



# TLCNEWS

Autumn 2014

You don't really understand human nature unless you know why a child on a merry-go-round will wave at his parents every time around – and why his parents will always wave back.

~William D. Tammeus



There is lots happening, as usual, at TLC.

At the start of the year we welcomed Manawa Farnham (Ania and Donovan's little boy, and Zachary's brother) and Moe Capper (Sanna and Tim's little boy and Minna's brother). Both boys are doing SO well and seem to have doubled in size every time I see them.

Trisha returned from maternity leave in March, and it is lovely to have her back.

The Family Sports Day was a raging success and great fun. Thank you so much our parent committee, for all your organisation, and to the dad's who acted as master of ceremonies (Tim, Jeremy, and Mark).

We have just released our latest TLC Community Survey results, a huge thank you to all of you who completed the survey. Averil Luke's mum was the lucky winner of the draw for dinner out.

We have been working on our top garden since the start of the year. It has been pretty slow going, and frustrating. We researched and

sourced a good hardy, supposedly fast establishing, and low maintenance grass, Bermuda La Paloma. However, as you all know, it is taking FOREVER to get established!

We had a report at the PVC of children getting splinters in their feet, so we have been replacing our climbing wall, much to the fascination of the children, I must have had all of them asking me what I was doing and if they could help when I was installing the last handhold and bolt. Tristram, who was back at TLC for the school holidays, was my most persistent helper, closely followed by Gabrielle, Hugo and Jackson. When I was screwing in a new side piece, Tristram informed me it was "fascinating".

Coming up we have a flurry of social events: The first is the Mothers Day Bobbi Brown Make-Up Night on Thursday the 15th of May, then we have any upstairs only Mid-Winter breakfast on Thursday the 26th of June, and then we have our Matariki Fish & Chip night on Thursday the 3rd of July. We hope you can make it.

# What Roles Do 'Values' Have In Education?

By Maritha Hindle

Robyn, Nikki, Elena and I had a discussion about , if and *how* we should intervene with situations such as three or four year old girls indulging in social exclusion. You know what I mean, the old 'you can't come to my party' chestnut. This is very typical behaviour for three year old girls, and can reach truly ugly proportions in the mainstream school environment. For us as adults, this behaviour typically pushes our own emotional buttons, due to our own experiences. During our discussion, it became clear to me, that this is both a very complex area, and an area where we have to examine our own personal values, and ask ourselves, what TLC's value position is, and whether we are consistent in our practice.

Initially, I looked back at some of the work of Dr Helen Porter and her Guidance Approach to behaviour management. Particularly **Empathic Assertion**.

Most of us know about the assertiveness phrase we use as adults "*when you ....., I feel .....*" Early childhood teachers and parents will often adopt a similar approach ... "*When you took the digger off Johnny, it made him really upset. We have more diggers over here that you can use*". Empathic assertion follows a different path:

**Whereas the care-giver often restricts infant-infant interaction, such as infants touching each other, for fear of them hurting each other, the educator facilitates interactions by closely observing in order to know when to intervene and when not to**

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Reflect the child's needs:

***I understand that you ....***

Express your own, assertively:

***However, I need...***

Solve the problem jointly:

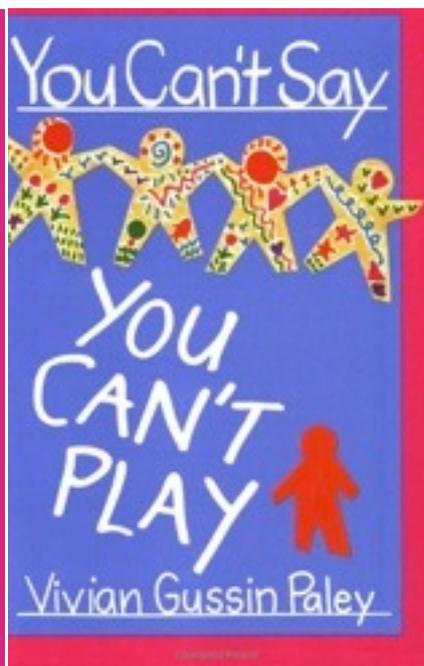
***So, what can we do about that?***

According to Dr Louise Porter, an important assumption to approach this sort of intervention, is that children are learning social and emotional skills, and that it is just as valid to make mistakes and to repeat a 'lesson' with conflict resolution, as it is with cognitive skills such as reading and writing. And, that we should see our role as helping them to learn this social and emotional stuff, and help them to understand what are acceptable behaviours and boundaries.

Talking about empathic assertion with Elena, she helped me to see that while approach might help with conflict resolution

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Whereas the care-giver encourages dependency by assuming an active role, such as rescuing a child in distress or helping him to solve his problems, the educator waits to see if the child is capable of consoling himself and solving his own problems, thus encouraging autonomy



## What Roles Do 'Values' Have In Education? Cont.

By Maritha Hindle

with our older and more verbal children, that last step, the joint problem solving is unlikely to be useful with the toddlers who are less verbal, and instead, the caregiver is more likely to offer a choice of solutions, thus building a repertoire of strategies for the future.

I also thought about the way that our teachers intervene in conflict situations following **Magda Gerber's Educaring Approach**. With Magda Gerber's educaring approach, we typically weigh up whether we should intervene or not, or whether we should wait to see if they can resolve their own conflict. Our Educarers *would* intervene if they see a pattern emerging (e.g. a child regularly ending up in the victim role not knowing how to resolve this themselves), or if it is clear that the children involved are not able to resolve this themselves. Ania pointed out to me that *"a teacher offers their presence, or ensures children are not hurt in any way, when using Magda Gerber's approach of allowing children to try and work conflicts out for themselves"*.

The area that we debated, and it is not clear that we have a TLC Value position, is the area of social exclusion.

Elena mentioned a book, "You Can't Say 'You Can't Play'" by Vivian Gussin Paley,

and I bought a couple of copies (one for the staff library, and one for the parent library). The TLC management team is busy reading this, but I would really like a parent to volunteer to read and review it for the next newsletter.

Elena raises a very important point, that we, as caregivers, bring our values 'to the party' and that this can be challenging if there is not consistency amongst us at TLC. For example, we have had different opinions and values around 'gun play' which made consistent practice difficult.

I would like to suggest to the teaching team that we come to a shared view and position with regards to the social exclusion behaviours such as 'you can't play', 'you can't come to my party'. I would also like to take into account what the values of our parent community is, so if you have an opinion, I would love to hear it.

Vivian Gussin Paley's bottom line is that being subject to social exclusion does not help children develop resilience, and that it is perfectly valid, and possible, to have a "you can't say, you cant play" rule and that ultimately it fosters the self esteem of both the excluders and excluded.

Vivian Gussin Paley  
Thinking about unkindness always reminds me of the time-out chair. It made children sad and lonely to be removed from the group, which in turn made me feel inadequate and mean and-I became convinced-made everyone feel tentative and unsafe. These emotions show up in a variety of unwholesome ways depending on whether one is a teacher or child. We are all cut from the same cloth. The time-out chair was my means of punishment. "You can't play" is the child's way. If it is wrong for me to exclude, then it is equally wrong for the children. Another classroom trap has been eliminated.





**BABY KNOWS BEST** is a comprehensive resource that shows parents how to respond to their babies' cues and signals; how to develop healthy sleep habits; why babies need uninterrupted playtime; and how to set clear, consistent limits. The result? More relaxed parents and more confident, self-reliant children.

**Baby Knows Best: Raising a Confident and Resourceful Child, the RIE™ Way**



## Baby Knows Best Book Review by Rebecca Roughan (Birdie's Mum)

Finally, a parenting book that rings true! After the sea-saw of advice of strict routine-based crying-it-out methods to self-sacrificing attachment theories that I have read and been dissatisfied with I found that Deborah Carlisle Solomon's advice on how to raise a child with respect confirmed my ideas, provided templates for how to do this and solutions for when it becomes difficult. This is probably not true for all the RIE followers at TLC, but for me this is the first RIE based parenting book that I have read. The start of the book has a nice introduction on the history of RIE and the following chapters go through the early newborn days through to toddlerhood and changing families, such as starting child care, new babies and caring for yourself as a parent. Interspersed with quotes from

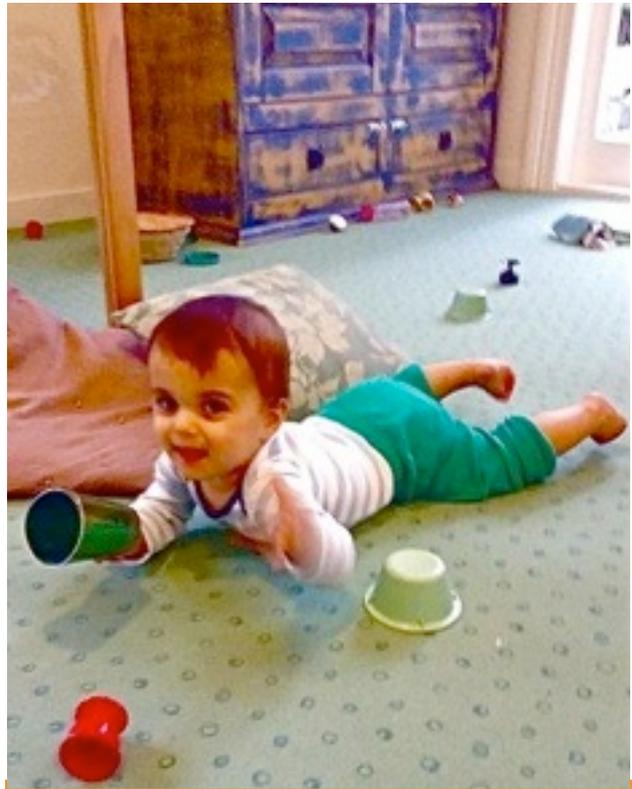
Magda Gerber; "An infant always learns. The less we interfere with the natural process of learning, the more we can observe how much infants learn all the time" this book provides examples of parents' experiences and common situations that we encounter when caring for our children. Emphasising respect, authenticity, narration and communication, attention, establishing routine and slowing down I found ideas that I had loosely put in to practice but were now explained and formalised. Not only has this book improved my interaction with my toddler, it will inform my work as a general paediatrician, improving on skills that already feel instinctively right when dealing with young people and their families

## Baby Knows Best Book Review by Robyn Powell

Deborah Solomon's book "Baby knows best" was a joy for me to read. Her style of writing captured my attention from the very first chapter as she unpackaged the essence of the title that indeed baby knows best. Her book is grounded in RIE, Magda Gerba's approach of raising children who are confident and resourceful. Throughout the book Deborah shares narratives from both parents and caregivers as they speak of the insights that helped them to observe closely, let the child show them 'how' and 'when' and the importance of creating an environment for their child to move freely and develop at their own pace.

Let me share a little of one chapter that is dear to everyone's heart; Chapter 7 -Sleep. Every parent knows that if their child gets some so will they. I felt Deborah instills a sense of confidence in parents in regard to the role they play to foster that wonderful, greatly sought after state of everyone in the household buying into the premise that 'night-time hours are for sleeping'. Deborah advises 'be as boring and do as little as possible.... fulfill only the need for food... it's not play time... it's not the start of the day' ..... 'sleep begets sleep, it's not logical but it's biological.' She admonishes us that our part is to create an atmosphere, an attitude and an environment that is conducive to rest. Deborah lists the 'soft' signs of tiredness in infants and encourages us to then notice what happens before that so we are more able to assist a child before they become overtired and the experience of assisting a child to sleep becomes a struggle for the child and the adult. She empathises with us that reading the signs of tiredness in toddlers can indeed be tricky. She states "Learning to recognize the difference between an anxious or distressed cry and a protest cry will help you to figure out how to respond to your baby in the middle of the night.... Just like all things your baby will learn, self-soothing takes practice and may involve a certain amount of struggle. If you can accept that struggle is a natural part of the process -indeed, of life - you will be more likely to wait, then wait another minute, to allow your baby to find her way to sleep."

I hope I have aroused your curiosity to read this book. I thoroughly recommend Deborah's book to you, I know I gained many insights. If you know a little or a lot about the RIE philosophy (known also as Magda Gerba's Educaring Approach), I know you will be strengthened in your understanding or resolve or skills in being that adult in a child's life who assists them to become confident and resourceful. 'Baby knows best' will challenge your beliefs and open your eyes to new ways of being.



Deborah Carlisle Solomon (Los Angeles, California) has been a RIE Associate since 2004 and Executive Director of RIE since 2006. She is the author of *Baby Knows Best: Raising a Confident and Resourceful Child, the RIE® Way*, published by Little, Brown in December 2013. She teaches the RIE Foundations, Parent-Infant Guidance, Before Baby and Nurturing Nanny courses. Deborah has presented at various national and international conferences and workshops, and studied at the Pikler Institute in 2005 and 2006. Prior to her work at RIE, she produced in various formats, including theatre and special events. . [Deborah.Solomon@rie.org](mailto:Deborah.Solomon@rie.org)



# Scent & Sensibility

By Elena Marouchos

Rather like the like the somewhat misguided heroine of a Jane Austen novel, during my second year as teacher I had a moment profound – well for me at least. Over the years the subject has reared it's head so to speak at but I will never forget that first time...

It was nearing to closing time and there were only a few children left. I'd noticed one child in particular staring at the gate as if willing her mum to come so I'd offered her a cuddle. It was in that embrace her mother saw us. After reassuring her that all was well but the day seemed a little long, I handed her over to her mother's eagerly awaiting arms. 'She smells like you' she said as she snuggled her bub into her arms and nestled her neck into hers. The image and feelings evoked as fresh as the words I write.

That night I went straight home. My destination, the 'hope' chest beside my bed. Inside it not the makings of a young woman's dreams but rather the bits and pieces that memories are made of. I dug down deep and as I lifted the soft navel cotton robe, the memories washed through me and the tears fell down my cheeks as they do now. The memories of my mother; even in its mustiness I feel her scent despite having lost her to the heavens over a decade ago.

As teachers we are asked to be reflective in our practice. How could I not honour those words and think about how they made me feel but more importantly how they made this mother feel.

To contextualise; my life before TLC was rather different on many levels. My wardrobe filled with raw silk, custom made gowns, tailored suits and of course the requisite heels. In that world, a woman's scent both in the boardroom and obligatory social setting was her signature. You simply didn't leave home without. As part of my confession; even white water rafting down the Zambezi, riding elephants in the Knysna forests, visiting the giraffes in Kenya and of course dare I not mention hunting down the source of Coco Chanel No.5 in the Amazon forest. My 'favourites' changed like they 'should' with the onset of maturity but the one trusty faithful apropos for every occasion that never did change is the luscious Estee Laude Beautiful Body Lotion. Truly tolerant to the times and the irritating adult eczema I seemed to have acquired. I left many things when I immigrated but even on that last day I could not resist succumbing to another bottle as I rushed through the aisles of duty free. Ridiculously ludicrous I laugh now at the thought of being paged to board, while rushing to the cashier only to be stopped by customs. Volume limits...it was only a 'final call' that made me leave my

precious purchase behind otherwise I would have gone back to stuff it in my couture lime green suitcase.

Two years later and here I was crying at the shallowness and selfishness; the inconsideration. How this mother, who entrusted her child in my care must have felt. After a long day's work she wanted to absorb the scent of her child, to relish in the moment of the smile given to her and instead she got my lingering scent. My practice changed that day. I am more forgiving of myself now for I have come to learn that I can only do what I know. I did not appreciate the power of scent. It is after all emotional work as Enid Elliot says of the work we do as early childhood teachers. At the same time the war within me struggled between my own changing identity, changing values and yes some of the vanities that come along with being a woman.

I do not have the words to do my feelings and thoughts justice suffices to say they evolved around respect. Respect for this mother and child and now for all those that follow. These days as I open my arms in welcome, I breathe in her scent. 'You smell like your mum' I say as I cradle her in welcome. Sometimes it's the dewiness of an early morning visit to the park at others it is the talcum scent of baby but most of all it is the essence of home. It was the day I understood that scent is the essence of home. My role is to let it linger, let the child absorb it, hold onto it like they would a favourite item. Is this not after all a form of self-regulation? Especially for these young children whose capacity for drawing upon memory is still growing? In the morning the scent is strongest when they need it the most for saying goodbye is hard for some. As the day wears on it takes on the scent of what they do, the wafts from the kitchen and yes who they have been with but I would rather it be the scent of all that is toddler.

**Sensibility definition,  
capacity for sensation  
or feeling;  
responsiveness or  
susceptibility to  
sensory stimuli**

# Ka Kite Ano from Jess

When my friend Sanna told me about the centre she worked at in Auckland, it sounded like a dream... my dream, of what group child care should be like. A slow paced, nurturing centre where children are free to explore and investigate on their terms, in their time. A place where kids could just be kids. Sanna told me that teachers never left the centre because they love it so much, and I huffed a disappointed sigh and found a job elsewhere.

A few months later I caught up with Sanna again and she surprised me with the exciting news that 3 teachers were pregnant and TLC were on the hunt for someone to fill a maternity role. I jumped at the chance! I came and visited the centre and was amazed at the outdoor area. To see the children run around and climb trees in the top garden was awesome. The staff were open and friendly. The “bosses” were warm and welcoming. I thought to myself “I’ve never seen a kid climb a tree in a child care centre. I have to work here.” Luckily for me the feeling was mutual, and I was offered the job.

My time at TLC has been magical, rewarding, and most importantly for me, inspirational. After teaching overseas the last few years, working with children was something I wasn’t inspired about anymore. It was stressful and hard. Coming back to teach in NZ was something I looked forward to, but once I got here it had changed so much since I’d left and was disheartened. When I started at TLC I couldn’t believe the wealth of knowledge I’d tapped into. Each teacher seemed so passionate and excited about being here. It reminded me of why I got into working with young children in the first place. My passion was reignited.

I had always been interested in the RIE philosophy and had drawn from it within my own teaching philosophy. To see it being put into practice has been so rewarding. Seeing children being allowed to explore at their own pace and without constant teacher direction is what I have always believed in, but unfortunately it is not always something that happens. However, this is not the case at TLC. Children here take risks and are supported by the teachers. They are given time to sort out their own conflicts. They can bring an idea to a teacher and know it will be listened to. As a teacher I can sit back and observe the children and not be judged by others for

“being lazy” and not stepping in. There is a strong level of respect and trust between the teachers and children. It is the calmest centre I have worked in. There is no hurry. We can all just be.

From the hard working teachers, to the committed parents, and the ever supportive management team, each group/individual makes TLC the amazing centre that it is. I have never worked in a centre where everyone cares so much. Which sounds terrible, now that I write it, but it’s true. TLC is unique and it has ruined me for working anywhere else. I want to thank every person who is a part of this phenomenal whaanau for inspiring me. I have soaked it all up like a sponge and will treasure it always. Although I have a whole new journey ahead of me, and as exciting as it is, I leave TLC with a heavy heart and wish I could pick you all up and take you to Wellington with me.

Ka kite ano, arohanui, Jess.



# Toilet Learning

By Guida Lawrence

Last month, sitting in the front garden in tiny chairs, we welcomed the parents of the new Kea children. During this conversation, we touched on aspects of learning that occurs during this developmental stage, and what our focus is with the Kea group. Nikki shared her wisdom in the area of toilet learning, and I would like to revisit the subject.

Carrying the RIE principle of respect through from nappy changes to toilet learning is a priority for us as teachers. Infants who have grown up with absolute participation in the nappy changing process, will expect us to trust and respect their foray into toilet learning.

We support them by recognizing and responding to their readiness on all three levels – physical (able to hold on and let go, able to remove clothing); cognitive (able to keep two ideas in their mind at the same time “I like this game I’m playing” and “I feel I have a poo”, as well as understanding where pee and poo should go); and emotional (when they are emotionally ready to use the toilet, they really want to).

This emotional aspect is quite complex, because it coincides with toddlers working through issues of autonomy and making their own decisions. Respecting independent thought requires that we teachers allow the idea to come from the child, just as it is at the art table, the climbing wall, or choosing a

book. The answer is bound to be ‘No!’ when it’s not their own idea.

As toddlers recognize that they are growing up, there can also be a hesitation to let go of nappies – the last bastion of babyhood. So we sometimes find a dance of two steps forward and one back – they use the toilet for a while, then go back to wanting nappies or to be changed. The intimate care of a nappy change has been a big part of their life for so long – not necessarily something to relinquish overnight.

Expectations of when our children should have learned something is layered in amongst cultural norms, family values, our own experiences, needs of time and space, feelings, and much more. When we honour the RIE way, we honour the child. “In their own time, in their own way” (Magda Gerber). And I really like Davis & Keyser’s quote from “Becoming the Parent You Want to Be” ‘Learning to use the toilet provides lots of chances to teach the usefulness of making mistakes. It’s likely that both parents and children will have the opportunity to practice this.’

Guida, Amy, Roxy and Trish – we are happy to talk any time. And if you don’t already have that book with all its handy tips and positive support – we can copy the chapter on ‘Toilet Learning’ for you.



**‘Learning to use the toilet provides lots of chances to teach the usefulness of making mistakes. It’s likely that both parents and children will have the opportunity to practice this.’**  
Davis & Keyser - Becoming the parent you want to be



## Kea Settling By Amy Heslop

Wow Wee! Hasn't time flown by since we have transitioned downstairs to the Kea Group? One main concern was how the children would transition into a larger space and group. To support the new Kea children we decided to still have meal times together as a small group. This allows time to strengthen relationships, support group development and enjoy special time as a small community group. It has also provided time for the children to get to know Trisha and Roxy better. Moving as a group, alongside myself and Guida from the Weka Room to the Kea Group provided stable, secure and trusting relationships for the children to gain confidence in exploring their new space and making new relationships.

I have noticed common interests within the group including, water play, messy play, toilet learning, climbing, art and the block corner. One main observation was how the Kea children were enthusiastic about washing their hands after painting. We could see that having these 'hands on' experiences with paint created an amazing tactile and sensory experiences, alongside the found independence of being able to wash your hands any time you like! From these observations we introduced some 'messy play' which was enjoyed by all.

## Kea Planning By Roxy Simpson

In our everyday practice, as teachers, we are making a point of observing children's learning (notice), striving to understand it (recognize), and then putting our understanding to good use (respond) to support and enhance their learning. In our weekly planning meeting we share stories/observations (as well as feedback) and

this enriches our noticing, recognizing and responding. We also discuss and document possible 'next steps'. This process helps to inform our practice in setting up the environment and daily experiences based on the children's current play and interests. Our primary focus is looking at ways we can extend the children's learning and support their development.

One of the Key interests that emerged in our planning over the last two months is the children's strong focus on our outdoor environment. The younger kea children are enjoying more challenging physical activities (scaling the big blue box, hanging off the monkey bars, climbing the wooden ramp, discovering the trampoline and the spinning disc). The older Kea children have loved the fresh challenge of our new green climbing frame. We also supported this interest by setting up fun obstacle courses, and of course, this all flowed onto the annual Family Sport's Day. It is especially wonderful

seeing the children setting their own challenges and with determination achieving them. An example of this is Finn, who finally scaled the blue box



and proudly stated to me: "I'm up there". Collectively the children are learning and appreciating what their bodies are capable of and in the process are developing their agility, co-ordination, balance and strength.

We would be delighted if you wish to contribute your own learning stories/experiences to Educa. Working together (with the children) we can create a powerful learning synergy.

Only on paper has humanity yet achieved glory, beauty, truth, knowledge, virtue, and abiding love.

George Bernard Shaw

Wow, I can't believe that it has been three months since we combined the two groups. This older children's group has managed the change very well and we are still noticing some exciting developments in the children's play. The most important one that we can see is the continual integration of play between the three and four year olds. Even today Zoe and I were

talking about how at times today there were large groups of children all playing together, whereas usually there would be smaller more age defined groups. This atmosphere of inclusiveness is also extending into the Kea group. Last week, for example, Jackson, Lucas, Hugo and Kristoffer were making a road by moving the bark around and Ben (2, new Kea) comes over and joins in and works with them for quite a while.

On a daily basis we see children playing with other children that they haven't played with before and as a result the inventiveness, resourcefulness and creativity in the play is expanding as different mingling of children playing together allow for new mixes of ideas. This is even without the top garden and might have even been enhanced by it, as the children have had to get used to being in the smaller space with each other.

## PLANNING

Our improvements to the way that we plan for group interests continue to be successful and fun. Thank you to all the parents who have contributed with insects, photos, learning stories, music, books and parent help. These all strengthen the connecting links between TLC and home and enhances the children's learning in so many ways.

**Insects:** With the coming of the cooler weather we have finished our planning related to insects and mini beasts. We had lots of fun looking for, and finding insects in our garden. We were interested in why there were so many blue ladybirds on the flowering cherry tree. Marie bought us a terrarium and we were able to keep some insects for a few days before liberating them. Charlotte even brought us a weta from home, and I found a skink when tidying up outside so then we hunted for some insects to feed it. Cicada shells are always an interesting find and of course the mozzies weren't too hard to find. So the children had lots of opportunities to learn about habitats, features of insects and wonder about what they ate. Again thanks for all the contributions from the children and parents, including stories for the children's portfolios.

**Drama/Dance and Performing:** The children's interest in this continues to grow. To date we have acted out plays from musical stories and books, made masks and clay creations, set up impromptu performances and stages and been to a play. Associated happenings include an increasing interest in nonsense words and rhymes, dressing up, children's own story-telling and paper construction (handbags, telescopes, pixie dust containers). The Owl and the Pussycat play was a great success, thanks to all our helpers, and many children are making up more performances as a result as well as keenly studying the copies of the poem that we have at the centre. We will continue to follow this interest and build on the children's ideas.

## What's next?

Now that the insects have gone to sleep or have died away for the year, Zoe and I have been observing the children and wondering, what is next? What group interest is unfolding before us? When we compared notes we had both noticed - a strong interest in drawing, cutting paper, paper construction, mask making, alongside with some requests to make paper porridge ( to make paper). At the core of all these is paper itself and children's interactions with it in a variety of ways. So we have decided to start a project about "Paper".

We talked to the children about their working theories and ideas. The children had different ideas about where paper came from, how it was processed and how it was printed. There was however a small group that knew about trees, processing plants (machines) and printing machines.

Their ideas included making paper itself, origami, making rockets, telescopes, planes, kites etc. We also talked about making paper mache.

How can you help? In the past we have had children bring their paper and cardboard constructions from home for show and tell. It would be great if children could do this again for our "Paper project". Any different kinds of scraps of paper you have at home would be great for our collage. Maybe we might organise a visit to a printing press or cottage paper-making business. Also the children are welcome to bring in pop-up books, for sharing at rest-time or any other special paper made object.

We have already re-started making paper porridge and we will make some paper mache from next week.

The children were very excited when we talked about paper with them, which showed to us that we had chosen a project of interest.

As always we welcome your suggestions and ideas.

**Nikki and Zoe**



"Play is the work of the child." – Maria Montessori

"Play is the highest form of research." – Albert Einstein

"It is a happy talent to know how to play." – Ralph Waldo Emerson

"Play gives children a chance to practice what they are learning." – Mr. Rogers

"The playing adult steps sideward into another reality; the playing child advances forward to new stages of mastery." – Erik H. Erikson

"Children learn as they play. Most importantly, in play children learn how to learn." – O. Fred Donaldson

"The creation of something new is not accomplished by the intellect but by the play instinct." – Carl Jung

"We don't stop playing because we grow old; we grow old because we stop playing." – George Bernard Shaw

"Do not keep children to their studies by compulsion but by play." – Plato

On Mother's Day I have written a poem for you. In the interest of poetic economy and truth, I have succeeded in concentrating my deepest feelings and beliefs into two perfectly crafted lines: **You're my mother, I would have no other!**

~Forest Houtenschil

## Dates for your diary

May	Jun	Jul	Aug	Sep
<b>Mother's Day Bobbi Brown Make-Up night.</b> <b>Thursday 15th May</b> <b>7.30-9.30pm</b>	<b>Upstairs Mid-Winter Breakfast</b> <b>7.30-9.30am</b> <b>Thursday 26th June.</b> Bacon Sandwiches.	<b>Matariki Fish &amp; Chip Night.</b> <b>Thurs 3rd July</b> <b>- In Vermont St Reserve</b> (weather permitting)		<b>Father's Day Craft Beer &amp; sausage night.</b> <b>Date TBC</b>
Downstairs parent teacher interviews last two weeks of May	Upstairs parent teacher interviews first two week of June.			
PVC Meeting Thursday 8th May 7.30pm	PVC Meeting Thursday 12th June 7.30pm	PVC Meeting Thursday 10th July 7.30	PVC Meeting Thursday 14th Aug 7.30	PVC Meeting Thursday 11th Sep 7.30

## TLCStuff

### Mother's Day Bobbi Brown Make-up Evening.



We need RSVPs for this one people! - please RSVP to [marie@thelearningcentre.co.nz](mailto:marie@thelearningcentre.co.nz) - a big big thank you to Bonnie Shannahan, PVC member extraordinaire, and mum of Daniel, Ludi and Eloise, who is organising this

### Introducing our Parent Voice

**Committee (PVC):** In this newsletter, I would like to introduce you to Elaine Koller-Hall mum or Art Koller-Hall.



### Parent Teacher Interviews:

**Tui in a Kowhai group:** Wednesday mornings 21st and 28th May 7.30 to 9.30 and Tuesday afternoon 27th May from 2.30 to 5pm.

**Kea group :** Tuesday Morning 20th May from 7.30 to 9.30 and Thursday afternoon 29th May from 2.30 to 4.30.

Booking forms will be available for you to book your slot from next week.

The teachers put a lot of effort into preparing for these sessions, and TLC invests in reliever cover to enable a whole teaching team to be away from the 'floor' for quite long periods of time. If you have any suggestions or feedback about how these are run, please do let us know.

