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Greetings From Your New Old President

As CCFA president, I want to introduce myself to the many CCFA members who do not know me. I've been at Camosun since 1978 and was president of the CCFA for several terms in both the 80's and the 90's. Oh, and I was defeated in two runs for president in the 00's. I've been a member of and chaired the PD, Negotiating, and Contract Management Committees and, as vice-president, I chaired the Code of Ethics Committee.

Experience I've got, but since I've been saying lately that experience should not be overemphasized as a criterion for even a college president, I don't want to make too much of that. What matters more is the ability to forge something good from new experience. I hope to be able to do that, with the help of a strong Executive and a the skilled CCFA office staff.

I've become president not as a result of your votes, but through the application of the CCFA by-law which calls for the vice-president to become president should the elected president depart. In seeking the vice-presidency I was presenting myself as someone who could be trusted to be president should the need arise. The need has arisen, and I will do all I can to deserve your trust.

I take very seriously the responsibility of being accountable to all 400+ members of the CCFA, not one more or less important than another, including some who aren't thrilled to be in a union. I welcome your questions and suggestions and hope to talk with as many CCFA members as possible.

My instructional assignment is to teach English courses to aboriginal students at the Songhees Reserve and the Victoria Native Friendship Centre. Some of what I've learned from this work can be applied to the Faculty Association. Indigenous cultures, as I understand them, emphasize the relationship between the strength of the community and the well-being of each individual. Similarly, I believe that the stronger the CCFA is as a collective, the better equipped each of us will be to be effective and fulfilled in our work. I will do all I can to defend and extend our collective strength and wisdom while being attuned to the individuals who make up our diverse membership.

In closing, I want to thank Darryl Ainsley for his effective work as president and for his extensive service to the CCFA.

Mark Kunen
Local 3594
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President's Report

ESL Developments

Kathy Corrigan, the NDP critic for Advanced Education, will introduce a motion in the legislature on Monday, November 17th calling for the restoration of provincial funding for domestic ESL students. The motion is one of a small number the Opposition is allotted during this legislative session. FPSE is organizing a rally at the Legislature at ten o'clock that day. Students and instructors from Camosun will be there along with FPSE President Cindy Oliver and representatives from other FPSE locals. I urge CCFA members to attend as an expression of support for an inclusive post-secondary education system, for our colleagues in the ELD Department, and for our neighbours who count on this language training.

From the Membership

- At the November 6th Special General meeting, a cross-section of the membership sufficient for a quorum and then some approved the 2014/2015 budget, ratified Paula Young as Vice-president, elected all members who were nominated for CCFA Standing Committees, and then enjoyed a social occasion featuring conversation, wine, cheese, and delicious other things.
- A smaller cross-section of the membership, though less than a quorum, used much of the time scheduled for the October 17th General Meeting to talk about what kind of person the college should seek as its next president and what kind of seeking should be done.

There was a clearly-stated desire for a transparent process with clear avenues for involvement by the faculty and other constituencies. One intriguing suggestion was to suggest that the Board hold one of its every other month public forum issue meetings on the selection of the president.

The many comments on what to look for in a president are hard to synthesize. What stood out for me is the yearning for a kind, intelligent, courageous, and open-minded person with experience in and commitment to education for whom collaboration comes naturally, like wind to an eagle.

From FPSE

- Jason Brown, from Thompson River University was elected to be 1st Vice-President at a Special General Meeting in Vancouver, attended primarily by Presidents of FPSE locals. (That's the job title. He's not the first ever to hold that position.) Jason replaces the long-serving Dominique Roelants who has left VIU and therefore FPSE.

- Upon news of the settlement of the BCTF strike and after consultation with BCTF, FPSE revised its donation to the BCTF Strike Fund from \$100 000 to \$10 000.

From the Executive (Highlights from Executive meetings since the last Confluence)

- Like the membership, The Executive talked about what to look for in a president and envisioned a person who understands the BC Post- Secondary System (does anybody?) and who values relationships and recognizes the importance of community. The Executive would like a process that includes union representation and presentations to the college community
- May 1st, 2015 will be the date of the next CCFA AGM. Please mark your calendars.
- The Executive created an ad-hoc CCFA Human Rights Committee, with Larry Hannant as Chair, and allocated up to \$200 for the Committee's use.
- The Executive approved distribution of a survey on Infosilem developed by Debbie Gascoyne and Paula Young. Survey results indicated broad and deep dissatisfaction with the rigidities in the Infosilem's programming and implementation. Executive representatives on the Labour Management Committee conveyed this news to the administration. There was no indication that the administration was either surprised or shaken by this information. (LMC is a committee comprised of the CCFA president, CMC Chair, and CMC Chair and of the VP of Education, the Executive Director of HR, and one dean. LMC meets from time to time to try to smooth labour/management waters.)
- A \$500 donation to the BCTF Strike Fund was approved.
- For Fair Employment Week (October 27th – October 31st) the Executive held two CCFA information sessions, one on each major campus) for new and other interested faculty members. Executive members provided information and answered questions about the structure of the union and the work of the Standing Committees. New faculty members were particularly interested in PD opportunities and the regularization process. The sessions were sparsely attended but useful for those who were there. Special thanks to the former Executive members and current Department Chairs who joined in to share their knowledge.

- The low turnout at the information sessions and the lack of a quorum at the October 17th General Meeting raised the Executive's interest, not for the first time, in different ways of connecting with the membership. The Executive plans now to make General Meetings short (an hour tops) and business- focused and to schedule informal discussion sessions from time to time on matters of possible interest to the membership.
- Judith Hunt will chair an ad-hoc committee which will review CCFA by-laws and recommend possible changes to the Executive. To take effect, changes would need approval by the membership at the AGM. The committee will consist of Executive members and other interested CCFA members.
- Debbie Gascoyne was appointed to represent the CCFA on college-wide Learning and Development Committee organized by the Human Resources Department.
- The Executive approved a \$500 donation to the United Way, leaving \$1000 unexpended in this year's budget line for donations.

From the Board of Governors

The next Board meeting that will be in the public discussion format will be on the first Monday of December at Interurban. The issue under discussion will be International Education. If you're unable to go and have comments or questions, please let me know.

Finally, I'll be meeting with Peter Lockie, Interim Camosun President, on November 18th. Please let me know if you have suggestions for topics to discuss with him.

Also, please let me know if you have questions or suggestions for the CCFA.

FPSE Human Rights and International Solidarity Committee Speaker

Larry Hannant, History

On Wednesday December 3, at 7:00 pm in Young 310, the Camosun College Faculty Association and the Federation of Post-Secondary Educators Human Rights and International Solidarity Committee will present Xat'sull First Nation activist Jacinda Mack.

raised there and in the Bella Bella Nuxalk tradition, Jacinda is a community organizer and natural resource manager who enjoys fishing, hunting, and harvesting traditional foods.

Jacinda will be speaking on the Imperial Metals' Mount Polley Mine disaster and its implications for the province of BC and native people in the region.

All are welcome to attend these presentations, which will focus specifically on the Mt. Polley tailings pond disaster and, more broadly, the means to hold extractive companies and governments accountable and the need for mining reform in Canada. Establishing access to pure water as a human right is another issue to be taken up in the tour.

Her presentation at Camosun College is one in a series of events at college campuses in BC, all on the theme of environmental solidarity and accountability. The provincial tour is organized by the Human Rights and International Solidarity Committee of the Federation of Post-Secondary Educators.

For further information about the presentation, or to discuss the possibility of having Jacinda Mack speak in your class on December 3, please contact Larry Hannant at 250 370 3389 or hannant@camosun.bc.ca.



Jacinda Mack is the Natural Resources Manager at the Xat'sull First Nation (previously known as the Soda Creek Indian Band), and the Mining Response Coordinator at the Northern Shuswap Tribal Council. Born in Xat'sull and

Long Term PD Information Sessions

If you are considering applying for Long Term Professional Development funding, plan to attend one of the upcoming information sessions:

December 1 at Lansdowne 12:30 pm in LLC 151 and December 3 at Interurban at 3:30 in LACC 654. Funding guidelines can be found [here](#).

The Duty to Accommodate

Debbie Gascoyne, CMC Chair

At the fall meeting of CARC (the Contract Administrators Review Committee for FPSE), Weldon Cowan, FPSE staff rep, gave us a presentation on accommodation. No, it wasn't about the shortage of cheap apartments to rent in Vancouver; it was about the "duty to accommodate" that is built in to human rights law. This is something that we all may encounter at one time or another, so I think it's interesting to look at some of the general theory.

Canadian law prohibits discrimination based on any of the "11 prohibited grounds" found in Section 2 of the Canadian Human Rights Act: Race, Nationality or Ethnic Origin, Colour, Religion, Age, Sex (including discrimination based on pregnancy or childbirth), Sexual Orientation, Marital Status, Family Status, Disability, and Conviction for an Offence for which a pardon has been granted.

Many discrimination issues are clear, but some occupations have specific physical demands. In these cases, however, there are very tough standards in place that employers have an obligation to meet. In order for employers to discriminate, they must demonstrate Bona Fide Occupational Requirement, or BFOR. One very interesting case has become the current standard for judgement: the "Meiorin Decision." Tawney Meiorin was a firefighter with the B.C Forest Service. She lost her job when the government instituted a new aerobic test for fitness, developed at the University of Victoria. She passed two out of three of the tests, but failed a 2.5 k run by 49.4 seconds. When she challenged this in court, she won, on the basis not only that the standard set was discriminatory to women – the average man, with training, could pass the test because of his overall higher aerobic capacity, but the average woman, with training, could not – but as importantly, because the government failed to demonstrate that such a standard was in fact a "BFOR" of the job.

As a result of this decision, and the rulings that came out of it, employers must now pass the "Meiorin" test:

- Has the employer set the standard reasonably?
- Is there an honest and good faith belief that the

standard is necessary?

- Is it impossible to accommodate without "undue hardship"?

So, what is "undue hardship"? Arbitrators set the bar pretty high, but in general it may include

- Financial cost
- Impact on the Collective Agreement
- Employee morale
- Interchangeability of workforce and facilities (easier in a large institution than a small one)
- Size of operations
- Safety

What, then, is the employers' obligation? They must consider requests for accommodation, seek the information needed to verify the request, and provide reasonable accommodation to the point of hardship. They do not have to provide accommodation without evidence, and if they make a reasonable offer they do not have to provide something else that the employee would prefer. When seeking medical information, they cannot ask for a diagnosis, but can ask for specifics about the impact of the disability, how long it will be needed, and so on.

The employee's obligation is to inform the employer and to provide supporting information. The employer does not have to provide an accommodation without evidence, so the employee cannot plead privacy in this case. He or she must cooperate in the process and must accept a reasonable offer (important note: turn down a reasonable offer and you're toast).

The union also has obligations. It must also cooperate in the process, and assist the member. It must be prepared to accept a modification to the application of the Collective Agreement if that is the only way to accommodate, but must weigh very carefully such amendments against the duty to fair representation to everyone.

You can read more about the Meiorin decision [here](#).

Call for Submissions

Please consider submitting an article to the Confluence - email Erin Waugh (waughe@camosun.bc.ca) with your feedback article, or your idea for an article. Don't forget that we want to hear about your SD project, your vacation, or really anything you'd like to share with your colleagues.

Faculty Spotlight: Leigh Sunderland

Kelly Pitman, Member at Large



Last week, I had the pleasure of having coffee with Leigh Sunderland. Leigh has worked at Camosun College since 2007 in the English Language Development Department. With a group of colleagues, Leigh is working hard on the campaign to save ESL programming for domestic students at Camosun College.

I'll leave out the gory details. Suffice it to say that so far as we know, the provincial government will cut from our next grant the amount of money the feds have stopped transferring to the province for English language training, meaning Camosun College will need to decide whether to cut ESL for domestic students or to cut something else. English language training for international students, who pay high tuitions, will not be affected.

Leigh and her colleagues have been working for a year to educate the government and the college about the unfairness and short-sightedness of its stance. Many domestic English language learners, she points out, are foreign-trained professionals held back from practice or further education only by a need to advance their English language skills. She expresses frustration with a government that promotes employment readiness and is refusing to fund the training that will make the difference to thousands of immigrants.

From the beginning, the campaign to save ESL has been focused on the rights of the students. However, Leigh points out that if Camosun cuts programming for immigrant students, the effects will extend beyond those students' lives. People who come to Camosun to take ELD courses often stay to carry on their schooling, or may even take other courses while they're upgrading their language

skills. That means all our programs benefit from the presence of these students, and all our programs will be affected if they are shut out.

The Camosun "Save ESL" campaign was started, essentially, at Leigh's kitchen table, where a group of concerned instructors gathered over Indian food to brainstorm an action plan. Since then, numerous events have occurred in conjunction with the Camosun College Student Association: town hall meetings, rallies, a "paint-in," a postcard campaign, a video campaign and a Board of Governors meeting at which students, teachers, and community members educated the board on the significance of language training in our community. Leigh has been instrumental throughout, working tirelessly, often behind the scenes, to coordinate efforts. In fact, she is technically on vacation while we're talking, but she cares so much about students that she's always willing to do a little more, to try a little harder. For her, it's an issue of basic justice. "They're picking on people who quite literally don't have a voice," she says, "and that's appalling."

Leigh's own background gives her a profound understanding of some of the challenges her students face. She spent thirteen years teaching in Brunei and has also taught in Lesotho and in the Inuit community of Coral Harbour in what is now Nunavut. "I know what it's like," she says, "to be a person without a context." That is one reason she feels so strongly that we should keep our current programs in place. Immigrant students have enough on their plates without having to navigate a system that is indifferent to their needs.

When I ask Leigh what she likes best about teaching in her department, she doesn't hesitate. "The students," she answers, "the engagement with the students. Sometimes it's challenging because they come from such different backgrounds and have different values, but I love the cultural diversity, the intelligent sharing."

We can only hope that those diverse and transformative classrooms will continue to exist and that dedicated advocates like Leigh will be with us for a long time.

FPSE: Status of Women Committee Update

Candace Fertile, English

Hello, I am your FPSE SWC representative and have been for some years. The SWC is a group that considers issues pertaining to women (as its name indicates), but I have to say that many women's issues are basic human issues: fairness at work, safety, and work-life balance, to name a few. The FPSE SWC meets twice a year, once in the fall on a Friday a night and all day Saturday and once in the spring on a Friday night. We discuss issues at the local level and compare situations. Some of the common challenges have been childcare (many colleges do not have a childcare centre), safety (dark parking lots), cameras (which are installed in some campuses more to protect property than people), treatment

of term faculty (often women), and the cancellation of ESL (many women instructors). Overall government support for women's issues has dropped over the years, so communities struggle more and more with problems. The SWC considers ways to commemorate Dec. 6 (National Day of Remembrance and Action on Violence Against Women) and to celebrate International Women's Day (March 8). You will be getting the small rose cards once again for Dec. 6—a way to pause and think about what we can do.

One thing in particular troubles me: the implementation of Infosilem. I haven't heard much good about it, especially with the restrictions placed on what faculty members can request. Taking a scheduling system driven by people (an imperfect system, I know, but what isn't?) and removing much of human factor is a negative move, especially when it's clear that the system is designed to maximize building use, not consider the needs (and desires) of faculty. In a previous Confluence Blair Fisher wrote about the sanitizing of the People Plan and its lack of attention to the negative response of faculty to Infosilem. In an email to the CCFA President, Mark Kunen, about what to say in this report, I expressed my dismay about Infosilem and how its implementation at Camosun prevents consideration for faculty members who have childcare, eldercare or dependent care issues. It also completely ignores any consideration of work-life balance, so all the messages we have been getting for years now from the administration about that seem hollow to me. I encourage CCFA members to let the Executive know about problems.

I have asked the CCFA Executive members if they have particular topics for attention. And if any member of the CCFA would like to contact me with concerns and/or suggestions, please do. And if anyone wishes to be on a local Camosun SWC, please let me know: (fertile@camosun.ca).

Thank you.

December 6

Candace Fertile, English

Geneviève Bergeron, Hélène Colgan, Nathalie Croteau, Barbara Daigneault, Anne-Marie Edward, Maud Haviernick, Maryse Laganière, Maryse Leclair, Anne-Marie Lemay, Sonia Pelletier, Michèle Richard, Annie St-Arneault, Annie Turcotte, Barbara Klucznik-Widajewicz

These fourteen women were killed on Dec. 6, 1989, at the École Polytechnique in Montreal by a gunman who said he was fighting feminism. In 1991 Parliament established Dec. 6 as the National Day of Remembrance and Action on Violence Against Women. The day is commemorated in different ways. Some people have candlelight vigils. Some wear white or purple ribbons to signify a commitment to end violence against women. Some fly flags at half-mast. Some observe a minute of silence.

Debate continues about the meaning of the gunman's actions. I don't think we can ever know.

But what do we know?

We know there's a problem when women and girls go missing from the Downtown Eastside and the Highway of Tears. We know there's a problem when First Nations women and girls go missing across the country. We know there's a problem when women's voices go missing because of fear or closed ears.

And that's just in Canada.

We know there's a problem when girls are attacked because they want to be educated. We know there's a problem when girls are kidnapped because they are in school. We know there's a problem when women are killed because of marital discord or religious difference or maybe just because they are women.

We know there's a problem.

So what can we do?

First of all, we must acknowledge the problem. Dec. 6 marks a dreadful day, but it may also be a day to educate. We need to build on loss and sorrow to try to lessen loss and sorrow. We need to work together as people to make life better for all of us, whatever sex or gender. We need to focus on what is positive in human interaction and how to encourage those feelings and actions so that they continue to grow.



Normal is a Setting on your Dryer

Erin Waugh, ACC, CPCC

Parenting two quirky, interesting and accomplished kids has taught me one thing: "normal" isn't a word to use when looking at them and worrying about how they are doing.

Throughout their lives, as similar as my kids were to their peers, there were a lot of moments when I thought "is this normal? Other kids don't seem to do that..." Sometimes it felt like parenting demanding, confused drunk people. These moments came and went and until I understood that each individual in my family had their own unique version of "normal", there was a feeling of uncertainty in those moments that as a new parent intent on 'getting it right', I could have done without.

These are some of the behaviours that are considered "normal" for toddlers, preschoolers and some school-aged kids:

biting, growling, screaming tantrums, food fads, clothing fads, equipment fads, messes, unreasonable fears, periods of unrelenting activity, wasting food, toothpaste & shampoo, more messes, writing on the walls, throwing things, reverting to earlier behaviours, refusing help, demanding help, wearing their shoes backward, going outside inappropriately dressed, changing their minds 15 times in the space of 2 minutes, really big messes, alternately calling you names and hitting you and then telling you they love you with a serene look on their face.

So, if that's all normal, how do we tell if our kids are ok? If we are going to let go of the notion of normal, we need to replace it with something, that is: understanding how children move through the stages of development, understanding how their understanding of the world around them develops, and being aware of how we contribute to our own worries about how they are doing.

First: Stages of Development:

There is a lot to understand about our kids' behaviour. One of them is how kids move through the transition stages of development. These happen at roughly the same time for all kids, although, as we know, ROUGHLY the same time is the key. It is important to recognize what behaviours are developmentally appropriate, and start to recognize some of those behaviours as times when your child is moving into a transition stage. These are the periods of time when our kids are becoming something new:

1st Transition: Baby to preschooler (ages 1-2).

2nd Transition: Preschooler to School Aged Child (4 - 5)

3rd Transition: Child to Teenager (11 - 14)

4th Transition: Teenager to adult.

Transition periods are fraught, as our kids oscillate between the fear of independence and the struggle for independence - sometimes in the space of a hour. Its like a dance: two steps forward, one step back.

In the struggle for independence kids can be defiant, challenging, stubborn and negative about your ideas. They use the word "NO" a lot, and they change their minds constantly. Older children sometimes try to annoy you, just because they can.

The Key: don't take it personally AND look at the limits you have for your kids. In this stage, parents are often inclined to impose limits - the behaviour often misinterpreted as manipulation or disrespect. If you can step out of this belief system, you can step into: has my child outgrown the limits? Is there something I can let go of and hand over to my child, thereby giving the child responsibility and control?

The struggle for independence is the journey toward being a "ME", and is a time when kids seek to master new skills. They want to feel in control of their lives. This is an opportunity for us as parents to give them that, and see them grow and flourish.

The fear of independence (which often appears at the same time as the struggle for independence during transition periods), kids can be unsure, seek closeness and whine. They can have separation anxiety and a negative self image, asking you to do things for them that they've already mastered.

When both the struggle and fear are present, your child can be telling you "I CAN DO IT MYSELF!!" about putting their shoes on, but has seemingly forgotten how to do up their coat, and collapses in tears, screaming for help.

The Key: remember that sometimes, the world seems really big, and they need to feel that safe feeling again, just for a bit. Parents often find themselves exasperated by this, having already celebrated the "coat" business and have a hard time letting their child step backward for fear that it will never end. I promise you child won't be asking you for this kind of help when they are 16...they do grow out of it. You don't have to give in completely - but it helps to understand what is driving the behaviour and to offer a little empathy. Give them what they need when you can, and give them encouragement that they are capable when its right.

As frustrating as these times are, if we understand what is going on, our perception of their behaviour moves from "this can't be normal", to "this is totally appropriate for the stage of development my child is at...I can relax (a little)."

"If children are allowed to go through the various stages of moving forward and pulling back within a healthy framework of limits, they are more likely to mature with confidence and self esteem in tact." (Sidestepping the Power Struggle)

In challenging moments with your kids ask yourself whether the behaviour seems like it might be related to the fear of, or struggle for independence. If so, following are some tips for handling transition stages from Dr. Fitzhugh Dodson, who introduced this idea of transition stages:

- Minimize Rules
- Be consistent with the rules you have
- Ignore verbal flak
- Be positive
- Spend 1:1 time with your child
- Roll with the punches

Second: Development of A Child's Understanding

A lot of our kids' behaviour results from their lack of experience of the world around them. Its important to keep in mind that, generally:

- Kids are egocentric - expecting them to have empathy is not reasonable. They learn empathy at first from our modeling, and then from their own experience.
- Kids have mistaken ideas about the world - how money works, what 'drinking and driving means. They waste things like toothpaste and food not realizing that it is wasteful. They don't understand, until we teach them, that there is a difference between a piece of paper and the wall (lets face it, the wall has pictures on it!)
- Kids explore and take risks. Although some kids who's temperament is less adaptable and more cautious might not...that's ok too.
- Kids have unreasonable fears and worries that for them, are very real. We should always empathize.
- Kids say things that aren't true - they need to learn about lying.
- Kids ask a lot of questions - sometimes simply to engage you in conversation.
- Kids forget instructions - and lets face it we talk to much.

Sometimes, we expect our kids to behave as reasonable adults would - forgetting their limitations. How we see

them, and how they are doing is reliant upon our having reasonable expectations.

Finally: How we contribute to our own worries

Comparisons.

We compare ourselves to other parents and our kids to their peers - unlucky is the parent of the active, persistent social child who's best friend's daughter is quiet, adaptable, and seems to eat everything under the sun. And vice versa. We often think that the grass is greener... but in reality, each family has their own unique set of personalities.

Our society is competition based and everything seems to be about the dream child who sleeps through the night and potty trains at 10 months, reads at 2 and graduates from Harvard Law at 17. Understanding that each child is wired to develop at their own pace, with their unique gifts showing themselves if we stop long enough to see them can help us stop worrying about normal, or outward achievement as the ideal. As parents, its our job to help them find their unique gifts - and recognize our own child's version of that dryer setting.

So, stop comparing yourself to other parents and your child to other kids. BE PRESENT and see your child for their gifts and challenges. Breathe.

Fears.

We let our fears get the best of us. A lot of time, we parent from a place of fear - worried that our kids wont succeed, will make mistakes or that they'll get in trouble, or experience discomfort. We tend to over-parent, stepping in before our kids have a chance to experience something, or work something out for themselves. It is important to gradually trust that your child will make good choices - you've done a lot of teaching, and will continue to do so. They will learn, make mistakes and learn some more. Trust your instincts.

While we'd all love to have easy, reasonable children, most of the time. I, for one, have relished the opportunity to see how my kids navigated each stage of their development (challenging and not), learned about the world around them and learned to engage in their version of a big life. Along the way, I've been learning to stop worrying about what other people do, and are. I've learned to trust my kids and reason with my fears so that they don't guide my parenting decisions, and so that they don't distort my view of my kids.