

# LNS AFTER HOURS



## *Hidden Beautiful Places in the Sculpture Park*

Rain Gates by Ron Rudnicki

*“Rudnicki’s piece is an immersive space that is simultaneously tranquil and playful and stimulates curiosity.” - thetrustees.org*



## *Teachers: Reflective Practice*

Reflective Practice guides the LNS program. Teachers actively observe and listen to children to gain an awareness of their perspectives and understandings, forming the context for “curriculum.” Children’s learning processes become shared knowledge through documentation on the Studio walls and in StoryPark. Collaboration amongst the faculty supports children’s explorations, individually and in groups. Assessment is ongoing and time for reflection is essential.

After the children leave for the day, teachers meet and pour over their documentation. At the beginning of school year, they focus on understanding the children’s dispositions, adjustment to school routines, the connections they are making with each other, their teachers and the environment.



## *Children: Low Key Afternoons*

“... for children, play is serious learning.” Fred Rogers

The documentation that the teachers review is based on the work the children do each day. Play is work. At the beginning of the year, a child expends a great deal of energy to find their place in this new community. It may be likened to our adult experience of entering a large social event in an unfamiliar environment, with new people and a new way of being. It’s the interconnectedness of “me” and “we” (“mwe”).

To replenish the energy expended in their group experience, children need “down time” when they return to their families. Simple things like snuggles, bubble baths, food, and time to unwind, can make all the difference. This is the same reason Cindy intentionally designs the Stay & Play program to incorporate a flow of relaxation and play into the longer afternoons at school.

It’s become the norm in our times to keep “the schedule” going with more activities. In our experience, children benefit from Low Key Afternoons to allow time to process their day of play at school.



## *Family Partnerships:*

Like the children, the adults in our community are also expending energy. Developing new (earlier) morning routines at home (packing snack & /or lunch), separating from your child at school, then catching your breath before heading off for your day .. phew! You are all in this together. It’s a great time in life to share your parenting journey and support each other - perhaps a walk or a cup of coffee. It made us smile to read in the “bulletin” email group, a parent reaching out to see if others would like “to get together with our little ones”.

### *Heard on Campus*

Coming out of Music and Movement, after a moment of contemplation, a child said to a classmate:

“This is the first time I’ve ever given you a hug.”

Reflection Point: What are the many ways in which a shared group experience, in the art of music, creates openness in children?

