A Word From
Ellon ...Welcome to 2012.

Welcome everyone to Term 1 2012.
For me this has been an incredible start and I think I am still recovering from the shock of not starting the term with you all. In saying that, you have always been in my thoughts and I have been delighted to hear from Kellie how the children have settled so beautifully into their daily life at Periwinkle.

Now we have been challenged with the outbreak of whooping cough and what this means for the children, our community and Periwinkle. I think it does make us consider what is our responsibility, as evidently there is no single right answer. If parents choose to immunise or not to Immunise, and families make these decisions very consciously, the question for both groups is “what is my responsibility to my child and the community?”
Children need to be able to be cared for when they are sick. To have to continue with daily life is a big expectation on our children. If they are not immunised they need to be protected when there are contagious diseases going around.
There is also the responsibility to the community.
If children are immunised, there is no certainty that your child will not contact whooping cough and if there are any signs that they are not well it needs to be considered. The official stats are 20% of immunised children in the population do contact whooping cough. Again, there is a responsibility to the child and the community.
For Periwinkle, it is clear we must follow the instruction of the Department of Health. They have worked very closely with Kellie & myself. We appreciate your understanding and patience around exclusion of children.
It is very interesting to consider what is an illness and why illness is presented to children and adults. We can invite an anthroposophical practitioner to speak at one of our curriculum night if people are interested.

There is also a very good book in the Periwinkle Library, A Guide to Children’s Health by Dr Michaela Glockler & Wolfgang Goebel. It is a great resource if parents would like to explore these questions.

I am now commencing my return to work program and you will see me more and more at Periwinkle. I am very excited and looking forward to meeting you all. I would also like to take this opportunity to thank you all for the well wishes, lovely flowers and being so supportive over this time. A special thank-you also to all staff, they are just the best.
Looking forward to finishing the term with healthy children and thank you for a very special Autumn Festival.
Warmest thoughts, Ellon

Welcome to our New 2012 Parent Management Committee
Abigail Sawyer President
Jen Henderson Secretary
Gerald Anderson Treasurer
Members:
Kristie Monson Cyndi Harris
Glen Walmsley Daniel Harris
Amber Greene Jackie Smith
Bec Hagan
Periwinkle would like to extend thank you’s to all our volunteer members.

Still to come this term ...
31st March Sat Working Bee 9am-12pm
Children welcome.
5th April Thurs Last day of term
23rd April Mon First day of Term 2

“As each new school year comes round, and we make, as it were, a new beginning, it is ever again my earnest desire that the year of work before us may be permeated with a sense of greatness of our task”
Rudolf Steiner. IBid. Lecture 2
Director’s Report

It is very hard to imagine that another year has finished. It is a pleasure to have this opportunity to bring you the overview of 2011. It is exciting to be part of the Periwinkle team and I believe we can be impressed with the quality of education being offered.

We began the year with a very ambitious six-month trail of a curriculum-focussed food program. This entailed the children having an opportunity to be part of the daily domestic activities (the living arts) in preparing food. Instead of providing a community morning tea, with children bringing their own lunch, we took up the challenge to provide food all day. As well as children being part of the food preparation, we also prepare the table, sit together and experience the social activity of eating the same food (just like it is at home.) This took a lot of consideration and preparation. With the guidance of Jenny Edney’s wealth of information on wholefood preparation we have been able to offer a well-balanced menu meeting the needs of all children. We are shopping at the farmers’ market and 95% of everything offered is organic. This also brings to the children an experience of local seasonal produce. We have also attempted to integrate the grains Rudolf Steiner suggests for each day.

After six months there was a survey that reinforced with overwhelming support the amazing benefits to children, staff and families. It was agreed by all this was something we wished to continue as part of the culture of Periwinkle Preschool.

To ensure we are qualified and meet the guidelines in delivering this program, all staff have completed “Food safety and Nutrition” and “Menu Planning” training. It was also very special to have Jenny Edney participate with "nutrition and menu planning" when we did the course; again she took a very active role. Once again I say thank you to Jenny’s contribution to this dream. A special thank you to all the staff who had the courage to walk the journey with me; it was a huge undertaking and we are all very proud that we have taken the necessary steps to make it a reality.

Another exciting part of developing the food program is the garden. Sandra Frain, a trustee of Periwinkle, taught us how to make biodynamic compost, prepare the preparation and spread both the 500 and 501 preps over the grounds. The veggies and herbs grown have also been used in the menu.

Management

Periwinkle is a community-based preschool, and it is the effort of many that enables it to function and be the service it is. Words cannot express the gratitude I feel for the support, active participation and generosity of spirit I experienced working with you all over the year. Much was achieved, friendships were forged, and it was demonstrated how much can be achieved when human beings are able to work in a community where trust, respect and support is valued. Thank you to the Parent Management Committee members of 2011 and to each family – your contributions are very much appreciated.

The highlight of 2011 was Periwinkle Preschool celebrating its 25th Birthday. This was a huge venture and many of our families took up the task to make this event an amazing celebration and a wonderful acknowledgement of the many, many people who have contributed to the life and development of Periwinkle, which now has served the children of this area for the last 25 years.

Words cannot express the success of this very special occasion and I think I can say we were all delighted with how many came, including the two founding teachers, Sue Gould and Susan Perrow.

Again I must say thank you to the families and the broader community – this day could not have been everything it was without the generous and hard work given by so many. What a special party enjoyed by all.

I would particularly like to acknowledge our president for 2011, Jackie Smith, and Jen Henderson who replaced Jackie while she was overseas. This was Jackie’s second term as president and again it was a joy to work with her. Jen, although new to the role, was equally committed and was very effective, particularly guiding and working towards the 25th Birthday while Jackie was away. Thank you. It is certainly a privilege to be able to work with women who are passionate to support and give so generously of their skills to Periwinkle Preschool.

Carolyn Harrington, who has had children at different times here at Periwinkle over the last 13 years, was the secretary for 2011. I would also like to express my sincere gratitude and thanks to the many contributions Carolyn has made both as the secretary and as a parent. Through your efforts much was achieved.

I would also like to thank Gerald Anderson, the treasurer for 2011. It was wonderful to have Gerald and the knowledge he brings to this role. We also feel very grateful that Gerald has offered to continue in the role for 2012. The continuity of having Gerald continue this year will give the opportunity to really consolidate and clarify the cost of running and maintaining Periwinkle and put in place a realistic long-term plan for the ongoing improvements and maintenance.

Continued next page ...
The craft days were also a wonderful contribution to the Periwinkle community. A big thank you to Angela, Carolyn and Toni who all took initiatives to make it happen (Periwinkle also raised over $560 to be sent to Saints of Hope, through our stall at the Cape Byron Spring fair.)

I also want to mention our Periwinkle newsletter, an initiative of Jenny Edney, a parent on the committee during 2009 and 2010. For the past three years she has been the editor and communications officer. The newsletter has helped to foster communication and relationships with both our Periwinkle families and the broader Periwinkle community, including Cape Byron Steiner School and our friends and supporters. Thank you Jenny for all that you have given to these important roles over the last three years.

Jenny has left our community to live in Alice Springs this year and I must confess I did have some anxiety over how we would ever find someone to fill her shoes. However in life there is always change and it is very interesting how it can happen, for this year we found another parent with similar skills in our community. It is with absolute delight we welcome Amber as our new editor.

I encourage you all to consider what you may be able to contribute and to share your thoughts with Amber. It is our newsletter and the articles can only become richer as we feel comfortable to contribute. Thank you to those parents and staff who wrote for the newsletter during 2011.

Curriculum

The curriculum and how we can ensure best practice is always a major focus for me. I feel this year we have been able to consolidate and continue to improve how we provide a learning environment for the children based on the philosophy of Rudolf Steiner. I am passionate about the curriculum, which I believe should never to be comprised to accommodate the needs of the adults. We truly need to understand and appreciate the educational process of the young child through the formative years and strive to meet these little people in a way that will support them to be active, independent learners for life.

I feel with the introduction of National Quality Standards and the Early Years Learning Framework (EYLF) Steiner education at Periwinkle will shine. There is a lot of work to be done to become familiar with working with the new standards and framework. However the more I work with these documents the more I feel excited to demonstrate the benefits of the Steiner approach and how it links very soundly to both the national standards and the EYLF.

The major change introduced in 2011 was providing food as a curriculum-based learning experience (learning from life for life). I consider it is cutting edge to be able to achieve this. The benefits we have evidenced can be identified and linked to all aspects of the EYLF framework. The three aspects of Belonging, Being and Becoming are developing in all the domestic work activities. In all the food preparation and eating together the children are defining their identities and their interdependence, establishing a sense of belonging. It allows for the children to be in the here and now (Being), to be engaged with the joy and challenges of meal preparation, packing away and cleaning up. The children are shaped by the many different events and circumstances that occur around the domestic work, providing the seeds for life skills that will develop and change throughout life (Becoming).

In 2009 we introduced parent information nights, held once a term, to give parents the opportunity to explore the questions of your children and how we all as educators support their development. These evenings continued in 2010 and 2011, and those who came gave me wonderful feedback on how helpful the evenings were for them as parents. However attendance for 2011 has been disappointing and maybe it is time to consider another approach that could accommodate more parents participation. In the meantime the information nights will continue for 2012.

I encourage you all to come to these nights. It is not about families creating little Periwinkle environments at home – it is about how we work together creating interdependent roles that foster and support the diversity and culture of our diverse community, which enhances all our children’s learning experiences.

Periwinkle has had the pleasure of Christine, a volunteer from Germany, since September 2011. She is with us until the then of August 2012. It has been a real delight to have her as part of our team and a special gift for the children to learn verses and songs in German. It is a program the committee and myself agreed to last year. It is an invaluable experience for Christine, families and Periwinkle. I know Christine has appreciated, enjoyed and become a close friend to the two families who have hosted her so far.

Again this year the professional development budget has supported the enriching of the curriculum.

Kellie, Xiola and Andrea all attended the “Vital Years”, Rudolf Steiner Early Childhood 5-Day Conference in Melbourne.

Kellie and Bess completed “The Kingdom of Childhood Course” offered to early childhood educators
Periwinkle staff members have attended two conferences at Samford Valley Steiner School over the year.
We have also attended regional meetings of the Rudolf Steiner Early Childhood Association.

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I thank the families of 2011 for entrusting their children to us and for the many contributions you made over the year. It was truly something: the openness, trust and willingness to work with the staff was fantastic.

It has also been heart-warming to hear from parents how their children have transitioned to school. From what I am hearing, the children have been confident, excited and ready to take this step to kindergarten.

Staff

Importantly, I want to acknowledge the Periwinkle staff of 2011: Marg our bookkeeper; Kishiko, who keeps Periwinkle sparkling clean; our teaching staff Kellie, Bess, Xiola and Andrea, and Christine our volunteer; and our casual staff. They are a committed team who work tirelessly beside me, and I can assure you they are all respected as co-educators of the children. Again in 2011 the benefit of working as a team was evident, considering each other’s input as we journey along striving to continually enliven our practice to ensure all children in our care are supported as active participants of life-long learning. All little children come with this enthusiasm and it is our responsibility to ensure they never lose this curiosity and wonder to continue to learn.

This I see as our duty as we continue to understand what Rudolf Steiner really meant when he said, ‘The preschool years, the kindergarten years (the years before formal schooling) are the most important of all in the education of the child.’ He also said, ‘It is absolutely essential that before we begin to think, before we so much as begin to set our thinking in motion, we experience the condition of wonder.’ The team here at Periwinkle is just fabulous and words cannot convey how much I appreciate working with them all.

I look forward to welcoming the committee of 2012. I am sure this year will also bring a richness that will further enliven Periwinkle Preschool, a special place that I feel is providing modern and effective education for the children of the 21st century. What a joy it is to be part of something not only special but also very important for the coming generation.

Thank you all
Ellon Gold, Director

The Importance of Nourishing Oneself- A Lecture by Dr Lakshimi for the Rudolf Steiner Early Childhood Teachers Regional Meeting, March 3rd

by Amber Greene.

On March 3rd, over 40 Early Childhood Educators gathered at Cape Byron Steiner School for our twice-yearly Regional Meeting. Our keynote speaker for the day was Dr Lakshimi. It was the first time I have heard her speak, and it definitely won’t be the last! It was quickly evident that Dr Lakshimi is one of those individuals who really walks the talk. Dr Lakshimi resides in our area, and often hosts talks and workshops (often at Shearwater) on the importance of the right development in the early years. It would be well worth your time and effort to attend.

Our topic was on the importance of nourishing and nurturing ourselves as Early Childhood teachers, but the same advice could be given to all parents of young children. She spoke of the challenge of our time, this overriding sense of expectation, materialism and entitlement and how we, as teachers and parents, have to constantly ask ourselves the question: What is the world trying to give my child? What is it that I am trying to give to my child? It is a big tug of war, and yet somehow we must stand strong in the onslaught of television and advertising and media and products if we are to give our children the kind of childhood we wish for them, that is, a wholesome, connected experience of nature and real life.

As humans, we are also facing the challenge of identity and must travel through these transitions often. Who am I now? Who am I going to be? Who did I promise to be? This line of questioning can be helpful to us in our daily life, especially in our role as parents and educators. We can remember we have made a choice to take this journey for a time, but that life, both ours and that of the children we journey alongside, are always changing.

Dr Lakshimi reminded us that our task of working with the young child is to be in service to the care of this young one. In practical terms, teachers take care that everything has a boundary, yet this boundary should be gentle enough that the child doesn’t even know the boundary is there. Invisible boundaries, such as the beautiful preparation of the meal table and the expectation that we eat there, give children a sense of consistency and predictability which allows them to feel cared for, safe and loved. ‘Serving’ others is an opportunity for our soul growth and development. We can hold the thought “I am receiving this gift of serving you” Continued next page...
As parents and educators who live in this world of servitude to our young children, it is of utmost importance to be respectful of our limits. To stop before we break. To show demonstrate to our children that we do care for ourselves as we care for them. This is truly health-giving education.

**Term 1 Working Bee**

**Calling all Periwinkle Families!** Let’s hope it doesn’t rain so we can make our garden shine. It’s time for a WORKING BEE. Come on out on Saturday 31st of March from 9 a.m to 12 noon.

Our gardens need some TLC and we will be spreading soft fall and new sand, cleaning gutters and a variety of other outdoor and indoor jobs. We can always use extra hands and eyes for helping with the children while parents are busy running wheelbarrows!

Please bring some work gloves if you have them, a plate to share for morning tea and if anyone can bring a wheelbarrow, please leave a message for Cyndi in the communications book.

Working bees are a great way to meet new families and help to keep our school fresh and beautiful.

Please see Kellie or Ellon if you can’t make it and find out if there is some other way you can contribute.

Hope to see you soon!

Sincerely, Cyndi Harris

Earlier this year, Periwinkle Staff held their first Parent Information Night. The objective of these nights is to give parents and interested parties insight into the philosophies of why the teachers and staff do what they do, as well as giving the adults a living experience of what their children do on their preschool days.

The topic for this Parent Information Night was “The Living Arts”. Firstly, Kellie, Xiola and Bess, supported by Ellon who returned to the centre whilst still recovering from her fall, shared with us a repertoire of preschool songs. It was delightful to hear the melodies, see the gestures and take note of the thoughtful words in which our children are immersed and bathed daily. Later, the staff invited the group of us (about 10) to make bread. We sat at the table as the children would, and participated in the bread making experience. Bess dusted the flour, from wheat golden, over our hands in preparation for the kneading and shaping. How cared for we all felt, nourished and nurtured by this simple art of baking our own bread using our own hands. We gained a sense of what the children must feel each day when they come to this second home.

Finally, we were asked to contemplate how we too might bring our daily tasks alive by finding ways to enliven the everyday moments with song, verse or gesture. As a group, we nominated bath time, hair brushing time, cleaning our children’s nails, and gardening as potential areas of scope for an artistic overhaul.

As parents, and human beings, we all left the space feeling very nourished and inspired to bring a new element of thoughtfulness to our daily lives. We’d like to thank the staff for giving up of their own time to teach and share with us in this way. It is very much appreciated.

Parent Information Nights happen once every term. Do yourself a big favour and book a babysitter so you can come along. It is such important knowledge we can all learn. Thank you to the staff for holding this space for us.
The topic of childhood illnesses is wide reaching and controversial in today’s world, and it is also one that is of great interest to me along with the health and development of the young child. Having brought up my family without recourse to vaccination, and having nursed them through various childhood illnesses, I have personally seen the benefits and positive developmental changes that a holistic approach can bring. As a Steiner Kindergartener and now working as a natural health practitioner, I have seen many parents seeking help for their children suffering from eczema, asthma and other allergic conditions who have never succumbed to the normal childhood febrile illnesses.

Although modern medicine has made huge advances in eradicating disease and easing suffering, the general health and vitality of our children seems to be declining and there appears to be a shift to more chronic and allergic illnesses and less of the inflammatory illnesses of childhood.

Fever as the instrument of the ego
It is normal for children in their first seven years to experience a variety of acute, inflammatory, febrile illnesses, especially respiratory ones. The main common childhood illnesses seen today are measles, mumps, chicken pox and whooping cough. However, every childhood inflammation, sore throat, earache, fever or rash is a cleansing process for the body and an effort by the child’s spirit to remodel the physical body to make it a more suitable dwelling.

Early childhood is the time of the most rapid growth and change and a child will attempt to remodel his/her physical body many times, breaking down the inherited structure through fever and illness in order to rebuild it anew and imbue it with his/her own individuality.

A fever should not be regarded as a dangerous or undesirable process in itself, for it is the body’s healthy response to something foreign or toxic. Indeed, fever is not the problem, it is part of the solution.

Giving fever suppressant medication will only suppress the toxins that need to be eliminated, and healing only occurs when these toxins have been fully discharged and digested by the body.

Traditional cultures have long recognized that fevers, purging, and the discharge of pus, mucus and rashes, is a healing response to the underlying illness. Childhood illnesses promote the holistic development of the child, working to support the healthy incarnation of body, soul and spirit. The inflammation is never the real illness, it is just the symptom, and the illness is the attempt by the ego of the child to permeate the physical body with the spirit’s healing warmth and light:

“As the body heals and strengthens during convalescence we can usually observe with wonder and gratitude how the soul seems to shine through with a greater light than before. This is the higher purpose and meaning of children’s inflammatory illnesses: to make their body a more transparent vessel for their spirit to shine through” (Philip Incao, 2003).

Polarities of illness in childhood and old age
If we look at the different stages of life, we see that illnesses of childhood and those of old age are polarities. In childhood, external heat and inflammations, acute fevers and contagious diseases predominate, while in later life the colder illnesses predominate with deteriorating and more chronic hardening conditions such as rheumatism, arthritis and tumours being the norm, which are more internal in their inflammation.

Health in this sense can be seen as a balance between the hot inflammatory diseases of childhood and the cold sclerotic illnesses of old age. It is becoming apparent that too much emphasis on preventing the physiological childhood illnesses can bring about a tendency to develop prematurely the diseases of old age.
Conventionally, infections and inflammation are seen as purely the result of invading germs. However we are constantly exposed to germs and pathogens without being continually sick. Germs are not the cause of illness, but they may multiply wherever there is debris and body substance breaking down and being discharged. The immune system cleans up the digested material and pushes it out of the body through skin rashes, pus and discharges – these are the signs that it is working to heal, repair and rebuild.

When inflammation is suppressed and the body is prevented from fully discharging its toxins and debris, then the inflammation may recur or there may be a tendency to allergies, asthma, food intolerances and other inflammatory conditions later in life.

In contrast to allergic illnesses which may become chronic, infectious diseases are mainly self-limiting. The main visible symptoms of fever, rash, swollen lymph nodes and vomiting are usually signs of the body’s struggle to overcome the infection and attain a new state of equilibrium and a higher level of immunity.

**The shift from infection to allergy**

Prior to twentieth century improvements in sanitation and living standards, children had a high death rate from acute inflammatory diseases: measles, scarlet fever, diphtheria and whooping cough, as well as pneumonia and diarrhoea. These have been the greatest threats to children throughout history and still are in developing countries. But in modern countries, children’s deaths from these diseases have been greatly declining since 1900, and over 90 per cent of this decline happened just before the advent of antibiotics and vaccinations.

The body’s immune system is designed to fight infection (bacterial, viral and parasitic), but is also able to recognize foreign substances as allergens. With the advent of vaccines however, the immune system is no longer fighting off life-threatening diseases and due to antibiotics, the immune system in the young child is no longer working in the way it was in the past, in fighting common bacterial infections. As a result, there has in some circumstances been a shift by the immune system away from fighting infections to developing more allergic tendencies.

**The Hygiene Hypothesis**

The Hygiene Hypothesis, first put forward by Dr David Strachan in 1989, holds that a lack of exposure to germs, allergens, and parasites increases susceptibility to allergic diseases and weakens the human immune system. There is growing medical research that now supports his ideas that children who experience frequent infections and inflammations in the first seven years of childhood will have stronger immune systems and will be less prone to allergies and asthma than those who do not experience such infections.

Research has found that avoiding vaccinations and antibiotics, growing up in a large family, and being exposed to farm or domestic animals in the first two years of life correlates with a decreased risk of asthma and atopic allergies.

**Illness and destiny**

One of the main differences between Anthroposophical and Conventional medicine is the view taken of childhood illnesses. Conventional medicine sees childhood illnesses as diseases to be prevented or suppressed and the main goal is protection against contracting the disease, usually by vaccination. By contrast, Anthroposophical medicine views childhood illnesses as an important instrument in dealing with the individual child’s destiny and karma.

“To foster overall physical and spiritual health in our children we need to stop seeing illness as the aggressor and children as helpless victims. Children become ill in their own individual way and each illness will have a meaningful part to play in their biography and development.” (Dr Philip Incao, 2004)

**Balance in health and illness**

Dr Philip Incao, Director of the Steiner Holistic Medical Centre in Colorado, suggests that health is a balance between acute and chronic diseases. He stresses the importance of the difference between healing an illness and suppressing it. Repeated suppression of acute illnesses with antibiotics, fever suppressant medication and vaccinations may hinder the spirit’s capacity to express itself, and transform our acute illnesses into chronic ones. He maintains that the dramatic increases in asthma, allergies, diabetes, autism and childhood cancer which are occurring in children today are partly the result of modern medicine’s failure to appreciate where the balance lies in health and illness.

Continued next page...
The efforts by the medical profession to eradicate infectious diseases in children through increasing types of vaccines has tipped the balance and created more chronic diseases and disability in children of developed nations than ever before.

Medical practitioners working out of Anthroposophy take a cautious view of vaccinations, especially against the classic childhood illnesses.

If a child is treated with vaccination or antibiotics, the external nature of the illness will be eliminated, but it is then important to deal with the karmic effects of the illness in an ongoing way, through the fostering of a spiritual life and education for the child.

Nursing the sick child at home
Anthroposophical remedies help support the child during times of fever and illness. They promote the cleansing process and help the illness work its way out of the body, supporting not only the bodily functions, but also the soul and spiritual development, which encourages true healing. An important aspect of the healing process is a quiet and nurturing home environment and good home nursing care as childhood illnesses need to be well supported.

Children are often hurried back to health and not given the time to fully recover. Parents may be working and lack the time and understanding of the importance of convalescence. It may seem easier to give antibiotics or fever suppressants so the child can be back in day care or pre-school within a day or so. But if children are not given sufficient time to recuperate, they may become more prone to complications or infections later on.

Many parents today seem less confident with nursing their children through infectious and febrile illnesses than parents of fifty years ago. Perhaps they may have lost the ability to trust in the innate healing forces of childhood, and have not experienced for themselves the common childhood illnesses or understood their significance for the child’s health. They also may be anxious about the risks of high fevers and contagious illnesses. It is important that parents once again feel empowered, encouraged and confident to care for their children during ill health.

Through Anthroposophical nursing therapies and home nursing courses, parents can learn the importance and effectiveness of simple home nursing treatments. Old-fashioned but time-honoured remedies, including compresses and poultices, herbal teas, and therapeutic touch, are all home measures that can be learned and used to support and guide our children back to health, along with a simple, organic wholefood diet and a warm, quiet and nurturing environment. I believe that being able to holistically nurse your child back to vitality and health is one of the most rewarding aspects of parenthood, and that the value of this love and care and the journey to well-being it gifts the child, is immeasurable.

[This article is a written synthesis of the author’s understanding of the topic through her readings, course work, experience and practice.]

Bibliography
Do you need to update your First Aid Certificate?

Periwinkle will host a First Aid Course on Tuesday 17th April.
Cost is $130 for the first-time Senior First Aid.
8.30 am to 4.30 pm.
Parents and Friends who wish to join the staff to complete the course may do so.
Please book and pay at the office.

Hi all Periwinkle families,
Tash can create a unique, colourful piece of artwork for your child’s bedroom or playroom. Inspired by their favourite fairytale, colour or theme.
Please check my website at www.natashagreyart.com.au for other more grown up works!
Prices are very reasonable, to order contact Tash on 0402712902 or at tashi_myislandhome@hotmail.com

Celebrating the Autumn Season at Periwinkle.

Oh, what a joy it was to wake up on Wednesday morning to blue skies and a slight chill in the air. Autumn is truly here. We gathered at midmorning, families one and all, at Periwinkle to share in a celebration of the turning of the seasons. A delightfully decorated table met us at the front door and onto this, we placed our offering for the Harvest sharing. Vibrant pumpkins, freshly picked carrots, potatoes fresh from the ground, zucchini, apples, nuts, melons and a harvest loaf filled the baskets. For one little child, the bounty and goodness of this space proved too much and she couldn’t resist a nibble on a juicy capsicum. This was a highlight of my morning, watching a child bite into a crisp vegetable like it was a gift from the Gods. Truly, it is. Thank you to the Periwinkle staff for hosting the most joyous yet simple celebration of the turning of the year. The Boy with his Kite puppet show, the circle time where we all joined our children in the rendition of “Oats and Beans and Barley grow”, the yummy feast and the opportunity to build new friendships are things I’m sure all of us parents cherish. On behalf of the parents and families in attendance, Thank You. Our children experience your nurturing and love on a daily basis and today, we too received this gift.
Periwinkle Autumn Festival
March 28th, 2012
You are invited to Susan Perrow’s Book Launch for her new book, “Therapeutic Storytelling: 101 Healing Stories for Children” Lennox Head Library and Cultural Centre
27th July, 4.30-6.00 pm.

Local North Coast writer Susan Perrow is soon to have a second book published in the U.K.

Entitled ‘Therapeutic Storytelling: 101 Healing Stories for Children’, it will be launched at the Lennox Head Library and Cultural Centre on 27th July (4.30 to 6.00pm) and available from book-shops, on-line stores and as an ‘E-Book’ from mid 2012.

While her husband was project managing the construction of a safari lodge in East Africa, Susan spent the time living in a tent amidst the African wildlife, finding her time there inspirational and perfect for her writing. (see photo)

A teacher trainer, mentor and parent educator, Susan travels internationally running workshops for various groups - from teachers in Nairobi, parents, teachers and therapists in China and Asia, and Médecins sans Frontières child trauma workers.

Her first book, Healing Stories for Challenging Behaviour, has been in bookshops for nearly three years. Richly illustrated with anecdotes drawn from Susan’s workshops and experiences, with eighty (80) behaviour stories included, it provides an excellent tool for parents and teachers who are dealing with the daily challenges presented by children. The new book continues in a similar vein, adding to the resources available in this first book with 101 new stories.

Susan passionately believes that ‘stories know the way’! Working with imaginative journeys and the mystery and magic of metaphor, she has developed the art of therapeutic storytelling for children’s challenging behaviour and difficult situations. She offers a tried and tested method for creating a unique story for a child. Her treasury of healing stories address a range of issues – from unruly behaviour to grieving, anxiety, lack of confidence, bullying, teasing, nightmares, and much more. The stories also have the potential for nurturing positive values.

Susan has recently returned from her second visit to Beijing, where her book has been translated into Chinese. In addition to Chinese, Healing Stories is available in Portuguese and Croatian.

She is soon off to Switzerland to address an International Teachers Conference, followed by a number of workshops in England, Ireland, Scotland and Croatia which she will be running in conjunction with the release of her new book.

For interested readers, Susan’s first book is in our local libraries and is available for sale online - see her website: www.healingthroughstories.com

To arrange local workshops, Susan can be contacted at susanperrow@gmail.com

2012 Term Dates

Term 1: 30 January – 5 April
Term 2: 23 April – 29 June
Term 3: 16 July – 21 September
Term 4: 8 October – 14 December

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from Craft Co-ordinator,
Toni Dumas

It is inescapable the beauty of this place. Yesterday I walked along the beach, listened to the oceans great song, lay down on the warm sand, received a cleansing shower of Autumn rain and rose a little later to witness a colourful and vibrant rainbow.

I have been counting such blessings often, this year. Amongst these blessings are the gifts of creativity, cycles and vulnerability in the lived experience. I find creative impulses to be cyclical and alike the seasons. It involves conception, birth, nurture, growth, relationship, community, celebration, ritual, decay, death and rebirth.

Often we start with an idea that has us excited. An imagining will be birthed and grow when we lean into the vulnerability of the act of creating and all that entails. For those among us here who create - let's face it that means all of us, whether it be music, life, construction of buildings, handwork or work in the home, there is a place where our creative work is met with the world at large. A place where the potential to join together in the act of creating, in its appreciation and process exists for us all.

We are so fortunate that in our community so many of us have talents, skills, curiosities and yearnings that are just waiting to be seen, heard, felt, tasted, experienced and enjoyed. You are all invited to think about sharing these with us at Periwinkle. Can you spare a Saturday to show us all how you celebrate the seasons, what form does your creativity take and how do you do things, what do you make, what do you feast upon, how do you grow, what traditions might you share that we can all learn or delight in or even just come to understand?

We would love to begin Saturday workshops in Term 2 at Periwinkle, so please get in touch with your offering or even just to let us know you would like to join in the process of crafting and creating. We can’t wait to hear from you!

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Periwinkle parents and friends are invited to submit articles and photographs for the newsletter. Please email submissions to: info@periwinkle.nsw.edu.au
Editor: Amber Greene

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All other photos, Amber Greene.