

'Children First'

Message from the Chief Executive Officer

Dear Families,

"The biggest influence on wellbeing for children and young people is a child's parents, carers and family" - this statement is taken from the Premier's opening line in his introduction to the Tasmanian Government Child and Youth Wellbeing Strategy for 0-25 year olds – 'It takes a Tasmanian Village' launched recently.

The strategy is based on the ecological model of human development, which places children at the centre and recognises the influence of various relationships and the environment. It outlines 10 key principles that will guide decision making about policies, programs and initiatives to ensure all Tasmanian children, young people and their families thrive.

Lady Gowrie Tasmania's mission 'Children First' aligns beautifully within this context. Even though our staff are educators (not just carers as they are referred to in the

statement above) the fact that we are acknowledged so openly in the first line of the Premier's message highlights the importance of the precious work undertaken by educators with children and families in our education and care services.

Of particular importance to our work with children and their families at Lady Gowrie Tasmania is the strategy's clear and resounding focus on the importance of the first 1000 days of a child's life and how experiences in this critical period impact on their learning, development and wellbeing.

At Lady Gowrie Tasmania we are privileged to be involved in the education and care of so many children in their first 1000 days. We can play our part in contributing to the strategy's long-term success by ensuring that our approach to our work is always in the best interests of children. I am also passionate about supporting our educators and administrative, ancillary and support staff in the vital work they undertake every day to educate and care for children and their families.



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'Children First'

The strategy was developed in consultation with key stakeholders, children, young people and their families in our community. Lady Gowrie Tasmania was involved in the development of the strategy with our own submission to the process. Ros Cornish was also a member of a Consultative Group that was formed to help advise the Government on the development of the strategy.

I will now represent Lady Gowrie Tasmania on this group as an advocate for our children, our families and our people. Advocating our deep experience and expertise with children to Government processes is an important part of what we do, how we maintain a positive reputation in the sector and with Government and how we participate in seeking change that impacts children and their families.

If you would like to learn more about the strategy's guiding principles please follow the link below:

<https://wellbeing.tas.gov.au/>

I am also pleased to announce that we have launched our new Education and Care Philosophy. The philosophy will underpin our practice and will shape how we educate, care for and support our children and families. The philosophy will be reviewed on a regular basis and is another way to align our work with the Child and Youth Wellbeing Strategy and its goals. You will find a copy of the philosophy in this newsletter, it has been emailed to all families and you can also view a copy here:

<https://gowrie-tas.com.au/education-and-care-services/>

With the new philosophy to guide our practice and 'Children First' as our firm focus, I am confident that Lady Gowrie Tasmania will continue to play a vital role in advocating for and ensuring Tasmanian children, young people and their families thrive.

Mat Rowell
Chief Executive Officer

'Challenging behaviour occurs when the demands and expectations being placed on a child outstrip the skills they have to respond.'

ROSS GREENE



Christmas Closure

Lady Gowrie Tasmania services and programs will close for the Christmas break at the usual closing time on Thursday 23 December 2021 and will re-open on Tuesday 4 January 2022.



'Children First'

Message from the Board of Directors

Hello Families,

Happily spring has arrived and along with it, some extra daylight hours and some much-needed Vitamin D! With the changing season we have also had quite a few new faces join our team.

In my last communication I shared the news that Mat Rowell would be joining us as our incoming CEO. Mat's now very much on board after starting in August and has been busy getting around our services and programs and working with the teams. If you have been following our Lady Gowrie Tasmania Facebook page, you will have already seen some updates from Mat including celebrating National Tree Day last month and Early Childhood Educators' Day earlier this month.

In July we also welcomed Pedder Patter Education and Care, a South Launceston based education and care service, to our Lady Gowrie Tasmania family, bringing with them the team, children and families. Welcome to you all.

The Board has also welcomed a new Director with Andrew Crozier joining our team. Andrew brings to the Board a broad suite of experience including marketing, digital innovation and a focus on delivering great client experiences. It's great to continue to bring fresh talent and ideas to our Board.

Meanwhile, there has been a huge amount happening across our centres and there is a full program to check out for the upcoming school holidays too. As well as the programs being delivered each day, our Education and Care team have also been busy leading the development of our Education and Care Philosophy, which was launched on Monday 13 September.

You can read more about that in this newsletter. We're looking forward to hearing more from the team from behind the scenes and all about its development and implementation at our next meeting later this month.

Recent months have reminded us that COVID remains a challenge for our community. While we have been lucky to remain COVID-free in Tasmania, we need to remain vigilant and our team have been reviewing and updating our COVID safety plans so we are ready to implement tighter controls and maintain compliant services in the event of any changes. We appreciate your help in remembering to use the Check In App when you visit any of our services, programs or buildings.

Despite our good fortune, border closures and disrupted travel plans are still having an impact on many families, businesses and communities. A reminder that we offer our own Child and Family Wellbeing Program, which provides free confidential, practical and emotional support to our families and staff who might need some support. More information is available on our website. Please reach out if we can help.

Lastly on behalf of the Board, I would like to thank our Senior Leadership Team trio, Kathy Cripps, Sam Wesson and Annette Barwick, for helping support a smooth transition over the last few months as we farewelled Ros and welcomed Mat, all whilst continuing to deliver our suite of programs and services and even welcoming a new education and care centre. It's been a busy few months! Thank you.

Anne Beach
Chair - Board of Directors





OUTSIDE SCHOOL HOURS CARE SEPTEMBER 2021 NEWSLETTER

'Children First'

Launch of the Education and Care Philosophy

Lady Gowrie Tasmania's new Education and Care Philosophy was launched by CEO, Mat Rowell, recently at a special gathering to celebrate this much anticipated guiding statement.

The philosophy provides a shared vision to guide our practice to ensure the best outcomes for children, their families and in turn, the community. The philosophy does not replace our mantra of 'Children First' but rather it works to enhance these words. The key words highlighted in the philosophy could not speak more truth to the purpose and importance of the early and middle childhood profession.

Developing the philosophy has been a collaborative process expertly and passionately led by Program Leader South, Kylie Britten, with invaluable contributions from the Philosophy Working Group, educators from Long Day Care, Family Day Care and Outside School Hours Care, Education and Care Managers, Senior Leadership Team, Employee Engagement Group, Middle Management, families, friends of Lady Gowrie Tasmania and most importantly, the children. Thank you to everyone involved.

A special thank you to Abigail, Isabel and Mae from Campbell Street Education and Care Service for sharing their representations of 'wonder and investigation' through conversation and creative expression, resulting in the fabulous artwork used in the philosophy brochures, posters and banners. It was wonderful that Abigail and Mae were able to attend the launch to receive their gifts of appreciation. Thank you also to Fiona Mart and Bridget Shea for supporting the creative process with the children.

Another special thank you goes to Michelle Hughes, educator from Kingston Education and Care Service, for her moving Welcome to Country shared at the commencement of the launch.

We are excited to share the new Education and Care Philosophy with our community.

Kathy Cripps - General Manager Education and Care



Wonder and Investigation

Children's sense of wonder is ignited through active listening and responsive interactions with educators.

Children are encouraged and supported to imagine and investigate through play-based encounters designed to guide, challenge and inspire learning.

Environments are thoughtfully designed to foster children's choice, collaboration, communication, exploration and curiosity.

Children possess infinite potential, they are supported to actively contribute to decisions, use critical thinking skills to collaborate, learn from and alongside others.

"Wonder is in our hearts..."

Isabel - Age 4



Connection and Possibility

Educators nurture all children to develop dispositions toward empathy, resilience and understanding of their own emotions and those of others.

Children are encouraged to connect with the natural world to develop their own identity and a deep sense of belonging to home and place.

The diverse culture and experiences of every educator, child and family are valued and respected through our genuine commitment to authentic partnerships with the community.

Critical reflection is undertaken on all aspects of our practice to identify opportunities for research and training to support our commitment to continuous improvement.

"Connecting also means filling up people's buckets."

Mia - Age 4

Education and Advocacy

Collaboratively we use our voices to document and share with all stakeholders how children learn and develop to ensure the importance of quality education and care is elevated.

Educators are supported to share and articulate the important work they do with children to promote the early and middle childhood workforce as a crucial profession.

Our programs respect and value the continuous cultural practices, spiritual and knowledge that Aboriginal and Torres Strait Islander peoples have maintained for over 60,000 years. Within our environment in collaboration and partnership we will learn together and share our knowledge as learners and as educators. Together we endeavour to establish and maintain respectful and genuine partnerships. We acknowledge and respect Tasmanian Aboriginal ownership of Lutruwita and continued custodianship of the traditional lands that we play, work and live on.

The safety, wellbeing and inclusion of all children is fostered by providing programs that support the unique learning trajectory of every child.

"If grownups like you were everywhere I think we would know there are possibilities."

Oscar - Age 9



'Children First'

National Science Week at West Launceston OSHC

We recently celebrated National Science Week at West Launceston OSHC. National Science Week promotes and encourages interest in science, technology, engineering, mathematics (STEM), and communicates its relevance in everyday life. This celebration provided the opportunity for our children and educators to participate in and be inspired by science experiments.

It was wonderful to see the children engaged in learning experiences throughout the week with many different science experiments and experiences on offer. The children participated in making volcanoes, DIY lava lamps, the 'elephant toothpaste' experiment and some messy, sensory play. All the experiments investigated how different ingredients, when mixed together, can cause chemical reactions.

West Launceston Outside School Hours Care Service

national science week



Science Experiments for Home!

What you will need:

- Water
- Food colouring
- Glasses/jars
- Long stemmed white flowers or as an alternative you can use tissue paper or paper towel

Instructions:

1. Gather your flowers. If using tissue paper or paper towel as a substitute, roll up a piece to form a long stem, twist it a few times near the top then tear a few pieces of the tissue paper back from the end to create petals
2. Pour 1/4 cup of water into each glass/jar
3. Add a few drops of food colouring into each glass/jar
4. Place flowers in water and watch what happens!

Note: If using fresh flowers for this experiment, it can take a few days for colour to reach the flower petals.

Looking for more science experiments to do at home? Please visit: www.scitech.org.au/explore/at-home/experiments/

'Children First'

Yoga at Launceston Preparatory School OSHC

Recently at Launceston Preparatory School OSHC we had a visit from Natalie at Little Stars Yoga. The educators observed that the children had been coming to the program quite heightened and excited after school. This led to conversations around how the children's needs could be better supported at this time of the day and how educators could help the children learn about listening to their bodies and their needs.

In consultation with colleagues and the children, we trialled a couple of activities including engaging with a sports provider and a local artist who provided programs for the children. These programs were great but not all children wanted to participate. When we suggested yoga, some of the children were not entirely convinced but this changed when Natalie visited on a beautiful spring afternoon!

Natalie gently encouraged the children to head outside, gather around and sit down in a circle on the mat. Much to the educators' delight the children immediately began to engage with Natalie as she commenced the yoga session. The session normally only runs for 30 minutes but the children asked for more which Natalie happily agreed to and continued for another 20 minutes.

Every single child was engaged in the experience and they have requested for Natalie to return and lead them in another yoga session. Maybe it was the sun, maybe it was the outdoor space, maybe it was Natalie, but just maybe it was what the children needed that day?

Whatever the reason, it was a wonderful experience for the children!

Links to 'My Time Our Place' (Outcome 3) – Children have a strong sense of wellbeing:

- Children celebrate their own efforts and achievements
- Children combine gross and fine motor movement and balance

Links to Lady Gowrie Tasmania Philosophy – 'Connection and Possibility':

- Children are encouraged to connect with the natural world and develop their sense of belonging to home and place





'Children First'

A Reflective Approach to Supporting Children's Behaviour

I wonder if anyone can relate to this?

It is 8.00am and I am trying to get everyone in the car with bags, lunches, schoolwork and everything else essential for a day at work and Kindergarten when my five year old daughter suddenly has a crisis over which shoes to wear. I have said no to the sandals on this brisk Hobart spring day and she is now informing me that her pink shoes don't make her look 'pretty'. I start to get annoyed as I can recall asking her at 7.30am which shoes she would like to wear. She throws the pink shoes at me and slams her door. I am taking deep breaths, counting to 10 in my head and trying to remember anything zen that I know. I decide to pack the car and talk with her once this is done. I go outside and open the car door. She assumes that I am leaving without her and comes screaming through the house sobbing and, looking at me accusingly, climbs into the car carrying another pair of shoes.

I think to myself why on earth is she behaving like this? Why is she being defiant? And why do I feel like I am the bad one?

In this moment we are all feeling emotional and I have labelled her behaviour as 'bad'. I am considering ways I can discipline and 'manage' her behaviour.

We head off to school and to work and no one appears to hold a grudge as we kiss and cuddle goodbye.

I forget about the incident until something similar happens the next week. Now I am thinking 'she is really pressing my buttons!'

But maybe this is not what is really happening?

The Webster Dictionary defines behaviour as 'the way in which one acts or conducts oneself especially towards others'. Whether a behaviour is 'good' or 'bad' depends on our individual subjective interpretation.

Is my daughter's behaviour truly 'bad'? Is her behaviour a problem? Should I reflect more on this?

The first thing in this situation is to realise I am not in a good space to reflect immediately during, or immediately after, the incident.

Reflecting and discussing what happened with another adult is more beneficial later when I feel calm and I can be as objective as possible.

When I reflect I can ask myself several questions, including:

Is there a pattern of incidents?

What has happened - not just from my perspective but from hers as well?

What factors were at play in the environment - both physical and emotional?

What might have been a causal factor - were we tired, hungry or worried?

What was the impact of my emotions and reactions on her?

Is there a clear course of action I can take to make the situation better next time?

When I reflected a few hours later, the first thing I recall is that she was really pressing my buttons! So, I ask myself the following questions:

Is there a pattern?

Well, it has happened twice so maybe not a pattern yet.

What happened from her perspective?

When she woke up she didn't want to get out of bed and she cuddled with me for 10 minutes but I made her move when I had to get jobs done. She didn't want me to move because she wanted a longer cuddle and that made her a bit sad.

She started breakfast and wanted to chat but I was too busy to chat and that made her sad.

She was not ready to choose which shoes to wear and she was also worried about the shoes the other children wear at Kindergarten but she has not been able to talk to me about it this morning.

She notices my stern face and feels rejected and sad.

She thinks I am leaving without her when I go out to the car.

What was the environment?

Nothing seemed to be where it needed to be and everyone was getting in each other's way, the space felt crowded and hectic.



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'Children First'

We were all feeling tired and stressed, and I know that she is very sensitive to my emotions.

Is there a clear course of action?

Without being too hard on myself, it seems that allowing a bit more time for cuddles and chats in the morning, being more organised by packing bags and lunches the night before as well as setting out the clothes and shoes the night before all seem like reasonable and obvious (with 20:20 hindsight!) actions to make the situation less stressful next time.

Reflecting on the behaviour and looking at it from different perspectives challenges the subjective labelling of the behaviour ('she's pressing my buttons deliberately') and allows for a better approach or for an improved strategy to emerge.

I recommend challenging yourself to reflect on 'behaviour' in this way as seeing the whole picture can take the 'blame' away from the child in so many situations and most importantly, offers strategies to improve the situation.

Even in situations where a child's behaviour has a more dramatic impact (e.g. violent lashing out, running away, disrespectful interactions) reflecting in this way can still be useful. Lashing out is often a reaction to feeling under extreme pressure and having no escape, running away is escaping from a stressful situation and rudeness and disrespect are defensive/aggressive reactions when a child feels distrustful and scared.

It is also important to remember that children are learning how to regulate themselves. As adults we expect of each other that we can manage our emotions and gauge our responses appropriately. Yet children are all at different stages of learning how to this - they need to make mistakes to learn, they need role modelling of how to regulate and express themselves, they need patient explanations, they need forgiveness and they need acknowledgement when they improve.

It makes sense to hold off on labelling a behaviour as 'bad' while we reflect on the whole picture and let's face it - adults don't always manage to get it right each time either!

P.S We did go shopping to buy some new 'pretty' shoes that she will now happily wear!

This article was written by Neivh Gilligan who is a Family Support Worker with Lady Gowrie Tasmania Child and Family Wellbeing Program. Thank you Neivh for providing such a relevant and practical approach to thinking about children's behaviour.

LADY GOWRIE TASMANIA CHILD AND FAMILY WELLBEING PROGRAM



Lady Gowrie Tasmania is a community-based not for profit organisation, providing a range of services for children, families and early childhood professionals within Tasmania.

Lady Gowrie Tasmania offers their families access to the Child and Family Wellbeing Program.

The program provides free confidential, practical and emotional support to families who might be experiencing some of life's challenges or who may benefit from support in the day to day raising of their children.

CHILD AND FAMILY WELLBEING PROGRAM

229 Campbell Street, North Hobart, TAS 7000

PO Box 422, South Hobart, TAS 7004

P: (03) 6230 6860 E: familysupport@gowrie-tas.com.au

'Children First'

Connection and Conversation Around the Firepit at Richmond OSHC

Richmond Outside School Hours Care share their reflection and photos of their much anticipated firepit experience:

'Now more than ever, children need to engage in supervised play that involves an element of risk. If we problem solve for children and remove all risk from their lives, they will never gain the skills and confidence to face challenges by themselves.'

Supporting children to safely engage with fire in a secure, supervised environment provides a wealth of learning opportunities. Our firepit experience provided the opportunity for connection and conversation about the elements of fire, how to be safe around fire as well as sharing and taking turns during the cooking experiences.

Our friends from Richmond Education and Care Service kindly prepared damper for us earlier in the day, which we all enjoyed together with raspberry jam. Some of our little friends from Long Day Care joined us for the experience as well, which was really special. For a treat, we also toasted marshmallows on long sticks and warmed up with some milo, all while enjoying the lovely ambience of the fire.

We look forward to sharing many more firepit experiences, in particular the opportunities the experience presents for connection and conversation between the children and educators in our program.'

Richmond Outside School Hours Care



'Children First'

Brighton OSHC Explore the Tasman Peninsula

When children feel connected to their community it enhances their sense of belonging and provides opportunities to support their development, learning and wellbeing. So, in the July vacation care program the children and educators at Brighton OSCHC excitedly jumped on board a bus and headed down to the Tasman Peninsula to explore the Tessellated Pavements and Tasman Arches.

When planning this vacation care program, the educators listened to the children's suggestion to continue exploring their community and venturing out to visit different areas in Southern Tasmania. During the excursion the children were highly engaged in exploring these new environments, taking in the natural wonders around them and learning about the history of the area. The educators and children spent their time at the Tessellated Pavements wondering about the creation of the fascinating rock formations and exploring the interesting creatures living in the rock pools. On the way home, the children excitedly called out to each other the hilarious names of the homes in Doo Town and shared the names they would call their homes if they lived there!

As educators, it is such a privilege to be able to provide opportunities during the school holidays for the children to connect with, learn from and explore their local community. We look forward to sharing many more exciting school holiday adventures with the children in our program – the possibilities are endless!

Brighton Outside School Hours Care



'Children First'

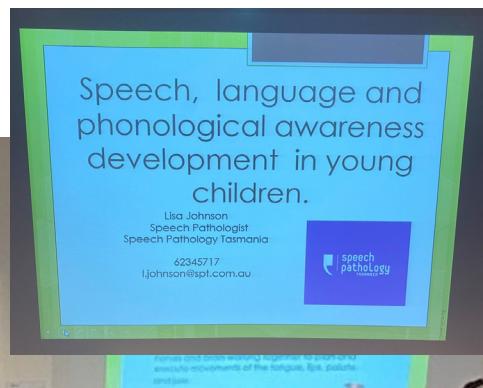
Family Day Care Professional Learning

Recently Lady Gowrie Tasmania Family Day Care received funding (through the Inclusion Agency Tasmania) for professional development training focusing on building the capacity and capability of educators to recognise speech development delays in young children. The 4-part training sessions are being delivered by Speech Pathology Tasmania.

Educators and service staff had the first session in August which focused on addressing and identifying speech delays in various age groups and the words children are expected to be able to say, versus the words children know but cannot pronounce. Family Day Care educators are looking forward to their next session on when there will be some practical tasks and group scenarios to explore.

It is expected that at the end of the training Family Day Care educators will be able to implement strategies to address identified barriers in children they may have in care. Service staff will also be able to pass on their knowledge to families and new educators to support speech development in young children enrolled with Lady Gowrie Tasmania Family Day Care educators in the future.

Sophie Pockett – Family Day Care Team Leader





OUTSIDE SCHOOL HOURS CARE SEPTEMBER 2021 NEWSLETTER

'Children First'

COVID-19 Vaccinations

Since the beginning of the COVID-19 pandemic Lady Gowrie Tasmania has made every effort to ensure the health and safety of our children, families, clients and our people.

With the COVID-19 situation in other Australian states, it is vital that we continue to remain vigilant with our COVID-19 safe behaviours, particularly in respect to vaccinations. The Tasmanian and the Australian Governments are working together to give safe COVID-19 vaccinations to our community. Vaccines are being delivered in phases with all Tasmanians aged 12 and over able to access this program for free.

Whilst it is not mandatory for people entering Lady Gowrie Tasmania premises to receive the vaccine, the organisation strongly encourages everyone to consider doing so. Getting a COVID-19 vaccine will help protect yourself, your family, your friends, your colleagues, your community and most importantly, your children.

Further information about COVID-19 vaccines is available by phoning the Tasmanian Public Health Hotline on 1800 671 738 or visiting the following website: www.coronavirus.tas.gov.au

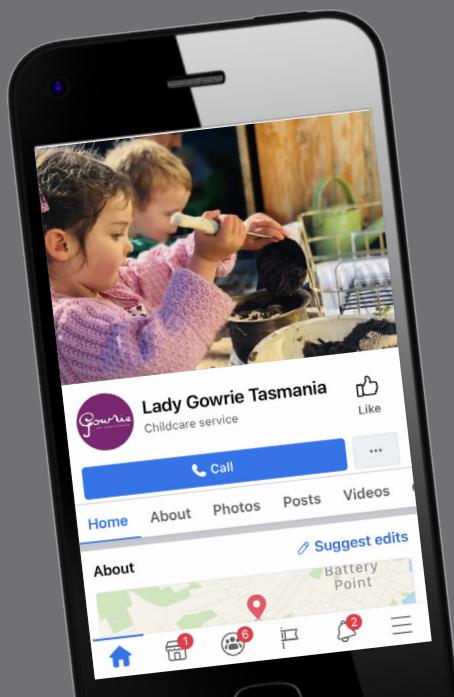
STAY
HEALTHY STAY
CONNECTED

TIME TO GET VACCINATED

For more information call the Tasmanian Public Health Hotline
 on 1800 671 738 or visit www.coronavirus.tas.gov.au/my-vaccine

Lady Gowrie Tasmania - Website and Facebook

We encourage all families to follow the Lady Gowrie Tasmania Facebook page to receive current announcements and the reflections, stories and photos from our services and programs. For current information on all Lady Gowrie Tasmania services and programs, details of upcoming events, direct links to the latest Newsletters and Vacation Care Programs and most importantly for families - an easy to navigate 'Contact Us' page please visit our website www.gowrie-tas.com.au





OUTSIDE SCHOOL HOURS CARE SEPTEMBER 2021 NEWSLETTER

Contact Details

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Northern Services

Long Day Care Services

Alanvale	6348 1390	alanvale@gowrie-tas.com.au
Gordon Square	6382 2445	gordonsquare@gowrie-tas.com.au
Norwood	6336 6971	norwood@gowrie-tas.com.au
Pedder Street (including Preschool)	6344 9993	pedder@gowrie-tas.com.au
University	6324 3731	uninorth@gowrie-tas.com.au

Outside School Hours Care Programs

Frederick Street VAC	6331 5106 / 0438 109 367	oshclusternorth@gowrie-tas.com.au
Gordon Square ASC, VAC	6382 2445	gordonsquare@gowrie-tas.com.au
Launceston Preparatory School ASC	6331 5106 / 0438 109 367	oshclusternorth@gowrie-tas.com.au
Norwood ASC, BSC	6331 5106 / 0438 109 367	oshclusternorth@gowrie-tas.com.au
University ASC Mowbray, VAC Campus	6331 5106 / 0438 109 367	oshclusternorth@gowrie-tas.com.au
West Launceston ASC, VAC	6344 9993	pedder@gowrie-tas.com.au
Youngtown ASC	6344 9993	pedder@gowrie-tas.com.au

Occasional Care Program

Frederick Street Pre-School Program	6331 5106	oshclusternorth@gowrie-tas.com.au
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Southern Services

Long Day Care Services

Acton	6248 5644	acton@gowrie-tas.com.au
Battery Point	6214 0380	batterypoint@gowrie-tas.com.au
Bowen Road	6228 4568	bowenroad@gowrie-tas.com.au
Campbell Street	6230 6881	campbellstreet@gowrie-tas.com.au
Kingston	6229 1901	kingston@gowrie-tas.com.au
Integrated Centre for Children and Families	6230 6805	integratedcentre@gowrie-tas.com.au
Midway Point	6230 6872	midwaypoint@gowrie-tas.com.au
University	6226 2088	unisouth@gowrie-tas.com.au
Fahan	Swansea	6230 6805
Richmond	Oatlands	clusteradmin@gowrie-tas.com.au
South Hobart		

Outside School Hours Care Programs

Albuera Street ASC, VAC	Mount Nelson BSC, ASC	6230 6806	clusteradmin@gowrie-tas.com.au
Bowen Road ASC	Richmond ASC		
Brighton BSC, ASC, VAC	Rosetta BSC, ASC		
Glenorchy ASC, VAC	Sorell ASC, VAC		
Goulburn Street ASC	South Hobart ASC, VAC		
Lansdowne Crescent BSC, ASC, VAC	Taroona BSC, ASC, VAC		

Family Day Care

Family Day Care Scheme	6230 6809	familydaycare@gowrie-tas.com.au
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