

A baby wearing a green hoodie is climbing a tree trunk. The baby is looking upwards and to the right. The background shows green leaves and a bright sky.

Bright Start

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AUGUST 2011

The Magazine for the Kidicorp Community
For happy, confident learners

What is **QUALITY**
childcare?

What
every child
NEEDS

How a
child
learns
to write

Confident Parenting

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Welcome to the Kidicorp family.

If you're reading this magazine chances are you have a child at a Kidicorp childcare, Montessori or kindergarten. Producing this parenting magazine is one of the things we do to connect with our parents and those who have young children, to help you with the incredibly important job you have – growing healthy, happy children.

It's also the reason we have a Facebook page – to connect parents, teachers and others. During the Christchurch earthquake it was very touching and rewarding for teachers to read the posts from parents saying teachers had done an amazing job of making their child feel safe. You'll also find wonderful stories of what children are learning, with teachers explaining what's going on.

The children at our centres are the lucky ones – they are getting the start they need to prepare them for school. Sadly too many children are still missing out on getting preschool education. One in four Maori and Pasifika children are not participating in education before school.

One of our teachers at Natural Learning is committed to making sure her community know about 20 ece hours. PaulaMae Butler says, "A child familiar with the basics taught at pre-school often finds the routines at school similar and this pre-learning helps them on the path of life long learning.

"Children who start school unprepared have to cope not just with a strange classroom environment, but new children, and an unknown teacher. Too often without pre-school they don't have the skills to face this huge adjustment," she adds.

If you know a child who is not getting any preschool and doesn't seem to have a rich learning environment at home pick up another copy of the magazine and offer it to the parent. Remind them of the Government's 20 ece hours and encourage them to get their child ready for school and that lifelong journey of learning. Then all children will have a Bright Start.

Victoria
Victoria Carter is a Director of Kidicorp.



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Kidicorp is New Zealand's largest private early childhood provider. Over 8,000 children are enrolled annually in Kidicorp centres around New Zealand.

Bright Start aims to increase our sense of family amongst our teachers and to better connect us with our parents and their families.

Shorts

TOP PARENTING TIP

Make life easy for yourself and your child by attending to a few small household chores so you have peace of mind.

Don't keep worrying about your toddler exploring and poking fingers into power sockets. Buy socket fillers and put them into every empty socket long before your toddler even becomes aware that there are some intriguing holes to explore.

Banish tablecloths from your home while you have small children, then they can't pull a hot cup or plate of hot food down on themselves.

Put a full set of household keys in a safe place outside the house, so if a mischievous toddler locks himself in or out, you can still get in.

BOOKS

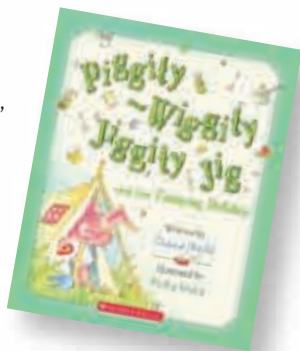
PIGGETY WIGGITY JIGGITY JIG AND THE CAMPING HOLIDAY

By Diana Nield Illustrated by Philip Webb
Scholastic \$ 19.50

A rollicking rhyming text with a sweet family holiday story. Fourth in a series on the Jig family of pigs, this is a fun story of a camping holiday and solving the problems of tents! Rich rhyming text to support your child's love of language.

GIVEAWAY

We have 4 copies of Piggety Wiggity Jiggity Jig to giveaway. Become our friend on Facebook, and go in the draw.



A BIT LOST

By Chris Haughton
Walker Books \$16.95

This book has won several prizes already and it's no wonder. In the vein of: 'where's my mummy', it is a lovely story of the animals in the forest trying to help little owl find his mummy after he fell out of the nest! Simple bold pictures and wonderful repetition, this book is bound to be a great bedtime favourite.



HIWI THE KIWI GOES FISHING

By the Minstrel
Illustrations by Bryn Nealie
\$29.95

Mark de Lacy and his wife Chrissy, take the message of 'water safety' and 'fish for the future' to schools all over New Zealand. Hiwi the Kiwi is a series of poems Mark has written to read aloud or sing along to, with the CD, as Hiwi teaches us to put back the little fish so they can grow and have babies that can grow. It's about Hiwi tagging and releasing fish, teaching children to check if fish are undersize, and the importance of always wearing life jackets in a boat. For older children there are longer poems, like Pukeko-eko, Slater Pie and Co-operation cool. A NZ classic.

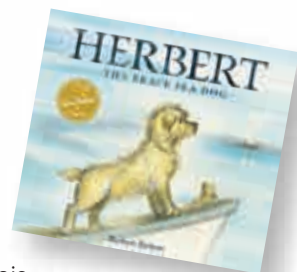
Every home should have this book, because as we all know, there is nothing like a child reminding us of what is the right thing to do!



HERBERT THE BRAVE SEA DOG

By Robyn Belton
Walker Books \$16.95

This is a great adventure read for small boys. It's a heart warming true story, set in Nelson, of a brave little dog's sea voyage and the loyalty of his little owner, Tim. I read this to a two year old boy and he was utterly absorbed with the story and the simple pictures.



What is **Montessori**?

“The child’s way is like that of the first tribesman to wander over the earth...The instinct to move about, to pass from one discovery to another, is a part of their nature, and it must also form a part of their education.”

- Maria Montessori

WHAT A PARENT SAYS:

Says parent Brylee Gibson, *“what I liked about Montessori was what I saw. Active, busy independent children displaying curiosity and creativity, who were focussed and self directed. My son was encouraged to act on his own, to do things for himself, to learn naturally. So at home, I have a child who can do things for himself, put on his shoes and socks without asking for help.*

“I saw children free to explore and learn at their own pace. I worried that my son wasn’t interested in writing or drawing. “It’ll happen when he’s ready,” the teachers told me,

“Of course they were right, and he’s drawing and writing now at his own pace and developing a love for it, after all education is not about filling the pail but lighting the fire.

“Montessori works because the philosophy is simple, the teachers passionate and the environment rich. I’m so glad I chose a Montessori school.”

So what is Montessori?

Kidicorp has 13 Montessori centres throughout New Zealand. Each centre has specially trained Montessori teachers who understand the Montessori theory developed by one of Italy’s first female Doctors, Maria Montessori. Children enter Montessori at three and can stay until they are six.

The Montessori tradition is founded on kindness and deep respect for each child as a unique individual. The connection with nature and the environment is an important part of the Montessori philosophy. The spontaneous curiosity within each child is nurtured and stimulated.

At all our Montessori centres you will find special resources and learning materials to support spontaneous investigation, discovery and exploration.

“Our teachers take great pleasure in watching each child’s spirit unfold. Children are naturally curious and we encourage this as way to learn independently. We create an environment that leads children to a love of learning and respect for life,” says Audrey Douglass, Professional Support Manager for the Montessori centres. Audrey has 25 year association with Montessori having trained and taught in London, and the United States. Audrey has also run and owned her own centres.

Audrey continues, “All children have a natural desire to learn, so we create an environment that allows for their independence, self confidence and self discipline to blossom. Learning is hands-on and children are encouraged to think for themselves.

All our centres provide an environment that inspires children’s inbuilt love of learning. Our teachers nurture the child’s wide range of interests and help them remain open to new challenges. Our unique learning materials encourage children to investigate, and explore.”

“In that process of creating lifelong learners, children are encouraged to observe, think and reflect. We lead children to discover the answers for themselves, believing this results in lasting learning and often a desire to go on and discover more. Learning is rewarding and fun.

An important part of Montessori learning is the connection with nature and the world we live in. Maria Montessori said, “Let us give the child a vision of the whole universe for all things are part of the universe, and are connected with each other to form one whole unity.”

The connection between the inside and the outdoors creates an environment that shapes wise, curious, creative and responsible children.

Many parents believe that the Montessori way of learning provides a nurturing environment for children to blossom.



CONFIDENT PARENTING = HAPPY CHILDREN

**WHEN CHILDREN KNOW THEIR PARENTS ARE CRAZY ABOUT THEM,
THAT THEY ARE LOVED, THEN THEY BLOSSOM.**

By Valerie Davies

Parents who are confident and know what's good for their children find they have happy confident children. Sounds simple, doesn't it, but how many of us are truly confident parents?

We approached some experts to give us some tried and true tips on successful parenting, the HIPPPY organisation. HIPPPY stands for Home Interaction Programme for Parents and Youngsters, and their programmes are aimed at three to four year olds. So what did we learn from them?

Perhaps the most important thing was that words matter. The more we talk to our children, the more likely they are to do well at school and in after-life. When we talk to our children they feel they matter to us, and as the creator of the Head-Start programme in the States, Urie Bronfenbrenner used to say, every child needs to spend plenty of time with someone who is crazy about them.

When children know their parents are crazy about them, that they are loved, then they blossom, they enjoy life, they want to be part of a happy family, and they want to share in and cooperate in the family. HIPPPY's programme teaches parents that talking to their children is a more effective way of getting children to do what needs to be done, than shouting or hitting. Many of their parents

report how learning this has changed their whole family life. They also see the difference in their children who grew up before they learned these new ways of parenting, and those who came after and developed quite differently in the new family situation, thus proving Bernard Shaw's remark that there are no bad children only uninformed parents!



Parents in the HIPPY programme learn not just to talk to their children, but to listen to them. They share feelings ... “are you nervous about starting kindy/ school. I was , I had butterflies in my tummy..” they explore these, things so the child knows it’s normal to feel like that, and when she returns home, they follow up and talk about how it all worked out. Talking about feelings, talking about family events, talking about everything is one of the biggest gifts parents can give their children, and it’s such a simple one, and costs nothing. What it does do is add immeasurably to the quality and enjoyment of family life.

One HIPPY mother went on record as saying: “I didn’t realise you had to talk to them,” while another said that by remembering HIPPY principles she learned not to criticise and put her daughter down all the time, and began to listen to her instead.

HIPPY provides a daily routine off setting aside a time every day to read and do specific activities with the child. Making it a daily routine at the same time every day makes it something very special to the child, who feels loved and appreciated and important. This quality time improves the relationship between parent and child. And of course, it isn’t just mothers who find that by doing these things the quality of their family life and relationships improve.

When fathers make their own times with the children, to teach them skills, even if it’s only how to throw a ball, or sit and watch a TV programme together, and talking about it together, both fathers and children improve their relationships. Parents start to enjoy their children in ways they hadn’t realised it was possible, just by adding these small routines to their family life.

Parents also learn that children are rarely naughty and don’t need to be punished. When children

are perceived as naughty by their parents it’s usually the result of misunderstanding. The child may be too tired, hungry or thirsty to be able to cooperate. The child may not understand what the parent is wanting or saying. The child may be upset, or emotionally shattered by some happening which threatens its sense of security and emotional well-being, whether it was something that



with the child so that he never feels stupid or wrong. If this is how a child feels, he loses his confidence and starts to feel that he ‘s dumb, and everyone else knows better than him. Parents in the programme learn to give children the correct answer, without making a fuss, and carry on to the next question in the book. Saying “NO” and being negative undermines childrens’ confidence – remember how you felt in class, even when you were quite old, and you put up your hand, and the teacher told you were wrong?

So confident parenting means making children feel good about themselves, giving them confidence in you and in life. They learn to communicate and share feelings, and know that they can trust their parents to support them and encourage them. Just as good is that knowing we are doing the right thing as parents.

The more we talk to our children, the more likely they are to do well at school..

happened at play group, something a family member said or did, or the family events he or she doesn’t understand. Comforting and making the child feel safe is much more likely to achieve a resolution. Punishment breaks small children’s trust, makes them more insecure, and causes them to shut down their feelings .

When children are older they need to learn to accept responsibility for their actions, but small children need help to handle their feelings.

HIPPY parents learn to respond to children positively rather than negatively. When they are reading together, and they ask a child a question, parents learn how to work

So talking to our children, listening to them, sharing feelings, and never criticising or making them feel small, may seem too simple to be important. And that’s the magic of it, good parenting doesn’t cost a thing, and enriches our lives beyond measuring.

HIPPY: HIPPY is a programme provided by Great Potentials, whose aims include promoting family functioning, breaking the cycle of disadvantage, releasing potential and relieving suffering.

For more information please visit www.greatpotentials.org.nz

From Scribbles

By Liz Fletcher

HOW A CHILD

Well before my son started childcare he would spend time at the table by me writing a series of hieroglyphics which to him was 'writing.' He enjoyed adding to my shopping list, writing on the newspaper and using the magnetic letters on the fridge to make combinations he called words.

It is between three and four that children start to make sense of the world around them and realise that certain squiggles have meanings which adults understand. Children start to realise that adults writing, or pushing the letters on the computer are making shapes that have a meaning.

Many children will write a series of shapes and squiggles or 'scribbles' and then ask what does it say. This is the start of writing. Encourage your child especially when the letters start to look like letters. Recognise them and make their sound. Even if it can't be translated into language the child has made the critical connection that written words have meaning and this is a form of communication.

Sometimes the letters may come out back to front, upside down or malformed. By observing, copying and trying, children will get closer to



to words

LEARNS TO WRITE

accepted forms of letters. A similar process occurs when children learn to spell. They develop basic knowledge of the sounds that certain words make and start to write words phonetically. Before children develop dictionary spelling they often use what is called 'invented' spelling, to indicate it is a process. With time and familiarity children eventually learn to spell correctly.

I remember a teacher telling us how a father came into a centre with his son's pages of colourful scribbling. He was cross with the teachers for indulging him in what he considered scribbles. They carefully explained that it was part of a vital stage to end up being able to write sentences. And instead of growls the Dad began to encourage the scribbles appreciating that soon enough they would turn into words he could understand too.

WRITING IS COMMUNICATING

The important thing for children to get, is that by writing down things, they can communicate their thoughts and ideas. You will notice that between four and five, teachers in a quality childcare centre will spend time with children writing down their thoughts. My son went through a stage where he loved doing dictation and getting me to write down all this thinking. Often a child will be encouraged to draw a picture and then a teacher will write down the child's thoughts on what the picture is about.

By six or seven years children are much more sophisticated at self-expression. Their vocabularies have grown, they have developed a basic understanding of spelling and they are more used to the length and rhythm created by sentences.

When you see this happening you begin to appreciate the importance of talking to children, using a rich and varied vocabulary, reading a wide range of books and encouraging writing.

HOW TO ENCOURAGE A YOUNG WRITER

You can play a vital part in getting your child interested in writing and your childcare will do the same things. Here are some ideas for three to six year olds.

HAVE THE TOOLS

Make sure your child has plenty of pens, lots of paper and a place to sit.

ENCOURAGE STORY TELLING

Invite your child to dictate a letter to a grandparent, friend or even an absent parent. Read back to them what they have said to show them how the words have meaning. Let them draw a picture to go with it or even write their own shapes and interpretation of what is written.

MAKE BOOKS TOGETHER

Staple some sheets of paper together, encourage your child to draw some pictures, paste pictures

that tell a story. Underneath or alongside write what your child asks you to describe. Children love the idea that they have made their own picture book. Collect spare photographs of holidays and help make a book with them. Write your child's name on the front as the author. Read it together often. Our version became one of our son's favourite books as he remembered a holiday together.

MAKE WRITING AN EVERYDAY ACTIVITY

Make sure your child sees you reading and writing! Let your child help with shopping lists, see the notes family members leave for each other, the traffic signs and what they mean, words on bill boards and so on. You'll see at childcare and kindergartens nearly everything is labelled, this is to help children appreciate and make the connection between objects and words and their meaning.

PRAISE

Remember that learning to write is a process. It needs imitation, experimenting and lots of practise! Criticism is the fastest way to discourage this process of learning. Constant praise and encouragement will see your child keeping on practising and getting better because they are enjoying the process of learning. Your job is to make learning fun, enjoyable, and not a chore.

Making Light Work of the “TERRIBLE TWOS”

By Jane Smith-Brown

**Some go through it. Some don't!
That's the so-called terrible twos.**

This is the age when children discover there is a word called “no”, and they love it. They start to feel powerful when they discover the ‘N’-word, and use it experimentally in many in-appropriate situations.

It's how we respond to our child's in-expert attempts to use the word and feel powerful that makes the difference, since it's a stage that all children go through. Sensible parenting requires us to stay on our toes, and not get into knee-jerk confrontations over our children's exploration of language and their knee-jerk use of this exciting new word.

Sometimes when they say ‘no’ they mean it, and it makes sense to them to say no, and it's up to a parent to assess whether this is a reasonable use of the word. And allow them not to do whatever it is. At other times, a sensitive parent is going to have to explain that no is not the best word to use here, and that yes, would be a much better way to go about things. And this is where the tantrums of this age often erupt. Staying calm, realising that this is a stage of the child's learning about boundaries, and not responding with anger or punishment is the best way to handle a tantrum.

Another aspect of the terrible twos for parents to bear in mind is that their child is going through huge growth spurts, both physically and emotionally. It's beginning to be recognised that in these growth spurts children become short of some of the minerals that their body needs – remember so-called growing pains? So it makes sense that with both teeth and bones growing, and emotional challenges as well, children can run short of calcium, which is why milk and dairy are so vital for children at this stage. Research has shown that people – both old and young - who are short of calcium feel stressed and tense, which is another reason why the terrible twos can so often fly off the handle.

Often what toddlers need in these moments is a drink and a snack and a cuddle, to help them regain their balance. Often too, a rest or a nap is what this growing child needs. Many children who throw a wobbly are actually tired-out, and in desperate need of a rest. Don't make it a punishment to put her down to rest, make it a happy solution, cuddled into bed, with teddy, or whatever comfort – toy or blanket the child treasures. And when she wakes, she'll be happy, relaxed and able to cope again.

This is also the age when responsible parents have started building on the boundaries they have already sketched out. Everyone needs boundaries, and part of our children's development is learning about their own and other people's. This is a big learning curve for toddlers, and helping them to set boundaries takes gentleness and understanding. Children should never be snubbed or put down or made to feel ashamed when teaching them that something is a no-no. Remembering to talk to them with the same courtesy that we use to talk to our friends means they are more likely to see your point and co-operate. Children enjoy responding to a request, it makes them feel grownup, and that they do have choice. On the other hand, they hate having to obey a command knowing unless they obey they're in a confrontation with someone bigger and more powerful.

Understanding this stage of our child's development makes it easier to cope with the challenges of small children just learning to enjoy the feeling of power when they use the word **NO**.

THE GOLDEN RULES FOR MAKING LIFE EASY:

Avoid confrontations and ultimatums.

Avoid knee-jerk re-actions to having your authority challenged. Think about it before re-acting.

Keep a sense of humour, a drink and a snack handy – for you both.

Try to have your own support group handy – be they family, friends, or play group mums. You need them as much as your child needs you!



FINDING QUALITY CHILDCARE

By Fiona Hughes

Chief Operations Officer Kidicorp

The ChildForum has produced a Childcare and Preschool Goodness Checklist for parents. We have reproduced the six signs below as a reminder for us all of the things that parents will start to look for.

It is very pleasing that so many of our centres do all of these things. On my travels around the country I see so many wonderful examples of our teachers extending and enriching children. I often take photos to use as examples for other centres, for our professional support teams and to remind me of the great work centres are doing.

THE SIX SIGNS OF QUALITY:

1 The child's learning is supported and enriched (that is, the child is exposed to learning and experiences beyond what the child already knows and experiences at home and in other settings).

2 The child is happy about being in the centre and shows this (lots of laughter, friendships, hugs, getting ready to go before it's time to get ready to go to the centre).

3 Potential risks to the child's safety and health are carefully managed but not totally eliminated (for example, you would expect to see a 4 year-old being encouraged to climb a low tree with supervision and support from an adult).

4 The physical environment suits the child and is challenging (there are lots of things which the child is interested in to keep the child busy and occupied. What is provided at the centre for the child to do, gives the child a sense of being able to push himself towards doing things at a higher level of difficulty and to try new things).

5 The values, beliefs and language of the child's family are truly supported (there is consistency between what the parents and family value and their aspirations for their child, and the views, expectations and practices of the people caring for the child in the early childhood programme).

6 Parents' needs are fully met (parents don't feel grumpy about anything that happens or is expected at the programme - instead parents feel delighted that they have enrolled with the centre and feel like shouting from the rooftops about how great it is for them and their child).



Maia and buttons

The signs are inter-related because weakness or strengths in the presence of any one sign will influence one or more of the other signs. For example, if a child is not always happy then the child is not likely to learn much. The stories below from three different centres around the country show the connections teachers make with children and parents in different ways. Keep an eye on Kidicorp's Facebook page for weekly stories that demonstrate some of the quality outcomes children are getting at centres all over New Zealand.

Tori-Anne Pitcher from First Steps Railway Rd in Palmerston North shows how she extends Maia's learning (pictured left). Maia was putting buttons in her play dough. One, two three she counted out loud showing her grasp of counting and that numbers have a sequence.

Tori-Anne discusses with Maia the colour of the buttons and she notices that each button has holes. As Maia counts the holes in each button, she finds out that some buttons have "one, two holes" and others have "three" and even "four holes".

"As Maia works, she hears me describe what she is doing. An example would be "I see you are placing the buttons beside each other, I can see a row of buttons now"."

This looks like child's play and it is but this process of talking about numbers helps to consolidate mathematical concepts which will help Maia at school.

At First Steps Te Atatu, teachers taught children about the textures of paint and dye as well as teaching them cultural understanding. The centre celebrated 'Holi' The Indian festival of colours, that celebrates unity. The children and teachers showered each other with powder paint and dye to signify the blending of the colours, symbolizing that everyone is the same at heart.

The children had been told to wear old clothes and had huge fun exploring the textures of paint and dye and getting very messy!



First Steps Toddlers, Palmerston North, held a Hangi to celebrate Matariki. Over 91 people enjoyed the evening. Teachers and tamariki (children) prepared the vegetables before grandparents Jackie and John packed and cooked the Kai. Sam (a new graduate teacher) got her Uncle Taki from Radio Rangitane to share his knowledge of Matariki with the families, and bless the food. The delicious kai was finished with kiwi style dessert! Some great conversations happened around the tables and a great evening was enjoyed.

PARENT TIP! Ask your teachers what learning is being extended and what interests are being used to stimulate this. You might have a book, object or something you can share with the centre on the topic. It will help your child too, if you can talk about what they are learning.



Stay connected- a story for Dads

By Victoria Carter

A reminder to all those parents who are absent or separated from their children on how important they still are in their child's life. No matter how young your child is there are lots of ways you can still stay connected.

I had enormous distance after my parents separated and my mother came to New Zealand and my Dad went back to England. Even before my Dad left the country his communications with us had become irregular and virtually non-existent.

One long standing memory was when I was four, and mum was at work, and he came to tell my brother and me that he wouldn't see us for a very long time. He gave me a book and some smarties. I remember feeling very sad, alone and upset.

So to all those parents who end up being separated from their children here are some tips on what might have helped me feel important, loved, valued and still a part of my Dad's life.

The most obvious and common sense message is to stay in touch and be regular about it. Even though you may no longer have regular weekends with your child make sure you use that time to write a letter or make a phone call.



Letters and cards (even postcards if you aren't very good at writing – they are a smaller space to fill!) are a great and inexpensive way to stay in touch. For your child there is the excitement of not knowing when another letter might be in the mailbox but if you make it regular they know any day there will be something from you!

You could buy a special box together and tell your child this is the box for them to keep all the letters, cards and other special stuff in. The Warehouse sells cardboard ones you could decorate together with pictures of the two of you together.

Remember if you do phone that your child may not have a lot to say, so make sure you have lots of questions handy, use the answers as leads to ask more about what is going on. And if your child seems a bit silent then tell them all about what is going on in your life, what you do most days, help them try and imagine you in your new setting.

Don't forget to tell your child how much you miss them (my Dad never did, so as a kid I assumed he didn't, but now as an adult I've heard a lot about how much he actually did).

NEVER forget birthdays! Too often I hear how important that action is! I waited for 2 days after my 21st hoping my Dad would call despite having had a lovely party with friends and family. But it really mattered to me to hear from my Dad.

You will ALWAYS be the most important man in your kid's lives - don't think otherwise, you are their Dad and no matter how good someone else is at being that person there is something very special about your 'real' Dad.

Saying good bye is horrible. If it feels awful for you, know that your child is feeling it just as much, if not more, because they can't use adult thinking to process it.

Don't forget however hard it feels to you to stay in touch it means something, your child won't forget your efforts, your child will feel loved and treasured and it will help keep your connection alive.

What every child needs

CHILDREN NEED BREAKFAST

But don't offer them 6 different kinds. Make it a habit that you have an egg or toast and vegemite or even a grilled cheese so that your child goes off to school with protein and carbohydrate to help them concentrate and their brain and body grow.

Research has shown that children without breakfast don't do well at school.

CHILDREN NEED LOTS OF DRINKS

Not fizzy, fruit juices or milk, but good old cold water. So always carry a bottle in the car. Most often when a child grizzles it's because they are hungry, thirsty or tired.

CHILDREN NEED LOTS OF SNACKS

Yes, you might have been told not to snack between meals, but children need to. So carry packets of raisins, some muesli bars or a packet of ginger-nuts (no crumbs!) so children can have a quick bite to tide them over to their next meal. Hungry children don't cope, and can't concentrate.

CHILDREN NEED 9 HOURS OF SLEEP

Seriously, they do. There is a reason why TV used to have "good night kiwi", for children to remind parents that viewing time for children was over and actually they should be in bed! If your children struggle to go to bed before 7.30 pm then establish a routine of bath, short book or a talk about their day and then lights out. It's important if you want your child to grow physically, and their brain to develop, while all research shows that kids who get enough sleep don't usually grow up to be overweight! Children who're short of sleep often end up overweight.

CHILDREN NEED AMUSING

Carry a small book, or even a pad and pen. How often have you watched parents struggling with what looks like a difficult child when all the child needs is something to do. Bored children unwittingly make trouble. Smart parents go places prepared. Adults have difficulty not fidgeting during boring times, so imagine how difficult it is for a two year old. Make it easy on yourself and save

up for something special like a colouring- in book and coloured pens for those times like waiting in a surgery or sitting in a church.

CHILDREN NEED LOTS OF CUDDLING, AND LOTS OF TALKING

Cuddling and talking makes them feel loved and secure. Both activities develop emotional intelligence and help a child grow into a stable intelligent adult.

CHILDREN NEED BOUNDARIES

Some conscientious parents think they're controlling their children by making sure they eat or sleep or say thank you, and so on. What they are doing is responsible parenting – making decisions when children are too young to make them for themselves, and teaching them good habits.

CHILDREN NEED TO KNOW THAT WHEN YOU SAY NO YOU MEAN IT, AND WHEN YOU SAY YES, YOU DO TOO

This means keeping your word so they can trust you. Children also need to know what is acceptable behaviour and what isn't, to respect their own and other people's boundaries. This is not control, it's teaching children how to get on with other people. Which is why children benefit from good pre-school education.



Kidicorp, for happy, confident learners!



discovery

These centres have spaces available now for your child.

North Island

Central Auckland

Edukids Mt Roskill

Unit 1-64 Stoddard Road,
Mt Roskill, Phone 09 629 5140

Top Kids Eden Tce

13-17 Virginia Ave, Newton,
Phone 09 302 3700

North Auckland

Top Kids North Harbour

15-17 Saturn Place, North Shore,
Phone 09 444 1979

West Auckland

Top Kids New Lynn

3176 Great North Road,
New Lynn, Phone 09 827 4537



East Auckland

Edukids St Heliers

119 Apirana Ave, Glen Innes,
Phone 09 521 0275

Coastal Kids

97 Third View Ave, Beachlands,
Phone 09 536 6737

South Auckland

First Steps Everglade Babies

2 Keri Anne Place, Manukau,
Phone 09 263 6074

First Steps Puni

42 Puni Road, Pukekohe
Phone 09 238 1633

First Steps Wattle Downs

134 Coxhead Road, Manurewa,
Phone 09 267 4731

First Steps Takanini

42 Tironui Road, Takanini,
Phone 09 296 6991

Coromandel

First Steps Waihi

8 Mataura Road, Waihi,
Phone 07 863 7955

Waikato

Community Kindy Te Rapa

451 Te Rapa Road, Te Rapa,
Hamilton, Phone 07 850 2050

Kids to Five Maui St

6 Maui St, Pukete,
Phone 07 847 3714

Montessori @ Flagstaff

3 Admiral Cres, Flagstaff,
Phone 07 854 3857

Bay of Plenty

Community Kindy Waihi Road

251 Waihi Road, Tauranga,
Phone 07 578 6394

First Steps Papamoa

4 Palm Springs Boulevard,
Papamoa, Phone 07 542 4153

Top Kids Judea

167 Waihi Road, Judea, Tauranga,
Phone 07 577 0911

Top Kids Rotorua

1553 Pukuatua St, Rotorua,
Phone 07 348 3579

Top Kids Kope

6 Lord Cobham Ave, Whakatane,
Phone 07 308 0037

Gisborne

Top Kids Lytton

733 Gladstone Road, Gisborne,
Phone 06 868 3576

Taupo

Top Kids Turangi

14 Ngawaka Place, Turangi,
Phone 07 386 8954



Taranaki

Little Gems

29 Pacey Ave, Hawera,
Phone 06 278 6755

Rainbow Inglewood

44 Cutfield St, Inglewood,
Phone 06 756 9010

Hawkes Bay

Montessori @ Taradale

79 Gloucester St, Greenmeadows,
Napier, Phone 06 845 9380

Palmerston North

First Steps Railway

1 El Prado Drive, Palmerston
North, Phone 06 356 2516

First Steps Palmerston North

21 Ngata St, Palmerston North,
Phone 06 354 7907

Wellington

Early Years Cornwall

3 Cornwall St, Lower Hutt,
Phone 04 566 4205

Early Years Nevis

2nd Floor, Unit 2-3, 22-32 Nevis St,
St, Petone, Lower Hutt,
Phone 04 566 2278

Community Kindy Melling

95 Pharazyn St, Lower Hutt,
Phone 04 586 2592

Montessori @ Rongotai

192 Rongotai Road, Kilbirnie,
Phone 04 387 1192

South Island

Christchurch

Edukids Styx Mill & Styx Mill Foundation School

109 Northwood Boulevard,
Styx Mill Estate, Northwood,
Phone 03 323 7838

Montessori @ Mona Vale

27 Kilmarnock St, Riccarton,
Phone 03 348 9179

Edukids Delamain

5 Jarnac Boulevard, Yaldhurst,
Phone 03 741 1024

Roydvale Preschool & Nursery

139-141 Roydvale Ave, Burnside,
Phone 03 358 3000

Edukids Kilmarnock

27 Kilmarnock St, Riccarton,
Phone 03 348 3461

Dunedin

Montessori @ Mosgiel

65 Murray St, Mosgiel,
Phone 03 489 0434

Montessori @ the Gardens

5 Chambers St, North East Valley,
Phone 03 473 7630

Edukids Kaikorai Valley

463 Kaikorai Valley Road,
Kaikorai, Phone 03 488 0074



literacy



confidence



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friendship

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