



This year marks the 30th anniversary of Early Educators! To mark the occasion, this is a special issue in which only members wrote. It has been very encouraging to have members contribute with such willingness and enthusiasm. You have certainly lived up to making Early Educators a folio for educators by educators!

It is also heartwarming to read what members have written. One contributed her work of art for our front cover. Some demonstrated their poetic flair while others wrote about their practice and books they have read. We certainly have a talented lot!

Since we have been trapped in the COVID-19 pandemic and are coming out of the Circuit Breaker, we have members writing about the trying times and how they positively responded to it. From the other articles, we discover the commitment and passion that we carry with us when we undertake our responsibilities.

The Association was initiated FOR educators and we are deeply touched that educators are demonstrating their commitment to making a difference in the lives of children and families through their contribution in Early Educators. I note too that as we touch children's lives in our day to day practice, they touch our lives too!

I have witnessed the exponential growth of our early childhood field in these 30 years; the challenges, the passion and inspiration that come from deep within you. Indeed, we applaud you.

Let's keep the flame going! We look forward to many more of your contributions in our next issue.

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## Community is Power

Corrinne Cheong & Jasmine Chua  
Agape Little Uni.



**Have you ever felt alone in the fighting of an infectious disease? With the recent outbreak of the COVID-19, many have been wondering what an individual could do to help in this fight.**

### Introduction

Local preschool, Agape Little Uni. has successfully activated the Singapore 'kampong spirit' to support her belief in building firm foundations, aimed at triumphing over the current adversity. We firmly advocate that every stakeholder has a key responsibility to play, we empower our staff and families with a comprehensive set of knowledge and skills to overcome this obstacle.

Community engagement and knowledge-building empower and build social cohesion, and these translate into benefits for the entire community through diversity. In his research, Professor Manuel Pastor emphasized that the community is power; an organized, informed village of multiple groups can each play their role to support in the removal of hazards from within the community and transform communities into thriving places (Institute Of Medicine, 2015). Hence, at Agape Little Uni. we are tapping on such existing community power to make a difference.

**Our response is woven into our preschool programme**

Our immediate response to the new advisories was to put in place definitive measures for the protection of all the children under our care, such as all staff and parents were to wear masks, school visits to public places were cancelled, and mandatory healthchecks at our doorsteps were stepped up. Communication to and with parents was also increased so that we could assure them and address their anxieties.



Photo 1

Our communication platform was social media, on Facebook and Instagram. These regular updates and sharing of current development helped to create awareness about COVID-19, and it allayed many of their fears. Working hand in hand with us, the Agape Little Uni. parents showed their full support for all the new protocols put in place to protect the children, such as waiting patiently outside of the centres while stringent health checks were being completed for every child, minimizing contact with staff and children, keeping their sick children at home, or fetching their unwell children home immediately upon notification from the centre. We were also pleasantly surprised when some parents generously donated face masks to our centres, for our staff and children (Photo 1).

After these first crucial steps, Agape Little Uni. then turned our attention to formulating a programme to educate the children on strategies to fight the COVID-19. This was via our inquiry-based learning curriculum where we pro-actively teach our children how to protect themselves. Opportunities for such learning were created in the classrooms, our educators plan and execute inquiry tables to provoke children’s thinking and initiatives in hygiene and safety practices in these activities below:

**Activity 1: Hand washing and killing germs!**

The children learnt to do the 7 steps in washing their hands meticulously.



**Activity 2: Get those germs off!**

We used glitter to represent germs on our hands. Following the 7 steps, the children came to understand these steps helped to properly wash off all the “germs” on their hands. For this activity, we made our own squishy soap with glutinous rice flour, liquid soap and some baby oil.



**Activity 3: Germs spread quickly; they are everywhere!**

This activity showed the children that germs spread rapidly if we do not keep ourselves clean. We used water colours and droppers to portray the speed at which germs can spread. They were able to see how the coloured liquid (representing germs) spread quickly when dropped across the white piece of paper.



To explore how germs travel, we used flour as an agent. This photo showed the children how easily germs could spread from person to person.



To show how a mask could protect against the spread of germs, an experiment was done with filter paper and dye.

Then they conducted the experiment on 3-ply masks.



Children were also taught the proper way to wear their mask. It helped them to understand how germs were transmitted through droplets and how they reached the lungs when we breathe it in. This led to a discussion about what they could do and how they should be responsible, for example in keeping away from others when ill as germs could spread rapidly.

**Activity 4: Numeracy inquiry into safe distance**

The K2s did an experiment to measure how far germs could travel after a person coughs or sneezes. This activity taught them the importance of covering one's mouth in such instances so as to prevent the germs from spreading far and wide.



**Activity 5: The proper way to use hand sanitizers**

The children watched a video and then had a hands-on activity on how to use hand sanitizers correctly.



**Activity 6: The proper way to dispose waste**

The children disposed their soiled tissue after each use and they eagerly participated and demonstrated their understanding of the activity.



**Activity 7: Empowering children to clean up**

One of the tenets of our character programme has children participating in keeping their classrooms clean. They take charge of the washing and drying of their toys. In doing this, we empower them to become independent learners and they show their awareness of the importance of cleanliness.

In the photos below, our toddlers are not left out. They learn how to wash and dry their toys and they also learn that everyone has a part to play to keep our school environment clean.



**Activity 8: Campaigning for Awareness**

During their current affairs discussion about COVID-19, the teacher and children brainstormed a set of workable strategies on how to become socially responsible. They used current news articles on COVID-19 as their discussion triggers, and suggested strategies to fight the virus globally. The children put their thoughts together and developed posters with messages to campaign for everyone to be vigilant and socially responsible.



**Conclusion**

As early childhood educators, the onus lies with us to educate our young children about social responsibility. This will prepare them to respond appropriately as a member of the community and learn to overcome other and more sinister threats in the future. Citing Professor Pearce, J. (N.D) on how the community can change in his research on “Empowerment to transforming power”, “we are empowering our young children to transform our society right from the current COVID-19 situation.” What better place to begin with than this current global crisis! In small but practical ways, these children are learning to make an impact by bringing home their knowledge on hygiene practices, develop empathy for others and make a difference to their community.

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## COVID-19: An Opportunity to Build Young Children's Resilience

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As early childhood settings across the globe begin to experience a gradual ease in restrictions and resume operations, the fear of a possible second wave of COVID-19 and contagion continues to linger. In addition to presenting many unknowns about people's livelihood, health and safety, and eliciting fear and anxiety, the pandemic has generated additional responsibilities for many professionals that include early childhood educators. Managing young children and assisting them settle into the ever-evolving new normal is not an easy experience; however, diving deeper, the new normal can be viewed as an opportunity to build young children's resilience, and thus worth exploring.

### **Resilience: What is it?**

Resilience, a much talked about topic, in essence, involves how children adapt, manage, cope with adversities, bounce back and function well (Centre on the Developing Child, 2015; Hornor, 2016; National Scientific Council on the Developing Child, 2015; Vernon, 2004).

### **Teacher-child interactions**

While a complex array of protective factors is associated with resilience, experts unanimously acknowledge adult-child relationships as a building block of resilience in young children. Quality teacher-child interactions are instrumental in constructing the foundations of resilience. These interactions may take the form of contact talks which require early childhood educators to carefully and consistently observe for opportunities to interact with children. These talks serve as an excellent platform to provide emotional support that many children need at this point in time.

Defined by Gartrell (2014) as a few moments of shared time between the teacher and child, contact talks enable quality time with children on a one-on-one basis. What is also useful to know is that contact talks can happen organically at any time of the day, and therefore requires you to be on a constant lookout for opportunities to have small conversations with children (Gartrell, 2014).

As you purposefully engage with children during contact talks, be sure to actively listen to every child. This involves maintaining eye contact, acknowledging, paraphrasing, and following the child's line of conversation. The quality of your interactions with the children is critical in building a trusting relationship. Contact talks that adopt an empathetic approach communicates that you as their teacher are genuinely interested in what they have to say, thus bolstering a sense of emotional safety, and strengthening teacher-child

relationship, a key protective factor that builds young children’s resilience (Gartrell & Galo, 2015; Gartrell, 2014; Nolan, Taket & Stagnitti, 2014; Petty, 2014).

Contact talks: Some General Tips
<ul style="list-style-type: none"> <li>Be an active listener</li> <li>Honour children’s feelings</li> <li>Be intentional</li> <li>Follow the child’s line of conversation</li> </ul>

**Developmentally Appropriate Literature**

Wearing face shields, maintaining social distance, not sharing materials and developing safe habits are all gradually becoming a part of our children’s new normal. Combined with substantial news reporting about the virus and family talks, this new experience may cause fear and anxiety in many children and leave them with several baffling questions about the present and future. While there are many ways to respond, early childhood educators can consider using children’s literature to foster protective factors such as problem solving and coping skills, gradually paving the way for resilience building in young children (Petty, 2014).



Stories are valuable tools to facilitate interactive discussions about the experiences of the characters. Furthermore, selecting stories directly related to COVID-19 to inform and engage children in thinking and problem solving offers an added advantage of presenting characters experiencing a similar situation, thus providing an authentic context for anchoring classroom

discussions. *My hero is you: How kids can fight COVID-19!* (Inter Agency Standing Committee, 2020), *Talking about Coronavirus-19 with young children* (United Nations Children’s Fund, 2020), *COVID-19 helpers* (Bacon, 2020), *Together: Living life during COVID-19* (Poplawski, 2020) are some examples of children’s literature about the pandemic. As you look out for children’s literature, be sure that stories are developmentally appropriate, contain simple plots and include problem solving messages. In addition, they should also be readily accessible and draw children with their visual and verbal appeal (Petty, 2012).

**A glimpse into *My Hero is you: How kids can fight COVID-19!***

This charming book tackles the topic of coronavirus in an appealing manner through a fantasy creature Ario and a little girl Sara. They present factual information about the pandemic, and explain how children can cope with the current situation by playing an active role in protecting themselves and keeping others safe.

Developed by the Inter Agency Standing Committee Reference Group on Mental Health and Psychosocial Support in Emergency Settings with inputs from over 1700 parents, this book is a classic example of a readily accessible resource. It is available online in many languages that include Tamil, Bahasa Malay and Chinese, and is widely regarded as an important resource to develop problem solving skills in young children (World Health Organisation, 2020).

As you utilise such resources in ways that suit the needs of children you currently work with, here are some suggestions:

- Read the books more than once to aid familiarity with the plot and characters
- Talk about the characters during and after reading the story. Having conversations about the experiences of characters like Salem in the story *My Hero is You: How kids can fight COVID-19!* can be a useful start to help children think about their own experiences of not meeting close relatives during this period, and ways to cope.
- Ask open-ended questions like:
  - a. *Why do you think Sara’s mum called her a super hero?*
  - b. *How can you become a super hero?*

These kinds of questions can anchor interactive discussions in your classrooms, help children think deeper about the current situation and their experiences, and foster problem solving skills (Petty, 2014).
- Present information in a developmentally appropriate manner so that it does not fuel further anxiety in them.

**Choose stories that are:**

- Developmentally appropriate
- Fun and engaging
- Based on a relatable experience and present problem solving messages

The task of building young children’s resilience is multifaceted and complex, and cannot be achieved overnight. However, taking small steps will help bring positive outcomes in the long run and pave the way for resilience building in young children.

Let’s not miss this opportunity!

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## PRAISE in the Midst of COVID-19

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COVID-19 began in late January with a new case arriving in Singapore with his family. With the change in DORSCON level, from 8 February 2020, preschools were provided additional measures to adopt, such as implementing health travel declaration for all staff, children and visitors and implementing Leave of Absence for all preschool staff or children and their family members returning from affected areas.

In addition, at the preschools, visitors were limited. There was a suggestion of limit to staff deployment across centres where possible. Large group activities were suspended and frequent temperature screening and health checks came into effect with measures to ensure good environmental hygiene (ECDA, 2020).

In order to prepare young children for lifelong learning, certain dispositions towards learning were suggested in the Kindergarten Curriculum Framework (MOE, 2019). We know that habits of mind are also helpful to developing psychological resilience.

Interestingly, the PRAISE dispositions were also relevant to helping children learn about COVID-19, with some dispositions possibly viewed in a different perspective.

### 1) Perseverance

*Children are encouraged not to give up easily when faced with a problem.*

The children at the preschool centres were required to persevere with their hand washing efforts as well as cooperate with teachers and staff to practise good personal hygiene. They include frequent hand washing, wearing a surgical mask if they have a cough or runny nose to prevent infecting others.

### 2) Reflectiveness

*Children could ask questions to clarify thinking.*

The older children in preschool could think about how they could contribute to keeping themselves healthy as well as minimize the spread of the virus.

### 3) Appreciation

*Express what they like about themselves, their work or others*

It was noted that some of the preschools encouraged their children to create notes of encouragement for those working in the frontline. Children could express what they like about their creation and the work of others.

**4) Inventiveness**

*Children are encouraged to engage in creative thinking*

Children could offer creative ideas of how they could keep their friends and themselves well during this period.

**5) Sense of wonder and curiosity**

*Children are encouraged to seek answers to their questions by asking others, reading books, or experimenting.*

Children could learn about how the virus is transmitted by reading or conducting different experiments; for example, using a spray bottle with coloured water to teach about the importance of wearing a surgical mask or covering one's mouth and nose when coughing or sneezing to prevent infecting others.

**6) Engagement**

*Children are to concentrate on and work hard at completing a given task and to see meaning in what they do.*

Children could be encouraged to work on related projects during this time. They could include creating gifts and cards for front line workers at the hospital or other staff, keeping their environment clean and keeping them safe.

Children could also create brochures and pamphlets to suggest good habits and social norms to practise and how one could stay well during COVID-19; for example, seeing a doctor when they are sick and staying at home.

As we prepare young children for lifelong learning with the PRAISE dispositions, we were reminded by Deputy Prime Minister Heng Swee Kiat who shared "Kindness and care and concern for each other should be very much part of our lives. The COVID-19 outbreak is not just a test of our medical response system but it is also a test of character and values of our people." (Teh, 2020).

Indeed, we help children to PRAISE in the midst of COVID-19 through the hard work of many staff at our preschools. Staff that care in ensuring for the wellbeing of children is met by ensuring good environmental hygiene, being socially responsible as well as following health advisories. This is besides educating our children with good practices and habits through the curriculum as well as learning dispositions to adopt.

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## Stories of People: Pass the Torch, Ignite the Future

Chng Shu Min  
St James Church Kindergarten

A group of six year-olds did a project on 'Stories of People' where they formulated and posed questions to people from different walks of life. This project was birthed from their mini project, "From Me to We". During the mini project, the children expressed interest in finding out more about the people in the school community, the WE. After discovering that each person plays an important part to make the school a safe and happy learning environment for all the children, they started wondering about the different people in the community and how each person helps to build Singapore to where she is today.

### Our Culture, Our Heritage

On a field trip to Chinatown, the children went to a wet market, visited a hawker centre, and a few shops along the street. They conversed with some of the stallholders and people working there to find out more about their lives.

As the number of wet markets is decreasing in Singapore due to the preference of buying groceries from supermarkets such as NTUC and Cold Storage, most of our children's experience with buying groceries was from the supermarkets in shopping centres. When we visited the wet market, the children were astonished by what they saw. It was definitely not easy walking on a floor that was wet and getting strange whiffs and smells from fresh and raw food. As the children interacted with the stallholders, they realised that most of them wake up early in the morning and would only end work in the late afternoon. Despite that, they enjoyed their job as they get to interact with and meet different people. There was a variety of vegetables, meat and fishes waiting to be bought! We decided to buy some vegetables and made a salad back in school. The children shared that the vegetables tasted better compared to the ones in the supermarkets as it was fresher.

Practice



Photo 1: The children observing how the Uncle sold fresh fishes at Chinatown Complex

### Leaving a Legacy

After interviewing some stallholders at the hawker centre, they learned that most of them started this trade at a young age, with harsh working conditions and long hours, waking up at 3am to set up the stall and closing in the mid-afternoon. Additionally, they found that one of the major concerns the stallholders face was in finding a successor. Most children of stallholders had no interest in taking over; others who showed some interest feared the drudgery and worry if it would be a lucrative business in the future. At the end of the field trip, the children not only gained an insight into the kind of food sold and the people preparing them, they were also more aware of the dying trade.

### Our Unsung Heroes



Photo 2: An interview with a cleaner

The children also managed to interview a cleaner and a waitress from a nearby restaurant. Both of them came to Singapore to work to support their families in their home countries. When asked about their family, they were happy to share their background with the children. The thought of working hard for their family cheered them up even when they faced difficult customers at times. The cleaner uncle (in Photo 2) even shared that although it was tiring, he would still put on a smile and gets his job done.

### The Everyday Heroes



Photo 3: Uncle Ho (left) and Uncle James (right) sharing their experiences with the children

As we continued exploring the project, the children were particularly curious about people working in the uniform groups. Hence, we invited a retired fireman and an air force pilot to our classroom to share their past experiences with us. Uncle Ho shared that he started working as a fireman when he was 20 years old. When he was young, his house caught fire twice. This led him to think of helping others and to save lives. Thereafter, he decided to become a fireman. He further elaborated that it was challenging being a fireman as they had to go through tough training and there were a lot of risks involved. But, he felt great saving lives! Throughout his job as a fireman, he had put out about 1,000 fires and had saved many lives.

Uncle James shared that his dream was to be in the Air Force. He started in the Air Force when he was 19 years old. As an Air Force pilot, they were sent to different rescue missions, such as transporting casualties. For instance, if there were people capsized from a boat, the Air Force would pick them up and transport them to the hospital. In 1986, during the Hotel New World tragedy at Owen Road, he had to fly his helicopter to rescue a female casualty and send her to the Singapore General Hospital. Uncle James had chalked up 2,500 flight hours before retiring at the age of 46. Now, he is working as a contractor for the military, providing them support and sharing his expertise. He still missed being an Air Force pilot, but he was glad that he could share his experiences with others.

### People from Different Walks of Life



Photo 4: Aunty Magdalene conversing with a child about their hobbies

In another classroom interview with an invited guest with Down Syndrome, the children found out that although she has special needs, she has developed many skills, such as playing the guitar, baking, swimming and even making coffee for her family! From her sharing, we learned that we should look beyond a person's disabilities and look at who they are as a person.

We also interviewed a World War II survivor as the children were particularly interested about how people survived a war. Aunty Sam shared that she went through World War II when she was 4 years old. During that time, the sound of the planes indicated terror and they had to quickly enter a bomb shelter which was located underground, to take cover. Going through war was tough as they only had sweet potatoes as their source of food. Listening to her, the children felt blessed that they were not experiencing any turmoil and

were living in a time of peace and harmony in our country. The children also felt thankful that they could get food easily and play freely today, unlike the days during the war.

We also had an opportunity to collaborate with the Singapore Association for the Visually Handicapped (SAVH). We interviewed Wilson, one of the clients from SAVH. He confessed that life as a visually handicapped person was hard because he was unable to do many things independently. However, he still had many talents! On Mondays, he does touch art at SAVH and creates many items such as bookmarks. He likes to sing and is a member of his church choir. In 2016, he even participated at the National Day Parade and sang the song 'Home'. Through this, he was on television and even shook hands with our Prime Minister, Mr. Lee Hsien Loong. Even though he is visually handicapped, it did not stop him from helping others, for example buying packets of tissues and lunches for people who are also visually handicapped. Doing this brightened his day in being able to do something for others.

### Reaching Out to Others

In a Community Outreach project at St Luke's Eldercare and Lions Befrienders, the children were keen to interact with the elderly there. Besides performing and playing games with them, the elderly shared their life stories and the children learnt about their childhood, what they liked to eat and what they used to work as. One grandpa wrote a letter immediately after and he thanked the children for visiting them and encouraged the child who interviewed him to continue to care for the less fortunate.

Towards the end of the community outreach, the children compiled their drawings and notes into a book, and they intended to share them with the elderly care centres they had visited and the other St James' Church Kindergarten campuses.



Photo 5 (Left): Visiting Grandma Chen's vegetable store

Photo 6 (Right): The children enacting the story of Grandma Chen

We also reached out to the neighborhood near our school. We made a visit to the Holland Village Wet Market and interviewed one of the vegetable stall owners, Grandma Chen, who had been in the business for more than 20 years (Photo 5). It was during this interview with Grandma Chen that we learnt about the closure of the nearby carpark and how this had affected their business. The children wanted to create a film to help her and the community. In the film, the children highlighted Grandma Chen's childhood, her stall and the situation that she is currently in (Photo 6).

### **Conclusion**

It has been an enriching learning journey for the children as they learned how to relate to others, appreciate life, show gratitude and share blessings with others. They gained a new perspective about life; their conversations are now peppered with phrases such as "life is easy, but difficult next time", "life is precious", "life is about being confident" and "Life is love".

Moving forward, we hope to put the stories of these people in a book. Teachers can use this book to enable other children to have a glimpse of the world around them. We also hope to weave these meaningful learning experiences into our school curriculum so that all the children will enjoy this enriching journey before they step into primary school.

***May your life provide a million sparks to light the flames of others. – Mark Desvaux***

## How to Read and Bond with Children

Arpita Nayak

Superland Montessori Preschool (Ganges Avenue)

Reading with your child is not just a preschool activity. As parents may well know, knowing the alphabet does not on its own lead to advanced reading abilities. Readers have to be able to recognise context as well as the intended audience of a given text. Appropriate vocabulary and sentence patterns also contribute to better comprehension of reading material, and, like any other skill, reading requires constant practice. For parents looking to encourage their children to read more, it is important to understand that merely instructing them to do so is not enough. Investing time in reading with children is what helps get them interested in literature.

Reading alongside your kids not only makes the activity engaging and entertaining but also helps parents gain insight into what kind of reads their child enjoys and why. This makes it a meaningful activity for both parent and child.

### Golden rule of reading with your child

The golden rule of reading with your child requires them to select a piece that they are interested in and share it with their parents. No matter how similar the child is to the parent, they are still unique individuals exploring who they are and may not hold the same interests. The piece of text that he/she has chosen to share with you is an expression of that exploration. It is definitely more beneficial for a parent to understand why a child shows interest in a particular genre rather than to simply judge them for it.

Beyond books, you can get a child interested in reading by picking out newspaper clippings that you find interesting and sharing these with your child. Furthermore, this will allow highly engaging discussions and interactions with him/her.

Here are a few tips from my personal experience

1. Try reading headlines with interesting news or perspectives.

*Tip: Use the read, look and explain technique*

For headlines that your child may not understand it immediately, use scaffolding techniques to arouse interest. Read the headlines, point to the keywords and pictures and explain the relationship, the link or the connotations.

When my daughter was three years old it was our daily ritual to read the headlines from the newspaper. She would circle words that she was familiar with and write them in her words book.

2. Progress to reading short pieces, especially those accompanied by pictures that he/she can relate to.

*Tip: Use the read, ask and answer technique*

For short pieces, read with your child and pose them questions, such as, the gist of the article, his/her feelings or thoughts. Allow them to answer openly using their imagination. If the piece is a fictional narrative, ask them what may happen next. This will help hone their understanding of the piece.

We would borrow a few books every week from the National Library. This habit is very essential to be cultivated to develop an interest and liking for books. Allow your child to choose a few books for themselves and find out the reason why they are picking it up. This will let you know their interest and liking.

3. Include reads that you like with values that you would like your child to learn.

*Tip: Use the read, ask and share technique*

For more personal pieces, read to your child your favorite poem, a quote or an extract from a book, or even the news article. Ask them why they think they like it and then affirm their contribution while sharing yours.

As we all know, 'readers are leaders'; so reading with your child every day, even for 15 minutes, helps in building a strong bond between you and your child. As a parent you will be surprised that once you develop a set routine of reading together it will be difficult to skip the routine. You will be amazed that your child will develop an interest to know more, read new words, gradually learn the meanings of the new words learnt and finally incorporate them in their daily conversation and vocabulary with a flair and pride of understanding.

### **Teacher, does it hurt?**

Nazreen Banu

PCF Sparkletots Preschool (Tampines Changkat Block 318)

They notice my faintest frowns and smiles  
And the band aid, from slipping on toy automobiles

Towards me they run and spurt  
Teacher, does it hurt?

One by one they come to observe  
For I am the teacher that they love

With concerned eyes and endless questions  
They remind me why I chose this profession

From the loudest hellos during arrival  
To the softest goodbyes during dismissal  
They make my everyday phenomenal

Just like a mother's love unconditional and boundless  
My children's love is in no way less

## How Will I Remember You?

Jennifer Lee  
ProFLAiR

How will you remember me, teacher?  
Is it by the noise I make, or another artwork I ruined today?  
How will you remember me, teacher?  
Is it by the barely-can-hear voice or the ugly handwriting they say?

How will I remember you, teacher?  
Is this just a name I know, like any other name?  
Or a name that rings in my head whenever I see a smile on a face,  
Or a kind word spoken today?

Teacher I remember, You are the one who makes me feel special  
and better of myself that day ...  
Even when others say it is not.  
I remember you Teacher.  
You are the kindest soul I have ever met.  
And that's what makes me who I am today:  
I want to be just like you.

## My Dreams Came True!

Nancy Tan Siew Tee

When I was young, as the eldest child in the family, my dreams were either to become a doctor or a teacher. I had reasoned in my young mind that, as a doctor, I could look after my large family if any fell sick. We could not afford visits to the doctor because we were very poor. Being a teacher would be good too because my parents were illiterate and with my education, I could teach or guide the others in their school work. Eventually, our family produced a surgeon (my brother) and I became a teacher. Dreams can come true if we have courage to pursue and it takes sweat, determination and hard work to succeed.

I started as an assistant teacher in a preschool, a job that supported me as a single parent with five school-aged children.

Working with those pre-schoolers was rewarding because I had a chance to be a part of their lives, to understand and work on their strengths to overcome their weaknesses. They were in my care and I could impart important lessons and experiences, I could lay a good foundation for their lifelong learning and growth and nurture them to become better people when they become older. I felt proud of them when they learnt what was right from wrong. At the same time, I found that I had missed a lot with my own children in their growing years.

I then became a class teacher in a kindergarten for 10 years before I was promoted to the principal position in another centre. I did further studies and graduated with the Diploma in Early Childhood Care and Education from RTRC Asia and which was validated by Wheelock College. Gradually, I did more professional courses such as the Diploma in Educational Studies in phonics, music and movement and speech and drama, Specialist Diploma in Teaching and Supporting Children with Special Needs and others to be more equipped to support and guide children under my care to their higher potentials.

As a supportive principal and leader of a centre, I knew I could make all the difference for my teachers who were assured that I had their best interests in mind. When I provided on-going collaborative support to them, I saw that with significant interactions, teachers did feel better about themselves and this helped them to achieve their collective missions. In turn, they become even more effective in the classroom.

Over the years, I recognised the importance of working collaboratively not only with students under my care, but also with colleagues, families and the community. I also believed in building good rapport, trust and strong partnerships with stakeholders to create consistency and reinforcement while challenging children to attain their higher potentials.

I always believed that I am responsible for providing the students with positive learning experiences to ignite their love for learning, to learn to love and discover new knowledge and to provide them with a rich environment where they could feel safe to explore, initiate learning and express themselves freely and confidently.

My hard work, time and effort have not gone unnoticed, I have received many letters of compliments from parents. The best moment was when I received the Best Teacher Award from the Ministry of Education; this was nominated by parents and it was an enormous validation from them. Truly, I am proud to be a preschool teacher; I will continue to be one who can make a difference in their lives, impart to them life lessons such as moral and social values and encourage, guide and nurture them to become better individuals.

## First Faltering Steps to Teaching

Rafeeda Binte Abdul Jaleel  
Pro-FLAiR

Before I became a “Pro-FLAiR” I was in the medical line for 8 years and then a full time mother for 15 years.

In my first year in FLAiR, I almost gave up. But I persevered because I saw first-hand that the FLAiR programme worked! The children benefited from the programme and the results were obvious. Children in FLAiR gained confidence in speech; they improved in their listening and writing skills, and they developed the foundations for reading.

I would like to share some of my experiences.

- When I prepare lessons, I modify them to suit the individual needs of the children, manage them well for the hour they are with me and in the process, ensure that the children have learnt what was prescribed within the scope and sequence for the child. What is interesting is that I have a different group of children every year and so we have to adjust our pedagogical approach over and over again. I have to change my lesson plans, activities and even the way I speak to the children to suit the psyche of the children. I find that the constant momentum to change, modify and adjust based on the childrens’ needs has enabled me to adapt to changes more readily and cope with new things. The COVID-19 situation during this time has actually ‘forced’ me to learn new things like attending a Virtual Learning Circle, taking part in Online Meetings and discussions, and attending online courses and lessons. I was surprised that I could learn these things quite easily. Perhaps the FLAiR work which I have been doing has helped me to learn new things easier. I detested change to my routines eight years ago. The dynamism to learn is alive and well in all Pro-FLAiRs.
- I would always have my FLAiR children in mind, not just in class, but even when I am at home, out shopping or having a meal. I guess teachers do not ever ‘switch off’. A white sheet of cardboard can trigger an idea. Could I use it for a story or an activity in class? I have collected recyclables, (like plastic containers, white papers and cardboard, and made many teaching aids and props for my students). I now have impromptu activities tucked at the back of my mind which I can use and share with the children when a teachable moment arises. This is possible because of the training and support given by AECES. Being a Pro-FLAiR has changed me into this Innovative Machine!
- My lesson plans, no matter how meticulously planned, may never be fully adhered to. Even the book chosen for the day may be changed. Things might happen during a lesson that will change the course of the session. The props and teaching-aids amassed over the

years are collections like a writing journal. I look at them and get inspired to create new props and ideas for teaching. These ideas are impromptu and again are possible only because of the training via Learning Circles and Workshops.

- All teachers are a work-in-progress. Some children may need more hand-holding than others. So we read up, consult our Advocates, discuss with our chat-group, approach the class teacher and Mentor, and think of ways to help the children during FLAiR sessions. I have learnt many things in this profession. Every child has his/ her specific learning needs.

Hence, we Pro-FLAiRs are learning all the time. We change, evolve and learn as the years go by with every child we encounter. There is no such thing as a typical child. But there are many situations that have come to make me who I am today, for instance, I know what to do when a child has a toilet-accident, or a nose-bleed, or when he/she suddenly bursts out with anger or sadness, or wants to be alone or be quiet. These can be stressful as I sometimes wonder if I had managed the situation well. As a Pro-FLAiR, I know I have the passion and commitment to be there for the children. I have seen how my students love the routines and how they look forward to my class every day. It makes this work worthwhile! Knowing that I had made a child feel good is reward in itself.

Regardless of who the child is, one thing which amazes me is that by August each year, the children in FLAiR start to change. The form teacher shares with me about the good progress each of these students had been making. We Pro-FLAiRs have played a major role in that progress. Be proud of it!

As a Pro-FLAiR, I believe this is what I do best right now. I have made a commitment to be part of the children's learning journey and our collective goal is to help them to read. The children make baby steps to become a better learner. Sometimes we do witness a child reading independently for the first time. To actually see them improve is very heartwarming indeed.

Eight years ago, I took my first faltering steps to teaching. Today I stand and walk with a lot more confidence. My path to being an experienced and a great teacher is well-earned. My best advice to novice Pro-FLAiRs is to not give up. It gets better each year. Learning Circles and workshops are meaningful because this is where you value your experiences and reflect upon them. The progression of time will make you a confident, empathetic and talented educator.

## Respecting Babies: A New Look at Magda Gerber's RIE Approach by Ruth Anne Hammond

Christine Soo

National Institute of Early Childhood Development



*Respecting Babies: A New Look at Magda Gerber's RIE Approach* is an easy-to-read and engaging summary of the history and methods of care originally conceived by Magda Gerber, an apprentice of Dr Emmi Pikler, the founder of the Resources for Infant Educarers (RIE) programme. This 130-page practical guidebook is divided into two parts. In Part One, the author engages readers by providing ample relevant examples to build security and create cooperation through respectful interactions and focuses on strategies to support the young children's initiative, integrity and autonomy in Part Two.

### Reviews

Educarers will gain insight to provide support to babies and toddlers in a way that allows the latter to become confident explorers. The well-written book highlights the importance of following routines, using language and creating safe environments in order to promote a child's abilities to experiment, explore and learn, and provides suggestions of practical and relevant practices in group care settings.

The how, what, why and when of caregiving practices are provocations to help readers respect babies in order to better relate to them to focus on the babies rather than the caregiving tasks or objects or toys that we extend to them.

The author shared thought provoking strategies for educarers to work towards partner-dancing with the young children as they learn and follow each other's cues and find joy in their relationship to develop a strong base for developing the trust and curiosity, language and literacy, and social-emotional skills that the children will need all their lives.

The partner-dancing or being in tune with the babies enables educarers to observe and follow the babies' cues and response in an unhurried manner. Both the child and educarer will enjoy the precious intimate time that lead to equally balanced emotional fulfilment and emphasises on developing a strong sense of agency of the child to be confident explorers.

The author pointed out that the gentleness and roughness with which we lift, carry and manipulate with the infants' and toddlers' bodies determines how willing they are to

open themselves to us and to the world. She explained that educarers can make the daily caregiving opportunities for the babies to discover the joy of being alive and of being together with another person. Furthermore, by enlisting the babies' cooperation when being picked up is validating for the children and this also makes the job easier and more enjoyable for the educarer. During bath time, babies will learn to tune in to their own body and the sensations coming through it into their awareness if the educarer is attuned to them.

To invite the children to open themselves to us, the educarer ought to speak to the infant quietly about what is happening and waits for a response from the infant who is in a quiet-alert state. The educarer gives full attention to the infant, does not feel rushed and sees the relationship as more important than the task, and the infant becomes comfortable and secure on the basis of the quality attention received from the educarer. I strongly agree that infants benefit from the presiding educarer's thoughtful and undivided attention regardless of the number of times diapering or feeding takes place. Therefore, educarers will need to be more patient with children who display less natural regularity. These children may need even more carefully adhered to sequencing of daily events to help them create a sense of inner order.

The author recommended one-on-one mealtimes during feeding to allow babies to learn that needs are met best by loving social interactions, more than by objects. However, in a group care setting, educarers should consider being prepared, striking a balance between in pace with the babies given the time constraints, coaxing rather than coercing, and being aware of the need to respect infants despite the myriad personal and societal reasons. This adaptation will be more practical as the educarer-child ratio cannot allow for one-on-one mealtimes, most of the time.

One of the key messages of RIE is how to organise a comfortable caregiving area and safe space in which infants are free to move and play without interference. Educarers can give the infants opportunities to maximise the use of space, time and resources. To this end, the RIE approach discourages confining infants in a playpen and advises rearrangement of the space and use of appropriate safety equipment that would provide necessary restrictions when educarers are too busy with other tasks. Supervision is defined as seeing the big picture, not necessarily seeing every moment of every child's day. This definition is more realistic as no educarer can have their eyes trained on a baby 100% of his/her waking hours. Instead, focused attention can be given to the child during care and a safe play place for the others who are exploring within the group.

An interesting aspect that the author highlighted was children's difficulty in discerning how much of toys is 'enough'. She noted that children who have too many toys have a harder time playing peacefully and learning to share than children who have less. I concur that if an educarer wants to give a gift to a child that lasts forever, the child could be better served if

the educator offers her time rather than some object. Also, educators should practise quiet observation of the infants' play to make psychic space for them to explore and delve deeply into their inquiries so that baby does not have to waste energy screening out irrelevant chatter or be distracted.

Another RIE practice that educators can adopt is to create an environment from which infants and toddlers do not need to retreat on an ongoing basis. The author suggested playing high quality music at specific times, at a volume that is not too loud and for a duration that holds their attention. However, she did not explain what high quality music is. I believe educators can contextualise music to the local context and provide different genres for enjoyment in addition to nursery rhymes.

RIE approach also emphasises on the rights of the child. An important task for educators is to provide access to the beauty and freedom of the natural world for even the youngest babies. Depending on the culture and desire to provide complete environments both indoors and outdoors, educators can creatively curate experiences for babies to do outdoors. This may reduce the claustrophobic effects of being enclosed within four walls that may jangle both the children's and educators' nerves. While educators support the young children's development and learning, the latter will appreciate and benefit from developing intellect, self-awareness and relationships in a holistic and integrated way.

The author presented an argument about why educators should talk to babies. I agree that infants acquire language from adults speaking to them in the everyday occurrences that are the events of their lives, and unless the baby has a special need that gets in the way, he will be learning language, whether verbal or nonverbal, in everyday interactions. Hence, educators should describe and talk to babies about the things that concern them, what they are sensing, what people near them are doing and what they might be feeling. Babies absorb language from their social environment and it makes sense for educators in group care settings to talk to babies. Educators can adopt the RIE approach to early or preliteracy for children from birth to three – to include respectful oral communication about things relevant to them, access to interesting books and storytelling, and to complement nursery rhymes, songs and the spontaneous play with words to build language and relationships.

The RIE approach advocates educators promoting clear and consistent limits to help children develop a sense of security and trust in others and themselves. I particularly like the strategy of the traffic light concept for selective intervention to support child guidance. Educators need not intervene if the child is in a green situation that he can handle. In a red light situation where safety or social rule is breached, educators intervene calmly, swiftly, unambiguously and respectfully. Yellow light signifies that the child is able to manage the situation on his own. Here, educators observe to see what may be needed and make quick decisions with patience.

The author advised all educarers working with infants and toddlers learning about and operating their bodies to remember Magda's caveat – 'Never put a baby into a position she cannot get into or out of all by herself'. This is because as infants become toddlers, they start to take more risks, and the educarer's attitude toward their explorations has a big impact on their sense of competence and self-confidence.

Another aspect which educarers ought to be mindful of would be to allow lots of uninterrupted time for infants and toddlers to play in an environment that includes peers and a variety of authentic objects to explore, and be reflective of Jean Piaget's quotation – 'whenever we teach a child something, we forever destroy his chance to discover it for himself'. The author cited Magda explaining that we may be interfering with what the baby is learning. Hence, educarers can let babies know by our appreciative attention that their experiences are valued. Educarers can let them lead but do not override their self-confidence by assuming our ideas have more value than theirs. These reminders help educarers develop an inner understanding to better respect babies as human beings who are curious, competent and creative.

The author also highlighted Magda's viewpoint that passive toys make active children and active toys make passive children, and there is a need to distinguish between play and entertainment when facilitating children's play. I foresee these understanding will enable educarers to develop infants to become deeply engaged, creative and productive people by providing opportunities for them to become active constructors of experiences and to develop into secure and confident explorers.

Be it caregiving or during play, it is important for educarers to intervene selectively when facilitating interactions. Positive interactions can be promoted if babies are grouped in a safe, well-planned space with the educarer nearby who facilitates calmly and selectively. It is important for educarers to trust infants' ability to handle their feelings when conflicts arise, and not impose adult notions of justice. This useful reminder will prompt educarers to remember that making children share before they can understand is tantamount to abusing adult's power over them to make ourselves feel better. Another useful reminder for educarers to walk the talk of accepting that life brings challenges and challenges bring not only tears but also important learning opportunities so as to be on the same wavelength of the child without over-empathizing.

You will find it intriguing how the author related so deeply with the inner self of infants and toddlers, yet she stated that toddlers are challenging and difficult to raise and care for because they are ready to test their power. I beg to differ, when toddlers have formed a secure attachment with the educarer, they are able to develop mutual respect and have fun together with the educarer by coordinating their actions and intentions.

An interesting strategy recommended by the author is sportscasting. This is about guiding interactions without being judgemental and it helps educarers hone their observation skills. Educarers can leave the children to solve their problems creatively. This does not mean not saying 'no' when the need arises. Educarers need to be aware that babies behave aggressively for the same reasons that adults do, such as hunger, fear, needs not met, frustration, fear, etc. Rather than shaming, punishing or practising time-out, educarers need to ensure that the child feels safe in the environment and encourage time-in with a hug to reset his nervous system.

With appropriate sources and levels of sensory stimulation, infants will satisfy themselves by engaging in a wide range of exploratory behaviours that are self-initiated and that allow them to manage their attention as their increasing understanding and the environment intersect. The author explained the importance for educarers to ensure that each child has sufficient access to trusted attachment figures who are fully present during caregiving moments, who provide the setting and time for autonomous exploration and who take the trouble to screen out children's exposure to harmful stimuli as best as they can. This way, infants and toddlers will be able to focus their attention on what is truly important – satisfaction of relationships with attuned adults, the joy of discovery, play with peers, and the rewards of creative problem solving. This is supported by Magda who explained that only then can educarers contribute to a more respectful world.

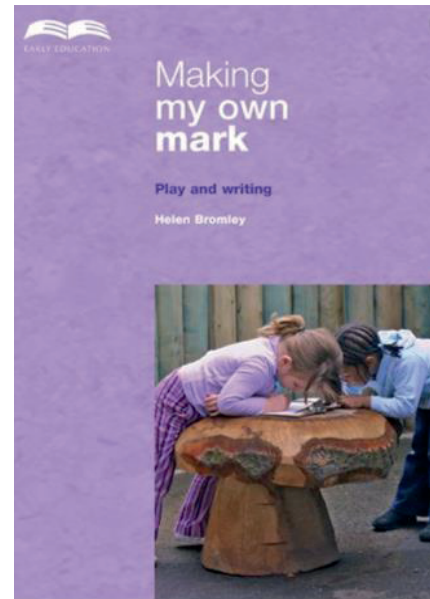
This book is a good read and if you would like to adopt simple realistic practices, you will enjoy how the author delved deeply to nudge you to enhance your art of educaring. I recommend that every educarer of young children should read it to gain deeper understanding of the young child and become more reflective practitioners to relate well to the babies in order to nurture them to optimise the children's development and growth. However, the book can include visuals to cater to the need of readers who may find the book too heavy in wordy content.

# Making My Own Mark (Play and Writing) by Helen Bromley

Karen Bau  
Pro-FLAiR

## Introduction

First of all, what do you think this book is about? Making your own mark? Helen Bromley gives a progressive definition, starting with mark making by children as young as babies, for example, playing with their food. Then she goes on to describe handwriting development and then to “spelling” where children start to use recognizable letters in their writing. Writing is defined in two parts: composition and transcription. It is what the child wants to communicate in his mind (invisible processes of skills to tell a story or organizing information) and how the child learns to communicate his/her ideas visually (visible act of writing).



Helen Bromley acknowledges that learning to write is a challenge for all children. Rules and routines such as writing the date, sitting still and writing at the table make the process, as she describes it, like learning to dance wearing heavy boots. What she aims to achieve from this book is to provide practitioners with the framework for good practices so that children who are learning to write can “kick off their heavy boots and put on their dancing shoes” (Page 8).

## Chapter Summaries and Top 10 lists - An important feature of the book


Each chapter of the book has a boxed list of useful tips for educators. In Chapter 1, there is a list of top 10 books to inspire mark-making. In Chapter 3, there are step-by-step instructions on how to give children time to talk and write together. There is also a list of top 10 authors for young writers. Chapter 4 gives the top 10 alphabet books for the young writers and top 10 children’s books for inspiring writing through outdoor play. Practitioners can then use the book as a reference every time they need to find anecdotes or lists for lesson ideas without having to read the book from start to finish.

Reviews

### Effective ways of supporting the development of writing in young children – what every practitioner needs to know

Helen Bromley first summarises what practitioners **should** do:

- give children confidence
- value all attempts at writing
- offer real purposes and audiences for writing
- provide a wide range of books for ideas and inspiration
- give them experiences that link writing with reading, talking and play
- allow time to talk and write together
- enable children to write down their own talk and make books to be read by others
- offer opportunities for children to see adults writing.

Practitioners always look for effective teaching methods. A whole chapter is devoted to shared writing. Another chapter is devoted to places to write, including lists of books and stationery for “Practitioners” to prepare for children. Throughout the book, these symbols  are used to indicate authentic examples of good practices.

Helen Bromley also challenges practitioners to create an exciting environment for children where literacy learning looks good so that children just cannot wait to pursue it. She makes a good point when she suggests that the key to creating an exciting environment is for practitioners themselves to be excited. It would be problematic if adults set writing tasks for children that they would not enjoy themselves.

A whole chapter is devoted to charting children’s progress. Bromley again summarizes the key methods for assessing children’s engagement with writing: focused observation, annotated samples of children’s work, photographs, discussions with children about their approach to the writing process and discussions with parents about their children’s experiences in writing. She expands on each of these points in turn, giving a detailed and pictorial analysis of children’s writing samples.

#### Play and writing - The Beef

Writing is never done in isolation but always incorporated in children’s play. Writing is mark making which includes drawings and does not need to involve words or letters; hence, the title “Making My Own Mark”. The child’s ideas are translated onto visible materials. Chapter 5 delves deeper into real life, fantasy role-play and small world play. There is a strong literacy component throughout with ideas taken from recommended book and author lists. Many of the suggestions caused me to think back on my own practice and activities I provided in my own classes, but Helen Bromley’s book has a wealth of ideas that help to take the writing further. Since I do use a lot of storybooks in my teaching, there are many ideas for role play that are linked to known stories. These stories are also familiar ones, such as John Burningham’s “Mr Gumpy’s Outing” and

Michael Rosen / Helen Oxenbury's "We're Going on a Bear Hunt" and fairy tales such as "The Three Billy Goats Gruff" and "Goldilocks and the Three Bears".

The idea of integrating play and writing is so that children can learn in fun and creative ways – they just think that they are playing. In the words of a six-year-old boy, he says, "When you play, you make a story and you don't even know it".

### **What I like about the book**

There is a sufficient number of suggested activities that are useful in my area of practice. Although we do not always have access to large outdoor spaces such as the sand play area, there are sufficient spaces to create small world role play areas or use known stories to incorporate role play ideas. Bromley not only gives a wide variety of suggested activities but also gives a list of questions for practitioners to think about. When charting the child's progress in writing, we should note positive instances of observed learning instead of noting 'John is still not using any recognisable letters in his writing'. Practitioners should ask themselves questions like 'Is my definition of writing broad enough? Does it include making and telling stories? Or making marks in a variety of ways (not just pen and paper)?'

For practitioners who want to take a closer look at the transcription part of writing, there is a section on early spelling, encouraging children's spelling development, routines for teaching spelling and teaching of handwriting.

Her top 10 curated lists of books and authors are familiar and easy to acquire from the library, thereby making them useful for practitioners who want to do further reading or use the books in tandem with suggested activities.

I give this book a high rating of 4 stars (★★★★☆). It is a useful and practical handbook for all practitioners – from Early Childhood Educators to parents who have interest in helping their children develop as writers within a play framework and charting their progress. It perhaps just falls short of one more star because it reads like a long academic paper and lacks colour pictorials to fulfill the needs of some readers.

### **Further Reading**

Storyboxes feature prominently in Chapter 5 Writing through play – the role of continuous provision as well as Chapter 9 where storyboxes are taken home (by chance, so relevant to our current COVID-19 situation). A storybox is essentially a shoebox containing a range of small toys and inspirational objects that children can use for narrative play. My curiosity led me to an article that Helen Bromley wrote for the Primary English Magazine in February 1999, entitled "Having a go with the box" ([ukla.org](http://ukla.org)). She also has a "50 exciting things to ..." book series including storyboxes and small world play ([go to Amazon.co.uk](http://go.to/Amazon.co.uk)).

**‘Schools are killing curiosity’: Why We Need to Stop Telling Children to Shut Up and Learn**  
by Wendy Berliner

Toh Yeng Yen

*“Young children sit cross-legged on the mat as their teacher prepares to teach them about the weather, equipped with pictures of clouds. Outside the classroom, lightning forks across a dark sky and thunder rumbles. Curious children call out and point, but the teacher draws their attention back – that is not how the lesson target says they are going to learn about the weather.”*

This is the first paragraph of the article (<https://www.theguardian.com/education/2020/jan/28/schools-killing-curiosity-learn>). How many times have similar situations like this happened to us when we were young children? What have become of us?

It was in Alice O’Keeffe’s article<sup>1</sup> that she shared on Yuval Noah Harari’s advice to young people on ways to survive and thrive in the 21<sup>st</sup> century. Our traditional academic skills will soon become obsolete as computers can do these instantly and more accurately than us. Key skills were highlighted. They are emotional intelligence and the ability to deal with change. In order to cope with uncertainties, we will need adaptability and psychological resilience and these are best supported by an education system that gives priorities to “the four Cs” – Critical thinking, Communication, Collaboration and Creativity.

In this article, we see an education system being experimented in one particular nursery. At Ilminster Avenue nursery school in Bristol, Southwest of England, a systematic



Photograph: Sam Frost/The Guardian

approach was introduced last September 2019. All the toys for the 2 ½ year old toddlers were replaced with cardboard boxes, pots and pans, kettles, plumbing supplies and more. The parents, skeptical at first, and teachers were convinced that this change brought about a rise in creativity and conversation among the toddlers, and the toddlers have not asked to have their toys back since then.

Researchers have found that children aged 14 months to five years ask an average of 107 questions an hour.

Children are born curious and perhaps by promoting curiosity in children, it may bring about better performance in schools. Susan Engel, the author of *The Hungry Mind* and a leading international authority on curiosity in children, noticed that questioning drops like a stone once children start school. She found the youngest children in a school asked between two to five questions in a two-hour lesson; the 10 and 11 year old children did not ask their teacher a single question in their two-hour lesson; and in another class, a 15 year old teenager's question was put off with this reply from her teacher "no question now, please. It's time for learning."

How do we then balance between achieving the lesson outcomes by the end of that lesson and making space for children to feel free to express their curiosity, be it by asking questions or expressing it in other means? It really depends on how much we know about that child, our interest and the effort of wanting to learn more about the inner mental life of that child. There is no one right way to go about doing this, and this makes teaching a wonderful art to acquire!

"In the end, the secret to learning is so simple: forget about it. Think only about whatever you love. Follow it, do it, dream about it. One day, you will glance up at your collection of Japanese literature, or trip over the solar oven you built, and it will hit you: learning was there all the time, happening by itself." <sup>2</sup> — Grace Llewellyn<sup>3</sup>, an American educator, author, and publisher

Sources:

<https://www.theguardian.com/education/2020/jan/28/schools-killing-curiosity-learn>

<sup>1</sup><https://www.theguardian.com/commentisfree/2020/mar/02/instead-rota-learning-useless-facts-children-need-taught-wellbeing>

<sup>2</sup> <https://www.diygenius.com/unconventional-quotes-about-curiosity-learning-and-education/>

<sup>3</sup> <https://en.wikipedia.org/wiki/GraceLlewellyn>

