

Swings & Roundabouts

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MARCH 2010

ECC Annual
Conference 2010

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healthy eating
habits

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Editor
Sarah Ellich

Editorial Enquiries
publications@ecc.org.nz

Advertising Enquiries
Evaon Watkins
Target Media Ltd
PO Box 1879, Christchurch 8140, NZ
Phone: +64 3 961 5141
Mobile: 0274 546 324
Email: evaon@targetmedia.co.nz
www.targetmedia.co.nz

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PO Box 31672, Lower Hutt 5040, NZ
Phone: 0800 742 742
Email: admin@ecc.org.nz
www.ecc.org.nz

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- 1) Early childhood centres and/or their associated management groups that are members of the Early Childhood Council.
- 2) Trade and service suppliers to the early childhood industry.
- 3) Government and not-for-profit organisations.

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Ladybird Early Childhood Centre recently opened its new dedicated Infants and Toddler Centre in Greytown. Built by **Keith Hay Homes** the building was specially designed to meet the needs of this very young age group. "Keith Hay did a superb job, Alison says, "working around the children and inspiring them to take on building projects themselves. **Keith Hay Homes** have done a fantastic job, we're thrilled".

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- The Early Childhood Council represents YOUR interests to government and the wider early childhood and business communities.

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For information go to the membership section of our website at www.ecc.org.nz, contact us on 0800 742 742 or email admin@ecc.org.nz

The ECC is proud to have associations with the following companies:



The Early Childhood Council is the largest representative body of licensed early childhood centres in New Zealand. Our 1000+ member centres are both community-owned and commercially owned, employ more than 7000 staff and care for more than 50,000 children.

From the Editor

Hello and welcome to the March issue of *Swings & Roundabouts*. A big thank you to Ryan at Target Media who has developed a fresh 2010 look for the magazine – we love it!

It's been an incredibly busy beginning of the year with the ECC Annual Conference coming up on May 7-9 in Christchurch. Thank goodness for Icon Conference and Event Management who make this process so much easier for us – if you have an event to organise, you really couldn't find a better group of people to help you!

At our annual conference we aim to give the best professional development opportunities possible to the range of delegates who attend. We know it is sometimes difficult for centres to give their teachers the Friday off, so they often take weekend registrations for their staff. In the past we have had most of our keynote speakers on the Friday, which has meant many teachers miss out on hearing these national and international experts discuss topics of great relevance to them. This year, we have spread our keynote addresses across the whole three-day conference.

We have also introduced breakout sessions on the Friday to add variety to the first day of the conference and ensure as wide a range of opportunities for our full registrants as well. Breakout sessions are one hour this year, rather than the previous hour and a half, which has meant we can fit in more sessions than last year. As well as our always-popular practical, hands-on workshops we also have breakout sessions focused on management, staffing, policy, research and social issues.

In this issue of *Swings & Roundabouts*, we have a number of articles from this year's conference presenters including CPS, Tessa Grigg, Netsafe and Edna Reinhardt, and many other great articles for you too. Have a look at the conference special as well, and find out about some of the exciting speakers and events at this year's conference.

Hope to see you there!

All the best



Sarah Ellich
Publications Manager
Early Childhood Council

Introducing the new ECC CEO



PETER REYNOLDS

We are delighted to welcome Peter Reynolds to the position of CEO of the Early Childhood Council. Peter brings to the organisation experience in both the private and public sectors. He has substantial knowledge of government processes; a background in sales and marketing; and has, as a private sector business consultant, helped hundreds of small businesses to improve their performance.

Peter's public sector positions include Manager of Health and Welfare Services at Work and Income; Manager of the Health Services Implementation Team at the Accident Compensation Corporation; and Manager of Needs Assessment and Service Coordination (NASC) services at two district health boards among other community services responsibilities. He has also held private sector positions as a business consultant; as National Sales Manager for Clark Products Ltd; and as National Sales and Marketing Manager for Foldaway Blinds.

Peter is the current President of the New Zealand Institute of Health Management, Chairperson of the board of Squash Wellington, a board member of the Wellington Aftercare Association, and the New Zealand representative on the Australian College of Health Services Executives Board.

In his new role as CEO of the Early Childhood Council, Peter says he is "looking forward to further developing our strong national voice, influencing policy development and political decision-making on early childhood education and other areas that have an impact on the viability of our member centres, and further enhancing the value our members gain through their participation in the ECC. I look forward to meeting you at this year's conference."

Welcome Peter!

Image above: Peter with ECC staff members, Julie Kydd and Rose Morrow

ECC Annual Conference 2010 - Christchurch

Keynote speakers



Gill Connell

Gill Connell will speak about movement and its impact on the growing child. She will look at our sedentary lifestyles and talk about movement from the emergence of primitive reflexes to the development of fundamental movement skills and why this is so crucial for children's growth and development.



Act MP Hon. Heather Roy

Act MP Hon. Heather Roy recently launched the *Review of Special Education: discussion document*, "to examine what is required to build the capability of the broader education system" to incorporate the "level, intensity, and type of support" needed for children with special educational needs. We look forward to hearing what she has to say.

Dr Louise Porter

Dr Louise Porter will be giving a keynote presentation on managing children's behaviour. Louise is a Brisbane-based child psychologist with over 25 years' experience in private practice, consulting with parents and practitioners about children's developmental and social or emotional challenges.



Allison Mooney

The highly entertaining Allison Mooney will give you insights into your own personality and the personalities of those you work with, giving you the tools to increase your enjoyment from engaging with those around you.



Professor Matthew Sanders

Professor Matthew Sanders from the University of Queensland and Founder of the Triple P-Positive Parenting Program, will discuss children's behavioural issues and outline his positive approach to creating an environment that is less likely to produce difficult behaviour.

Marcus Akuhata-Brown

Marcus Akuhata-Brown will be our closing speaker for the conference and will share his story of the difference education made in his life, leaving you feeling inspired about the importance you, as educators, make in the lives of children.



Gala dinner



Our very popular gala dinner will be held on the Saturday night of the conference. Meals at the Christchurch Convention Centre are always beautifully catered and 2010 will be no exception. Dinner guests will receive a free drink at the event, and a cash bar will operate throughout the evening. And, as always, the dance floor will be ready and waiting!

2010's gala dinner theme will be "Come as a Country". Come dressed as something that represents your chosen country - it could be national costume, a food item, a sports team, a famous person, the country's flag or an iconic building - let your imagination roam world-wide. Prizes for the best dressed!

This year we have a very special guest speaker to entertain you after dinner. Best known for his long-running documentary series 'Heartland', radio and television presenter Gary McCormick is one of New Zealand's most sought after speakers, with his own unique style of analysis, satire and comedy.

And then... the fantastic Vague As Brothers return to get everyone up on the dance floor. This dynamic duo plays "a lush cocktail of cheesy pop classics and hot dance hits." They played for us in 2007 and they're just as mad and fun as ever! Tickets for the gala dinner are limited, so make sure you book when you register: www.ecc.org.nz/conference/registration.html

Breakout Sessions

This year's breakout sessions will be held over the Friday, Saturday and Sunday of the conference. With almost 40 presentations and topics ranging from printmaking to policymaking, there really is something there for everyone. Several of our keynote speakers will also be presenting workshops, and we have a whole range of new speakers, as well as some favourites from last year's conference. Some of the sessions have limited availability, so get in quickly to make your choices!

Special Offer to Non-ECC Members

Come to our conference and join the Early Childhood Council for half price!

If your centre is not currently a member of the ECC and you register to attend this year's ECC Annual Conference, you can join the organisation for half price from the date of the conference. Half price subscriptions normally apply from 31 July, but with this offer, you could receive close to an extra three months of membership at this reduced price!*

The Early Childhood Council supports the independent centres of the early childhood sector in New Zealand by

providing services, information and benefits to its members. The benefits of belonging to the ECC include being part of the largest representative body of licensed early childhood centres in New Zealand; receiving exclusive access to our many resources such as the Policy, Health and Safety, Employer's and Performance Review Handbooks, and the Good Governance Guide and Toolkit for Community-Owned Centres. Members also receive exclusive access to our online web portal and information library, and discounts on ECC resources and professional development. Our member benefit schemes offer exclusive pricing on a huge range of items such as phone

and internet rates, centre sales and consulting services, direct debit services, stationery, art supplies, photocopiers and much more!

All you need to do to register for the conference is go to our website: www.ecc.org.nz, click on the conference icon and either register online or download a registration form. The ECC will have a stand at the conference where you can pick up a specially marked membership application form.

We hope to see you there!

* Please note that a one-off joining fee of \$155 applies to all new memberships.



ECC Conference Auction

This year we have another exciting auction at the conference closing. Playzone New Zealand Ltd has very generously donated us this amazing modular play equipment (pictured), valued at close to \$3000! The auction is for a set of free-standing monkey bars, and the Balance Challenge, which consists of a spring n' surf, a foot

prints balance beam, a pommel step stand, and the foot prints space walk.

Playzone is a New Zealand company specialising in playgrounds – they can custom design play structures or supply pre-built structures. If you saw Playzone at last year's conference trade fair, you probably had a great time climbing on the products they had there!

The monkey bars and Balance Challenge will be on display at this year's conference and one lucky bidder will walk away the proud owner of this fantastic equipment. So bring your cheque books and get your bidding arms ready and join us for the Early Childhood Council Playzone Conference Auction!

Major prize draw

SHARP



Once again, ECC Member Benefit Scheme provider Sharp Corporation is very generously donating an LCD television for this year's major prize draw, but this year it's even bigger!!! Sharp's latest 52" Full HD LC52D84X TV with built-in Freeview has a recommended retail price of \$5,499.99 (recommended retail price valid at time of publishing) and comes with a

huge range of features including full High Definition panel 1080P, 100Hz fine motion advanced, 4ms response time, electronic programme guide and Teletext, power management: optical picture control and unique 'ecology' mode for power saving, RGB plus crimson backlight system to reproduce deep red and natural skin colour, and a three-year manufacturer's warranty.

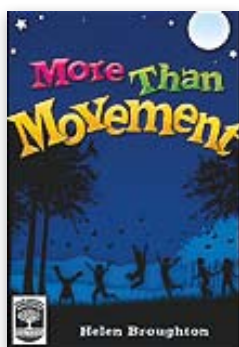
This fantastic prize will be given away at the conference closing. The winner must be there to collect it, so make sure you are with us on the Sunday afternoon for a chance to win this incredible television!

For more information visit:
www.sharp.net.nz

Register now! Hurry to book now at the standard registration price – late registrations apply after 18 April! Go to www.ecc.org.nz/conference/home.html

Resource Reviews

REVIEWED BY SARAH ELLICH

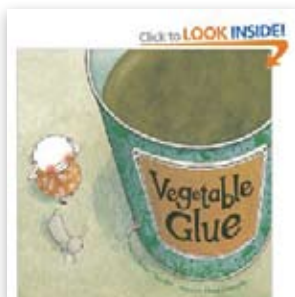


More than Movement

Helen Broughton
User Friendly Resources

It's hard to fault this incredibly well thought out resource – it does all the things a really good resource should – allowing teachers to use it for quick ideas or for extended themed explorations, incorporating prop templates and instructions, read-aloud poems, movement

activities, ideas for creating environments within the centre – it's all there. The overall theme of the book is an exploration of nocturnal creatures, and each animal has one or two poems dedicated to it and a range of associated costume or prop and activity ideas. Author Helen Broughton is an early childhood centre administrator, and it is clear that she knows what works in a centre environment. This resource would be of real value in any centre.



Vegetable Glue

Written by Susan Chandler
Illustrated by Elena Odriozola
Meadowside Children's Books

Vegetable Glue had me laughing with surprise from its opening lines: "When my arm fell off/I knew what to do/ I stuck it back on/With Vegetable Glue."

A cautionary tale about the terrible things that can befall you if you don't eat your veggies, *Vegetable Glue* will be loved by both children and adults. The unusual and rather gorgeous illustrations, the fast-paced rhymes and the humour that just keeps on coming make this a thoroughly enjoyable book to read out loud. And, of course, it will make everyone want to eat their greens!

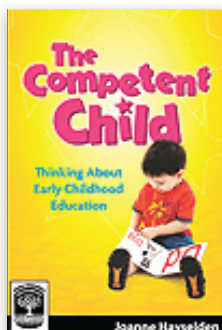


Clancy & Millie and the Very Fine House

Libby Gleeson and Freya Blackwood
Little Hare Books

Clancy has just moved with his family from a home in the suburbs to a huge apartment block. Despite his parents' assurances that it is "the best house" and "a very fine dwelling", Clancy is not so sure. The new house is too big, and has no fireplace and no skylight to watch

the moon through like his old house did. When he goes outside to play on his own he discovers all the boxes left over from moving. He begins to play with them and is joined by Millie who lives over the fence – together they build a tower and a train and their own house with the boxes. This story about loneliness, friendship and the emotional impact of moving house will strike a cord with many children. The illustrations perfectly evoke the different physical spaces and emotions that are explored in the story.



The Competent Child – Thinking about early childhood education

Joanne Hayselden
User Friendly Resources

In *The Competent Child*, Joanne Hayselden challenges the notion that the purpose of ECE is to create “school readiness” in children, saying that this is limiting and does not allow for the wider possibilities of “helping children to acquire life-long skills and dispositions”.

Drawing on a range of theories from Piaget, Bronfenbrenner, Vygotsy and Reggio Emilia educators she looks at the role of the teacher, family and community; the image of the child; children’s learning and classroom interactions. A key feature of the book is the self-reflection in each section. The book is described on the back cover as “a handbook to support teachers in developing a personal philosophy of early childhood education”, but, equally, it would be a useful tool for centres to use to discuss and develop their centre culture.



100 Favourite Nursery Rhymes and Songs

Jumping Jack

This three-CD boxed set contains 40 Favourite Nursery Rhymes Volumes 1 and 2, and 20 New Children’s Songs. The words are sung clearly by a variety of male and female singers, the music is jaunty and has a great beat, and just about every nursery rhyme you could ever think of is included.

The rhymes and songs range in time from just under a minute to over three minutes, so there’s an excellent range of choices for different ages, attention spans and activities. My only complaint would be that the words aren’t included; a CD-sized booklet to go with the set would have been great, but it would be easy enough to find most of them online if you wanted them. If you were looking for a collection of classics, it would be hard to go past this.

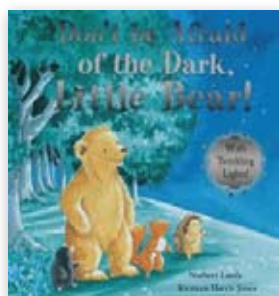


Anton Can do Magic

Ole Könnecke
Gecko Press

Anton has a magic hat and he wants to make something disappear. He tries a tree, but that is too big. Next he tries a bird, the bird flies away and Anton thinks he has made it disappear. Next, using his magic hat, he makes his friend Luke disappear and helps Greta find her bird. What is wonderful about this book is that,

although the reader can see what “really” happens, the characters’ perception that Anton can do magic is never challenged. As far as they are concerned, he really can! It’s a lovely representation of the interplay between fantasy and reality that makes children’s play such an important part of development. The illustrations are all in warm red and yellow tones, and the text manages to convey an excellent story and sense of humour in very few words. Likely to be a favourite with two- to three-year-olds.



Don't be Afraid of the Dark, Little Bear!

Written by Norbert Landa
Illustrated by Kirsteen Harris-Jones
Little Tiger Press

There are many books about not being afraid of the dark, and this is a rather nice example. Bear, Squirrel and Hedgehog are

heading home when night starts to fall. Bear is afraid, but it turns out that the dark is not as scary as it first appears. There’s something familiar, cosy and slightly Winnie-the-Poohish about the illustrations, and it’s a nice tale about friendship too. It also has actual twinkling lights on the very last page as the friends come out of the woods and see the stars.



Bartholomew and the Bug

Neal Layton
Hodder Children's Books

Bartholomew the Bear leads a pretty quiet life until a crazy bug shows up with an urgent need to get to "The Big City" and find the bright lights. Bartholomew agrees to help him and, after some trials and tribulations, they hit "The Big City" and

have a huge party. This book is different, it's a bit mad, and it's fantastic! The scribbly drawing style, the many and varied backdrops, the bug's crazy handwritten speech in bubbles throughout the text ("Only live for one day so gotta get there kwik", "Cool! Crazeeee! Thank you Mr Bear!") all adds up to a unique reading experience. It's funny, it's clever, and, in the end, rather sweet.



The Easy No-Dig Garden

Pauline McKelvey
User Friendly Resources

There's so much talk these days about sustainability and edible gardens and how valuable gardening is as a learning experience for children – but where do you start? This book makes it really easy.

In the typically accessible style that User Friendly Resources is so good at, the book is laid out in straightforward sections with no extraneous information and with easy-to-follow lists and steps to take. It covers the whole process from design, planting and maintaining the garden, through to composting and worm farming, harvesting and eating, and even saving seeds and propagating plants – all in under 50 pages!

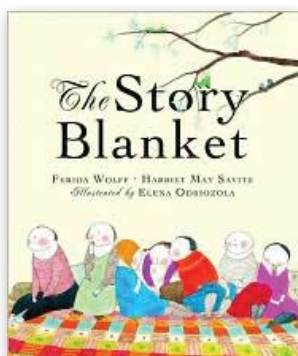


Hodge the Hedgehog

Written by Amy Sparkes
Illustrated by Benji Davies
Meadowside Children's Books

Hodge the Hedgehog hogs the hedge. He won't let anyone else in and he doesn't like to share. When a mouse asks if he can stay, Hodge promptly sends him on his way. But

when Hodge goes to sleep, the altruistic mouse invites a series of other creatures in to help him clean and do up the house and prepare a feast. Hodge wakes up and realises that sharing may not be so bad after all. The illustrations are bright and appealing and the language is fun, as the variations on Hodge the Hedgehog who hogs the hedge make for some great tongue twisters.



The Story Blanket

Written by Ferida Wolff and Harriet May Savitz
Illustrated by Elena Odriozola
Andersen Press

This is such a heartwarming story about community and generosity, it's easy to see why it won a Silver honor at the US Parents' Choice Foundation. The village children love to sit on Babba Zarrah's blanket and listen to

her stories. When the winter comes, Babba Zarrah realises that her neighbours need new clothes and she begins to unravel her blanket to knit for them, making it smaller and smaller. One day there is no blanket left, but the villagers work together to get her enough wool for a new blanket. With really beautiful illustrations by Elena Odriozola (who also illustrated *Vegetable Glue*), it's a very special story about the importance of stories and of giving and sharing.

Win copies of these books and CDs!

We have a review copy of each of these books and CDs to give away. To be in to win one of four fantastic parcels of books and/or CDs, simply write the answer to the following

question on the back of an envelope and post to: ECC March Book Giveaway, PO Box 31672, Lower Hutt, 5040 by Friday 2 April 2010.

Question: Who has a magic hat?

With thanks to Penguin Group (NZ), South Pacific Book Distributors, Wheeler's Books, User Friendly Resources, and Gecko Press for all the wonderful review books.

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Challenging inclusive practice: venturing into gifted and talented education

LYNETTE RADUE REPORTS

In my experience most early childhood teachers will state with great enthusiasm that inclusion is an important part of their practice. This is my opinion too, but while I thought that I was practising inclusion effectively, it came to my attention through my postgraduate studies that I was in fact not doing this as effectively as I thought.

One of my postgraduate diploma papers was on gifted and talented education. I had always had an interest in this area of education but had never investigated this in relation to my work. As part of the course work I was required to read many articles and books relating to gifted and talented education, and it soon became clear to me that there were many issues to consider. For example, Moltzen (2004) highlights the common misconception that gifted and talented children reach their potential with or without positive and supportive education. Informal discussions

revealed to me that this misconception does exist with some teachers. Some also question the necessity to work with gifted and talented children in early childhood. Porter (2004) makes the point that despite their advanced abilities and knowledge, gifted children do not know everything and are in need of assistance to extend their education.

In 2002, the Initiatives for Gifted and Talented Education were released in which one of the Core Principles refers to early childhood settings as being "powerful catalysts for the demonstration and development of talent" (Ministry of Education). This strong comment highlights the potential teachers have to develop gifted and talented education in the early years. In the past I had been very committed to identifying children with special needs such as autism, but I had clearly

"...I had been very committed to identifying children with special needs such as autism, but I had clearly bypassed many children with the special need of giftedness. This realisation highlighted the fact that my inclusive practice was very one sided..."




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bypassed many children with the special need of giftedness. This realisation highlighted the fact that my inclusive practice was very one sided and that I needed to make changes immediately.

Obviously, the first step towards implementing gifted and talented education is to identify children who would benefit from this. It is very easy to present teachers with the challenge of identifying these children, but without the tools and knowledge it is unrealistic to expect positive results. Knowledge is the key. The Ministry of Education (2008) has distributed nationwide a very useful book entitled *Nurturing Gifted and Talented Children: A Parent-Teacher Partnership*. This book contains a section specifically for early childhood that serves as an introduction to gifted and talented education. Also included is information relating to gifted and talented theories and checklists, as well as suitable resources for teachers who wish to increase their knowledge.

My studies gave me the opportunity to study some of the gifted and talented

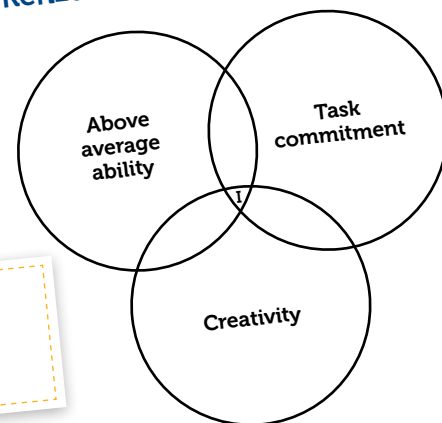
theories in depth. Each one challenged my thinking and added to my knowledge. For example, Gagné (2003) explains his theory of the transformation of gifts into talent while Gardner has increased his list of Multiple Intelligences since I was first introduced to his theory at the start of my initial studies (Gardner, Ramos-Ford, & von Károlyi, 2003). I was particularly drawn to the work of Joseph Renzulli (2003) who provided a theory to which I could relate. I believed that this would be the most useful tool for me to use in the identification process. I am not suggesting that this is the answer to the identification process for all teachers. Rather, I am suggesting that theories as well as checklists should all be considered in the search for an appropriate identification tool.

I would like to describe how Renzulli's theory might be used as an

identification tool (see blue box below). I strongly recommend a deeper investigation to gain the knowledge needed to fully understand this theory. For the purpose of this article and for basic understanding, Renzulli's Three-Ring Concept may be represented in the diagram below.

I am constantly looking out for children who stand out in some way, especially those

Renzulli's Three-Ring Concept



I = the interaction of the three rings

Note: Adapted from 'The Triad Reader' by J.S. Renzulli and S.M. Reis (1993). Australia: Hawker Brownlow Education.

What makes giftedness?

All three rings must be consistently demonstrated by the child in order for giftedness to occur. This theory includes observable behaviours that I believe makes this an ideal tool for teachers who use the learning story method of documenting children's learning. It should also be noted that Renzulli (2003) refers to many "Performance Areas", which include academic domains such as mathematics but also "unusual" domains such as landscape, electronics, fashion design and even childcare. With that in mind, the challenge is to identify children who may be gifted in "unusual" areas as well as in academic areas. The following examples serve as illustrations of this.

The story teller

Daniel is a four-year-old boy who has taught himself to read. He is able to work out unfamiliar words by using his knowledge of phonics. At the writing table he will often write the words he knows, showing his above average ability. He remains at the table for long periods of time working on the words. His determination and focus demonstrates task commitment. As his imagination unfolds, his creativity enables him to write stories that he can share with his teachers and peers. Daniel demonstrates traits in all three

rings in Renzulli's theory. It is the interaction of the three rings that defines Daniel's giftedness. The teachers extend his learning by encouraging him to publish his stories at kindergarten. This allows him to share his stories at mat time.

The gardener

Two years ago Maggie showed an intense interest in flowers. This has been ongoing and she now has above average abilities in her knowledge of plant biology and plant identification. Her creativity is shown in her use of pressed leaves and flowers in her artwork as well as her daily drawings of flowers, many of which are in her portfolio. She spends most of the time she is in childcare investigating or "working" in the gardens. This is task commitment. She works closely with a knowledgeable teacher who supports and extends her learning in garden projects. This often involves being with her peers who already know that Maggie is indeed a garden expert.



Of course, it is important to inform parents that their child may be gifted and talented. Working with parents is essential and more often than not my experience has shown that the child has already been extended in some way at home. After all, parents are the experts when it comes to their children. However, it takes courage to approach parents of children with special needs. To help with the apprehension, I asked myself this question. Would I ignore the signs of autism and not inform parents of a child with autistic behaviours for fear of being wrong? My answer was no. I would definitely inform the parents. Therefore, it would be wrong to discriminate against

"Of course, it is important to inform parents that their child may be gifted and talented."

a gifted child. I believe that it is better to express the potential of all special needs rather than to ignore them. Only then will inclusion be practised effectively.

Inclusive practice – how effective is this in reality? I urge teachers to ask themselves this question if they do not have gifted and talented education as part of their practice already. The sooner these children are identified, the sooner gifted and talented education can become a reality in more early childhood services. After all, effective inclusive practice cannot be achieved until gifted and talented education becomes part of special needs learning programmes.

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- Lynette Radue is the head teacher at Trinity Kindergarten in Auckland. She has a teaching diploma and degree through New Zealand Tertiary College and is currently studying for her postgraduate diploma with Massey University.

children who are intensely and consistently involved in repetitive interests or learning areas. Early childhood teachers are often in the fortunate position to observe children over long periods of time. I found evidence of gifted and talented indicators in children's portfolios that covered periods of up to two years. The learning stories and photographs as well as informal observations and teacher discussions collectively contributed to gathering evidence needed for identification.



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I've got rhythm!

TESSA GRIGG REPORTS

A baby's first sound is the rhythmic sound of the mother's heart beating. In the past, for many children that beat was continued after they were born though the sounds of their family going about their daily chores, grinding, milling, sweeping, the live music they played, drums, instruments etc. and the dances they danced. Western babies hear their mother's heart, but after they are born they are more likely to hear mechanical noises and commercial radio. Very few families sit around at night playing live music, dancing and singing. If there is music in the house it will most likely come from a stereo or radio.

Children need to develop a strong sense of the beat and because the way we live our lives has changed from those earlier times we need to make some adjustments so that our children have opportunities to keep the beat.

How does being able to keep the beat help a child?

Many physical activities have a beat, walking, running, skipping, hopping, jumping, kicking etc, and these activities allow the child to play more sophisticated games with other children, which then gives them opportunities to make friends, which encourages them to develop social skills, which increases their enjoyment of life. And all because they could keep the beat. It all sounds quite simplistic, but

think about the children that you know who found sport a real challenge. They were not included in the "lunch-time" games, they were the last to be picked for teams, and their self-image took a real

"Choose the music you listen to carefully. Heavy metal and music where the sounds are muddled up do not provide a very rich experience for the child. Choose music where there is a strong beat, the type of music that makes you want to tap your toes."

battering. For many of these children there will be a range of issues, but if you test a group of children who are challenged by sport you will find that many of them cannot keep the beat.

Another benefit of being able to keep the beat is that the child can then follow a rhythmic pattern. This happens quite naturally when the child is able to keep the beat, you do not need to teach the rhythm - they can just do it!

So what can we do for children to help them learn to keep the beat?

Babies

Ever found yourself in the bank queue swaying from side to side with your child? That shows that you have naturally been keeping the beat with your child. Mothers usually work out that the child will remain more settled if his/her back is patted or if the mother gently sways from side to side.

When you are listening to music gently pat a child's body in time to the music, (just keep the beat) or dance with children in time to the music. They thoroughly enjoy a good waltz, jive or foxtrot!

Use instruments such as maracas, rhythm sticks or bells and keep the beat for the children.

They need to hear lots of music and be made aware of the beat through any of the above suggestions.

Sing little songs to the children, make up the words, use other tunes - whatever you



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Photos supplied by Tessa Grigg and Creation House.



can think of. There is nothing nicer for a child than the sweet sound of someone singing to it (you do not have to have had singing lessons to do this, the vibration of love that is passed on is as important as the sound of the voice). This is great for language development as well.

Choose the music you listen to carefully. Heavy metal and music where the sounds are muddled up do not provide a very rich experience for the child. Choose music where there is a strong beat, the type of music that makes you want to tap your toes.

Toddlers

Still keep the beat at every opportunity and do all of the baby activities as well.

Encourage some independence in the use of instruments. Let the child hold the sticks as you tap together etc.

With a good range of experience many children will be able to keep the beat at this age for some of the time and later all of the time.

3+ years

For these children the focus should be on the ability to keep the beat with a variety

of instruments and to be able to do a variety of activities. Can they shake in time with their arms crossed, can they tap in time on the floor, up high, in front, behind? Can they tap in time and balance, can they tap in time and sing? By being able to do two things at once, keeping the beat being one of the activities, the beat becomes "automatic". Rhythm then follows.

The main thing with music is to have fun. If children are having fun they will find learning easy and music provides so many opportunities for learning. Enjoy!

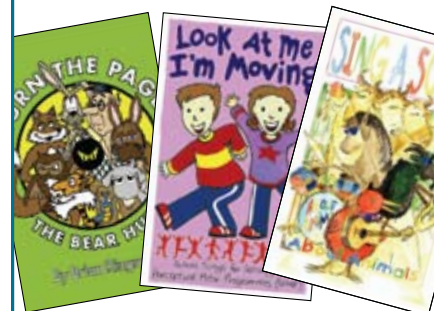
Tessa Grigg and her business partner Brian Ringrose make the Tessarose music. ("Sing a Song" series, "Dancing to the beat" series, and "Look at me I'm moving" series etc). They also travel in New Zealand and Australia presenting educational workshops to parents and teachers and perform children's music shows. Tessa and Brian will be presenting a session at the Early Childhood Council Annual Conference 2010 in Christchurch in May. If you would like further information about Tessarose visit their website (which includes samples of their music), www.tessarose.co.nz or email Tessa at tessa@tessarose.co.nz or Brian at brian@tessarose.co.nz



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Are you really as smart as you think you are?

HOW TO RAISE YOUR IQ AND BECOME A BETTER LEADER ELIZABETH FAHEY REPORTS

The most familiar method of determining how smart we are is probably the standard IQ test many of us went through as teenagers. But research suggests that there is much more to being 'smart' than IQ and that, while great experience and technical skill are important, what makes a great leader is in fact much less tangible.

Characteristics of a great leader have been said to include:

- Cognitive intelligence
- Technical skill
- Vision
- Risk taking and toughness
- Drive and charisma

However, what is key is that not only do you need to be smart at **what** you do, you also need to be smart in **how** you do it.

Emotional intelligence or EQ is believed by many leadership experts to be a factor in determining whether someone will have what it takes to go further in their career. EQ can be defined as the inter- and intra-personal skills you need to succeed in a job.

Emotional intelligence involves:

- Being aware of and managing your emotions
- Recognising the feelings of others
- Being adaptable
- Managing stress well
- Having a positive general mood

Emotional skills of successful leaders

(Adapted from 'Why Smart Leaders Fail', Dr Steven Stein, *Employment Review Australia* June/July 2003)

Flexibility

Successful leaders are not confined by doing things the way they've always been done. They can think out of the box and respond to opportunities quickly.

Self regard

It's not just important to like yourself, you need to have an honest appraisal of your strengths and weaknesses.

Independence

Taking charge seems an obvious trait for leaders. But the real skill here is how to listen to others, bring together various points of view and go forward with the best of all options.

Stress tolerance

While we all have to manage stress in our working and personal lives, successful leaders are especially adept at navigating their way through tough situations.

Assertiveness

Being assertive means having the ability to express your thoughts, feelings and actions without being abrasive or hostile to others.

Problem Solving

The ability to identify what the problem really is, generate alternative solutions, evaluate each one, apply the solution, reevaluate its effects, learn from mistakes,

and reward yourself for success differentiate great leaders from the rest.

Marshmallow test

The marshmallow experiment by Walter Mischel of Stanford University is a great example of measuring emotional intelligence in children.

In the 1960s, a group of four year olds were given a marshmallow and promised another only if they could wait 20 minutes before eating the first one. Some children could wait and others could not. The researchers then followed the progress of each child into adolescence and demonstrated that those with the ability to wait were better adjusted and more dependable (determined via surveys of their parents and teachers), and scored an average of 210 points higher on the Scholastic Aptitude Test years later. Daniel Goleman, a world-renowned expert on EQ, indicates that impulse control is a high determinant of emotional intelligence.

If you are looking to develop yourself as a leader, colleague or on a more personal level, emotional intelligence may hold the answer for you.

Elizabeth Fahey is director of Power Stanfield Consulting Ltd, a human resources consulting company. She has 14 years' experience in the business arena as a business owner, HR manager, coach and consultant. Elizabeth's expertise includes HR strategy development, coaching, facilitation, project management, organisational change, leadership development and career planning.





The good news for you is that these traits can be taught. How do you improve your emotional intelligence?

1. Read about it!

There are numerous resources available on emotional intelligence. The key reading is: Working with Emotional Intelligence – Daniel Goleman. Goleman is the forerunner in emotional intelligence research.

2. Do an online EQ assessment

Try http://psychology.about.com/library/quiz/bl_eq_quiz.htm or www.helpself.com/iq-test.htm for a free test. While these are a bit of fun and may not be completely accurate, they are useful to get you thinking about your emotional intelligence. There are many other online tests you can take to help measure your EQ.

3. 360 degree performance evaluations

It can be very tough to measure your own emotional intelligence, because most of us don't have a very clear sense of how we come across to other people, and that is much of what ultimately matters. What you really need is to have someone else, or preferably a cross section of people you work with, rate you on the various components such as trustworthiness, reliability, flexibility, how good you are in a crisis and how open you are to new ideas and new ways of doing things. This helps you to see not only how you rate your emotional intelligence but how others see you.

4. Coaching

Break behaviour patterns, improve self confidence, learn to recognise it in your employees, learn to adapt your behaviour to ensure a smooth working relationship.

Two common reasons that leaders do not succeed are:

- Inability to adapt to change
- Inability to effectively manage relationships

Through individual coaching in EQ, leaders and potential leaders can learn to define and solve specific problems or conditions in business and/or personal life.

5. Self awareness

Self awareness is key to the development of emotional intelligence and by undertaking any of the above activities you are already starting that journey of discovery.

6. Take everyone along for the ride

Get everyone in your centre/ office on board with the concept of emotional intelligence, encourage them to start to understand themselves and their own development.

7. Keep it together

Emotional control is an essential part of emotional intelligence. In moments of stress – take a deep breath and count to ten (or maybe twenty if necessary!) It really does help you to keep it together.

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An early start to learning about digital citizenship

LEE CHISHOLM AND NANCY GROH REPORT

I can recall the time my neighbour brought my young son into the yard with an extremely frightened look on her face. She had nearly run him over in the middle of the street. I must have looked even more frightened to her, because mere seconds before he had been safely playing in the sandbox with a yellow truck. I had moved around the side of the house to grab the garden hose. Seconds.... Honestly!

I thought road safety was a topic for the future, perhaps when he got his first bike. But the road was there and he was on it, so the time for learning safe behaviours was right now.

As more and more young children embrace the learning potential of technology, the same concept applies to the basics of cybersafety and digital citizenship.

Our children are growing up in the digital world and just as we want them to be responsible, honest and ethical in their family and community, so we need to guide them to develop those same characteristics online. We need to assist them to become good digital citizens.

Learning responsible online behaviour is ongoing and ideally begins when a child first has access to technology. It cannot be a topic for the future. This means the education must be appropriate for the developmental level of the child, yet consistent and flexible enough to evolve with that child through their young years. We need to take advantage of all the teachable moments and talk to our children often about their use of computers, digital cameras and mobile phones right from the start.

Taking pictures and documenting daily activities to share with others is a great use of a digital camera in an early childhood

centre. It is also the perfect opportunity to begin teaching children about asking permission before taking or posting a photo of friends. Teaching children to respect each other's digital creations is as important as the respect we want them to have for another child's art work and possessions.

I hear many stories of 3, 4 and 5 year olds keeping in touch with overseas or distant relatives using Skype and webcams. I was told a story of one child who, in her enthusiasm to show Nana her new dress, promptly started to change her clothes in front of the webcam. It was Nana overseas who suggested she go into her room, put on the new dress and then come back to show it off. Thinking about what we say and do online and who can see us is a crucial skill to develop at an early age.

It isn't sufficient to think we can leave safety to filtering systems within the technology either – our children have access to digital technologies in so many places and, as they grow, these are often outside the adult gaze. They need to carry the concepts of online safety and responsibility with them.

Increasingly, centres are using a blog or web page to share daily learning activities with parent and caregivers. Fostering this regular communication between parents and teachers through the use of ICT is a great opportunity for parents and teachers to work together to promote common messages about responsible behaviour in cyberspace.

The basic concepts of daily life for young children also apply to activities using technology:

- It is good to stop and think for yourself before acting.



- Consider how your actions might affect others
- Always turn to a trusted adult when you are unsure or worried.

Early childhood educators in partnership with parents will have a lasting influence on a child's attitude towards using technologies and will play a key role in starting them on the road to digital citizenship.

Lee Chisholm is the NetSafe Operations Manager and coordinates NetSafe's work in the ECE sector.

Nancy Groh coordinates education resource development for Hector's World Ltd. She is presenting a session at the ECC Annual Conference 2010 in May.

NetSafe and Hector's World Ltd provide free resources to centres to help them foster digital citizenship. The NetSafe Kit for ECE outlines a model for managing the safe use of technology. Email leec@netsafe.org.nz for your free copy and other ECE resources. Hector's World Ltd provides teaching resources and animated stories that can be integrated into your centre's emerging curriculum. Visit the website www.hectorsworld.com for more information.

Photo supplied by Lee Chisholm and Nancy Groh.

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Early childhood education for migrants and refugee communities

BEVAN CHUANG REPORTS



It is estimated that around 46,000 migrants and 750 refugees settle in New Zealand each year. Migrants arrive from various countries such as South Africa, the United Kingdom, China, Philippines, India and Fiji, while refugees are mainly from Burma, Congo, Afghanistan, Sudan, Burundi, Sri Lanka, Somalia, Iraq and Ethiopia.

While migrants often come to New Zealand because they see good education opportunities for their children, many of them find the New Zealand education system difficult to understand.

In some countries, early childhood education (ECE) is treated as a more formal type of education, where children are expected to demonstrate that they have been learning in a school-like environment since the age of three.

Some of the challenges and questions facing migrant parents when choosing an ECE service include:

- What will my child learn or do at the centre?
- How does playing help them with learning?
- What are the different discipline methods?
- What is expected from parents? Why do we need to be involved?
- I don't speak English (or not well enough to understand), and I don't understand what is happening with my children. What can I do?

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- I do not want my children to take part in religious activities, what can I do?

It is vital that early childhood education services explain to the parents the concept of ECE in New Zealand and accommodate cultural or religious practices where possible. Sometimes you may need to initiate conversations with parents who are not so confident with their English. If you are dealing with parents where English is not their first language, it would be useful if you speak slowly and in plain English.

It is also important to involve both parents and their families. Invite the parents or the family along to the centre and its activities, as it allows them to have a better understanding of what their children are learning at the centre.

ECE services can also be a form of social network, where parents can talk to each other. Therefore, ensure that you invite them to any social events, and aim to create opportunities for parents to meet people of other ethnicities.

Support in New Zealand for Immigrant Families

In recognition of the small number of ECE services that meet the educational, cultural and linguistic needs of refugee preschoolers and their families, Auckland Regional Migrant Services and the Auckland Refugee Community Coalition with the support of Auckland City Council initiated an early childhood playgroup, which was opened on 20 January 2010. The working party included members from the community and identified that establishing a licensed ECE centre for refugee-like families in Central/West Auckland will be one of the key goals.

The Ministry of Education has created a series of Team-Up booklets for parents of children from migrant or refugee backgrounds. The booklets are in Cook Island Maori, French, Niuean, Samoan, Tagalog, Thai, Tongan, Arabic, Chinese, Darsi/Farsi, Hindi, Korean and Somali. An English version is also available to assist educators using the content. The booklets provide information for parents about New Zealand's education system from ECE to secondary, and can be downloaded from www.teamup.co.nz/Migrants.aspx

Settlement Support New Zealand (SSNZ) is also available to assist. SSNZ is a Department of Labour initiative that provides settlement support to all migrants, refugees and returning Kiwis. There are 19 Settlement Support Coordinators around the country and all of them can provide settlement support, advice and information to you, your staff and people that you work with. Their services are free. To contact the nearest Settlement Support Coordinator, visit www.ssnz.govt.nz

Bevan Chuang is the Settlement Support Coordinator – Auckland City at Auckland Regional Migrant Services, a non-profit organisation that supports migrants, refugees and returning kiwis to settle successfully in the Auckland Region. Visit their website at www.arms-mrc.org.nz

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Active Movement for the hands and fingers

HELPING CHILDREN TO DEVELOP THEIR FINE MOTOR SKILLS ALISSA TOSSWILL REPORTS

A child's control over body movements develops in sequence from head to foot and from the chest to the tips of the fingers. It is important that a child develops a strong body in order to develop fine motor skills - activities that use the hands and fingers will develop the fine motor skills that a child needs for a number of activities, including learning to write and enjoying sports.

As a child grows, different sports and activities that he/she will become involved in will require the skills of catching, throwing, picking up objects and having control of hands and fingers – if fine motor skills are well developed, children are more likely to want to become involved in these activities. The child will enjoy and build confidence in its ability to continue to play.

Many children drop out of sport and activities as they become more difficult (especially when pressured by peers) and therefore lose confidence in their ability. You can help develop these important skills by offering activities that encourage fine motor skill development. The more a child practises the skills in their early years the more likely the skill is going to become an automatic task, and the child will be able to concentrate on more challenging skills that need to be developed, like understanding the rules of the game or working with other children in a team environment.

Fine motor skill development and the Palmer Grasp Reflex

The Palmer Grasp Reflex is the clenching of the fingers or toes in response to stimulation of the palm of the hand or sole of the foot and is a normal infant reflex, persisting until about five or six months of age. In some children, depending on stimulation of the hands/feet or the time spent crawling and picking up objects off

the floor, a slight form of the grasp reflex may continue into childhood. A child who holds a pencil or object with a clenched fist may be displaying this, as they may not have developed the pincer grip well. The pincer grip is when the finger and thumb are used to pick up objects and is the more correct way of holding a pencil. An example of how this is linked to fine motor skill development is that a child needs to be able to open and close hands freely to be able to catch a ball. If the child automatically clenches their hands when they are thrown a ball, the ball is more likely to be dropped.

“As a child grows, different sports and activities that he/she will become involved in will require the skills of catching, throwing, picking up objects and having control of hands and fingers...”

Activities to assist with fine motor development of the hands and fingers – please note: many of these will be messy play!

- 1 Make clench balls: blow up a thick balloon to the size of a small ball, fill with flour and tie at the top. Encourage children to move the ball in their fingers while opening and shutting their hands. (It may pay to make it several balloons thick and watch for breakage!)
- 2 Use safe liquids of different consistencies for the children to finger-paint with – try bath jelly, dishwashing liquid, shampoo/conditioner and gooey slime. Supervise to ensure fingers don't go into mouths!
- 3 Fill a bucket with freshly mown grass, leaves, flour or crushed ice and add safe objects for the children to try to find within the different textures.
- 4 Create a letterbox out of empty boxes, and letters out of newspaper or old magazines – encourage the children to post the letters inside the box.
- 5 Provide the children with macaroni pieces and string – encourage threading to make a necklace.
- 6 Encourage the children to practise cutting around pictures with scissors – ensure they are holding the scissors correctly.
- 7 Perform puppet finger-plays by drawing faces on fingers and using the fingers to imitate talking to each other.
- 8 Warm hands by rubbing the palms of the children's hands together and then place their hands over eyes and face to feel the warmth.
- 9 Promote swinging on bars with fingers over top of the bar and thumbs underneath.
- 10 Have the children sit in a circle to perform a massage on the back of another child – encourage activities such as “Old Macmassage” by Tessarose Productions.
- 11 Using small kitchen tongs, ask the children to pick up feathers and put them into small containers.
- 12 Draw an air picture – ask the children to draw a picture in the air with

Photo supplied by Alissa Tosswill.

each finger on their hand to encourage control of every digit.

- 13 Self massage – with the children sitting quietly ask them to place their hands on their head. Encourage the palms to be open with the thumbs towards the back of the head and the little finger towards the front. Move the fingers in a circular motion all over the head for a self massage.
- 14 Encourage children to first roll a ball backwards and forwards to each other and then try to bounce or throw the ball to each other.
- 15 Play partner-clapping games – have two children facing each other and perform finger plays and clapping games using each others' hands to pass the clap on.

Active Movement is a Sport and Recreation New Zealand (SPARC) initiative that aims to provide positive movement experiences for children from birth to 5 years. SPARC has produced a set of 16

resources, which includes a set of 14 activity guides and two DVDs that will help to provide ideas of how you as the teacher or parent can encourage movement from birth. This article is based on the activity guide "Developing Hands and Fingers".

For more information about Active Movement, or to contact the nearest Active Movement Advisor to receive your free set of resources, call 0800 ACTIVE (228 483) or visit www.sparc.org.nz to download the resources.



? What about writing?

- ☺ Being left-handed or right-handed develops over time and can't be chosen.
- ☺ To write, he needs to be able to do something on one side of his body while the other side does something different.
- ☺ 'Cross pattern' activities (opposite arm, opposite leg) help the preferred hand to emerge (e.g. rolling, crawling, walking and jumping).
- ☺ Over time, your child will be able to have one side of the body doing something different from the other side. For example, encourage her to reach for something on her right with her left hand.
- ☺ Your child will start using one hand more than the other when he is ready. For example, he might start always using his left hand to hold his spoon.

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Fussy or full?

ENCOURAGING HEALTHY EATING HABITS THROUGH CORRECT PORTION SIZES

ALISSA TOSSWILL REPORTS

The following article would be a great one for parents to read, so feel free to photocopy it for them or include parts within your own newsletter - please reference where the article is from. The words preschooler, toddler and child are used interchangeably throughout this article.

Preschoolers need to eat a little and often to ensure that they are getting the right amount of energy to keep up with their daily growth and activity. Some days it can seem that a toddler is especially fussy while other days they will eat everything in sight.

Preschoolers have an innate awareness of their own appetites and as long as you are providing a well-balanced diet that is low in sugar, fat and salt the children will be benefiting from the nutrients in the food to help with their growth and development.

Generally, the basic eating habits that a child learns in the preschool years will remain lifetime eating habits. This is why it is especially important that adults don't force children to "finish everything on their plate" when they say they are full, as this can encourage overeating and increase the risk of becoming overweight later in life.

A child's stomach is about the same size as their clenched fist, so much smaller than an adult's stomach (which is the same size as an adult's clenched fist). This means that a young child does not need the same amount of food as an adult to feel satisfied. Sometimes we can forget and serve up a nearly adult size portion of food for toddlers - a quarter size portion is generally enough.

All toddlers will vary the amount they eat. They may prefer to eat little and often rather than have three larger meals a day. To see how much food to serve

How much is enough?

Preschoolers need at least 4 servings of carbohydrates for energy.

At least 4 servings of carbohydrates for energy	Age 1	Ages 2-3	Ages 4-5
Bread	1/2 slice	1/4 slice	3/4-1 slice
Cooked cereal, rice & pasta	1/4 cup	1/3 cup	1/2 cup
Dry cereal	1/4 cup	1/2 cup	3/4-1 cup
Buns	1/4 bun	1/3 bun	1/2 bun

Preschoolers need at least 1 serving of protein for growth and development.

At least 1 serving of protein for growth.	Age 1	Ages 2-3	Ages 4-5
Fish, beef, poultry, pork or vegetarian option	28 grams	42 grams	56 grams
Cooked peas & beans	1/4 cup	1/3 cup	1/2 cup
Eggs	1	1	1

Preschoolers need at least 2-3 servings of dairy for growth and building bones.

At least 2-3 serving of dairy for growth & building bones.	Age 1	Ages 2-3	Ages 4-5
Milk	1/2 cup	1/2 cup	1/2-3/4 cup
Cheese	9.3-18 grams	18-28 grams	28 grams
Yoghurt	1/2 cup	1/2 cup	1/2-3/4 cup
Cottage cheese	2-4 Tbsp	4-6 Tbsp	6 Tbsp

Preschoolers need at least 2 servings of fruit and 2 servings of vegetables to provide fibre, vitamins and minerals.

At least 4-5 servings of vegetables and fruit.	Age 1	Ages 2-3	Ages 4-5
Cooked vegetables	1/4 cup	1/3 cup	1/2 cup
Fresh vegetables, chopped	2-3 Tbsp	3-4 Tbsp	4-6 Tbsp
Canned fruit and fruit juice	1/4 cup	1/4 cup	1/2 cup
Fresh fruit, chopped	2-3 Tbsp	3-4 Tbsp	4-5 Tbsp

preschoolers, start small and let them finish what is on their plate in their own time. If they consistently ask for seconds you may need to increase their portion size slightly. Another way to check is to use their hands as a guideline. Try asking the child to serve themselves using their palm as a guideline for the size of the meat/meat alternative and encourage a good handful as a serving for vegetables and fruit. Try to keep foods high in sugar, fat and salt to a minimum, as generally these are not high in nutrients, so may fill the child's stomach but with no nutritional benefits to their growth and development.

The Ministry of Health recommends that healthy children aged 2 – 12 years need to eat many different foods, eat enough for activity and growth, eat mini-meals or snacks, have plenty to drink, have treat foods now and then, and take part in regular physical activity. Toddlers need approximately 4000 kilojoules (kJ) of food a day to meet their requirements for growth and development compared to the average adult female who needs 8000kJ and the average adult male who needs

approximately 10000kJ. If you follow the healthy food guidelines in the blue box (previous page) it is very easy for toddlers to meet their daily energy requirements.

As a child's appetite can change from day to day, it is more useful to take an overview of what they have eaten in the course of a week as a means of assessing whether they are meeting their nutrient requirements. This can help you overcome the urge to suggest that the children eat "just a little more" in isolated cases where they are refusing food. Try not to provide fluids such as milk and water just before mealtime, as these can make a child feel full. Offer fluids after the meal and throughout the day as snacks. Avoid offering sweet drinks as these are high in sugar – water and milk are the number one choice for everyday fluids.

We know that children and adults need different daily servings from the food groups, and serving size can vary for different ages. The blue box on the previous page shows an approximation of daily serving size for the different age

groups, from 1 – 5 years (adapted to New Zealand guidelines from www.babyfit.sparkpeople.com).

If a toddler does not finish his/her whole portion (and if it is safe and hygienic), place the food either back in the lunchbox or in a take-home container to avoid food wastage. This will also allow parents to gain a better understanding of what their child is eating while in your care. Talk with the children about how many servings of different food groups they eat each day to encourage them to remember what they have eaten and how much is enough for them to feel full and satisfied.

Alissa Tosswill is the Active Movement Advisor for Sport Auckland. She has a double degree in physical education and human nutrition. Alissa is very passionate about ensuring a healthy start in life and has recently developed a service called Eat Play Grow, which aims to support child development through nutrition and movement. Visit www.eatplaygrow.co.nz for more information on how Alissa can help you!

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What is normal sexual play and behaviour in young children

CHILD PROTECTION STUDIES REPORTS

There is so much worry about child abuse today that many people are afraid to give their children the loving care they need, for fear of being accused of abuse. A certain amount of sexual play is common in preschool children, and it is easy to confuse a child's normal sexual behaviour with signs of possible sexual abuse. Most well-adjusted children will customarily pass through several stages of sexual interest and play.

Small babies may discover that touching their genitals can feel good, and can be comforting. As far as they are concerned, it is rather like sucking their thumb - they won't attach any other meaning to these actions. Baby boys may have erect penises when nappies are removed.

Many two-year-olds will show an interest in the way boys and girls urinate, and in the physical differences between the sexes.

Three-year-olds may talk about the differences between boys and girls, and are usually still interested in urinating. Girls may try to urinate standing up. They may want to look at, or touch their mother's breasts.

By four, children are becoming more conscious of their genitals, buttocks and naval, and may play games of "show", and "doctor". Their interest moves to toilets and the language involved with elimination - 'poohs', 'wees', 'pooh-face'. Still interested in the bodies of others, four-year-olds may demand privacy for themselves.

Five- and six-year-olds become more modest, but undertake mutual investigation of each other's bodies.

At this age they are conscious of social taboos, and are more likely to experiment in private. They may giggle about words related to bodily functions, but still ask questions about sexual differences.

Exploring, touching and playing 'sexual' games are a normal part of growing up when children are playing with others of their own age and development. The general rule of thumb is that children are within a four-year development span of each other or where there is no obvious difference in development or power. Such mutually agreed play does not mean that

When to be concerned

When children are involved in sexual play with older or more powerful children, or have been coerced by an older child to join in play that makes them uncomfortable, adult intervention is needed.

Although there are often other logical explanations for what you observe, you should be concerned about a child who:

- Has genital injuries or infections, or a sexually transmitted disease.
- Has a knowledge of sexual issues and behaviour outside what could be expected for the child's age.
- Shows compulsive, or explicit sexual play with other children, or who masturbates excessively. A certain level of play is quite normal, but when it becomes compulsive, adults should seek advice.
- Shows fear of certain situations or people - going home, going to the baby sitter's.
- Tells of being touched in a way that makes them feel uncomfortable or scared.
- Tells of seeing 'rude' pictures or of someone taking 'rude' pictures of them.
- Has a noticeable change in behaviour, or starts to act out of character. This is an extremely important indicator, but do not forget that there are many incidents in a child's life that could worry them and lead them to act strangely. A child with a marked change in behaviour may benefit from talking to a professional who can help sort out the cause.
- Regresses or withdraws.

Many of the above can have non-abusive causes, and while we need to be alert, we must also never assume.

children have been abused, although occasionally the child may worry about getting into trouble for playing 'rude' games, and tell you that someone else made them play.

Most children from around 2 years onwards will play with their own genitals in a way that parents often consider masturbation. While occasional guidance and distraction may be needed to help children understand what behaviour is acceptable, they should not be left feeling bad or guilty. Adults' strong reactions are likely to be more damaging than the actions themselves.

What should you do if you believe a child has been abused?

Five simple rules will help you do the very best for children.

1. If a child tells you that they have been abused, believe the child, tell them you are glad they told you, and explain that you will be getting some help. Never question a child about what happened. There are experts who are trained to do that and who can ensure that the child doesn't have to repeat the story.
2. If you have suspicions, or a 'gut' feeling, act on your concerns. Don't wait for someone else to act.
3. Never act alone. Talk your concerns through with someone experienced.
4. Keep notes of your concerns or what you have seen or heard. Try to recall the exact words a child used, the changes you noticed in the child's behaviour, and the date(s) they occurred.
5. Do not make promises to a child or family that you may not be able to keep. You personally may not have any control for example over who else gets told. You can promise that you will do your very best to help.

Intervening to help a child is emotionally draining and difficult. It can bring back feelings, or trigger personal memories, and make us worry whether we are doing the right thing. It is important that adults can seek help and support for themselves.

Getting Help

You can discuss it with a social worker from the Department of Child Youth and Family (CYF). This department is the place with the expertise to advise you about the next step

to take. You have the right to be listened to and have your questions answered. You can talk anonymously at first, and give the details later, as you become more confident. Call CYF: 0508 326459

Help and advice is also available from local services. You may talk to these agencies about your worries, but please note, this is not the same as making a referral.

Staff at CPS are happy to provide further information about help available.
info@cps.org.nz, 07 8383370

Jigsaw is the national umbrella group of local NGO child protection agencies that specialise in helping in this area. The Jigsaw website will help you locate a service near you: www.jigsaw.org.nz

The Ministry of Social Development also has a website with useful contacts nationally.
www.familyservices.govt.nz/directory/

There are only two statutory agencies that have the power to investigate and act on a report. They are Child Youth and Family, and the Police. Child Youth and Family are required by law to follow up any concerns, while the Police will act on a report that a crime has been committed. If you fear for the safety of a child, please seek help. You are protected by law if you refer in good faith and find there is no proven abuse. It is not only the child who needs help. The other family members will need information, emotional and practical support.

CPS is a national charitable trust dedicated to the protection of children and young people. As New Zealand's specialist child protection training organisation, for 15 years CPS has been supporting all who have a part to play in keeping children safe. CPS provides NZQA accredited training up to diploma level, giving adults the skills, knowledge and confidence to recognise children at risk of abuse, and take the steps needed to protect them.

CPS has had a strong focus on working with the early childhood sector in recent years and believes specialist training in this sector is absolutely critical to ensure the safety of our children.

CPS will be presenting at the ECC Annual Conference 2010 on the 7-9 May in Christchurch. Alternatively visit www.cps.org.nz to find out more about CPS and upcoming training in your area. CPS can be contacted by email: info@cps.org.nz or by phone 07 838 3370. PO Box 679 Hamilton. www.cps.org.nz

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Yoga and creative dance for children

EDNA REINHARDT REPORTS

I have had the pleasure of teaching children's yoga and creative dance classes for over thirty years. The physical skills are taught at my studio; however, there is also a subtext, which I find equally inspiring.

Apart from physical skill, the classes offer a small example of how children negotiate relationships within a group. The dance that we all negotiate in life between independence as an individual while cooperating with others is an important skill.

Yoga for children is very different from yoga for adults. Their bodies, perceptions, needs and sense of fun are all unique to their developmental stages.

As educators and parents, as learners and teachers, how do we inspire an awareness of the union between mind and body within the individual child, while also highlighting the interconnectedness of the group? Here are some scenarios from my explorations of yoga with children to spark your own responses to this question. Note: these ideas are more relevant to the older children in your care.

The circle

A mixture of tiredness and excitement bubbles in the room. I beckon the children to sit in a circle. I communicate with my eyes and body. When I do speak, it is almost a whisper.

Inevitably, their volume also decreases. We sit quietly for a brief moment and take in the circle of 16 individuals sitting with crossed legs and straight backs. I hug my knees and they do the same. We enjoy the way it looks and feels when we perform the same actions together.

Sometimes my movements are slow and languorous, like those of a cat, and at other times they are quick and sharp. The main purpose of this first 10 minutes of warm-up is to acknowledge one another, establish ourselves as a group and focus

on what we can do when our mind and body are working together.

The individual

Soft music brings us back to the breath. It may be sacred music such as Gregorian chants or a Mozart adagio. Each individual finds a place to sit on the floor alone. They sit beside some objects placed on the floor. Today it is a handful of chopsticks and some black shiny stones. On another occasion it may be a brightly coloured silk scarf and some sequins. Sometimes we use small mirrors and shells. The possible combinations of objects both man-made and natural are limitless.

"Yoga for children is very different from yoga for adults. Their bodies, perceptions, needs and sense of fun are all unique to their developmental stages."

The children are invited to be open to the music. They create a design inspired by the music and the moment; a mandala, if you like. Now we don't communicate with others. We are working alone. There is a noticeable change in each child's demeanor.

Individuals within the group

The style of creative dance that we practise at Over the Moon studio is a form of structured improvisation strongly influenced by yoga and music. We draw on a wide variety of quality music that

inspires movement. It is sometimes strong and earthy; inviting lunges, somersaults or leaps. Slow and sustained music may inspire extensions and balance. Students are focused and 'in' their bodies. They are strong, agile and well coordinated. They are responding to the music and they are in the moment. There is space to be spontaneous and free. There is no future outcome. It's about what happens now.

Sometimes students work as a group and sometimes they dance solo. Observation and support are encouraged. Often one student will express an idea in dance while others are observing, then the observers build on that idea when it is their turn to dance. This is nearly always expressed non-verbally. Movement is the language here.

Large and small groups work together

Now we make another circle. It almost fills the room this time. In fact, it's more of an oval because our room is rectangular. I lead the students through a series of postures. We practise the postures, making corrections as we go. Then we remember our sequence, flowing from one posture to the other as smoothly as we can. The timing is determined by the group's sensitivity towards each other. When we do yoga in the circle, there is a sense of moving as one. It looks beautiful and feels good to be a part of the whole. It's as if we were all a part of one large organism, like a flower or a multi-limbed creature.

Depending on the age of the students we sometimes break into smaller groups. It may be anything from pairs to groups of five. Each group designs their own sequence made up of between three and eight postures. Students also decide how these postures will be performed. In a circle? A line? Two people facing one another? They also decide whether they are doing the postures in unison or whether some people will start from the last and progress to the first.

Photos supplied by Edna Reinhardt.

"The children love to show their favourite postures. One by one in the circle, each of the students shows the rest of the group a favourite posture for the day."

The children love to show their favourite postures. One by one in the circle, each of the students shows the rest of the group a favourite posture for the day.

Comfortable with being alone and part of a group

In this sequence of activities we move easily from being a part of the larger picture to the individual. When we each show the group our favourite posture or dance, we shine as an individual. Some children have to find the place where their strength and confidence resides, but they are nurtured to do this in this supportive environment.

This way of being harmoniously in a group is one of the most important aspects of teaching children. They also learn to understand appropriate social behaviour. We encourage children to develop and sustain their focus. We encourage a culture of mutual respect.

In this way these classes are yoga of the body, and they are yoga of the whole being. This is the true meaning of the word yoga - union. The whole child is nurtured and the cycle of giving and receiving between student and teacher is honoured.

Edna Reinhardt is the Principal of Over the Moon Yoga and Dance Studios. She has taught yoga and creative dance for over 30 years. She is the author of the children's yoga kit, Creative Yoga Games for Kids It is available from major bookstores in Australia, U.K, U.S.A and N.Z. or from her website: www.overthemoonstudio.com Edna will be presenting at this year's Early Childhood Council Annual Conference.



"Each individual finds a place to sit on the floor alone. They sit beside some objects placed on the floor. Today it is a handful of chopsticks and some black shiny stones."



"Sometimes my movements are slow and languorous, like those of a cat, and at other times they are quick and sharp."



"Sometimes students work as a group and sometimes they dance solo. Observation and support are encouraged."



"It is sometimes strong and earthy; inviting lunges, somersaults or leaps. Slow and sustained music may inspire extensions and balance."



The benefits of early childhood gymnastics

MARK GROOS REPORTS

Gymnastics is a total body enhancing sport. All aspects of a child's physical development are covered in gymnastics including balance, coordination, strength, speed, flexibility, and aerobic fitness. A grounding in gymnastics will help children perform better in whatever future sport they choose. Gymnastics has also been shown to improve children's mental development – helping their concentration and memory.

- A study by Barrett (1998) showed children learn cognitive skills more effectively in an environment that includes the body as well as the mind. Neurological pathways are developed by gymnastics and early childhood movement education, promoting reading readiness. Children who participate in movement education activities at preschool have longer attention spans, increased communication skills, general problem-solving skills, improved self-esteem, and are better prepared for school.
- European researchers found that physical fitness in children related to a reduced risk of developing asthma during adolescence (Rasmussen, Lambrecht, Siersted, Hansen & Hansen, 2000).
- In a study of school-aged youth, researchers found that the risk of substance abuse by adolescents is decreased by physical training programmes that incorporate life skills. Better school attendance, lower anxiety and depression, and decreased use of tobacco and alcohol were all reported after a 12-week physical training programme (Collingwood, Sunderlin, Reynolds & Kohl, 2000). Recreational

sports activities, including gymnastics, are a key to balanced human development and have been proven to be a significant factor in reducing alcohol and drug use (Williams, 1994).

- Statistics show that children actively engaged in organised 'positive choice' extra-curricular activities, such as youth sports, are less likely

"Gymnastics is a total body enhancing sport. All aspects of a child's physical development are covered in gymnastics including balance, coordination, strength, speed, flexibility, and aerobic fitness."

to be involved in self-destructive and anti-social behavior and juvenile crime (Soenstrom, 1986).

- Many studies have reported the benefits that moderate impact activities such as gymnastics have on the development of bone density.

Plyometric exercises (also known as jump training) like tumbling and vaulting have been determined by the American College of Sports Medicine to be a safe, beneficial and fun activity for children.

- Healthy activities like gymnastics teach kids how to have a fun and a healthy lifestyle. Active children are more likely to grow to become active and healthier adults. Nurturing the enjoyment of movement and motor skill development at an early age will help to promote continued participation in physical activity.

Mark Groos is the CEO of Gym club 2010. GYM club 2010 is a professional organisation providing quality, affordable, and accessible gymnastics programmes to children. Our vision is to allow children who do not currently have access to the fun and beneficial sport of gymnastics because of cost and/or convenience to have the opportunity to participate in gymnastics and increase their chances of future life success. The GYM club 2010 organisation provides parents with an affordable option to enhance their child's development, allowing parents confidence their child is safe and having fun. Early childhood centres that adopt GYM club's programme provide another unique benefit to the children in their care, without added management, administrative, staffing, equipment, or health and safety burdens. Contact GYM club 2010 on (07) 576 5208 or visit their website: www.gymclub.co.nz



Here are some easy and simple gymnastic games centres can introduce into their weekly schedule

- Catching feathers is a visual tracking game that teaches children to catch. The gymnast holds the feather above his or her head, then releases the feather and catches it in his or her hands at waist height. Variations include catching the feather on a foot, or a knee. Try using a balloon or a bean bag instead of a feather.
- Rolling activities using a hoop are manipulative play activities. Gymnasts learn to hold, grip, release, catch and throw while improving their coordination. Gymnasts roll the upright hoop to their partner standing 1m away. The partner catches the hoop and rolls it back. Variations include: using both hands, using right hand, then using left hand; standing further apart; gymnast can try spinning the hoop in an upright position, the partner must jump into the spinning hoop as it falls into a horizontal position, before the hoop stops spinning.
- Musical hoops is a spatial awareness game that teaches children to be aware of obstacles around them and move to avoid the obstacles. Place enough hoops on the floor for each child; when the music is playing the children move around the floor – not running. When the music stops they need to find a hoop – the leader tells them what to do (i.e. one foot in the hoop or one elbow in the hoop etc). When the music starts again the leader removes a hoop. When the music stops repeat a request (making sure it is a different body part each time). Keep going until there are only two hoops left and everyone needs to share (at this point the children could be placing a foot or hand in the hoop to make sure everyone is included).
- 'Wheelbarrows' around a course marked out on the preschool floor helps develop children's strength, coordination, team work and concentration. Children walk around in the wheelbarrow position with the caregiver (or another child) holding their thighs. The child who is the wheelbarrow must use their hands to walk forward, and must maintain body tension.



TOYS FOR KIDS... IT'S WHAT WE DO!

- Early Childhood
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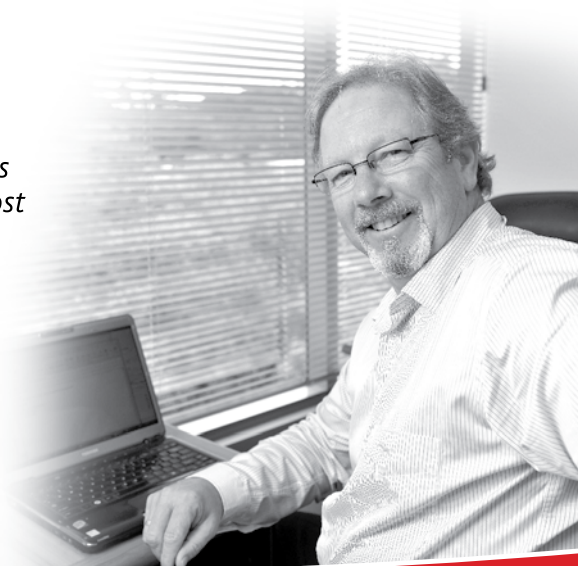


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We look forward to meeting you at the ECC Conference and invite you to our presentation on 7 May at 2.15pm.

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7 - 9 May 2010

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**Early Childhood
Council**



Don't forget – You can use your Support Grant for Provisionally Registered Teachers for the Early Childhood Council Annual Conference

ECC Membership

WHAT ARE THE BENEFITS?



BELONGING

The Early Childhood Council is the largest representative body of licensed early childhood centres in New Zealand. Our 1000 member centres are both community-owned and commercially owned, employ more than 7000 staff, and care for more than 50,000 children.

The Early Childhood Council regularly provides advice to government to help shape early childhood policy development.

The Early Childhood Council represents the early childhood sector in the wider early childhood and business communities.

Being a member of the Early Childhood Council means accessing the unity and strength that come from a common voice and shared direction.

RESOURCES

The ECC produces a number of resources for the early childhood sector; some, like our Incident Register, are available to Early Childhood Council Members at reduced prices.

Many more of our resources are available exclusively to ECC Members and provide valuable information for you and your centre, such as the Policy, Employer's, Health and Safety, Performance Appraisal, and Good Governance Handbooks.

Other resources provide comprehensive information about the early childhood sector that is not available elsewhere.

EXCLUSIVE INFORMATION

Early Childhood Council members get members-only access to our weekly email news and HypertECC, the web portal containing an online library of sector advice and information. Members also get exclusive access to expert advisors.

PROFESSIONAL DEVELOPMENT

Gain access to ECC Member prices for the hugely popular ECC Annual Conference - the largest annual early childhood conference in New Zealand, the ECC Seminar Series, and other professional development opportunities.

ECC Member Benefit Schemes

CHILD PROOF INSURANCE SCHEME

Make huge savings on insurance for your centre with our ECC members-only insurance scheme.

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Membership Application and Renewal Form



Early Childhood Council

The ECC's membership year runs from 1 January – 31 December

GST No: 58-903-469. This is a tax invoice.
Keep a copy for your records

Management Representative:	(first name)	(surname)
Position Held:	Email:	
Postal Address:		
Phone:	Fax:	Mobile:

Eligibility for Membership: The ECC Constitution defines members as follows:

- **Rule 2.4:** "Member" means an Independent Early Childhood Centre, (see definition below) or group of centres under the same Licensee, or Management Group (see definition below) who is recognised as such by the Association and whose subscription is current.
- **Rule 2.16:** "Independent Early Childhood Centre" means any centre not part of the Free Kindergarten Movement, Te Kohanga Reo Trust or New Zealand Playcentre Federation.
- **Rule 2.17:** "Management Group" means the person(s) or legal entity(ies) which has the responsibility for managing the centre(s) and is recognised as such by the Ministry of Education for Charter purposes.

New Member Fee: The New Member Fee of \$155.00 is payable only once by a management group of a centre/centres on application for membership. If membership lapses at any time, a new membership fee must be paid on rejoining.

Joining after 31st July: Half rates on subscription apply if joining after the 31st July. The new member fee still applies.

Subscription Calculation

Total Licensed Capacity (see over –page to calculate this)	Annual Subscription Rate (halve the rate if joining after 31st July)	Add new member fee if applicable	Total Payable
17 or under places	\$253.00	\$155.00	
18 places	\$264.00	\$155.00	
19 places	\$284.00	\$155.00	
20 places	\$304.00	\$155.00	
21 places	\$324.00	\$155.00	
22 places	\$344.00	\$155.00	
23 places	\$365.00	\$155.00	
24 places	\$386.00	\$155.00	
25 places	\$407.00	\$155.00	
Over 25 and under 120	Your no. of places <input type="text"/> less 25 = <input type="text"/> x \$4.00 plus \$407 = <input type="text"/>	\$155.00	
Over 119	Your no. of places <input type="text"/> less 119 = <input type="text"/> x \$1.00 plus \$794 = <input type="text"/>	\$155.00	

Not Sure of Your Calculation? Email: admin@ecc.org.nz or phone us on 0800 742 742 to calculate it for you.

To Pay

- ☐ **Cheque** made payable to EARLY CHILDHOOD COUNCIL
- ☐ **Internet** to the account of ECC, 02-0278-0099404-25. Be sure to put in your centre name and five digit MoE licensing number in the payment details as a reference.
- ☐ **Post** or **Fax** this form with your credit card details. Mail to: ECC, PO Box 31-672, Lower Hutt, 5040. Fax: 04 566-4611
- ☐ **Credit Card** Please charge my: ☐ Visa ☐ Mastercard

Name on card:

Signature:

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Card Number

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Expiry date

PTO to provide centre details and calculate your total licensed capacity

List below all centres in your Management Group (continue on a separate sheet if necessary)

Centre Name	MoE license number(s)	The centre director's/supervisor's name	Physical address	Centre email address	Auspice (please tick)	No. of child places licensed for	Total no. of child places
					<input type="checkbox"/> Community <input type="checkbox"/> Private <input type="checkbox"/> Public institution	<input type="checkbox"/> Under 2s <input type="checkbox"/> Over 2s	
					<input type="checkbox"/> Community <input type="checkbox"/> Private <input type="checkbox"/> Public institution	<input type="checkbox"/> Under 2s <input type="checkbox"/> Over 2s	
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					<input type="checkbox"/> Community <input type="checkbox"/> Private <input type="checkbox"/> Public institution	<input type="checkbox"/> Under 2s <input type="checkbox"/> Over 2s	
Enter total licensed capacity of all centres here. Use this figure to calculate your subscription (see first page)							

I declare that the information provided on this form is correct, that I have included all the centres in my management group in the list provided, and that my centre/s meet the criterion for ECC membership. I agree not to share with non-members any information provided by the ECC or any of the benefits of membership.

Signed:

Date:

Print name:



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