

LIFEWISE

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# The Lifewise Early Childhood Centre

## Model of Practice 2019

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*Children can teach us so much more than we give them credit for. If we open our eyes and our hearts to let them in we can improve outcomes for children.*

Since 2012, Lifewise has taken on the management of four Early Childhood Centres or ECEs in Auckland. Three of these are mainstream ECEs in West Auckland (two in Massey, one in Glen Eden) and one is a Tongan ECE in Otara, South Auckland.

Lifewise believes that fresh thinking in the early childhood education space is needed to create better outcomes for children and families, especially for those facing challenges. Through working with children and whanau over time in their ECEs, and particularly with children experiencing trauma and adversity, the Lifewise ECE team has developed some strategies, which play out through three pillars of practice. The team has also identified the positive changes they observe in children and families as a result of this practice.

The following shares the heart of the Lifewise ECE model of practice and the main changes observed as a result across the four ECEs. Points of difference for Lifewise ECEs from many other ECEs are also outlined.

The Lifewise ECE model is evolving, and each centre has its unique strengths and flavours. This iteration of the model of practice is based on staff interviews, workshops and discussions during late 2017 and 2018. All Lifewise ECE staff have helped shape and describe the model.

The service design for Lifewise ECEs and brief information on each ECE are at Appendix One. The Education Review Office Reports for each ECE can be viewed at [www.lifewise.org.nz/services/early-childhood-education](http://www.lifewise.org.nz/services/early-childhood-education)

*My family have been a part of Lifewise for 2 going on 3 years. Coming has been a financial benefit for our family as childcare is so expensive we are very thankful for the affordable price. For our children Lifewise ECE has provided a platform for both of them to learn grow and interact with other kids. I have/am witnessing both my children develop beautiful friendships with children and teachers. And know everyday is full of different learning experiences with all activities provided. It is a benefit knowing that they are in safe hands with the staff.*

1. All quotes in this report are from members of the Lifewise ECE team, unless otherwise stated.

2. Lifewise is an innovative Auckland based social development organization. It supports people facing challenges and provides a range of services and programmes including foster care and family services, housing first, mental health and addiction services, health and disability services and early childhood education. See <https://www.lifewise.org.nz/>

## Observations and strategies

*Adversity informed? Trauma informed? Healing centred?  
Whatever the approach is called we need to shift our practice  
in a way that supports children.*

Lifewise staff noticed that ECE practices that were tried and true over years of experience were “just not cutting it” with some children. These children are different: “They have faced adversity that we can only begin to imagine or try to understand and it has left them with some really big behaviours”.

Some of these behaviours include the following.

- Intense aggressive or emotional responses to what seem like small matters. These reactions can seem automatic, often with no significant lead up to lashing out.
- Emotional outbursts of anger or extreme sadness that can be regular throughout the day.
- Very limited ability to self-regulate, self-soothe or hold back.
- Some children seem to perceive all adults as being the same, for example treating all adults with intense over affection or as a real kind of threat.
- Food security is an issue for some children, shown in behaviours such as hoarding food, taking food from other children’s lunch boxes, overeating at shared kai times, refusing to eat or requiring help to eat.

When faced with such behaviours and noticing that traditional approaches were not working, the Lifewise team developed these core strategies.

### **Children are the priority**

The Lifewise team are clear that they are there to support and serve children first and foremost. Children are prioritised - this means for example if a child initiates a request of a teacher when they are talking with an adult, the teacher will pause the adult conversation to respond to the child, rather than say “Just a minute...” to the child. In the Lifewise ECEs children learn that they have a right to speak and that adults are not more important than they are.

### **Start with ourselves**

Staff need to be calm and well enough emotionally to “be” with these children. This is sometimes not straightforward and can change day to day, which prompts many “How are you doing?” conversations. It also means having shorter sessions and encouraging the team when they are nearing the limits of what they can do. This takes the pressure off individuals and a sense of “we can do this” as a team emerges.

### **Same same, consistency**

Being a predictable, reliable adult that can be trusted is essential for children who may not be used to consistency or reliability from adults, or who may have difficulty trusting adults. This means for staff for example: "If I do not allow myself to be kicked today I can not allow it tomorrow". Children are very good at testing this: "If I push you far and hard enough will you change your behaviour?" There have been many challenges thrown down by children and the team need to be true and follow through. Also, for children who have not had regular caregivers or people looking after them, having this consistency of relationship at their ECE can be transforming in itself.

### **Working out team strengths and dynamic**

It is important to understand different individual staff and team strengths in different situations - who is good under pressure, who is steady, who is calm and

who panics. A level of safety is essential in determining this, including making sure that even if someone is great at handling stressful situations, that they then look after themselves, otherwise cumulative work stress and burnout can ensue.

### **Self-care practices for staff and children**

Given the awareness that good ECE practice and outcomes for children depend on staff wellbeing, Lifewise ECE staff utilise forms of self-care that also work for and are modelled with the children, including:

- Mindfulness practices
- Breathing techniques and postures
- Standing barefoot outside on the grass to be 'regrounded' and release energy
- Music, fun, laughter, good vibes and atmosphere such as aromatherapy to induce a sense of wellbeing
- Healthy food to nourish the body.



**Taking time, being rather than doing**

Doing things in an unhurried way allows small children opportunities to observe what's going on and then make choices about whether want to join in or be on the margins to observe. The centres have rolling morning tea and group activities that are child led rather than adult led. Children are not kept 'busy' all the time doing structured activities, they can choose their own activities. Children are allowed to eat when they are hungry, though some children may need support with this if food is a trigger.

**Tailored professional development**

ECE contexts are constantly changing as communities and societal issues change. Seeking out tailored professional development that can best support staff to support children facing adversity and trauma is a priority for Lifewise: "Even the most trained teachers need ongoing support and resources and time and space to support these particular children".

**Authentic, supportive team culture**

Lifewise ECE teams emphasise the importance of staff "being real with each other", being supportive, having open communication, having fun and a laugh, having centre rituals and collaborating. Key avenues of support identified by staff are their family, being in touch with themselves, identifying when things are tough, self-care and pampering, support from colleagues and mindfulness practices.

These strategies are interwoven through three Lifewise ECE pillars of practice, which are visualised on the next page. Each of these pillars of practice are then described.

***Our professional development is not about learning and literacy, it's about brain development, emotional literacy, and being trauma informed.***

*Lifewise ECE: One word represents this wonderful environment- WHANAUNGATANGA.*

*Zion is a lot different since the beginning of the year and that's due to his teacher's great efforts. Ali and team have given Zion and our Whanau so much growth and support throughout his learning, interaction, emotional support, help with his behaviour, understanding during his surgery recovery and just overall mountains of love! Zion is absolutely loved and lucky. I'm so happy I was able to have Zion join such an amazing group!*

# Lifewise ECE Pillars of Practice

Whanau wellbeing is the ultimate aim of Lifewise ECE practice, and especially child wellbeing within this whanau wellbeing. The three practice pillars are: 1) being healing centred; 2) nature connection; and 3) whanau engagement.



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## What these pillars look like in practice

*There is a fault in our educational system – if we don't deal with the emotional stuff (of children, families and teachers) we miss the boat.*

*There is no room for judgement. You need to work from love.*

### Healing centred

Trauma and stress impact uniquely on young children, including their developing brain<sup>3</sup>. Staff training and professional development is loaded towards becoming more skillful in working in a healing centred way that counteracts the effects of this stress and trauma<sup>4</sup>. Key principles are outlined below.



3. See for example see *Excessive Stress Disrupts the Architecture of the Developing Brain*, a working paper from the National Scientific Council on the Developing Child, available at [http://developingchild.harvard.edu/library/reports\\_and\\_working\\_papers/wp3/](http://developingchild.harvard.edu/library/reports_and_working_papers/wp3/).
4. This practice model is informed by a body of research, see for example Zero to Six Collaborative Group, *National Child Traumatic Stress Network* (2010), *Early childhood trauma*, Los Angeles, CA & Durham, NC: National Center for Child Traumatic Stress, see <http://nctsn.org/trauma-types/early-childhood-trauma>.

**Relationship and empathy** – Building good relationships with children and families is considered the key ingredient for better outcomes: “It’s all about the connection with children and families”. Good relationships require empathy, “oceans of patience” and openness from ECE staff. Each interaction with a child, is an opportunity to build connection and to empower children, from nappy changes to playing.

**Presence** – A healing centred way of working requires time and energy to be emotionally present to children, to listen and to engage well with families. Staying present, facing child and family realities and seeking to assist means not shying away from hard things and difficult conversations. This way of working is highly skilled and requires emotional literacy and maturity.

**Safety** - Supporting children and families in a healing centred way involves inquiring about children’s safety; offering resources to re-establish safety for families; and supporting young children’s learning through nurturing relationships, predictable expectations and routines. There is an emphasis on promoting strong child and teacher attachments, consistency and predictability (to promote feelings of safety and security), alongside free and independent play. It is important to have consistent staff so that children form meaningful attachments over time. Children are given ownership of the ECE and are allowed to explore and self-direct play, within clear rules and boundaries.

**Resilience, voice and choice** - Children learn independence, self-responsibility and self-control. They are supported to face difficulty and uncertainty calmly, confidently and creatively: “Resilience needs relationship not uncompromising independence”. Children are given voice, choice, responsibility, and leadership opportunities.

**Transparency and authenticity** – Young children tend to be sensitive to the vibe of people and places. Supporting children to be themselves, develop and explore requires adults to be authentic and clear: “Children know when you are being false and they know when the love and care is genuine”.

**Kindness and optimism** - Lifewise ECE staff are encouraged to let children know they are loved unconditionally, to let children talk, to meet children where they are, to be positive and nurture optimism. Negatives and “no” are avoided and all touch is gentle, safe touch. Core values include kindness, sharing and tuakana-teina, or children teaching each other. “When we model care and kindness, gentle hands, when we cuddle a child, the children copy. We create that environment for them to follow”.

Child development occurs with minimal adult intervention and without pressure to meet milestones or to speed up a child’s natural progression: “If children don’t talk, touch or play that’s ok, they will when they are ready”. Fun, laughter, rituals and celebrations are all central to the practice.

## Nature connection



*'The clearest way to a universe is through a forest wilderness.'* ~John Muir



Nature connection or a pedagogy of nature is fundamental to the ECE practice. Lifewise ECEs have a part time person who supports gardening, green spaces, kaitiakitanga or stewardship/care for nature and nature connection across the centres. Key principles are as follows.



**Taha Papatūānuku** – children's Papatūānuku or Earth Mother connection is emphasized, by taking notice of nature, playing outdoors and children building relationships with air, water, soil, plants, birds, insects and animals. Lifewise ECEs aim to support a shift in thinking around children's connections and relationships with nature and increase understanding of how nature connection can positively influence children's wellbeing and learning (and that of adults).

**Groundedness** - Lifewise staff observe that when children connect with nature, all their senses are engaged and they self-regulate faster and more easily. Outside in nature, children's energy is released and bare feet meeting earth can help to calm and ground children.

**Thriving environments** – Lifewise ECEs have great outdoor environments and aim inside to be as natural and home like as possible. Most toys and equipment are made of wooden or natural materials, the ECEs have “play gardens” instead of playgrounds, plastic is minimal and all ECEs have raincoats, gumboots, sunblock and hats so that outdoor play can happen any time: “There is no bad weather only bad clothing”. All centres wash and dry children's clothes. ECE doors are open to outdoor play areas most of the time (unless it's mealtimes or very cold) and there is access outside with supervision when children want it.

### **Learning, diet and sensory risk taking**

- Lifewise ECE staff focus on nutrition and physical activity to support children's health and brain development. Staff talk to families about the importance of nutrition and connect families with support if they do not have enough food. Children learn through gardening, growing fruit and vegetables and natural cycles. They are also taught recycling and other sustainability practices. Children are encouraged to learn through all of their senses and to take safe, considered risks, to be physical, to build feelings of competence and mastery and to feel okay to ask for help.

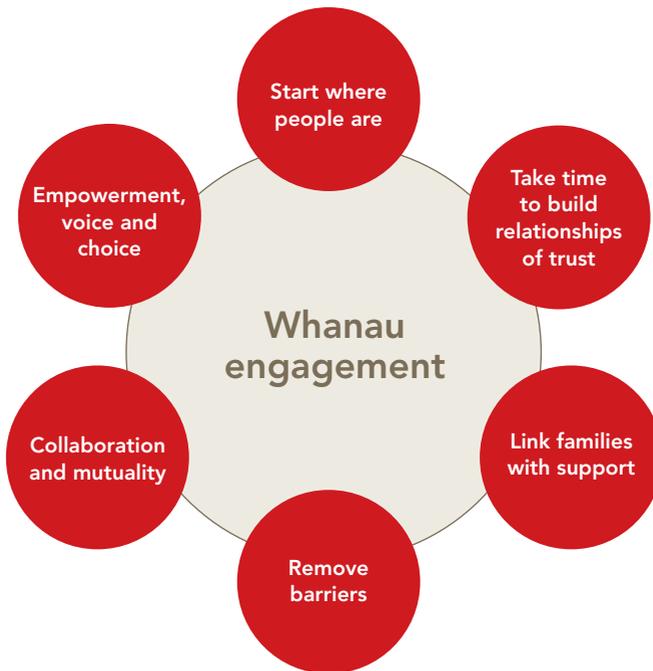


*Lifewise ECE has been absolutely amazing in so many ways. As soon as I walked in for the first time I felt very at home and knew straight away this was the place for my children to attend. Ali and the lovely ladies of Lifewise ECE are the most amazing people I've ever met. They have gone and go above and beyond with regards to making sure our children are very well cared for with so much kindness and love in their hearts.*

*My two children love attending this centre as it's just like being at home with family. When my little family and my self were going through hard times we were shown so much love and helped out in so many wonderful ways we are so blessed to have such amazing people in our lives. We are one big family at Lifewise ECE it's such an amazing centre ☺*

## Whānau engagement

Nature connection or a pedagogy of nature is fundamental to the ECE practice. Lifewise ECEs have a part time person who supports gardening, green spaces, kaitiakitanga or stewardship/care for nature and nature connection across the centres. Key principles are as follows.



*I can not say thank you enough for the wonderful care, attention, time and dedication the staff provide. My grandson constantly talks about his day. Recently his mum has had some serious health issues and he has become less confident.*

*The staff have given William so much extra attention and have made him feel extra special. If I would I write a plan for the perfect daycare I can say I have found it - Waimumu is magic. I will always be grateful that my grandson has his day filled with learning and happiness. Thank you everyone.*

**Start where people are** - This means meeting families where they are at and working with what is. It requires acceptance and non-judgement, and an ability to build rapport with families so they feel comfortable to share their family situation and the needs of their child. Lifewise ECE staff are multicultural, approachable, consistent and professional. Respect for cultural values is fundamental.

**Relationships of trust** - This begins with the enrollment process, by sitting down with the family, listening and talking about their situation, needs and priorities. This can be a lengthy and emotional process. Lifewise ECEs make time to meet and talk with family members and carers as required to support child and family wellbeing.

**Remove barriers to families participating in ECE** - Lifewise ECE fees are among the lowest nation-wide (see Appendix One). The Tongan ECE in Otara picks up and drops off 6 to 9 children each day so they can attend ECE. Families are asked to provide food, clothing and nappies for their child, but all centres can provide these if needed. As barriers to participating are identified they are worked through and removed with families.

**Collaboration and mutuality** - Children's learning and development is a collaboration between Lifewise ECEs and families/caregivers. ECE staff continually learn from families and encourage families to bring their language, culture and skills into the ECE. Family members

are welcome to stay for a cup of tea, to connect with other parents, to cook or play with the children or to share a skill or a story. All centres offer food and hospitality to children and families. Some family members become relievers or join a Parent Committee and family participation is encouraged through events, trips and celebrations.

**Empowerment, voice, and choice** - Lifewise ECEs seek to empower families to identify and address issues getting in the way of child and family wellbeing. Families are supported to utilise their own strengths and resources, make choices and to access sustainable and ongoing support.

**Link families with support** - Lifewise ECE staff are able to refer families to a wide range of informal support and to Lifewise support services<sup>5</sup>. As part of the Methodist Mission Northern, Lifewise ECEs are also linked with church communities that provide support ranging from friendship to food parcels. Next door to the Glen Eden ECE, for example, there is youth housing and a church based foodbank.

*Both Casey and Kyle have flourished since they started here. They are more confident and have learnt so much. I'm very grateful.*

5. See <https://www.lifewise.org.nz/> for these services.

# Changes observed from the Lifewise ECE Model of Practice

## Changes noticed in children

- Children respond with love and affection to ECE staff
- Children sort out issues and conflict more often themselves
- Children physically and verbally lash out less often
- When a new child joins the group and has challenging behaviours the reactions from other children have changed – for example, children have been observed comforting each other if distressed
- Cooperation and friendship bloom
- Within friendships, children take on more leadership roles
- Children use ownership of their environment to self-regulate, for example, by claiming a piece of equipment and articulating that it is “just for me”
- Giving each other space and verbalising what they need “I need my space” have been modelled and in turn become a way of relating.

Children’s happiness and behaviour are considered the main barometers of quality and success.

## Changes noticed in whānau

- Siblings come to the ECE
- High family engagement and support of the ECE (for example coming to events, parents/carers in the kitchen,

family members spending time in the ECE, staying rather than drop and run, coming in and putting the jug on, making it their own space)

- Families become more energised, proactive and help themselves more
- Families feel comfortable enough to share their challenges and to ask for help
- Families help each other
- Families turn more to the community for support (and potentially less to agencies)
- Parents and carers take on work or study
- Positive changes in family circumstances (health, housing, income etc.).

The Lifewise ECE Service Manager believes that this model of practice is not expensive and is achievable within current government ECE funding. This is likely to be the subject of a future Lifewise report.

*Taking Boston to Lifewise ECE has made a huge difference to me and my family. The staff are all very loving, caring and supportive. They provide an environment where I, my children and my family are always welcome ☺*

## Points of difference for Lifewise ECEs

Key points of difference for Lifewise ECEs from others in the ECE sector are as follows.

Point of difference	Comment
<b>Priority families (see also Appendix One)</b>	Lifewise prioritises families experiencing barriers to ECEs, including those with few financial resources, transient families, children in care, and families with no housing security.
<b>Low cost and commitment to improving ECE access and participation</b>	Lifewise ECEs are some of the lowest cost in New Zealand and Lifewise strives to remove barriers to ECE participation.
<b>Lifewise connection and actively referring families to support</b>	Being able to refer families to other Lifewise services for housing, church based support, parenting support and counselling is a unique aspect of these ECEs – family support is readily accessible.
<b>Low ratios and holding spaces open</b>	Most ECEs maximize their capacity to maximize their funding, as funding is based on full time enrolments. Lifewise ECEs hold spaces for transient families and choose to work to lower ratios of staff to children, to support quality and its relationship-based model of practice.
<b>Nature/Papatūānuku connection</b>	The strength of the focus on nature connection is a distinctive feature of Lifewise ECEs.
<b>Leadership approach</b>	Having a Lifewise ECE Service Manager developing quality practice and supporting staff wellbeing and development is a unique feature of Lifewise ECEs. This is a major benefit of being part of the wider Lifewise organisation.
<b>Building informal community supports for families</b>	Lifewise aims to help families to help themselves and each other. For example, Parent Connect in Glen Eden connects and encourages parents/carers to support each other around transport, childcare and other common issues. There is a sharing station where families can bring in children's clothes they no longer use, and where parents and carers can ask for and offer help. The aim is for parents and carers to help each other.

Areas of advocacy for Lifewise including sharing realities for families and how this impacts on children, the importance of nature connection and natural playscapes in ECEs, the importance of addressing family stress and supporting families to address issues, how to work in healing centred ways, and the fundamental role of nutrition:

*Poor nutrition affects everything, we need clever and sensitive ways to tackle mindsets about nutrition.*



*If it wasn't for a friend recommending Lifewise ECE, I would never have found it. And I wouldn't have been able to return to work. It's amazing that these places are around to help parents return to work without having to fork out a fortune to do so.*

*We are truly blessed and thankful. It certainly adds up when you have twins. There needs to be more places like this.*

## Appendix One:

### The Lifewise ECE service design

*We provide high quality, low cost childcare in the community for children and families who may otherwise not have the opportunity.*

Lifewise ECEs prioritise harder to reach families who typically have multiple needs and fewer choices. Priority enrolments are offered to families who:

- are new to ECE, or have children not currently in ECE
- are experiencing barriers to ECE
- are Māori, Pasifika or from non-English speaking backgrounds
- have challenging circumstances
- live locally to the Lifewise ECE.

As a Tongan Immersion ECE, the Mustard Seed ECE in Otara prioritises Tongan families and reflects Tongan cultural needs, interests and preferences.

The pre-enrolment visit for each family to a Lifewise ECE is described as “a big conversation”. From what families share, the centre manager assesses if the fit is right for enrolment. Many families come from an agency or support worker referral. If a family is able to afford other options and is not in the categories above they tend to be referred to other early childhood services.

*2 years ago when I was looking for an ECE centre for my daughter we looked into many centres. My daughter shied away and looked uncomfortable at all centres except for one. From the first visit at Lifewise ECE my daughter looked comfortable. A once clingy toddler became independent from day one. I knew Lifewise ECE was the centre I would be happy leaving my daughter at. Lifewise ECE isn't like many centres. It is a relaxed and very homely feel centre. My daughter has continued to become a very independent and confident child because of Lifewise ECE nurturing and understanding the importance of growth and development at an ECE level.*

The main service features of the four ECEs are summarised below.

Lifewise ECE opening date	Location	Type	Fees – 20 hours free for 3-5 year olds	Hours of operation (closed only two weeks over xmas)	Licensed for	Daily average
Mustard Seed Preschool, opened 2013	47R Everitt Road, Otara	Tongan Full Immersion Preschool	\$1 per hour	8.45am to 3pm	70 children: 20 under 2s 50 over 2s	53 children
Waimumu Road, opened 2015	112 Waimumu Road, Massey	Mainstream ECE	\$2 per hour	9am to 3pm	75 children: 18 under 2s 57 over 2s	60 children
Royal Road, run by Lifewise since 2012	112 Royal Road, Massey	Mainstream ECE	\$2 per hour	9am to 3pm	40 children 3 to 6 years	30 children
Glen Eden, opened 2016	302 West Coast Road, Glen Eden	Mainstream ECE	\$2 per hour	9am to 3.15pm	30 children 3 to 6 years	24 children

The ECEs overall average 75% occupancy, with a daily combined average of 167 children (full capacity is 215). While there is some flexibility, parents are asked to respect the stated opening hours.

Lifewise is a not-for-profit organisation and the ECEs operate a low fees, low overheads model. They receive Targeted Assistance Participation funding from the Ministry of Education and pay low rents for the ECE sites, which are subsidised by Lifewise.

Three of the ECEs were reviewed by the Education Review Office (ERO) in 2017 and are on a three yearly ERO review cycle. The Glen Eden ECE has not yet been reviewed by ERO.

## The four Lifewise ECEs

*It's a privilege to work with children  
– an opportunity to have  
a positive impact.*

Each of the four Lifewise ECEs are independent and their unique culture is strongly influenced by the Managers and team in each centre. The four ECEs share a pool of relief staff and can also share full time centre staff if needed. Some of the unique 'flavours' of each ECE are outlined below.

### Waimumu Road

The Waimumu Road ECE in Massey, West Auckland is a larger centre which typically has high numbers of children with complex needs. A main focus at this ECE is learning through nature and the outdoors: "Learning happens best when nature is involved".

Other priorities at this ECE are embracing cultural identity and the mind, body and spirit connection to support wellness, learning and development. Children are encouraged to share, take turns, learn mindfulness, how to relate to others and self-control. Nutrition and physical health are also highlighted.

At the Waimumu ECE the under and over twos can mix, with the older children able to look after and teach the younger ones (a tuakana-teina approach).

### Mustard Seed

The Mustard Seed ECE in Otara, South Auckland is founded on Tongan language and culture. Four principles or pillars guide its approach, underpinned by ofa or love, care and kindness:

**Faka'apa'apa:** acknowledging and returning respect

**Anga fakatokilalo/loto to:** humility and openness to learning

**Tauhi vaha'a/va:** keeping relationships alive and well

**Mamahi'i me'a:** loyalty and passion

The mustard seed metaphor describes the lifespan of a child in the centre, in which the mustard seed grows into a tree that nurtures others (birds, soil, insects). A child is a unique seed that grows to contribute to their family, community, country and society. For this to happen the four pillars and ofa need to be evident, and the mind, body and spirit need to be in balance. The motto of the Mustard Seed ECE is Learn today, lead tomorrow – ako he'aho ni, taki'apongipongi.

The Manager notes that it can be challenging to hold a Tongan way within a pakeha early childhood education system. Communication in the Tongan community needs to be tailored, as different language and nuances are needed with elders and nobles. At four years old children are also spoken and read to in English at this centre, to help prepare them for school.

### Glen Eden

The Glen Eden ECE in West Auckland is a small, purpose built centre that is strongly focused on emotional literacy and wellness: "The curriculum at Glen Eden is kindness rather than activities". This centre does a lot of 'real stuff' with children, such as washing, baking and gardening. The centre is set up to look like a home, with a dining room table by the kitchen, a tea party room for the children and homely spaces. Parents begin to come in around 8.30am and some may still be there at 10am.

There is youth housing nearby and a foodbank at the church next door. The centre has a sharing table at which families can bring or take food and clothes. The rituals and rhythms of this centre are fluid, with no set sleep times and an emphasis on 'being' and going with the flow rather than keeping busy doing activities. Children can eat when they want and are encouraged to get to know their hunger cues and to look after their own body. At one point in the day however the centre comes together as a family for milo.

### Royal Road

The Royal Road ECE in Massey, West Auckland is closely connected with Royal Road Primary School, as the ECE is located within the school grounds. A focus for this ECE is building emotional literacy in children, by reinforcing positive behaviour and kindness, and children taking responsibility for themselves and others. This centre has an aroha or love card, which children get if they are spotted being kind; they can take the card home and tell their parents what they got it for. Free play and tuakana-teina role modelling by staff and children of positive behaviour are emphasised.

This centre has a Parents Committee to support family/carer involvement in the ECE; one of these parents is now a reliever at the centre. Parents are provided with strategies for children and practices to use at home such as karakia (blessing) before eating food. Parents are encouraged to bring their culture into the centre.





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