess Kate, escape to the world of dinosaur land and even have tea and cakes with lions and cats.

Transforming our world from reality into fantasy creates an opportunity to experience stories in a new and exciting way. We can move from the ‘adult’ perspective into the idyllic child imagination and who wouldn’t want to experience having tee and cake with lions?

Often I hear conversations or ‘lines’ in shows that reflect how these children are making sense of the world around them by re-enacting what they have heard or seen. These quotes can create much laughter as children divulge information about how Dad watched TV all day and didn’t get off the couch or imitations of Mum on the phone talking to her best girlfriend...these I will leave up to your imagination...

Te Whariki explains how “young children are using their imaginations to explore their own and others’ identities”, therefore, lets stop and slow down, observe and appreciate these truly magic dramatic experiences our children are creating.

I cannot wait to see where these TLC artists take me next...

# Food Additives

By Anne Hayden TLC Cook

Over the last fifty-five years our food alone has had more than 3,000 new chemicals introduced as additives to enhance flavour, add colour, and preserve shelf life, as sweeteners and antioxidants. Add to that the herbicides and pesticides used on fruit and vegetables and around 3,000 chemicals available to use in building materials and cleaners in our homes.

Are these chemicals harming our children? Are we coping well with these chemicals ourselves?

Could these compounds be classed as anti-nutrients – substances that interfere with the absorption of essential nutrients, or cause leaching of valuable nutrients from our bodies?

Could they be associated with mood swings, poor concentration, aggressive behavior, anxiety, sleep patterns and poor memory? Maybe even some food allergy/intolerance could be caused by upsetting the delicate balance of our digestive system?

“Yes they can,” says Patrick Holford, in *Optimum Nutrition for your Child’s Mind* 2006, Chapter 8 Keeping Your Child Chemical Free, p 85-91, Piatkus

Food provides the building blocks for healthy cells and tissues that create a healthy brain/mind, organs and glands, creating healthy happy children. Eating organic food is really an important choice where possible, for parents from pre-conception, through pregnancy, to baby and child.

The choice is ours, to read the label of content, especially on the food we feed to young developing bodies. Here’s a recipe the children enjoy at TLC

## Anne’s Moroccan Lamb & Lentil Curry

This recipe maybe will make enough to freeze a meal. You can add an extra 2 cups of lentils to extend the meat in this meal

- 2 tablespoons olive oil
- 1kg minced lamb
- 2 large onions, diced
- 3 cloves garlic, chopped in a little salt
- 4 large carrots, diced
- 1 large kumara, diced
- 2 sticks celery, diced
- 1 tablespoon Tuscan herbs

- 2 teaspoons each coriander, cumin, paprika & turmeric powder
- 1 teaspoon each cinnamon, curry & cardamom powder
- ½ teaspoon nutmeg
- jug of boiling water
- 1-2 cups red lentils
- 1 organic Rapunzel Vegetable Stock cube
- 1 cup sultanas
- 1 large head broccoli, stalk diced, head cut into small florets
- 1 can coconut cream or 250 ml crème fraiche
- bunch each of fresh coriander, stalks & leaves, chopped separately
- 12-20 mint leaves, chopped
- juice of 1 lemon (optional)

Medium/low heat oil in a large pot, wok or fry-pan. Lightly brown meat.

Add onions, garlic, carrots, kumara and celery and gently cook for about 5 minutes with out browning.

Add Tuscan herbs, coriander, cumin, paprika, turmeric, cinnamon, curry, cardamom and nutmeg powders and chopped coriander stalks. Gently cook for 3 minutes.

Add red lentils and stir to coat them in onion, vegetable spice mixture. Turn up the heat then cover mixture with boiling water from the jug.

Add vegetable stock cube and sultanas then let simmer for 20 minutes, topping up with more boiling water as the lentils absorb the moisture.

Add the diced broccoli stalks, cook 3 minutes then add broccoli florets & lemon juice, cook for a further 3 minutes.

Add coconut cream or crème fraiche and heat through without boiling.

Add chopped coriander and mint leaves.

Serve with Basmati rice.

### Acceptable Additives:

- ✓ Colours E101 (vitamin B2),
- ✓ E160 (carotene Vitamin A)
- ✓ Antioxidants E300-304 (Vitamin C),
- ✓ E306-309 (tocopherols, like vitamin E)
- ✓ Emulsifier E322 (lecithin)
- ✓ Stabilisers E375 (niacin),
- ✓ E440 (pectin)

### Top 20 Additives to Avoid

- Allura red AC E129 –
- Amaranth E123
- Aspartame E951
- Benzoic acid E210
- Brilliant black BN E151
- Butylated hydroxyanisole (BHA) E320
- Calcium benzoate E213
- Calcium sulphite E226
- Monosodium glutamate (MSG) E621
- Ponceau 4R, Cochineal red A E124
- Potassium benzoate E212
- Potassium nitrate E249
- Propyl p-hydroxybenzoate,
- propyl-paraben, paraben E216
- Saccharin and its Na, K and Ca salts E954
- Sodium metabisulphite E223
- Sodium sulphite E221
- Stannous chloride (tin) E512
- Sulphur dioxide E220
- Sunset yellow FCF,
- Orange/yellow S E110
- Tartrazine E102

I am of the opinion that my life belongs to the whole community and as long as I live, it is my privilege to do for it whatever I can. I want to be thoroughly used up when I die, for the harder I work the more I live.

~George Bernard Shaw

## PVC News

### 2011 Social Events

**Thank you** for such a wonderful turn out for our Matariki Fish & Chip night, it was a magical evening for children and adults alike!

The PVC has planned the following Social Events for 2011:

- **Thursday 15th September**

**Art Auction** - please note the change of date for the Art Auction, it was previously published as the 8th.

This was a fantastically successful even last year, and we hope you can come a long again this year!

- **Thu 15th December - Christmas Party**

## TLC Announcements & Notices

### Summer Holiday Closedown

Last day of the year 24th of December.

Re-opens Monday 9th January.

### Other Dates For Your 2011 Calendar

#### Parent Evenings:

#### Wednesday August 31st - Over Two's Parent Evening

- *Why does my child collect things and move them around? Is this learning?*

- Nikki will unpackage the schema approach to learning.

- Followed by - A forum about your child's learning at TLC. We will answer questions and concerns that you may have. sending your questions to Nikki and Robyn beforehand will help facilitate the process ([Robyn@thelearningcentre.co.nz](mailto:Robyn@thelearningcentre.co.nz) and [Nikki@thelearningcentre.co.nz](mailto:Nikki@thelearningcentre.co.nz))

#### Wednesday September 21st - Under Two's Parent Evening

- A presentation by Maureen Perry, New Zealand's only RIE Associate on

*The Development of Will*

- A mix and mingle with wine and nibbles

### Feedback

Good? Bad? Ugly? Let us know what you think of our newsletter. What do you want more of, what do you want less of? email [Marie@thelearningcentre.co.nz](mailto:Marie@thelearningcentre.co.nz)

## Parent Classes

The first group of parent classes are now running at TLC in a Saturday, and another group for infants will be starting shortly.

## RIE Parent and Infant Guidance Classes -

### Orientation Evening

Maureen trained as a facilitator for Parent and Infant Guidance Classes in 2002. She ran classes in her home from 2002-2005 for children from 3 months to two years. Maureen is now a qualified RIE Associate.

Classes are organised by stage of development

- Infants from 6 weeks of age
- Crawling babies
- Young walking babies • Toddlers

The classes are for a maximum of 8 families and a minimum of 6. The classes are offered in 8 week blocks and parents are encouraged to continue with their child until they reach the age of two. This allows parents and their children to be supported whilst maturing through critical stages of development when changes occur rapidly and investment in respectful, responsive caring supports the developing brain.

As the groups are arranged by stage of development, parents are able to observe other babies learning at the same level. This means that parents are on the same page when it comes to discussing their concerns or questions. It is also reassuring to observe other children learning at the same level.

For the facilitator it is important to set up a safe environment for a particular age group rather than attempt to meet the needs of a wide age range. Otherwise there would be safety issues with toddlers and young babies together.

Fees: Free orientation evening, \$150 for first 8 sessions, ongoing sessions \$100 for 8 week blocks.

Contact Maureen

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