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Autumn 2014

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FROM THE Editor

This autumn issue of Swings & Roundabouts is always an important issue for the Early Childhood Council. Why? Because we want you all to be excited about our upcoming conference in June this year and attend.

We want all ECE centres to be successful businesses and offer quality learning environments for all children. The key note speakers and the workshops selected will inspire personal and professional change and most importantly make a difference to those who enter into your early childhood centres.

The theme for this conference is *'Celebrating Resilience'*. From babies up, we all need to arise to the challenges placed in front of us, learn from these challenges or 'gifts' as you might one day see them, and grow. With teen suicide and crime on the rise and the poverty gap widening we need to encourage resilience. For us that work in ECE we have a unique opportunity to not just reach the children we care for but their families as well. Also if you're a centre owner or a manager you just don't have responsibility for your families but also the staff that work with you. They too need to prosper and grow. The workshops chosen for the centre manager stream will add to your toolbox of knowledge from dealing with restructuring to leading staff when the road is rocky to learning how best to market your ECE centre. Plus teachers can discover how to deal with parent complaints, team conflicts and respond to children's dispositions. All workshops are listed in the Conference programme in the middle section of this issue.

Within this issue are three articles on mentoring, from the Teachers Council, two mentors and an ECE centre. Little Einsteins says quality mentoring for teaching staff has been the key to their centre's aspiration of

aiming high and achieving best practice (aka being the best!).

Networking is a dirty or terrifying word for many of us. Recently I read that the word 'networking' could be replaced with 'building relationships'. This terminology sounds manageable, and is something I believe in and definitely not so scary. Phil Sales offers his spin on networking. Have a read. You may just discover too, that networking isn't as scary or as terrifying as you first thought.

Nutrition and exercise is constantly in the news, to support these concerns read the articles on music and movement and the Heart Foundation's Fuelled4life article is a great tool for ECE centres.

Thank you to all article contributors, your effort makes a difference. If you have a story to share on the below themes or any other topic that you think will be relevant to readers, email me at info@ecc.org.nz.

Some themes coming up include:

- Reflective teaching
- Using Ka Hikitia and Tātaiako
- Outdoor landscapes (we want to share your fantastic ideas and outdoor areas with others)
- Sustainability
- Working with nature

Trudi Sutcliffe

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CEO's Message

By Peter Reynolds



2014 What's it going to bring?

We are now three months into 2014. I could upset you by taking the opportunity to point out how many days are left until Christmas, but I don't need the "unlikes" on Facebook!

So, what will this year bring us? Of course, it's election year. History is against National continuing to be government, but with a soft opposition and an improving economy, it still looks likely. The vexing issue is how the government and opposition benches will be made up. At this stage of the year, Act looks gone for all money, with the relatively new Conservatives likely to get a starter. Their natural alignment is with National. Another one heading for the chop is United Future, with Peter Dunne looking tarnished from paperwork and e-mail scandals set to pursue him into the election period proper. The Māori party and Mana continue to snipe at one another with recent efforts to kiss and make up having failed from the outset. This will enable Labour to pick up more Māori votes and possibly one or more of the Māori seats returning to Labour. The Greens look set to align with Labour in the hopes of getting some influential positions in a Labour-led coalition. New Zealand First (who can ever rule out Winston!?) also seem to be aligning with Labour, all be it at a distance.

What might another National Government do for ECE?

Continued focus on achieving results in a "fiscally-responsible" manner, on 98% participation, and on teachers achieving excellence. Code for don't expect a sudden release of funding.

Programmes like the focus on achieving the goal of 98% participation, implementing the more-recently announced "Investing in Educational Success" initiatives are both likely to feature.

Specific to ECE, the Ministry reports that it is unlikely the government will make any decision on the ECE Funding Review recommendations before the general election, but indicate they will continue to work with the sector on advancing work on this; and will continue to work on how to measure outcomes for children participating in ECE, although acknowledging that this has been a problematic area to date.

The rollout of ELI continues. Re-licensing of all services is 96% complete and on track.

What might a Labour-led coalition do for ECE?

Labour has recently announced its education policy focus for the election. Some interesting ideas and some "lolly scramble" ideas. Raising 20 Hours to 25 Hours where there has been no analysis of the effectiveness of 20 Hours, what works and what doesn't – to me seems strange. It is also a concern that for many services such an increase would represent a significant cost as parents with children enrolled for more than 20 Hours fall under the subsidy and therefore don't have to pay your fee.

The idea of extending a subsidy to select children over two is interesting and deserving of more thought.

What is the ECC focussing on in the lead up to the General Election?

Our concerns, irrespective of who holds the government benches, are focussed on fighting for greater equity across the different types of ECE services. That means we are seeking:

- Parity for teacher wages between education and care centres and kindergartens
- A similar quality and compliance expectation for home-based and playcentre ECE services as there is on education and care centres

We have identified a number of key policy platforms we will be focussing on over the next year or so, including:

1. Continuing to push for a revised ECE Funding model, easier to use, more realistic and more flexible
2. Seeking the removal of the "voluntary payment" rule for 20 Hours
3. Supporting the call for regulating up to 80% ECE qualified teachers
4. Ensure ELI is designed and implemented in a way that does not pose a risk to centres or parents

We continue to advocate for the re-establishment of the home-based review, stalled by the government following a voracious response from those in the home-based sector who feel such a review threatens their access to Vote: Education funding. We seek the establishment of a teachers' professional development grant.

We remain sceptical that the review model introduced by ERO is being applied in a fair way and will monitor the application of this carefully.

We remain vigilant over the activities of the New Zealand Teachers Council, particularly around:

- The re-registration of teachers (and, in particular, teachers who are also centre managers)
- The handling of errant teachers through their disciplinary process
- The design and implementation of the new EDUCANZ.

The year has got off to a brisk start. It is clear that education is going to be every bit the political football it has in previous years! A test of our resilience indeed.

So you know

Welcome



The following early childhood centres joined the Early Childhood Council recently:

- Wee Nippers Childcare Ltd, Queenstown and Invercargill
- Titirangi Private kindergarten, Auckland
- The Secret Garden Childcare, Fielding
- Khandallah Ngaio Community Creche, Wellington
- Buttercups Early Learning Centre, Pukekohe
- Park Avenue Early Childhood Centre, Grafton, Auckland
- Keldon Preschool Ltd, Blenheim
- Provincial Childcare, Whangaparaoa and Rotorua
- Te Awamutu Montessori Preschool, Te Awamutu
- Little Scholars, Hamilton
- Japanese Kindergarten, Glendowie, Auckland
- Eclairs Childcare Ltd, Auckland, (previously Apples Childcare in Henderson and Lollipops Educare in Mairangi Bay)
- My Treehut, Taupo
- Polkadots Preschool, Culverdon, Christchurch
- Sunshine Kids, Palmerston North (Provisional)
- Te Papapa Preschool, Mt Smart, Auckland (Provisional)
- Kotuku Preschool, Onehunga, Auckland (Provisional)
- Little Steps Montessori Preschool, Rosedale, Auckland (Provisional)
- Halswell Learning Tree, Christchurch (Provisional)

ECC Annual Conference 2014

"Celebrating Resilience"

June 6–8, 2014 - SkyCity, Convention Centre, Auckland.

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What difference can being 'resilient' make?

Resilient Centre Managers respond to adversity with new ideas, energy and action. They inspire colleagues, and transmit belief that it CAN be done. They plan ahead to see

what's coming. They grow the skill base of their staff. They seek to understand the future, and to adapt before change is upon them.

Resilient teachers know they are facing change in the way education is delivered. They know their initial teaching qualification was just the beginning. And they update continuously their personal kete of knowledge and resources.

And the **resilient child** will bounce back from life's challenges and thrive and blossom.

"If a child can't learn the way we teach, maybe we should teach the way they learn."
(Ignacio Estrada)

The ECC Conference offers key note presentations from international and national key note speakers. Workshops are offered in two streams to meet the different needs of centre managers and teachers.

To find out more about the workshops and key notes go to the middle of *Swings & Roundabouts* for the ECC Conference 2014 programme.

ECC members and non-members can attend this conference.

To register go to www.ecc.org.nz (under Events)

The ECC Professional Development Programme

The Early Childhood Council offers a series of half-day practical workshops for both Centre Managers and their teaching team in 2014.

EC Professional Support, based at the Faculty of Education at the University of Auckland design and delivers the ECC's teacher workshops nationwide.

Workshops on offer include:

- Stepping up to Supervisor
- Authentic bi-cultural practice: more than waiata and poi
- Moving from managing children's behaviour to fostering social competence
- What's planning anyway? Notice, Recognise and Respond revisited

Whitireia Polytechnic deliver the ECC Centre Manager workshops nationwide.

Workshops include:

- Compliance
- Reporting and Reviewing/Managing ERO
- Managing people/staff
- Financial Management for ECE Centre Managers

Plus the ECC offers the: *The Blue Book Workshop: For your Registration and Professional Development Journey* for registering, registered and mentoring teachers.

Keep an eye out for all of these upcoming workshops at www.ecc.org.nz (under Events).

These workshops are for both ECC members and non-members and are delivered around the country.

New Zealand Teachers Council

The third workshop round begins in March for our Appraisal for Teachers project. This is the culmination of 15 month involvement of professionals taking a lead to review and revitalise their appraisal processes. It marks a huge investment on the part of the Council to ensure all teachers are effectively and meaningfully appraised against the Registered Teacher Criteria. All resources used in the workshops and professional learning groups are available on the website: www.teacherscouncil.govt.nz/content/appraisal-teachers-project

New Council to replace the Teachers Council

While the Transition Board undertakes preparatory work to establish the Education Council of Aotearoa New Zealand which will supercede the current Council, it is business as usual. The functions of the present Council (registration, conduct and competence assessments, initial teacher education approvals and reviews, professional learning delivery, etc) will continue to be met throughout the process and going forward into the new EDUCANZ.



Mentoring in Early Childhood Education contexts

By Deborah Wansbrough

The desirability of having an established culture of mentoring in educational contexts is becoming increasingly recognised. Not only is it beneficial to the provisionally registered teacher (PRT) but it is also important for staff new to the service, a teacher in a new position or area of the service and of course for those who want to develop their skills and knowledge to take on leadership positions.

The Teachers Council has had a focus on mentoring for some time. Its use of the word was deliberate to herald a change to what was expected in a programme to induct a PRT into a full teaching role and then into being a 'full' member of the teaching profession. In the past this induction often consisted of ensuring the new teacher knew the 'nuts and bolts' of how things were done at work, and there was often an element of 'mini me' – do it like I do it. This approach is very much an acculturation or assimilation into the established order. Current thinking about mentoring suggests that we need to view the process and parties in the relationship differently.

A PRT comes to their workplace with a body of knowledge and some experience of translating that into practice on teaching practicums (even more so if they were in a field based model of teacher education). Once employed in a teaching position they will have opportunities to further make sense of theory and practice, sometimes theorising their own practice and perhaps critiquing some of the literature they were previously immersed in. To do this well this teacher needs a mentor who can listen, question and explore their thinking with them. A mentor who will expect some trial and error in order to foster reflective practice. A mentor who is not afraid of being challenged about how things have been done for a while.

An effective mentoring relationship has two equal parties with enquiring minds and commitment to ensuring the learners are experiencing the best possible learning opportunities. This is also a change in focus. Inducting a new teacher was often focused on the teacher and to some extent this has to happen as for many new teachers holding down a full-time job along with all their other family responsibilities, sporting commitments, etc is a juggling act which can be physically and mentally demanding. However there is a more important focus to a teaching role and that is the learners and their family/whānau and ensuring we are making a difference to their learning. So once the teacher knows his/her way around your service/centre the focus needs to shift to the effectiveness of their teaching.

The work undertaken by the Teachers Council in developing the *Guidelines on Induction and Mentoring and Mentor Teachers* involved commissioning four pilot projects, one each for early childhood, primary, secondary and Maori medium sectors. The pilots had to include mentor teacher development. Findings from the pilot helped shape the *Guidelines* we are using today. What is significant about these *Guidelines* is the emphasis on the mentor teacher. Not only is there a vision statement for high quality mentoring there is also a description of the knowledge, skills and attitudes needed (Teachers Council, 2011, p.16). Not every teacher will be a great mentor and so selecting who develops their skills in this role is important. However, we also acknowledge that for some early childhood services there is no choice about who the mentor can be and at our workshops we have met many teachers embarking on this role through necessity.

The mentoring approach taken in the *Guidelines* is termed educative. There are

two tables (p.24, 26) that help explain what a mentor will be doing if their mentoring was educative. These tables are a useful reflection tool for mentors to think about how they undertake their role.

Since the *Registered Teacher Criteria* became mandatory from 2011 these criteria are the focus for the mentoring conversations between the PRT and the mentor and are the benchmark against which the PRT will be assessed. This means that the mentor's role involves giving formative as well as summative feedback throughout the induction and mentoring programme. *Tātaiako: Cultural competencies for Teachers of Māori Learners* will also be a focus to ensure teachers and mentors deepen their understanding of culturally competent practice and the connections with the *Registered Teacher Criteria* are made specific.

The Teachers Council has provided over 65 workshops throughout the country since 2011 to introduce the *Guidelines* and the Council's website has some additional resources to support the mentoring process focused mainly on mentoring the provisionally registered teacher.

Participants at the workshops came with a number of concerns. Often these were to know what the Teachers Council wants. We want to stress that the induction and mentoring programme a provisionally registered teacher participates in is not about meeting a Teachers Council's secret agenda. The induction and mentoring programme is about ensuring that the new teacher has an opportunity with support of the ECE service and mentor to develop and grow into the competent teacher we all want for our children.

The mentoring programme will be developed specifically for the individual teacher and build on their strengths as well as address any areas for further development as assessed in relation to the *Registered Teacher Criteria*. There will have to be regular meetings between the mentor and teacher where teaching will be discussed and goals formed to work towards improvement; observations of their teaching with feedback in relation to their goals; opportunities to observe and discuss teaching with other teachers; and involvement in the service's professional development, self reviews and assessment and planning meetings.

Mentors' concerns are often particularly in relation to evidence, e.g. how much is enough, what counts as evidence. Some of the new resources aim to take the focus away from concern about numbers of evidence, number of reflections, and to focus on how a teacher demonstrates meeting the *Registered Teacher Criteria*. This is the most pertinent part of the mentor's role: to discuss, debate and problematise teaching in relation to the *Registered Teacher Criteria*. Equally it is the PRT's role to provide evidence and engage in the discussions in a proactive way. Evidence a PRT collects from their everyday teaching (assessments for learning such as learning

stories; meeting notes; planning records; parent discussions) will demonstrate a PRT meeting a number of the criteria as the criteria are very interlinked. It is important though to ensure that there is evidence showing all criteria in action across a variety of artefacts/documentation, or records. The number of such artefacts of evidence will depend on what the mentor requires to be formally presented to be satisfied the PRT is meeting the criteria. The programme must go over a period of two years so during that time there should be evidence that shows some progression and improvement of practice.

While the induction and mentoring programme is playing out the PRT will also be part of the wider centre's/service's appraisal process. Their appraiser will probably not be their mentor but the leader/manager/owner/senior teacher depending on the size of the service. It is appropriate that the evidence the PRT is taking to their discussions with their mentor is also the evidence taken to the appraisal meeting. It is also likely that the goals set for the induction and mentoring programme are their appraisal goals. There shouldn't need to be additional goals as this could be too overwhelming for a beginning teacher. It is important that the mentor and the appraiser communicate about the progress the PRT is making as both will

need to be signatories to the PRT's application to move to 'full' registration.

A mentor's role is a leadership role. It is important that this role is recognised and resourced. A good performance management system in a service will address the need for time release to enable the educative mentoring conversations to take place. This is part of having a professional approach to what is a very valuable contribution to growing the best teachers for the future.

If your ECE service does not have a copy of the *Guidelines on Induction and Mentoring and Mentor Teachers* or you would like a personal copy please request one by either phoning 04 471 0852 or emailing inquiries@teacherscouncil.govt.nz

Deborah Wansbrough is the Policy Advisor for ECE at the New Zealand Teachers Council.

To hear more from Deborah attend the ECC Conference 2014 and attend her workshop *Social Media in ECE*.

The New Zealand Teachers Council are also presenting several other workshops at the ECC Conference 2014, including: *Tātaiako in ECE, Appraisal for Growth, and Maintaining full registration for centre managers*.



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About the authors

Jane Warnock is the Educational Leader/ Mentor at Tui Early Learners and celebrates the many opportunities of being able to add to her own kete of knowledge and learning through mentoring teachers for their teacher registration. Additionally, under Tui Early Learners, Jane provides an external appraisal/mentoring role for centre managers/owners/head teachers/ teachers who require this for renewal of their practising certificate. Jane is conscious of ensuring an educative and informative approach throughout her mentoring role and has recently enrolled in postgraduate studies with Te Tari Puna Ora o Aotearoa as a pathway to further strengthen, deepen and further embed her leadership and mentoring role.

Cathy Wilson is the Assistant Principal at Wa Ora Montessori School in Lower Hutt, Wellington, which caters for tamariki from 18 months to 18 years. She has been involved with Montessori for the last 19 years and currently leads a teaching team of over 13 full and part-time staff in the preschool division of Wa Ora. Part of Cathy's role involves mentoring staff from untrained to fully registered. Cathy travelled to Thailand four times over 18 months completing her Association Montessori Internationale qualification in 2010. She is a tutor for Aperfield Montessori Trust, on the working party for the Montessori Aotearoa New Zealand (MANZ) Montessori Journey to Excellence project and on the MANZ Council. Cathy is also presenting a workshop on 'Self-Review Made Easy' at the ECC Conference 2014.

Both Cathy and Jane are available to provide information/clarity re mentoring. You can contact them at cathy@waora.school.nz or jane@tuiearlylearners.co.nz

Jane and Cathy are both facilitating the Blue Book Workshop: For your Registration and Professional Development Journey at the ECC Conference 2014. To attend a four-hour workshop go to www.ecc.org.nz (under Events) for more information.



Cathy Wilson + Jane Warnock

Mentoring: the way forward

By Cathy Wilson and Jane Warnock

The title of this article (derived from a TRCC Conference in 2013) emphasises mentoring as the way forward. Mentoring provides every kaiako (teacher) (whether a mentor or ngā kaiako being mentored) with the opportunity to grow, develop, strengthen and deepen teaching practices in order to be the 'best kaiako they can be'. Mentoring – coaching – professional conversations – reflective conversations: each of these terms (and more), denote a collaborative relationship which is an interactive and conversational based approach between two or more people that constitutes a mentoring programme.

Both of us, teaching in different philosophies, are involved in mentoring within our roles encompassing kaiako with provisional registration and subject to confirmation registration. We also mentor within teams and facilitate Professional Learning and Development Groups, for example *The Blue Book* workshops, of which also include mentoring for mentor teachers.

The role of a mentor can be viewed as an opportunity for assisting and enriching ngā kaiako journey, however for some, becoming a mentor can be viewed as a daunting or challenging prospect. But there is a wide range of support in literature, documentation and professional learning and development group opportunities – all of which can be accessed easily and utilised to guide and support the role of a mentor.

Two resources which we refer to and reference frequently are the:

- 1)** NZ Teachers Council (2011) Guidelines for Induction & Mentoring and Mentor teachers
- 2)** NZ Teachers Council (2012) Te Hāpai Ō: Induction & Mentoring in Māori-medium settings.

Both of these resources, regardless of what ECE setting you are in, contain vital information, such as guidelines, quotes and anecdotes as to the expectations of being a mentor. These include an outline of what a mentoring programme can look like and emphasises the importance of the relationship between participants.

The content in both provides clear direction and clarity as to the role of being a mentor.

They highlight the importance of the relationship and the overriding message that 'being a mentor is a two way journey'. This is where the essence of ako is evident with a process of reciprocal and responsive collaboration seamlessly intertwined throughout the mentoring programme. Further to this is the notion of recognising that a mentoring programme is 'educative' in context and where the conversations that ensue provide a rich, pedagogical approach to the enhancement of kaiako practice.

"High quality mentoring is educative in focus as well as based on a relationship of trust and respect" (NZTC, 2012, pg 8).

"An effective mentor is a reflective practitioner focused on inquiry into their own and others' professional practice and learning" (NZTC, 2012, pg 17).

Within a mentoring programme it is paramount that a programme is established between participants. Both of us provide mentoring programmes that capture elements of meeting the RTC through observing kaiako practice, regular meetings, reflective journal discussions, opportunities for discussing kaiako gathered evidence within their portfolios, learning conversations and most importantly ensure that every programme is flexible, adaptable and suitable to ngā kaiako whom we are working with in a mentoring capacity. Above all we recognise that being a mentor is not daunting – instead we see this as the way to grow, develop, strengthen and deepen our own teaching practices and recognise that it is not just ngā kaiako whom we mentor that grow but ourselves as well.

Therefore, mentoring IS the way forward.

References:

- New Zealand Teachers Council. (2011). *Professional Learning Journeys: Guidelines for Induction and Mentoring Mentor Teachers*. Wellington, New Zealand.
- New Zealand Teachers Council. (2012). *Professional Learning Journeys: Te Hāpai Ō: Induction and Mentoring in Māori-medium settings*. Wellington, New Zealand.

Little Einsteins mentoring programme

By Vikki Cooper



Little Einsteins Educare was started over five years ago with the aspiration of aiming high and achieving best practice (aka being the best!). Quality mentoring for teaching staff has been key to achieving these aspirations. Here we have experienced, registered teachers work alongside provisionally registered teachers (PRT) in a way where learning is valued and opportunities for extension are received from both ends. Our process of supporting provisionally registered teachers has always tied strongly to NZ Teacher Council recommendations and we have benefited from PDL offered by NZTC on mentoring.

Our two year process consists of formal (written) reflections and mentor feedback for each of the registered teacher criteria based on the PRT's teaching experience, working knowledge, critical thought and higher level thinking. Use of self assessment is also of great importance, as it can be used to measure how far a teacher has developed over time with a quick re-visit. Each PRT works in a teaching team where teachers are supportive and reflective. Formal mentoring is given by Team Leaders, our centre Advice and Guidance Mentor and Centre Manager. Working towards their full registration PRTs are inducted into a community of learners from Little Einsteins where they can learn,

research, reflect and develop their practice with teachers also working towards full registration. This group attends regular meetings focused on teaching practice and includes the registration process (criteria). At these meetings mentoring teachers introduce new information and participate alongside teachers in reflective discussion.

PRTs complete their formal reflections on the 12 Teacher Criteria sequentially over 15 months of teaching practice (along with informal reflective practice and evidence collation). Teaching practice is observed and critiqued (formally and informally). All teachers are also supported with access to professional learning and development (PLD) e.g. courses, workshops, observation visits & conferences. The final six months of their two year mentoring process is spent on consolidating prior learning with their work towards Centre goals, teaching team goals and the 12 RTC as a whole. At the end of this period, we find that our PRTs are ready to implement the RTC in an autonomous and professional manner and are ready to be active contributors to our year long, collaborative appraisal process.

Over the five short years we have been open there has been a huge shift in the climate of ECE. Although funding provisions have been

removed for meeting the cost of providing quality mentoring for our sector, we feel that through our dedication to our profession, momentum for learning has increased. This is a credit to our centre management, sticking to aspirations for high quality teaching.

*Little Einsteins Educare is a rural centre for children aged 0-5 years of age, located minutes from the centre of Cambridge in the heart of the Waikato. Our centre has a strong relationship with both the environment and animals in a farmland setting. We provide children with high quality learning experiences that move beyond the buildings, out to in the paddocks with many different farm animals enabling them to experience a real "grass roots" aspect to their upbringing in their formative years.

About the Author

Vikki brings a wealth of experience and passion to the whole Little Einstein's teaching team. Working with young children and preparing them for lifelong learning is a passion of hers. Her work history involves head teaching and roles mentoring staff and supervisors in centres around the Central North Island region.

Leadership is about emotion

By Peter Reynolds

Make a list of the five leaders you most admire. They can be from early childhood, the wider education sector, business, social media, politics, technology, the sciences – in fact any field at all. Now ask yourself why you admire them. The chances are high that your admiration is based on more than their accomplishments, impressive as those may be. I'll bet that everyone on your list reaches you on an emotional level.

This ability to reach people in a way that transcends the intellectual and rational is the mark of a great leader. They all have it. They inspire us. It's as simple as that. And when we're inspired we tap into our best selves and deliver amazing work.

So, can this ability to touch and inspire people be learned? No and yes. The truth is that not everyone can lead, and there is no substitute for natural talent. Some leaders appear to be natural; others have to work at it and build their arsenal of leadership skills and practices.

Let's Take A Look At Tools That Allow For Talent To Shine:

Emotional intelligence. Great leaders understand empathy, and have the ability to read people's (sometimes unconscious, often unstated) needs and desires. This allows them to speak to these needs and, when at all possible, to fulfill them. When people feel they are understood and empathised with, they respond and a bond is formed.

Continuous learning. Show me a know-it-all and I'll show you someone who doesn't have a clue about being human. Curiosity and an insatiable desire to always do better is the mark of a great leader. They are rarely satisfied with the status quo, and welcome new knowledge and fresh (even if challenging) input. It's all about investing in yourself.

Contextualise. Great leaders respond to each challenge with a fresh eye. They know that what worked in one situation may be useless in another. Before you act, make sure you understand the specifics of the situation and tailor your actions accordingly.

Let Go. Too many people think leadership is about control. In fact, great leaders inspire and then get out of the way. They know that

talented people don't need or want hovering managers. Leadership is about influence, guidance, and support, not control. Look for ways to do your job and then get out of the way so that people can do theirs.

Honesty. Not a week goes by that we don't hear about a so-called leader losing credibility because he or she was dishonest. Often this is because of pressure to try and "measure up" and it's not coming from a place of being real – often this relates to fear of not being accepted for your true self. We live in an age of extraordinary transparency, which is reason enough to always be true to your core – your mission will be revealed, your motivations will show by your behaviors. But it goes way beyond this. It's an issue that sets an example and elevates an organisation. If you have a reputation for honesty, it will be a lot easier to deliver bad news and face tough challenges. Are you inspiring people from your heart?

Kindness and respect. Nice leaders (people) don't finish last. They finish first again and again. Ignorance and arrogance are leadership killers. They're also a mark of insecurity. Treating everyone with a basic level respect is an absolute must trait of leadership. And kindness is the gift that keeps on giving back. Of course, there will be people who prove they don't deserve respect and they must be dealt with. But that job will be made much easier, and will have far less impact on your centre, if you have a reputation for kindness, honesty and respect.

Collaboration. People's jobs and careers are integral to their lives. The more your centre can make them a partner, the more they will deliver amazing results. This means, to the greatest extent possible, communicating your centre's strategies, goals and challenges. This builds buy-in, and again is a mark of respect. People won't be blindsided (which is a workplace culture killer) by setbacks if they're in the loop.

Partner with your people. As I said above, people's careers are a big part of their lives. That seems like a no-brainer, but leaders should have it front and centre at all times. Find out what your employees' career goals are and then do everything you can to help them reach them. Even if it means they will eventually leave your centre. You will gain

happy, productive employees who will work with passion and commitment, and tout your company far and wide. This is an opportunity to brand your greatness.

Stay focussed. Great leaders achieve great results by staying true to their course. They will remain dedicated to achieving their goal, only deviating when it is clear there has been a significant change in their operating environment.

Leadership is both an art and a science. These tools are guidelines, not rigid rules. Everyone has to develop his or her own individual leadership style. Make these tools a part of your arsenal and use them well as you strive to reach people on an emotional level. Be Human. This Matters.

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Fostering children's social competence

Children's behaviour always has been, and is likely to remain, a 'hot topic' in early childhood education as teachers search for solutions, tools, tricks and tips in order to effectively support children with their behaviour.

In response to this desire there has been much literature, many professional speakers and, in more recent times, professional learning focused on managing or positively guiding children's behaviour. However, as teachers reflect deeply about their practice and on how their reactions and responses to children's behaviour impact on how children deal with, respond to and learn about behaviour, a subtle but important shift is occurring. We are now seeing a move towards developing children's social competence, as opposed to managing or redirecting their behaviour.

Social competence is defined by Katz and McClellan (1997) as a person's ability to use both environmental and personal resources to attain good developmental outcomes. It is important that participation and contribution to groups, communities and society are both satisfying and competent. If we apply these ideas to young children's development, social competence is a child's ability to engage successfully in interactions and experiences with adults and peers alike. Consequently, if we are wanting to foster children's social competence, we must ensure we maximise opportunities for learning to interact effectively and resist managing children's behaviour. If we continually guide them away from conflict or direct and correct behaviour we run the risk of removing the opportunity to develop further social competence.

Recently the *Incredible Years* programme, which explores ways of working that "prevent and treat young children's behaviour problems" (*The Incredible Years, 2013*) has been popular in New Zealand early childhood circles. However, in order to effectively foster social competence, teachers must first challenge their view of behaviour. For example, if a child was to dress incorrectly, a teacher would come alongside them taking

the time to show them how to dress, give them time to do it for themselves and to learn through trial and error. We would do this because dressing independently is a skill they are learning and one that we want to support. Therefore, it is worth thinking about why it is that when we see a young child struggling with an interaction with a peer, we often respond by solving the conflict, removing or redirecting the child/ren from the situation? Surely this is also learning and needs the time, patience and skill of an effective teacher just as in the dressing example?

In a recent issue of *Tukutuku Kōrero*, Boyle (2013) explains that social competence is one of the two components of our self-esteem, the other being our innate self worth. She argues that children need time and support to develop their social competence. Social competence cannot be taught with a quick fix - it is a process, a developmental journey like any other learning. Early childhood teachers have a key role in supporting children to learn about how to make good decisions regarding their behaviour. Helping children to develop skills and decide how to act in any given circumstance takes more than the application of a set of rules and expectations. Children need to understand the consequences of their decisions (and their behaviour) and to internalise the desirability of behaving in socially competent ways.

Our team of professional learning facilitators at EC Professional Support view children's behaviour as learning and is focused on supporting teachers to shift their view of children's behaviour in order to more effectively foster social competence in infants and young children. Over the year the team will be offering three opportunities around the country for teachers to explore how to make the shift from managing children's behaviour to fostering their social competence. Teachers will be encouraged to examine their role and ask themselves "Is the way I respond to children's behaviour supporting them to become more socially competent?"



By Kiri Jaquiere and Barbara Watson

For more information see our website:

<http://www.education.auckland.ac.nz/uoa/childrens-behaviour>

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By Phil Sales

New Year's resolution

I must network better! for 2014

Of all the big scary words out there 'networking' can be one of the biggest and baddest. Depending on who you listen to, networking is touted as a common characteristic of high-flying organisations, the golden key to success and a must-have skill in an increasingly competitive and unforgiving world.

It can all sound rather elitist (and maybe even a trifle effete) for those working away at the coalface. "Networking? OK, maybe later but right now I have to unblock the sink and get someone in to fix the broken window ..."

And then, when we are ready to network, well ... where exactly do we start?

Let's start with a true story ...

The other day I took part in a focus group of early childhood centre managers where we asked the participants to discuss their needs as early childhood care providers. Inevitably, the conversation turned to 'the business of running the business' and how centre managers could help other managers. Then, quite spontaneously, one of the participants said "wouldn't it be great if there was a session at the next ECC conference when people could find another centre manager to help them with an issue?"

I am sure that Peter and his team at ECC would say "that is precisely what the conferences are all about!" (and possibly that is also what ECC is all about) but there is a valuable comment here nonetheless. People need to know that the light is green and that the traffic is all headed in the same direction. They also need to know that others are happy to participate in problem-solving activities and to share ideas.

Fortunately, New Zealanders are generally pretty good at giving an opinion when asked, particularly if they feel there is a community or social benefit involved.

So, is this what networking boils down to?

Well, yes and no.

Let's go shopping ...

Many years ago, one of my most enjoyable jobs was as a business advisor with the Wellington Chamber of Commerce. You may already be a member of your local Chamber in which case you will know that the Chamber movement prides itself on creating networking opportunities for its members. Ironically, many Chamber members that I knew seemed to struggle at this simplest of tasks.

Perhaps they were busy trying to remember their networking checklist (one book that I have has a checklist of no less than 38 points for effective networking!) or trying to second guess which person in the room was the one they actually needed to talk to? Possibly the Chamber needed to take a more pro-active role and actually broker solutions among its members?

Regardless of the well-intentioned advice that you can find in the textbooks, there is no real need to make networking into an overly difficult task.

In a sense networking is a little bit like visiting the supermarket: It is about knowing the best place to go, to get the things you need, when you need them. Can't see what you want on the shelf? Then ask someone (preferably someone knowledgeable and helpful!)

So what does this look like in 'real life'?

Networks in practice

Well, for an early childhood centre the starting point is to build a profound community. Think of this as ripples in a pond. The closest community members are probably children, parents and staff. Further out are wider family members, friends and personal

contacts. Further out again are friends-of-friends, neighbours, media, local businesses, professional contacts and a host of other people.

Each of these contacts will have talents, resources and energy that they can provide for special projects. Need a trailer for a fundraiser? No problem, so-and-so's brother has one that he can lend us!

If you are looking to extend your centre's reach then think about networking with other (friendly) childcare centres, local primary schools and mother's groups (or better yet start your own group or offer the centre to an existing group for after-hours use).

More pressing, perhaps, is the need to keep in contact with your own professional peers. We have already discussed the role of formal networks such as ECC and the Chamber but you can also build your own informal networks with colleagues, mentors and professional providers. The answer to a problem may be as close as a phone call (or an email or a text ...)

The big three

So far, so good, but let's just build in a few tips and caveats.

1. There is a big difference between just having a network and using a network effectively.

An address book is NOT a network and networking is certainly NOT about having more 'likes' than anyone else.

An effective network consists of constructive participants who will actively create value for you by contributing to your outcomes. Your task is to choose people for your networks wisely, based on quality rather than quantity (which is just as well, because it comes in handy for the next point ...)

2. Good networkers commit to investment.

The best networks are based on relationships between people.

Effective networks work because someone will willingly do something for you. Generally, this requires you to spend time building trust, credibility and respect with the people in your network. Invest some time, show genuine interest and reciprocate when someone else needs your help in return.

Think of your network as a family. A Christmas card once a year isn't the same thing as quality time with your kids. Show the people in your network that they mean something special to you. Give them gifts (ideas, opportunities, help, encouragement) and be concerned about their welfare.

3. When to network.

But when should I network?

This question is actually a bit of a no-brainer. Active networking is something that you can (and should) do every day, whether you plan for it or not! Share a tip with a colleague, buy someone a coffee, offer to help, discuss opportunities, write a newsletter, involve

others, match someone-with-a-problem with someone-with-a-solution ... the opportunities to connect with people are endless!

My quick checklist for networking?

Given that there are whole books devoted to networking, let's keep it simple!

- Have a reason why you are networking – This can range from the general ('to expand our reach') through to the specific ('I need someone who can ...').
- Do it properly – Invest your time in people, be genuine in your involvement, reciprocate when and where you can, build mutual trust and respect.
- Quality over quantity – Involve people who can and will get results. Don't waste time building a network of inappropriate people.
- Use your resources wisely – Know who can do what for you and remember that time is precious for everyone.
- Stay focused on outcomes – Distractions are disastrous!

Happy networking!

Phil Sales heads up Business Development and Entrepreneurship for the Faculty of Business and Information Technology at Whitireia New Zealand [www.whitireia.ac.nz]. Whitireia are the ECC preferred

suppliers for the ECC Centre Manager workshops [go to www.ecc.org.nz for upcoming workshops]. Phil can be contacted at: phil.sales@whitireia.ac.nz or 027 331 9657.

The ECC facilitates ECC members to hold Centre Manager network support meetings within their region. Currently we have three meetings running in Auckland (the North Shore, North West Auckland and central Auckland), and meetings being held in Tauranga, Wellington and Christchurch. If you would like to know more about these meetings or start one up in your own area, contact Trudi: info@ecc.org.nz

The ECC Conference is holding separate forums for Centre Owners, Centre Managers and Teachers. Giving these three groups the opportunity to discuss issues of particular interest to them. A perfect networking opportunity! To find out more about the ECC Conference 2014, go to www.ecc.org.nz (under events)



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How to work safely in the world of cloud computing



By Matt Archer

As we enter 2014, we are looking at an environment that is going to be dominated with some spectacular offerings in the world of cloud computing. Companies like Evernote and Dropbox are being pushed by their investors to deliver a better experience for their subscribers. Microsoft is making moves to make Office365 the exclusive Office platform of choice for everyone who not only owns a PC but rather everyone who has internet access. In response, Apple has made their renowned Pages and Numbers apps available for free when you setup an Apple iCloud account. Everyone seems to be competing for the title of "Company who can give the best and cheapest experience to the end user."

So with all this wonderful functionality being given away, have we received the golden ticket to Willy Wonka's chocolate factory or have we found the gingerbread house with Hansel and Gretel and are being fattened up for the witches oven? As alarmist as that sounds, the truth is there are more and more nasties coming online than ever before. One of the most recent examples is that of the CryptoLocker virus (<http://en.wikipedia.org/wiki/CryptoLocker>). If you are unlucky enough to be infected by it, you will find your files encrypted with a password that is 2048 letters long. If you cannot restore everything from an independent backup, you will be forced to pay

the ransom to the virus writers to get your data unlocked. Just because your files are stored with a cloud provider does not mean you will be immune to this threat. In some instances your Cloud storage service may accentuate the damage. The only solution is a robust backup strategy and a reputable antivirus solution.

Another issue you need to be aware of is how companies store your credit card data. I recently became a casualty of the way Apple links new iTunes accounts with a credit card number "for verification purposes". Before Christmas I decided to give my 9 year old boy an iTunes account so he could download free games and software off the Appstore. As part of the signup process, I was asked for a credit card to activate the account. I naively thought it was to solely validate that an adult was setting up the account, however in truth Apple was storing my credit card against my little fella's new account. As he decided he needed \$1.00 worth of Gems for his Clash of Clans game, then \$5 then \$15, \$25 and finally \$65.00, Nobody notified me that I was bankrolling the new Master of Guilds in his quest for cyber-dominance. My January Mastercard statement made for disturbing reading which was immediately followed by a phone call to Apple where I pleaded my case with an Apple representative. Fortunately due to the recent settlement

with the American courts (<http://www.tuaw.com/2014/01/15/breaking-apple-agrees-to-ftc-consent-decree-on-in-app-purchases/>) there was room for the representative to grant me a "one time - get out of jail free" pass, which resulted in the reversal of these charges to my credit card.

So what can one do? Do we jump in with abandon and hope it is all going to be alright? Or do we bury our heads in the sand and try and find contentment with our Windows98 and PowerPC environments. Are the gains worth the effort? I would say most certainly. Cloud computing is enabling us to work free of the constraints of a single device or location. It is allowing larger groups of users to collaborate in a quick and feature rich way. The quality of the user interface is often updated monthly rather than every couple of years, so you are always running the latest technology. I would encourage you to not to miss out on the opportunities that exist in this big scary world, but as Ronald Reagan famously said of the Russians, "Trust but verify".

The skills and talents of the staff in early childhood education are well up to the task of managing the safety aspects of working in a cloud computing world. There are 3 keys that I would like to share that will help you focus on the task of keeping your educational environments safe.

1. The buck stops with you

The key thing to remember is that it is not somebody else's job to keep things safe for you. It is your job. Just because somebody has a "cloud" solution doesn't mean they are a reputable, low risk company. There are a lot of small players in the market trying to look big by packaging their product as "Cloud hosted" so they sell themselves as bigger than they are. You must ask the questions that others around you might not be: "How many people are using this platform?", "What external audits have been done on this platform by reputable auditors", "What does google tell me about this platform - either good or bad". "What recourse do I have if they drop the ball on any issue?". Cloud providers normally limit their liability to one month of fees which could only be tens of dollars. Do not proceed until you feel happy on all fronts.

2. Trust but verify

There are so many acronyms used in the computing world that it is very easy to get lost in the detail. In addition as more

I.T solutions are moving to the cloud, the temptation is to look for things you do understand to validate things you don't. Many sales processes in the cloud world are looking to take advantage of this so you must be alert. If a platform claims to deliver something, make sure you check that it does before you buy it. If a company claims to have been doing something for 10 years, validate that with a reference check. If they claim to meet a security standard, then ask to see the certification (and check that it is not bogus). Be cynical until proven wrong. It is much easier not to start, than to undo a wrong choice.

3. Have an exit plan

Finally make sure that when you want to leave, that you can. Many cloud solutions will allow you to import data, but not many allow you to export it out again. You need to ask the question, "What if this doesn't work for me, what do I do then?". If the answer involves you retaining a copy of your original data, or retaining your own backups, then you need to plan for this at the start.

You have 7 years of responsibilities to the IRD. This means two years from now you might have to provide details of the data you are entering into your "Cloud accounting Platform" today. Will you be able to deliver this when asked? If not you will find out ultimately what point one "The Buck Stops with you" is all about.

Ultimately the world of Cloud Computing is one of the most exciting and dynamic environments we have seen to date. The benefits definitely justify the additional work to ensure you stay safe. So spend the time to talk issues through with peers and friends, join in with online communities, and seek out a trusted I.T. support provider who understands your business and can assist the way you would like them to.

Matt Archer is a Systems Architect who has been assisting the Early Childhood Sector make use of leading computer technologies for the last 15 years. He can be reached at email@mattarcher.co.nz.

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Developing resilience is a personal journey

On July 2013 at 3.30am I stood surrounded by 14 fire engines and countless fire fighters. The heat so intense, that even the fire fighters had to evacuate the building. We all watched helplessly as the front of our 6 month old centre was engulfed by fire. By 6.00am the flames had died down and I went home with the surreal responsibility of having to accept a new reality.

I went home had a cup of tea and cried. Not only had the building been destroyed but I felt very responsible for the 64 children and their families, who would have no childcare on Monday morning, and the 18 teachers who were now unemployed, and for some this would mean personal difficulty. Crying and hiding away from the world looked very attractive but I quickly realised that this was not an option as by 7.30am the phone had started ringing.

Rob, my husband of eight weeks, set up an office in the dining room with my laptop, phone, box of pens, paper and large white board. Opening my laptop I didn't know where to start so I just started typing. Half an hour later, I stopped typing and picked up the phone.

After phone calls to the Early Childhood Council, Ministry of Education, Crombie and Lockwood I quickly realised I needed help. Marie Reynolds, centre director of Natural Steps Ellerslie arrived with supplies for a cooked breakfast for 20. Vicki Pickles, centre director of Natural Steps Albany arrived with her laptop and a green box along with Tracey, our office manager. Between us we divided up the responsibilities.

Our first concerns were the families and staff. We now had families that had no childcare service for Monday morning. As centre

director Vicki took on this roll for contacting staff and families. It was the middle of the school holidays and families had to be phoned to be advised about the fire and their options on Monday morning for childcare. I was responsible for finding premises for Monday morning. Tracey answered the phone and directed it to the right person. She had diverted the centre phone to a mobile so we were able to pick up calls. Marie cooked the most amazing breakfast, kept the coffee flowing and whenever I looked as though I couldn't do it, gave me the words and support that was needed at that moment.

We received so many calls and emails of condolence and help from local centres and the community. Twenty-five years ago I worked for Kindercare as a teacher in the Milford centre. June, who was my Centre Director and now Area Manager at Kindercare, came to our rescue with a licensed early childhood room that could care for 20 children. The salon across from the centre, Crosscuts, phoned offering us the premises on Monday so we could set up an office and catch people that came to the centre. The cafe across from the centre, Orbit, offered us its premises for staff and family meetings. Salvation Army, up the road offered premises. It was humbling the countless offers of help that we received.

After 10 hours of planning, organising, talking, and listening all our families had childcare for the next week. Staff had been told to attend a meeting Tuesday night where we hoped to have answers and we had a meeting for families planned for the Wednesday night.

The next 10 weeks were a blur of events. Investigations were under way by the fire department, police and our insurance company. Sadly, the fire department



By Maria Anstis

concluded that it was arson. On the positive side it was good to know the cause, as at one stage the teachers were questioning themselves: did I leave the glue gun on, a light on, did I cause it? Even though only the front of the building was fire damaged, the smoke and water damage had affected the whole building. Together with the insurance assessor it was decided to demolish the whole building and rebuild.

Months later I re-read what I had written during this time. All throughout the composition I noticed Natural Steps guiding values; Respect, Belonging, Empowerment, Resilience and Enjoyment. I had needed to do this. It was me, 'knowing myself'. It sounds a little clichéd but that doesn't reduce its wisdom. The importance of self awareness. Of knowing your values, understanding what situations you find difficult to deal with, how you behave, how you feel and whether your feelings are aligned with your actions.

Help from the right people

Having the right people and accepting help and support is a key part of reducing the stress of these types of situations. My immediate circle was Rob, my children and Marie and Vicki. Family and friends I could talk to about the fire, however, if I needed not to talk about it, they would listen. My work circle for support included local centres, Early





Childhood Council, Ministry of Education and my insurance broker. I have always heard that in business know your lawyer and accountant. Add insurance broker to that, as his help is invaluable.

Learn how to switch off

The fire had taken over my whole life. My home was the office. My phone calls, emails, and interviews were all connected to the fire. Very quickly I realised I needed to be able to switch off. Not only for my sake but for those around me. On Sunday's the phone was switched off and the laptop stayed in its bag. I enjoyed a family dinner and did anything I wanted on that day and it didn't have to be connected to the fire. Once a week I went out for early dinner with my husband. I had to create these opportunities of switching off in order to allow myself to maintain the work rate that was required.

When the pressure is on find things to do

Self awareness and recognising when the pressure is building is important. You need to find an activity that releases this pressure or stops your head from thinking. At times a situation seemed to be an impossible problem, but as a leader you need to be able to use your resources and connections to keep positive, keep things in perspective and find that solution.

Take care of yourself

As a leader always pay attention to your own needs and feelings. When I did switch off I did activities that I enjoyed. Sometimes they were connected to the centre such as reading books on self-help, being a leader and looking at early childhood environments. But these were things I did before the fire and what I do to relax. Find what things you like to do.

Keep an eye on the bigger picture

Always keep an eye on the bigger picture. Never did I think this was the end. How could I when I surrounded myself with positive people who shared my goal of reopening the centre. At times it was hard to maintain a hopeful outlook but I tried to be positive and kept the long-term view that the centre would reopen.

Has this made me resilience? Yes, I believe it has, as resilience is learnt. Training courses or leadership courses help to form your ideas but resilience is learnt from the university of life. Resilient people in their working lives are almost certainly resilient in their domestic lives and vice versa.

Everybody at some stage gets it wrong, makes a mistake or finds themselves in a crisis. What makes leaders different is their ability to take those situations, wherever they come from, and return stronger, wiser and more resilient.

*After the fire,
I count my
blessings instead
of sheep.*

*"If you're worried and you can't sleep
Just count your blessings instead of sheep
and you'll fall asleep
Counting your blessings"*

*Sung by Bing Crosby
1954 movie White Christmas*

Natural Steps Albany opens on the 24 February 2014. 7 months after it was destroyed by fire.

Maria Anstis has been part of the early childhood sector for twenty seven years. She is an early childhood teacher who is the owner/director of three early childhood centres in Auckland. www.naturalsteps.co.nz

**Want to know more about 'Resilience'?
Attend this year's ECC Conference 2014,
where we are 'Celebrating Resilience' to
build successful ECE centres and resilient
teachers and children.**



**Early Childhood
Council**

Annual Conference 2014

Resilience is about keeping going in hard times, springing back when knocked down, and meeting change and challenges with determination. It is a matter of character – ours and that of the children we teach and care for – and about being prepared. Resilience develops as people grow and gain self-management skills and knowledge.

Celebrating resilience is the focus of this conference – sharing practical, immediately-useful knowledge and skills that increase the resilience of both centre managers and teachers.

A conference to remember! Prepare to be challenged! Prepare to Challenge!

6th to 8th June 2014

(weekend AFTER Queen's Birthday)

**SkyCity Convention Centre,
Auckland**

- Explore the new format
- Topics for Centre Owners, Committee Members and Managers
- Topics for Teachers
- Over 40 practical workshops
- The largest trade fair with bargains galore
- Networking opportunities and social functions

Celebrating Resilience!



Manawaroa!

Registrations opened 25 October 2013

For more information, go to www.ecc.org.nz or call 0800 742 742

ECC Conference Programme 2014

Friday 6 June:
Day One

From 7:30am Registration desk opens for delegate arrivals

9:00-10:00am Pre-conference Forums - Choose from:

For Centre Owners

This is a Facilitated time for centre owners to discuss issues of particular interest to them. Topics will be solicited in advance, but will likely include:

- Government issues and good management
- Growth and development opportunities
- Strategic planning and work-life balance

For Centre Managers

This is a Facilitated time for centre owners to discuss issues of particular interest to them. Topics will be solicited in advance, but will likely include:

- ELI
- Staffing issues
- Managing services with limited funding
- Surviving greater competition

For Teachers

This is a Facilitated time for centre owners to discuss issues of particular interest to them. Topics will be solicited in advance, but will likely include:

- Qualifications
- School-readiness
- Mentoring

10:00-10:30am Cultural welcoming ceremony - Whakatau

10:30-11:00am Morning tea served in Exhibition Hall (30 mins)

11:00-12:00pm

Official opening by Maria Johnson, ECC President

Key Note 1: ECE-The year in Retrospect and the Challenges Going Forwards

Peter Reynolds, ECC Chief Executive Officer



12:00-1:00pm Lunch served in Exhibition Hall

Key Note 2: Hon Hekia Parata, Minister of Education

The Minister will outline her plans for the ECE sector for the remainder of the year and into the general election. Time will include the opportunity for a few questions from the floor.

1:00-1:45pm

Transition time (5mins)

1:50-3:30pm Workshops - Choose from:

For Centre Managers

Communicating in a Crisis
(Anthony Keesing)

Update on the ECE Funding Review
(MoE)

Responding to children's Learning Dispositions
(Kiri Eames, EC Professional Support)

For Teachers

Understanding Development from Infancy to Adulthood
(Jan Gaffney, Wa Ora Montessori)

Growing your teaching career the natural way
(Clair Sim, Next Generation)

Exhibitor Workshops:

1:50pm, BNZ (Simon Addy) 20 mins

2:10pm OfficeMax (Scott Russ) 20 mins

Transition time (5mins)

8:45-9:45am

Key Note 3: Judge Andrew Becroft, Principal Youth Court Judge

This presentation will be a challenge to understand and embrace "resilience" theory, but more importantly to provide community-wide action in response, that will put the Youth Court out of business. The time for talk in this area is surely over!



3:30-4:00pm Afternoon tea served in exhibition area

Political Panel: ECE-World Famous in New Zealand!

A political panel hosted by a highly respected, multi-award-winning journalist and lawyer, Linda Clark, during which you will hear about from the main political party representatives answering your questions ahead of the General Election; and have your chance to vote!

4:00-5:00pm



Transition time (5mins)

5:00-7:00pm Welcome reception for all Full Conference Delegates, in exhibition area, sponsored by ECC Preferred Suppliers

Saturday 7 June: Day Two

8:30-8:45am

Introduction to the day, Spot Prizes and warm up with Jiggle Jam

8:45-9:45am

Key Note 4: Professor Richie Poulten-The Resilient Child

Professor Poulten has been Director of the Dunedin Multidisciplinary Health and Development Research Unit at the University of Otago since 2000. In 2010, Professor Poulten joined the Minister of Education's ECE Taskforce. His interest in development issues promises to make for a fascinating presentation on what the future may bring the ECE sector and what resilience may be needed to survive it!

Transition time (5mins)

9:50-10:35am

Workshops - Choose from:

Exhibitor Workshops**For Centre Managers****For Teachers**

Strategic Planning - A Practical Guide

(Peter Reynolds/Theresa Dodd, ECC)

The 5 to 7 minute Marketing Plan
(Mark Daniels)Tataiako in ECE
(Brian Ruawai-Hamilton, NZ Teachers Council)

Using Skype in ECE

(Louise Fox/Zara Moselen, Next Generation)

When Life Throws You Lemons, Make Lemonade!

(Jean Elmer, KINZ)

9:50am OfficeMax,
(Simon Addy)
20 mins10:10am Educa,
(Nathan Li)
20 mins

10:35-11:00am

Morning tea served in Exhibition Area (25mins)

11:00-12:35am

Workshops - Choose from:

Exhibitor Workshops**For Centre Managers****For Teachers**

What you need to know about restructuring & employment law changes

(Kate Ashcroft, Buddle Findlay)

Facilitating Resilient Teams when the Road is Rocky

(Liz Pennington, Carol Galloway, Vitae)

The Role of Professional Leaders in Appraisal
(Barbara Watson/Brigit Williams, EC Professional Support)Gifted in the Early Years
(Deb Clark, NZ Gifted Kids)

Transition time (5mins)

Self-Review Made Easy
(Cathy Wilson, Wa Ora Montessori)

Appraisal for Growth

(Christina Thornley/Barbara Benson, NZ Teachers Council)

Promoting Resilient & School-Ready Children

(Elissa Anderson, Childspace)

Transition time (5mins)

Issues & Opportunities in Early Learning Participation
(Susan Warren, Comet)11:00am Skagerrak,
(Patrick Valley)
20 mins11:20am Numicon,
(Margi Leech)
20 mins11:40am The University of Auckland,
(Bridgit Williams)
20 mins12:00pm Matador
(Hans Weichselbom)
20 mins

12:35-2:30pm

Lunch served in Exhibition Hall

1:30-2:15pm

ECC AGM

2:30-3:30am

Key Note 5: Barbara Kalser-Beyond Survival: Building your Resilience


Barbara is co-author of *Challenging Behaviour in Young Children*. She is an international presenter and regularly features in international ECE conferences.

3:30-4:00pm

Afternoon tea served in Exhibition Hall (30 mins)

9:50-10:35am Workshops - Choose from:					Exhibitor Workshops
For Centre Managers		For Teachers			4:00pm Vera/Crombie Lockwood, 20 mins
Maintaining Full Registration for Centre Managers (Barbara Watson, EC Professional Support & Christina Thornley, NZ Teachers Council)	Strategic Curriculum Planning with Innovative Technology (Jocelyn Knight, Country Kids ECE; & Nathan Li, Educa)	The ECC's Blue Book in Practice (Jane Warnock/ Cathy Wilson, ECC)	Māori Performing Arts as a Tool for Supporting Māori Culture in ECE (Roimata Rokz/ Carla Hedgeman, NZ Tertiary College)	Engaging Fathers (Adam Buckingham)	4:20pm MATTA (Trevor Howell) 20 mins
		Transition time (5mins)			4:40pm William Buck, Christmas Gouwland (Darren Wright) 20 mins
		Social Media in ECE (Deborah Wansborough, NZ Teachers Council)			5:00pm NZ Childcare Finance (Lena Thompson) 20 mins
7:00pm Conference Gala Dinner & Dance. Band: The Buskers					
9:00pm Gala Dance Only					

Sunday 8 June: Day Three

8:30-8:45am						Introduction to the day, Spot Prizes and warm up with Jiggle Jam	
9:50-10:35am						Workshops - Choose from:	
For Centre Managers				For Teachers			
The 5 to 7-Minute Marketing Plan (Mark Daniels) (Repeated)		Self-Review Made Easy – for Managers (Cathy Wilson, Wa Ora Montessori) (Repeated)		How do we know we do what we say we do? (Hayley Whitaker, NZEI)		Barbara Kaiser workshop	
				Building Well-Rounded Kids (Janet Channon, Kids Music Company)		8:45am Rubiix (Mark Salmon) 20mins	
						8:45am Sharp (Donald Cruickshank) 20 mins	
Transition time (5mins)							
9:35-10:35am						Key Note 6: The Resilient Manager-Lisa Tamati	
		At the age of 21 Lisa suffered an accident while cycling through NZ, breaking two vertebrae and compressing two discs, which had doctors advising that she would never again be able to run. This was compounded by severe asthma since early childhood. Lisa is now however, one of the world's leading ultra-marathon runners with an inspiring message for all facing adversity and meeting challenges.					
10:35-11:00am						Morning tea served in exhibition area	
11:00-11:20am						Major Prizes	
11:20-11:45am						Conference Close	
11:45-12:45am						Lunch-buffet and takeaway options available	

Respectful practice at Moa Kids nursery

By Frances Condon

Responsive Empowerment Space Potential Explore actively Competent Time

At Moa Kids nursery we abide by the philosophy of Magda Gerber and RIE (Resources for Infant Educarers), and provide a respectful practice. "The basis of Magda Gerber's RIE philosophy is respect for, and trust in the baby to be an initiator, an explorer, and a self learner." This means taking time, slowing down and doing a lot of observing, seeing what is actually happening and giving children time to explore without interference from teachers or caregivers. This philosophy sits comfortably within the Te Whāriki framework.

We observe the children so we know what they are capable of and what they are interested in. We see how intense their concentration can become as they investigate the environment. Children are aware we are watching as they make eye contact and we acknowledge them. If they want us to join in their play they will let us know. We know the children will challenge themselves, and if we are close by, supporting them by our presence, they feel they are leading their own learning and they are more in control of what they are doing. This observing time is quality time totally available to the individual child. It also makes us as teachers more aware of the appropriate times we can ask them to have their nappy changed, their nose wiped, if they are ready for bed, or do other routine activities without interrupting their play.

To get to that peaceful environment you need to do the ground work by building a working relationship with the child and their parents/whānau. We help parents/whānau to understand children learn and grow when they are comfortable in a place. For this to

take place there needs to be consistency of time, patience, trust, predictability and consistent educators. Educators, whānau and children work together in a partnership of mutual trust and respect as the basis for fostering a sense of belonging.

We begin the settling in process with one educator building a relationship with the parents/whānau and child. An educator will observe how they interact and the cues the child gives in their own unique way of communicating. This settling in period can be over a short or long time depending on how the parents/whānau are feeling. Once the caregiver(s) are ready and comfortable with the surroundings the educator will begin building more of a relationship with the child. The educator will discuss with the caregiver(s) about the routines at home, what are the child's favourite toys or activities. We endeavour to follow the child's routines as closely as possible. When the educator takes over the role of carer she will explain to the child about all the care-giving roles e.g. "I would like to change your nappy. Will you please come to the bathroom with me?" The educator will discuss with the caregiver(s) about any issues they have. When the caregiver(s) return we are always honest about how the child went.

The philosophy in the nursery is also about free movement. We prefer not to put children into positions they themselves cannot do. If a child is non mobile we tend to lay them on their back, so they are able to observe what is happening.

If they roll on to their front then it is through their own motivation. If a child is used to being propped up then we will do this for short periods of time as this is what the child is used to.

In the nursery we enjoy music sessions, stories, puppets, messy play, painting, outdoor activities, water, sand play, gardening and climbing. Children decide whether they want to join in or not. We encourage independent skills and offer real choices.

Giving children time to explore without interruptions or expectations that someone will come and do it for them, helps them to learn perseverance, persistence, courage and determination.

As our children have turned two, I have noticed those that have been through the free movement and respectful practise have achieved good control of their physical co-ordination, have respect for others and show compassion. They also have a good understanding of language as well as a strong language base. These infants have become fully competent toddlers and young children who are able to work independently or in a variety of group situations.

Frances Condon is the head teacher for the nursery at Moa's and completed The RIE fundamental course in October 2010. This has influenced her practice with families in her community.

The Moa kids Centre is a Community Early Learning Centre located in Redcliffs' Barnett Park, Christchurch.





It's a kid's choice!

Encouraging movement and beating obesity

Most parent's and teacher's know what it's like to try to get children to do something they don't want to do and on the other hand, try to stop a kid doing something they love!

On a daily basis teacher Antonio Ramsbottom from Gwen Rogers Kindergarten witnesses children aged between 3.7 & 5 years old doing what they love - 'peer tutoring' each other through Jiggle Jam routines, a pre-school programme from Brett Fairweather's Kidz Aerobix and creator of JUMP JAM.

Gwen Rogers Kindergarten in Mount Maunganui, is one of the first ECE centres to be licensed with Jiggle Jam. With the teaching team, Brett Fairweather creator of this new preschool programme tested and trialed songs and movements to get their children exercising. Now when "Keep On Moving" is played the whole centre breaks into a choreographed exercise routine. It's clear that students and teachers alike are having fun.

"It's been awesome having Brett listen to what we found works for our children. Both with the young and older ones, there are no social barriers with Jiggle Jam," says Antonio.

Jiggle Jam has become the 'New Normal' at Gwen Rogers Kindergarten with both girls and boys able to recognise each song and spontaneously perform the exact moves. On the rare occasion when Antonio gets it wrong they all yell "that's wrong" and they start teaching Antonio the *right move*.

The teachers acknowledge that not only do the children improve their motor skills but also they are positively engaged and socially more encouraging of each other without any fear of doing it wrong. Because of this, the

children have taken ownership of their own fitness and it is a great outlet for their energy too.

The media has taken the lead on showing parents that children of all shapes, sizes and as young as three years are becoming victims of bullying. Children who have low self-esteem or are uncertain of their own abilities are more likely to be a target or to become a bully themselves.

By offering a child something fun that they can easily achieve with their friends, then they are more likely to 'have a go'. From there, as what has happened at Gwen Rogers Kindergarten, all the children see exercise as a normal occurrence each and every day.

Antonio has noticed that once parents hear about the programme and see their children regularly involved, more times than not, they will try the Jiggle Jam routines as well. In addition, the children are performing Jiggle Jam routines for special occasions like welcoming a new teacher or in a Show for the parents.

"Jiggle Jam is a programme that is not only for the children, but for the whole family to try," says the creator Brett Fairweather. "The way to turn childhood obesity around is to give the choice of whether or not to exercise over to the children and their families. Once they try Jiggle Jam I'm certain they will choose it as a way to exercise together."

The transition from Early Childhood Education into Primary School has been easy for children who used the Jiggle Jam routines. The local Primary School uses the JUMP JAM programme and this means even though

children may be going to the 'big school' there is a familiarity between the two resources that children will immediately have something to relate to and excel at.

It takes a village to raise a confident child and those Early Childhood Centre's that offer a fun, fitness based programme will guarantee children learn early-on that movement *equals* happiness.

Gwen Rogers Kindergarten shares Jiggle Jam's vision to responsibly encourage children to thrive throughout their lives by promoting strong self-esteem and fun family fitness.

www.kidzaerobix.com

ECC Conference 2014

Warm up each morning to Jiggle Jam at the ECC Conference and get your brain into gear!!!

Attend the 'Building Well-Rounded Kids' workshop at this years conference and build up not just your teaching confidence but why music builds resilience!!!

Open heart for music opens mind for learning

By Galina Zenin

After nearly thirty years of teaching music I am still often asked the same question: "Why do you use music every day?"

To answer this question, I usually use quotes and let the research speak for itself:

"...Preschoolers who took music lessons did better at spatial and temporal reasoning tasks than those who received computer lessons."

"Early exposure to music increases abilities in many other areas, including math and language."

Recent studies have clearly indicated that musical training physically develops the part of the left side of the brain involved with processing language, and can actually wire the brain's circuits in specific ways. Early musical training helps develop language, reasoning, math, science, concentration, memory, self-expression, reduce stress and much more.

Some parents believe that music is good for musically talented children. But how many people actually know that the greatest scientist of the twentieth century, Albert Einstein, as a boy, did poorly in school?

He could not talk until he was three years old and could not read until he was eight. At the age of five, he began violin lessons and at the age of thirteen, he discovered Mozart's sonatas. Music became not only an outlet for his emotions, but also an inspiration for his mathematical and scientific ideas.

All children have different abilities and learn when they are ready in their own way. However, it is our role to inspire, enhance and support their learning.

"All children experience learning that is engaging and builds success for life," states Australia's first National Early Years Learning Framework. The framework also draws on:

"International evidence that early childhood is a vital period in children's learning and development".

From January 1, 2012 every service in Australia has been aiming to receive a rating of Meeting or Exceeding in all the elements in the National Quality Standard; which is comprised of 23 standards and 7 quality areas.

The main focus of the NQS falls on the 'Educational Program & Practice' (Quality Area 1) and the foundation of this first and most important Quality Area are the Five Outcomes of the EYLF.

Outcome 5: 'Children are Effective Communicators', clearly outlines *"Communication is crucial to belonging, being and becoming. The educators promote learning when they provide a range of resources that enable children to express meaning using visual arts, dance, drama and music, when they sing, and chant rhymes, jingles and songs, when they engage children in discussions about symbol systems, for example, letters, numbers, time, money and musical notation"*.

Bonkers Beat Music Kinder & Childcare Aspendale was selected as a pilot centre for the National Quality Standard and after going through the assessment; our team was excited to receive an outstanding result
- Exceeding NQS.

Looking back I can confidently say that working together, believing in ourselves and providing high quality educational music and wellbeing programs made all the difference.

Many educators know that singing, body percussion, playing on a variety of both tuned and untuned instruments, movement, dancing and speech activities not only encourage active music making, but most importantly stimulate children's social, intellectual and emotional growth.

From our experience, we know that introducing music helped us achieve outstanding results with the NQS assessment, promote integrated and complex learning for all children and reflect all five Outcomes of the Early Years Learning Framework.

In order to support and reflect the Early Years Learning Framework, most services are working hard and striving to improve educational programs for all children. However, some educators are still lacking confidence, educational resources and practical tools to incorporate performing arts into their daily activities.

I strongly believe, that with some professional training in music and movement, early childhood educators can build general knowledge and skills to incorporate performing art experiences into every day routines.

If everyone integrates music into an early childhood curriculum, it might help more children discover new mathematical formulas and breakthrough scientific theories in the future. But most importantly, it will promote a love of learning, enrich children's development and enhance the quality of their life.

Galina Zenin is one of Australia's most innovative Music and Early Childhood Educators and has 30 years of teaching experience, from early childhood to VCE. Her most recent credits include presentations of her creative programs, "Music for Learning" and "Wellbeing Practices for Life" at the 2010 and 2011 DEECD Innovation Showcases Victoria. Galina has been invited to present a wide range of topics at a number of conferences and seminars in Australia and overseas.

She runs Bonkers Beat Music Kinder, which provides outstanding pre-school kinder, music and wellbeing programs to every child, every day. Galina lives in Melbourne and can be contacted on +61 414 726 789 or galina@bonkersbeat.com.

Website: www.BonkersBeat.com.au or www.musicearlychildhoodpresenter.com

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Can you imagine maths in waterplay?

By Margi Leech



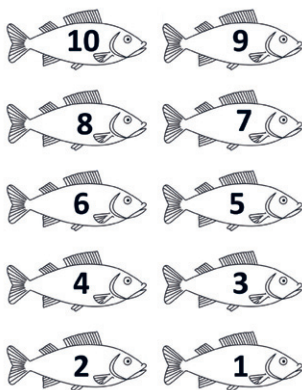
"What is your favourite coloured fish?"

"Which is the largest?"

"How can we find out how many fish you have caught?"

Place your fish on the pattern card.

"How many would you have if one fish jumped out?"



How many shells?

No need to count if you know the patterns! It's faster and more accurate too. Children learn to estimate better with activities like this. Print these or download from the internet to make flashcards. Play matching, sorting, sequencing and recognition games. Some children will love the speed and competition while others will prefer to make the patterns with counters to match at their own pace.

Counting and patterning together helps children make strong connections in their maths understanding. Explore pattern activities with two different fish. Use three different shells. Make shell necklaces in patterns. Sequencing activities are very important in maths. If a child has real difficulty with this, then learn about dyscalculia to support them better.

Develop pattern activities and draw attention to patterns around you and in your actions. Create number stories together about the patterns. Tell the story of the *Seven Foolish Fishermen!* They were worried that one of them had got lost at sea. Each fisherman forgot to count themselves after returning from a fishing trip until a friend helped them out of their predicament.

Maths is all about patterns. Counting up and counting back is a life skill that children love to practice, but knowing that maths is about patterns will lead them better and quicker into the world of mathematics.

Explore your centre to find more opportunities to use the patterns. This leads to conversations about comparing, more and less, the most, the least and ordering!

What fun!



Estimate how many shells here. Check by putting them into a pattern.

You can download the counting fish and counting shells activity and more ideas on the website www.numicon.co.nz, under the Free and Sharing menus.

Margi Leech is an experienced teacher, who now works for Numicon, a math programme designed for early childhood through to Year 4.

You can meet Margi at the ECC Conference 2014 at booth A55 in the exhibition area.



"We all love talking about maths!"

"Making sense of numbers!"

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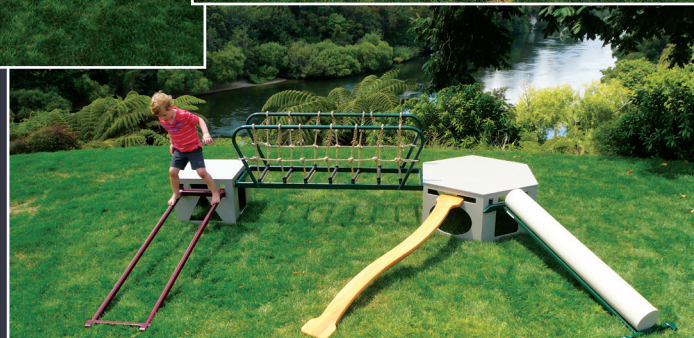
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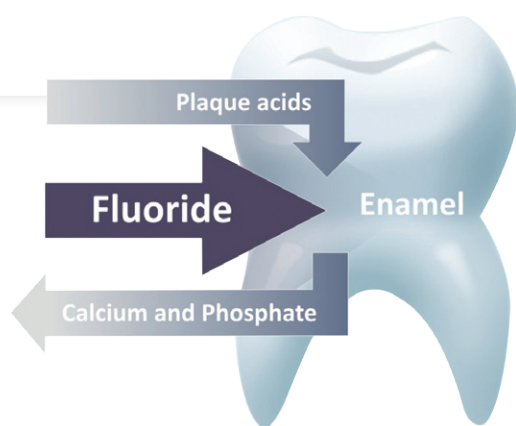


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By Robin Whyman

Community water fluoridation

A sensible way to reduce the community's burden of tooth decay



Tooth decay remains a common and at times serious health condition that affects children across the country. Over half of all 5-year-old children continue to have experienced some dental decay in their primary teeth and just under half of Year 8 children have had some dental decay in their permanent teeth.

Dental decay occurs when bacteria that are naturally present in the mouth have a frequent opportunity to interact with sugars in the diet. The bacteria create acids from the sugars which remove mineral from the surfaces of teeth. If this occurs often enough each day, the loss of tooth mineral will become active dental decay and damage teeth.

Preventing decay is based on breaking the cycle. Reducing and avoiding dental decay does depend on reducing the amount and the frequency of sugar in the diet. Children should not be consuming sugary drinks and foods on a frequent snack-type basis throughout the day. The best drinks

for children are water and milk. Sugar sweetened drinks should be limited to infrequent treats and children should never be put to bed with a bottle containing a sugar drink.

The second part of breaking the cycle is through twice daily cleaning of teeth with a fluoride containing toothpaste. Toothbrushing should begin once teeth start to appear in the mouth. It helps to break up and clean away the bacteria that cause tooth acids. The fluoride in the toothpaste also helps to strengthen the surfaces of the teeth by helping to tip the balance back in favour of mineral returning to the tooth when under acid attacks.

Thirdly children's teeth should be regularly checked by an oral health professional. In New Zealand children can enrol for dental care from birth with community dental services operated by all district health boards and receive free dental checks and dental care through from birth until their 18th birthday.

Fluoride a key mineral in preventing dental decay

Fluoride is a naturally occurring mineral present in sea water, soil and fresh water at varying levels. While fluoride is widely present in the environment, the levels of naturally occurring fluoride in most New Zealand freshwater supplies tends to be low, usually between 0.1 to 0.3 parts per million (ppm).

Community water fluoridation is the process of adjusting the concentration of fluoride in drinking water supplies to between 0.7 and 1.0ppm. Although fluoride is widely available in toothpaste, ongoing research both nationally and internationally indicates that there is continued benefit from topping it up in the water supply.

Community water fluoridation is a highly cost effective way of reducing the burden of tooth decay and currently about half, 52%, of New Zealanders receive reticulated water with optimal fluoride levels.

In 2009 the Ministry of Health released the results of the country's first national survey of child and adult oral health for over 20 years. It showed that New Zealand adults and children living in fluoridated areas have significantly less dental decay than adults and children who lived in areas without fluoridated water.

These findings were consistent with a comparison of Wellington (fluoridated) and Canterbury (non-fluoridated) 5-year-old and 12-year-old children undertaken in the late 1990s. The primary teeth of Wellington's 5-year-old children and the permanent teeth of Wellington's 12-year-old children had 31 to 41% lower levels of dental decay. Amongst children with dental decay, a small group have very severe disease and require treatment under general anaesthesia in hospitals. Recent Otago University research has shown

that even in this group the children from low fluoride areas were younger and presented with significantly more dental caries than children from the optimally fluoridated areas.

While community water fluoridation has a strong benefit in setting children up with healthy teeth that have lower levels of dental decay, recent Australian researchers found adults with natural teeth who have lived most of their lives in areas with optimal water fluoridation were still gaining benefit from community water fluoridation.

Suggestions of harm from community water fluoridation

A host of health conditions have been suggested to be associated with community water fluoridation ranging from bone disease and cancer to toxic effects. However, low level exposure to fluoride in community water fluoridation programmes, is not accepted as being the cause of any adverse effects, except for dental fluorosis.

Dental fluorosis is where fluoride deposits build up unevenly and in the very mild and mild forms produce some white flecking on the surfaces of teeth. International research shows more children who grow up in communities with drinking water that is optimally fluoridated will have the very mild or mild form of this condition. However the 2009 New Zealand Oral Health Survey did not find differences in the proportions of people with dental fluorosis between communities without or without community water fluoridation programmes.

Very mild and mild forms of dental fluorosis are cosmetic changes to the teeth that increase their whiteness but don't adversely affect the integrity or strength of the tooth. For more than 30 years studies in New Zealand have looked for more severe forms of dental fluorosis (where the teeth are discoloured or the tooth enamel is damaged, is occurring). These studies have consistently shown that community water fluoridation is not associated with more severe damage in New Zealand.

Balancing individual rights with community interests

There is nothing wrong with continuing to question whether the science continues to support community water fluoridation. In fact any responsible society that does fluoridate needs to do this. In New Zealand the Ministry of Health specifically funds a consortium of scientists, medical practitioners and dentists working from Regional Public Health in Lower Hutt to continue to monitor the scientific evidence base on water fluoridation and on

its appropriateness. Their reviews advise that the balance of the information from ongoing research around the world continues to support the policy of community water fluoridation.

A recent survey of New Zealand dentists has shown that 94% support community water fluoridation and community water fluoridation is supported as safe and effective by a large number of reputable scientific and health organisations including the New Zealand Dental Association, New Zealand Medical Association, Plunket, Office of the Children's Commissioner, New Zealand Nurses Organisation, Cancer Society, Public Health Association, the Royal Australasian College of Physicians and the New Zealand Paediatric Society. It is also endorsed internationally by the World Health Organisation, US Surgeon General, and the US Center for Disease Control and Prevention.

Community water fluoridation requires balancing the individual's right to choose with the wider interests of the community. It is the same balance that has to be struck when deciding that smoking cannot occur in public places, tobacco advertising should be restricted, iodine will be added to salt, that seatbelts and child seats must be used in cars or that water supplies are chlorinated to ensure that infectious diseases don't occur across the community.

While it is important that individual children's diets and oral health are managed carefully, community water fluoridation continues to be a useful building block for sound oral health for all members of the community with natural teeth.

More information about community water fluoridation is available at
www.fluoridefacts.govt.nz and
www.nfis.co.nz

Dr Robin Whyman is clinical director of oral health services at Hawke's Bay DHB and Principal Dental Officer at Whanganui DHB. He is a registered specialist in public health dentistry. His clinical practice is focussed on the dental care of children and vulnerable adults. He is a consortium member for the National Fluoridation Information Service.



Community water fluoridation



- Fair to the whole community
- Supported by Ministry of Health & Plunket
- Natural • Safe • Cost-effective

www.NFIS.co.nz



DO YOU FIND IT HARD MAKING HEALTHIER FOOD AND DRINK DECISIONS IN YOUR ECE SERVICE?

**FUELLED
4 LIFE**

Food & Beverage Classification System

Fuelled4life is a practical tool that can be used to identify and offer healthier food choices to children.

Sign up today at www.fuelled4life.org.nz to receive our many free resources.

You can also visit us on our stand at the Early Childhood Council Annual Conference 6-8 June, Sky City Convention Centre Auckland.

WWW.FUELLED4LIFE.ORG.NZ

**Heart
Foundation®**

FUELLED4LIFE

Fuelled4life aims to make it easier to select healthier food choices and develop environments that support nutrition and reinforce lifelong healthy habits for our children.

The children at Frankleigh Park Kindergarten in New Plymouth are among the thousands of children throughout the country who are learning life-long lessons in healthy eating thanks to Fuelled4life.

Run by the Heart Foundation, Fuelled4life helps schools and early childhood education (ECE) services provide cost-effective, nutritious options for children. Over 2500 schools and ECE services are signed up to the programme, reaching tens of thousands of children across the country.

Frankleigh Park Kindergarten teacher Trisha Crawford says since signing up with Fuelled4life the children now bring healthier lunches and snacks each day.

"We've used the Fuelled4life resources to give suggestions to parents about what to put in sandwiches and encourage fresh fruit,

yoghurt, rice crackers, vegetables, cheese and eggs," she says.

"We also give caregivers advice about which foods are not suitable to bring to kindergarten. Overall, we've had really supportive feedback from parents."

Trisha believes that through the programme the centre is supporting the children to grow and to learn.

"One of the best things is, we hear the children saying to each other 'Oh that's not very healthy food,' so we know the message is getting through."

Fuelled4life Manager Sally Hughes says early childhood is a time when lifelong eating habits are being formed.

"ECE services can play an important role in creating a culture of healthy eating and in helping children to develop the healthy food behaviours that will support them to grow into healthy adults," says Sally.

Heart Foundation research showed that Kiwi mums were united in the belief that healthy food in schools and early childhood education (ECE) centres is important for their child's wellbeing.

The Heart Foundation commissioned the research in 2012 to gauge the level of support for healthy food provision in schools.

Sally says the research showed that nine out of ten mums were aware that a healthy diet can help improve learning in the classroom, but only one out of three were confident that their child's school or ECE was doing enough to promote healthy eating.

"Fuelled4life is a practical tool that can be used by ECE services to easily identify and offer healthy food choices to children."

Wellington ECE service City Kids provides its students with lunch and snacks, which are cooked onsite. City Kids Supervisor Rachel Foster says Fuelled4life provides new and simple ways to help understand what a healthy food and drink is.

"We found the Buyers' Guide

DID YOU KNOW?

- One in ten children is obese (MoH 2011/12)
- The obesity rate for children aged 5-14 years was stable between 2002 (9%) and 2006/7 (8%) but increased to 11% in 2011/12
- One in five children aged 2-14 has had fizzy drink three or more times in the past week
- Children who are obese in childhood are more likely to go on to be obese in adulthood
- Overweight and obesity are major risk factors for type 2 diabetes, heart disease, stroke and common cancers

really helpful to refer to as it outlines healthy options to buy," says Rachel.

Based on the Ministry of Health's Food and Beverage Classification System (FBCS), Fuelled4life is ideal for people involved in selecting foods and drinks for ECE services and schools. It has specific nutrient criteria that foods and drinks must meet to fit into its **everyday** and **sometimes** categories.

Fuelled4life is a collaborative initiative that involves the education, health, and food industry sectors working together to make it easier to have healthier food in schools and ECE services.

Join **Fuelled4life** and your ECE service will receive the free 2014 Buyers' Guide as well as:

- resources to support your menu
- regular newsletters
- competitions and promotions
- nutritious and delicious recipe ideas

CONTACT

Please visit www.fuelled4life.org.nz or contact Sally Hughes sallyh@heartfoundation.org.nz or **09 526 8425** for further information... and remember to visit our stand at the Early Childhood Council Conference in June.





By Peter Reynolds

10 Ways for Centres to Communicate with Parents

As an early childhood teacher, parents are entrusting you with their precious babies. In doing so, you are expected to wear many hats – a coach, a mediator, and a teacher to name a few. But probably the most important role you have is as a communicator. You need to be a good communicator with your children, staff and peers; but maybe most importantly with parents. While this can be a daunting task, approaching communication through a variety of avenues is manageable and makes all the difference in strengthening your partnership with parents.

Beginning of the Year Parent Communication

Letter of introduction - This may be the simplest one, but is often overlooked. Before your centre re-opens for the year, send a letter to your families re-introducing yourself and welcoming them to your centre. What has changed since the break? What is new or different? What is planned for the year? Share a little about your personal life too – how you spent your holidays is a good place to start. Include a picture if possible. Putting a face with a name will help ease those first day jitters and reinforce a warm relationship with your parents.

Home visits - If you have the time, home visits can be the most powerful way of getting to

know your families and laying the groundwork for good communication, especially for families enrolling their “under twos”. Offer the option to families so you can meet on “their home turf.” Optimally this would occur before they start at your centre, but some families may be wary about inviting you into their home before they have established a relationship with you. There shouldn’t be an agenda for the brief visit (under 30 minutes), but you might ask the parent to show you the child’s room, play and eating spaces, what sort of toys they play with, etc, and consider taking a family picture during your visit which can be used in the centre later.

Meet the Teacher/Orientation – Many centres offer some sort of “meet the teacher” before a child starts at the centre. Invite new parents for their own orientation during the evening. If they’ve already received your letter of introduction, this is the optimal time to go more in depth about the curriculum, schedule, and goals. Make sure you include expectations for communication! How can they best reach you? Should they expect daily, weekly or monthly written or electronic communication from you in the form of a newsletter? How quickly should they expect an e-mail or text response from you? Remember, they are entrusting their babies in your care and they want to know everything!

Phone Conferences - After the first month or so of centre life, share a phone conversation with the parents of your children. You have been observing and getting to know their children and this is a good time to share some early observations. It is a great time to listen to the parents; to find out how their goals for their child for the year.

Parent Communication Throughout the Year

Newsletters - Newsletters have always been a great form of communication and nothing has changed there. What may have changed is the avenue through which you share your newsletter. Remind parents of upcoming events, share parenting tips, and include pictures of children at the centre. Rarely are newsletters printed. Now, they are e-mailed and posted to the website. What a great way to save time, money, and the environment!

Centre Website - In the 21st century, the first place we head for information is our electronic devices. Having basic information available online is a great way to communicate with parents while also marketing yourself and your centre to prospective parents. If you share pictures of children, make sure you have parent permission and refrain from using last names if you have captions.

In addition to your centre website, which has basic information for the community, you may consider having a secure section for teachers and parents to find out more detailed information, to comment on happenings and their child's activities at the centre, etc. From the calendar to newsletters to photo albums, you name it – it can be here. You can also send short announcements (via e-mail or text message) to parents reminding them to turn in picture orders or bring in show 'n tell.

Notes or Calls Home - Have you ever received the dreaded note home from school? Sometimes you have no other choice to share an issue with parents. When you must do so, make sure you sandwich the not so good news

with something positive both before and after. And even better yet, is to get into the habit of sending positive notes home. If you are in the practice of communicating with parents through "just because" positive notes, then if you have to share the negative news the parents might be more receptive to hearing it. When you only communicate bad news, parents tend to tune out or over-react!

Social Media - While you may occasionally find a family without a computer or e-mail address, this is definitely the exception rather than the norm. In this information age, you have to meet parents where they are. Take advantage of the technology and communicate with parents via Facebook, Twitter and blogs.

End of Year Parent Communication

Parent meetings - While phone conferences help build rapport between parent and teacher and we might communicate electronically on a frequent basis, face-to-face meetings are still a must. This is a great time to share your observations along with samples of their child's activities and suggestions for home activities to support the child's growth and development.

Thank You Notes - Why should you be thanking parents? You might think it should be the other way around. Thank parents for the opportunity to learn and grow with their children. Even for those challenging children and parents, a note of thanks goes a long way.

Avoid the June Panic!! Get your **AUDIT** sorted now!

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Coming up with new ideas that will excite and inspire both the children and the teachers each and every day can be a challenge.

Jiggle Jam is designed by JUMP JAM creator Brett Fairweather, to give you all you need to guarantee your children stay fit and healthy, here's 4 reasons why:

- each routine has been specifically designed for children 3 years +
- your teachers will grow through Jiggle Jam's professional development
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License Jiggle Jam today and 2 additional teachers can attend the Group Professional Development Workshop free of charge!

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**FOR
SALE**

Selling a Childcare Centre

Role of a business broker

By Pra Jain

Buying or selling a business is a big decision

Market feedback and experience has indicated that a lot of business owners do not know:

- Who are business brokers?
- What do they do?
- How do they differ from real estate agents?
- What role can they play in assisting you to sell your ECE centre?

Business brokers are qualified professionals licensed under The Real Estate Agents Act (REAA) 2008 and like many other professionals they have compulsory continuing education requirements. Both brokers and agents have license which is renewed every year and they also need to understand and have knowledge of Professional Conduct and Client Care rules, The Fair Trading Act and the Contractual Remedies Act.

Contrasting business brokers with other real estate brokers/ sales persons:

Most of us know and have possibly been involved in getting assistance from other forms of brokers such as share brokers, mortgage brokers and insurance brokers. It is function of a broker to be an intermediary between two parties. It is also their duty and obligation to behave fairly and act to ensure both parties of the transaction are satisfied.

Business Brokers are specialist in selling businesses and are different from other real estate sales persons. The most important point of difference being that the sale of most businesses is confidential. There are several sectors or categories of businesses

such as hospitality, retail, manufacturing, engineering, transportation and the education-childcare industry.

Business brokers are often specialists in selling businesses in one or more fields. The main goal of a business owner is to run their business as efficiently as possible and achieve the point of earning maximum profit. Business brokers work for business owners in achieving best deal for them when they want to sell.

In simplified terms market value is governed by a willing buyer + willing seller = successful sale. However, on occasion because business brokers have specialised industry knowledge, we have been able to achieve prices which are even higher than the seller's initial asking price. Recently sales have been completed with multiple offers being presented to owners, giving them a choice of who will take over the ownership and management of their centre.

How can Business Brokers help you:

Nobody likes surprises out of the blue - especially when buying or selling a business. Business brokers can assess the key factors in your business. Based on the type of business, location and legal requirements, they can help you to be aware of the important issues. You will feel comfortable and informed throughout the selling process. Business brokers market and sell businesses every day and will be able to guide you through the whole process of selling, including the preparations of a sale and purchase agreement, saving you legal costs.

As all childcare centres are different, there are many different ways to assess the value

or sale price that a prospective buyer will pay. An experienced business broker will have the market knowledge to give you a fair market appraisal. Price range must be just right for a business because a high price may scare away buyers (*High Price=Less Buyers=More Time to sell*) while prices that are too low (*Lower Price=More Buyers=Less Time to sell*) may end up as a great loss for owners.

Although most accountants can assist in providing a pre- assessment value, this is not a true valuation from a selling point of view but an indicative value. An experienced business broker would have specialised industry knowledge for the benefit of a prospective seller.

Business brokers work with the buyer's advisors (solicitors, accountants etc.) to help you move smoothly through the sale process. You can do what you are best in doing - continuing to run your business in the best way possible while brokers take care of marketing and/or selling which saves you money in getting the maximum benefit from the transaction.

Most businesses have commercially sensitive information which must be guarded from staff, customers, and competitors. Business brokers act as intermediaries and ensure every prospective buyer is carefully vetted and has signed a full disclosure Confidentiality Agreement, before identifying your business.

Statistics show that a significant numbers of all business sales fail during the due diligence process. Business brokers work right throughout the selling process, managing issues as they arise and facilitating negotiations to smooth the way to a successful sale. Because they work with both

parties they not only know what sellers want, but also what buyers are looking for and can advise you accordingly. Because business brokers are intermediaries they can gain the confidence of a buyer, which allows the buyer feel more comfortable. They can objectively work through the buyer's questions and objectives. Brokers may have pre-qualified buyers from a database and may not even need to advertise your business. These buyers would have built up a good working relationship and trust with the broker.

Selling a business could be both an art and science.

The ART when it comes to selling a business is 3 P's i.e. Pricing, Preparation (not only visual presentation of the business but also numbers in balance sheet or profit & loss accounts) and Promotion to prospective buyers.

The SCIENCE is in appraisal/ valuing for marketing. It requires considerable experience, skills and most importantly market knowledge. Business valuation is a complex process which takes into account numbers of "weighting factors" for that sector. An experienced business broker would consider business weighing factors such as:

- Type of business- childcare centre, manufacturing, importing etc.
- Likely buyer demand- varies considerably from business to business,
- Competition- high /low or niche area,
- Industry growth – growing, flat or declining.
- Income risk- history, cash flow, government funding, contracts.
- Location – sought after areas, employees etc.

Childcare centres are highly desirable for buyers as each centre has the comfort of receiving a high proportion of income from government subsidies. They operate only 5 days per week and offer good return on investment (ROI) compared to other types of businesses. Many investors also get interested in childcare businesses because in many cases a freehold site is also available for sale, and investors consider it a secure freehold investment. The freehold property of childcare centres generally offer an investor long leases in the range of 12 to 30 years with high yield depending on the location and quality of the property.

The childcare centre is not without its challenges. One of the larger challenges is to

ensure staffing levels meet the government requirements and the centre complies & favours well with ERO reports. An owner who manages the centre with effective business management principles tends to do well. This includes engaging with the community to promote the centre and its services to attract parents and their children as well, recruiting, training and retaining staff through good employment practices.

Selling of ECE could be done in two ways:

An owner thinks that he/she can handle the sale of his/her business quite well. These owners must ensure that they possess the knowledge as to how to obtain best price, recognise genuine buyers and keep the deal confidential.

Secondly the owner may decide to have the intermediary be involved in the business deal i.e. use a childcare business broker and have peace of mind that the transaction will be managed efficiently in a confidential and professional manner.

Pra Jain of LINK is a business broker with over 20 years of business selling experience. He specialises in childcare business sales. To find out more contact praj@linkbusiness.co.nz

What a Great Time to Sell Your Childcare Centre!

"Did you know Childcare Centres are highly desirable and sought after businesses on the market today?"

On average I get 4 to 5 calls per week from prospective childcare buyers. The majority of them are experienced ECE qualified and have ready cash to buy childcare centres. They are keen to buy anywhere in New Zealand.

I am an experienced childcare broker with a proven track record.

Here's how I can help you:

- » Guaranteed confidentiality
- » Prepare business for presentation
- » Establish current market value
- » Screen genuine buyers
- » Achieve best possible price for you



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Pra Jain B.E (Hons) 027 279 4652 praj@linkbusiness.co.nz

Resource Reviews



Octopus's Garden

By Ringo Starr

Illustrated by Ben Cert

Puffin

This story offers a magical underwater adventure inspired from the popular Beatles song, 'Octopus's Garden'. Children will enjoy this beautifully illustrated

story where children walk in giant whelk shells, swim with a blue whale and ride on the back of a fleet of turtles before joining the Octopus in his garden and adorning him with jewels.

This book comes with a CD featuring a reading by the Beatles Ringo Starr and a never-before heard version of the song, 'Octopus's Garden'. Great for mat time.



Little Kiwi finds Fantail

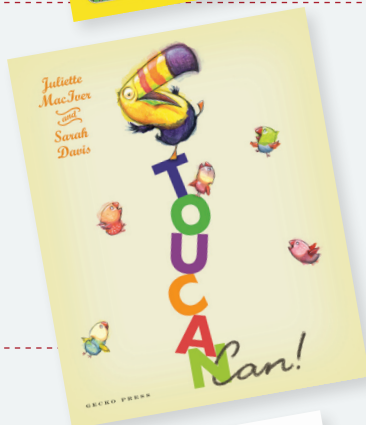
By Bob Darroch

Puffin

This is a new addition in the *Little Kiwi* series by Bob Darroch. This simple story and illustrations has been designed for toddlers who will enjoy

the search for Little Fantail as they lift the flaps looking for Little Fantail and along the way discovering other creatures and insects you find in New Zealand bush or even in our backyards or early childhood centre environments.

A perfect story to be read one-on-one or very small groups with toddlers.



Toucan Can

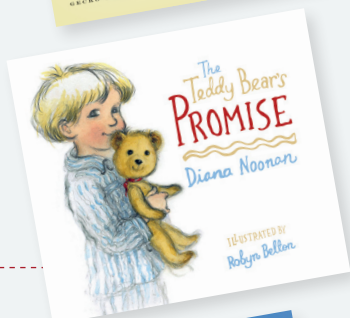
By Juliette MacIver

Illustrated by Sarah Davis

Gecko Press

Fans of Dr Seuss and tongue-twisting rhymes will love reading this quirky, fun and nonsensical picture book out loud, with its fun illustrations to match the text.

This book is about a fun-loving toucan that is living life to the fullest. As the story grows so does the upbeat momentum, the hilarity and the amount of characters, with the story ending with an enormous party. This book is begging to be read out loud to both one-on-one and large groups.



The Teddy Bear's Promise

By Diana Noonan

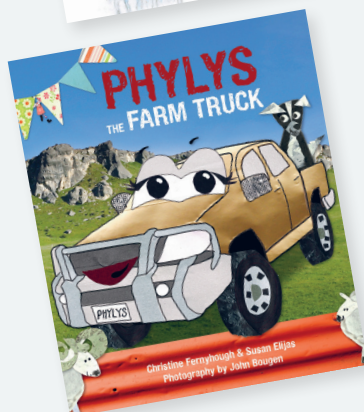
Illustrated by Robyn Belton

Craig Potton Publishing

This is a heart-warming tale that can bring tears to the eyes of those reading the story out loud (be warned). 'The Teddy Bear's Promise'

encapsulates the essence of growing-up and the warmth of enduring love when a father brings home his old Teddy Bear to give to his young son that has been found in 'Gran's' attic.

A story to be read one-on-one or in small groups. There is plenty of scope for discussion about treasures, family heirlooms and growing-up.



Phyls the Farm Truck

Written by Christine Fernyhough and Susan Elias

Illustrations and Book Design by Susan Elias and Sam Elias

Photographs by John Bougen

Random House New Zealand

This is a fun rhyming story about a shiny flash city truck and its new adventures at Castle Hill Station. This quintessentially kiwi story will engage not only farm kids, who will see

aspects of their own daily lives in the story, but also city kids who will get a glimpse of a different kind of NZ life. This story was inspired by Fernyhough's Auntie Phyl who learnt to drive when 58 years of age and the authors experience as a new farmer.

The story is matched with colourful and quirky collage images that also showcase the Canterbury Alps with its photo imagery. This humorous tale will be enjoyed by all, especially those who can see themselves or aspects of their daily life within the story.



Add Yourself to the Sound

By Snapdragon

www.snapdragonmusic.com

This is an album of original Kiwi music with a range of songs incorporating movement to music, instruments, humour and story to educate, entertain, and get children moving. This is a traditional type ECE music and movement CD but with real soul and rock 'n' roll. Favourites include: *Goldilocks and the 3*

Wild Pigs, *Taku Turangawaewae*, *I Lift My Scoop*, and *Mary the Fairy* – a rock/punk tune that's an unexpected departure from the classic 'fairy' song.

Snapdragon has an array of musicians performing, including school children and is produced by early childhood educator Jodi Millar. You can download the lyrics from www.snapdragonmusic.com. For more information head to the above website.



A Moving Child is a Learning Child. How the Body Teaches the Brain to Think.

By Gill Connell and Cheryl McCarthy

Free Spirit Publishing

This educational book is designed for teachers, parents and anyone who is interested in education and the importance of play and movement to a child's development.

This book is a wealth of information, including a new tool the authors call the "Kinetic Scale", a visual map of the active learning needs of infants through to primary school children. Amongst this huge amount of information are actionable tips and games to support children's healthy development which connect the dots between movement, brain activity and early learning. I've been in early childhood education for twenty years and learnt so

much more than I thought I would, with new insights, and games and rhymes to support my teaching and how best to support and encourage children to move.

Despite being packed with information this book isn't hard to read. Sections are short and littered with games, information to share with parents, and tips, such as 'Motivators', which are quick movement 'snacks' to be used anytime throughout your teaching day indoors and out, such as the 'Masking Tape Maze' and 'Choo-Choo' for transition times.

This book has been written by New Zealand educator Gill Connell, who many of you may know through her website and blog www.movingsmart.co.nz or her various workshops. Cheryl McCarthy is a former Vice President of intellectual property development for Hasbro.

This book is a must for all ECE educators and services.



Jiggle Jam

By Kidz Aerobix

Ready to move? You won't be able to help yourself or your young charges. These songs were designed for you to move and you will move. Songs like *'Who Let The Dogs Out'* will encourage reluctant boys to 'move'. Other popular songs for all include; *'I Like To Move It'*, *'The Candyman'* and *'Kotahitanga'*.

This Teacher's Resource comes with six routines, a cool down routine on digital video

files with teachers tips and the actual routine as lead by Brett Fairweather former 2x World Aerobic Champion. Also 7 digital music files (the songs) and Choreography Notes in a PDF File.

Jiggle Jam has been designed specifically to motivate children to move and enjoy exercise. This resource is created by Brett Fairweather for 3 – 5 year olds and is in addition to the JUMP JAM program for Primary students. To find out more go to: <http://www.jumpjam.co.nz/jiggle-jam>



Kiri and the Emergency /Kiri me to Aitua

By Margaret Cahill

Illustrated by Josh Smits

New Zealand Red Cross

This story was designed as a First Aid resource for young children in Canterbury (12,000 ECE centres and schools in the greater Christchurch have received this resource free) following the 2011 Canterbury earthquakes.

The resource is aimed at children 3-6 years and introduces First Aid messages, building

children's confidence and skills to act in an emergency. The book tells the story of Kiri who helps her Nana who has fallen off a ladder seriously hurting her arm. Kiri rings 111, keeps her grandmother warm, and flags down the ambulance. The story is accompanied by a music video of *'The Emergency Song/Te Waiata Aitua'* and is available in English, Te Reo Maori and the New Zealand Sign Language and has activities to support the key First Aid messages.

The story is available free online as a PDF. For more information go to www.redcross.org.nz



The Dragon Tamers

By James Russell

Illustrated by Link Choi

Dragon Brothers Books Ltd

When brothers Flynn and Paddy become bored they head to the attic and discover an ancient map. Next they embark on an incredible adventure and return home with a

new outrageous pet! This story is book two of *The Dragon Brothers Trilogy*.

This rhyming story is reminiscent of Margaret Mahy's 'There's a lion in the meadow,' with its encouragement of the power of the imagination. A story to be read out loud and even acted out. The imagery is darker than many other NZ books and will appeal to all those who seek adventure and love maps.



A Deal's a Deal

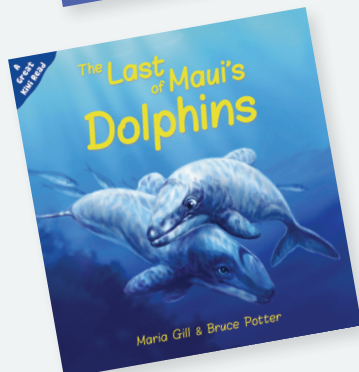
By Stephanie Blake

Gecko Press

The end of this story will be found hilarious by most pre-schoolers and who will request the book again and again for this story's punch line.

This story is written by the author of bestselling books 'Poo Bum' and 'Stupid Baby'. Two friends, Simon and Ferdinand are playing with their cars. Simon has a yellow one, a blue one and a green one. But when he spots Ferdinand's extraordinary red car, he must 'have it'. And so begins the negotiations.

A story for the wheeler-dealer in your life and perfect to be read out loud one-on-one to large groups (has teaching notes on request).



The Last of Maui's Dolphins

By Maria Gill

Illustrated by Bruce Potter

New Holland Publishers

A pod of Maui's dolphins warn their youngest member, Hiriwa, of the dangers of going near the dark shapes (fishing boats). Hiriwa heeds their warning until the day the net from a fishing trawler captures his friends. Can Hiriwa save them and not be caught himself?

This beautifully illustrated book shares the story of the endangered Maui's dolphin and one of its greatest enemies - commercial fishing techniques. This is a story that will captivate young listeners as the tense drama evolves. The book also includes environmental and behaviour facts about Maui's dolphin and what can be done to help these endangered mammals survive.

Definitely recommended for small groups and one-on-one reading and great for project work.



A PUFFIN PRIZE PACK!

Puffin has kindly donated THREE prize packs for Swings + Roundabout readers, each pack containing FIVE Books!

To win a free pack of Puffin books answer this question:

Who is the famous musician and author of the book *Octopus's Garden*?

Email your contact details and the answer to the above question to info@ecc.org.nz by Monday 19 May 2014 and be in to win.



Puffin Competition Winners

Congratulations to the following winners who have just won a Puffin Prize Pack:

- Emma Halton, Little Pips Early Childhood Centre
- Diane Chapman, Opunake Communities Kindergarten
- Carol de Schot, Halswell Learning Tree

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Last Laugh

Grandmas are smart!

I was out walking with my Grandson. He picked up something off of the ground and started to put it in his mouth. I took the item away from him and I asked him not to do that.

"Why?" my Grandson asked.

"Because it's been on the ground; you don't know where it's been, it's dirty, and probably has germs, and sometimes germs make little boys sick and not feel good" I replied.

At this point, my Grandson looked at me with total admiration and asked,

"Grandma, how do you know all this stuff?? You are so smart."

I was thinking quickly and said to him, "All Grandmas know stuff. It's on the Grandma Test.

You have to know it, or they don't let you be a Grandma.

"We walked along in silence for 2 or 3 minutes, but he was evidently pondering this new information.

"Oh...I get it!" he beamed, "so if you don't pass the test you have to be the Grandpa."

"Exactly," I replied with a big smile on my face.

Q: How did the telephone get married?

A: In a double ring ceremony!

Q: What kind of car does Mickey Mouse's wife drive?

A: A Minnie van!

Q: What kind of dance can you do on a trampoline?

A: Hip hop!

Q: Why did the kid start a gardening service?

A: He wanted to rake in some cash!

Q: Why didn't the banana snore?

A: He didn't want to wake the rest of the bunch!

Q: Why did the burglar take a shower?

A: He wanted to make a clean getaway!

Q: Why did the bacon laugh?

A: Because the egg cracked a yolk!

Q: Why should bowling alleys be quiet?

A: So you can hear a pin drop!



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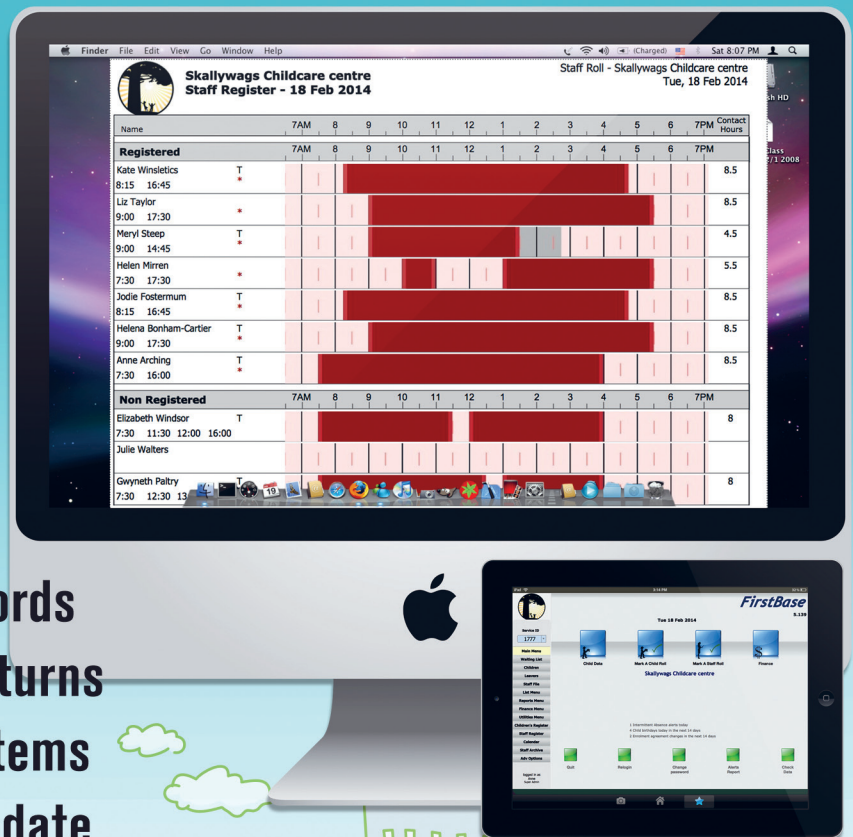
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