

PASCAS CARE KIDS of the WORLD



Village Raising



PUT
KIDS
FIRST

“Peace And Spirit Creating Alternative Solutions”

PASCAS FOUNDATION (Aust) Ltd
ABN 23 133 271 593

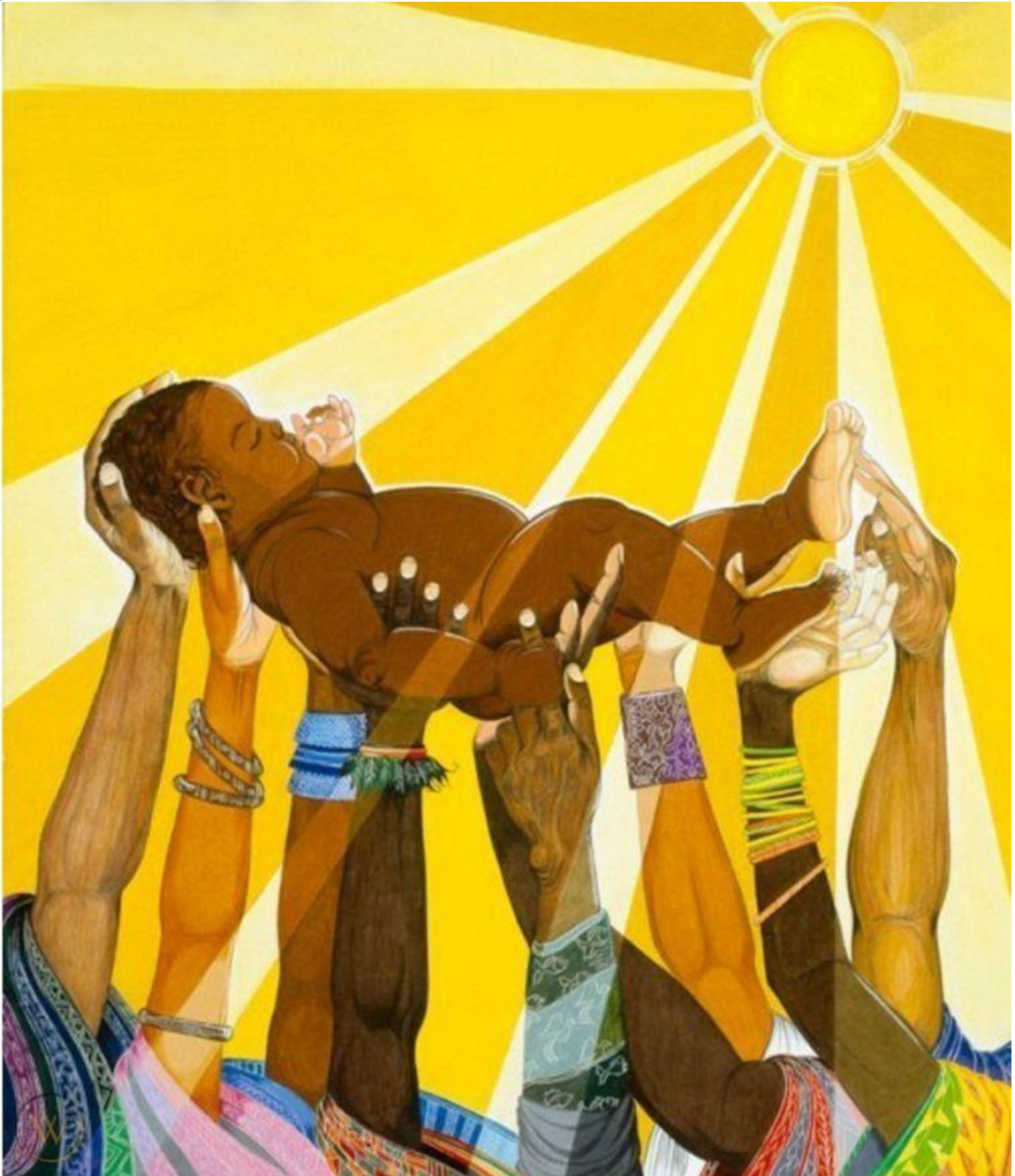
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Pascas Foundation is a not for profit organisation

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PUT
KIDS
FIRST



It takes a village to raise a child.



*It takes a village
to raise a child.*



Are you going to have children?

In the planning of facilities within a Pascas centre is the provision for Child Care Centres. These require a pre-determined floor space area for each child that is taken into care at any Child Care Centre as are the staffing requirements. The population of the Chaldi Child Care Centre needs to be founded upon the planning and anticipations of the people engaged within the Pascas centre.

Pascas puts kids first.

Pascas seeks to enable parents to have as much connectivity as possible with their children, accommodating for any and all of the children's ages.

Child care professionals, with the appropriate qualifications, are to be engaged to deliver the services of each Pascas / Chaldi Child Care Centre. Further, they will be encouraged and supported to attain a Postgraduate Feelings Degree in the field of CHILD UPBRINGING through Pascas University or a similar certification of CHILD UPBRINGING through the technical education of Chaldi College.

Such certification demonstrates an understanding of what our aspirations towards living Feelings First are and the comprehension of what living through our feelings with our mind following in support of our feelings as well as what our feelings are drawing our attention to.

In this regard, the overall ethos of a Chaldi Child Care Centre is different from other centres. Further, it encourages and embraces the community living, the sense that it takes a village to raise a child. It is recognition that the responsibility and capabilities needed to raise a child is beyond the capacity of the parents of a child and that a village community environment is most beneficial for all concerned, child, parents and the close contact and support of a village community. The village is the Pascas community within this location. People engaged with Pascas and having children of similar age are encouraged to draw upon each other in support of the children's diverse experiences and friendships.

Parents of children within the Care Centre are encouraged to spend around one fifth of the time that a child is in the care of the centre each week, being within the centre as a 'volunteer' and available to and for their child or children. Even though the parent is in easy reach within the complex, direct involvement as a 'volunteer' in the care centre is to aid the development and enhancement of a village and community relationship. A 'volunteer' will be under the supervision of the professionals in the centre and may be assigned suitable support tasks. Thus the 'volunteers' are to be the support crew for the professionals. Consequently, a parent will find that their remuneration for those hours may be the rate appropriate for that profession, however it is not without payment. The salary package will reflect this support option for those with children as well as those who may be planning to have children or further children.

Few, very few have recognised just how detrimental our childhood upbringing has been for all of us. Pascas is to bring this to surface through all aspects of our living and experiences. Further, Pascas is to bring to the attention the pathway to address our childhood suppression and our ongoing repression. This will take many generations to work its way through all communities and societies – however, it starts here.

How is it for you if you are Truly Honest with Yourself?



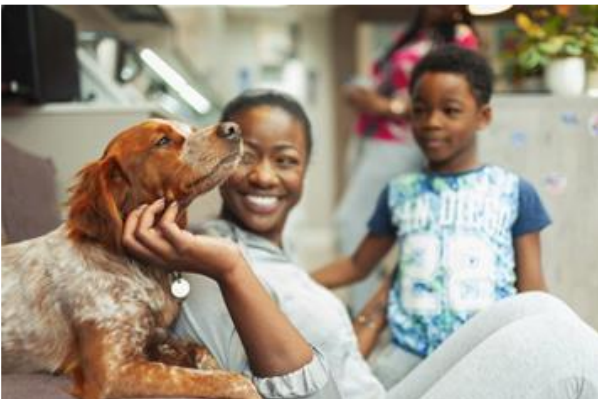
♥ You truly love your children, devoting yourself to them, wanting nothing more than for them to grow up and be as they want to be?

♥ You believe you truly love your children, believing you are devoted to them, wanting them to be as you want them to be?



♥ You love your child more than you love your pet?

♥ You love your pet as much as your child, treating it as if it is another child?



♥ You love your pet more than your child?

By living true to ourselves, true to our feelings, we are living true to God. It's that simple.

The whole human race is suffering from repressed childhood and mind control.

At the moment just prior to conception, we are in a pristine condition, our soul is in a perfect natural love state and our now forming embryo is also in a perfect physical state. Conception takes place and the fire hosing of our parents' emotional injuries and erroneous beliefs begins unloading upon us. Incarnation takes place 16 days later when the foetus begins pumping blood.

By the time we are six years of age, just prior to the arrival of our Indwelling Spirit, our soul condition is reflecting the level at which our parents are at. If our parents' soul conditions are different, then we will be reflecting the level of one or the other parent. This is easily ascertained by using kinesiology muscle testing in the manner that Dr David R Hawkins has published, in conjunction with his Map of Consciousness (MoC).

This is how humanity remains stagnant for generation after generation. We become the level at which our parents are at and then we go on and do the same thing to our own children.

Suppression of our true personality throughout our early childhood forming years by our parents is possibly the greatest crime of all. We now can abandon this entrapment by Living Feelings First and then also embracing Feeling Healing, and in particular Soul Healing with Divine Love.

Presently, our life is one continuous suppression of our true personality by:

1. Our physical parents and carers throughout our early childhood.
2. Schooling, our teachers through pre-school, primary, high school and higher education.
3. Our spiritual and religious teachers of all denominations.
4. Our employers in all forms. None more severe than military service.
5. Our government at all levels; local, state and federal.

The people of Earth presently calibrate overall at **220** on Dr David R Hawkins' Map of Consciousness. While they continue in this manner, as they have done so in the past, this may remain their state for the coming centuries.

It is now possible to introduce a pathway to vibrancy, spontaneity and truth – this is the agenda herein!



The Drama of Life:

'I had a pretty good upbringing' in comparison to other people!

Parents have NO understanding of Love.

Parents have NO understanding of Law of Free Will.

Parents have NO understanding of blocking emotions.

Parents have NO understanding of causal / core emotions.



**Feeling
Unloved
and
Unwanted**



**EMOTIONAL
ABUSE from
PARENTS**



We, as parents, were born into the Rebellion and Default, having no idea it existed or what it was about. The Rebellion and Default formally ended on 31 January 2018. We now understand that through suppressing our children's true personality, having them live through their minds rather than through their soul-based feelings, this suppression and repression practiced world-wide has induced universal depression. Only through Feeling Healing, longing for the truth behind all feelings, both good and bad, and expressing all that comes to us, will we free ourselves of these errors and heal ourselves. Vibrancy and truth is our destiny!



Suppression & Repression = Universal Depression



It takes a village to raise a child



Feelings First with Mind to follow in support.



**IT TAKES A VILLAGE
TO RAISE A CHILD**

VILLAGE RAISING of a CHILD vs Corporate CHILD CARE

Governments may perceive that income generated (and their taxes) by parents while having their children ensconced in a corporate child care centre is beneficial for the nation. Please consider this:

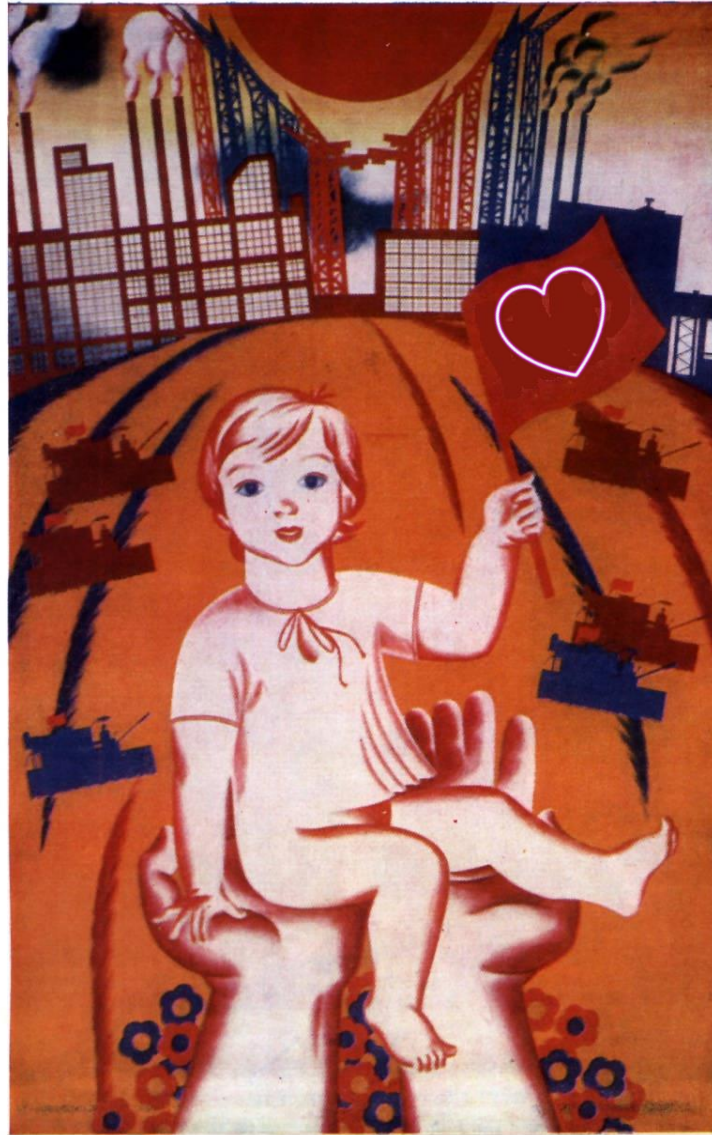
- The child and children, when at child care centres, are being deprived of their direct interaction with a parent or both parents in the time of its life it needs them the most.
- Ask yourself, who hurt me the most when I was a child? Being abandoned is lifelong harm.
- Being abandoned is a crisis for a child that NEVER heals! Five minutes lost in a supermarket barely matches the trauma of being left all day amongst strangers at a child care centre.
- We say, the child will get over it – we even tell the child to get over it! It does not and WE do not.
- By suppressing the child's personality we are entombing it into a lifetime of trauma. We brush all this off because that is what our own parents did. Our life long dramas are consequently repeated by the child in its adult life. We are fixing our children to never ending treadmills of our making.
- Until we personally begin to heal ourselves of our own childhood suppression then we are ensuring our errors and injuries are absorbed and repeated by our own children.
- We are to express our feelings – both good and bad. Yet we ignore our children when they wish to talk and express their feelings. Many of us were told to be seen and not heard.
- We are to listen to our children – not hide them in child care centres.
- We are to listen to our neighbours, to our community – and they to us. We are to express our feelings to each other – that is how we begin to heal our childhood suppression.
- Consider the vast array of distractions we each have accumulated – TVs, laptops, mobile phones, movies – look at how most of these do not involve interaction and communication with people.
- We pass these all onto our children – so they do not even communicate with each other.
- Suddenly, all of humanity is awash with mental illness.
- What is mental illness? It is the imbalance of light returning from our physical being back to our soul thus bringing about distortion in our overall light energy. Should we begin to express our feelings, both good and bad, and long for the truth behind our feelings, then we will begin to bring that light back into balance and heal ourselves – and our children at the same time!
- The Village Community way of bringing a child up is also a healing way of living. We are to collaborate as a community and in collaboration we are to dialogue, discuss and express our feelings between each other. We are to be true to ourselves. In this way we are healing ourselves and bringing up our children appropriately in a village format – a small community.
- Should a Child Care setting be part of a small community / village arrangement then every child in the care of the centre should personally know, each day, at least one of the adult supervisors due to the child's extended family interactions prior to attending child care.
- An appropriate Child Care setting may be seen as having one parent of say five children in attendance each day. That is, during a five day week, even though the attending parents are rotating, the child may have a close relationship with one of the supervising adults each day.
- In this way, the governments will find their long term national medical costs being reduced as healing of the community unfolds and mental health issues abate. This will extend into the policing, courts and prison systems as well as all aspects of social service.

Corporate child care systems have become long term problematic for all of humanity.



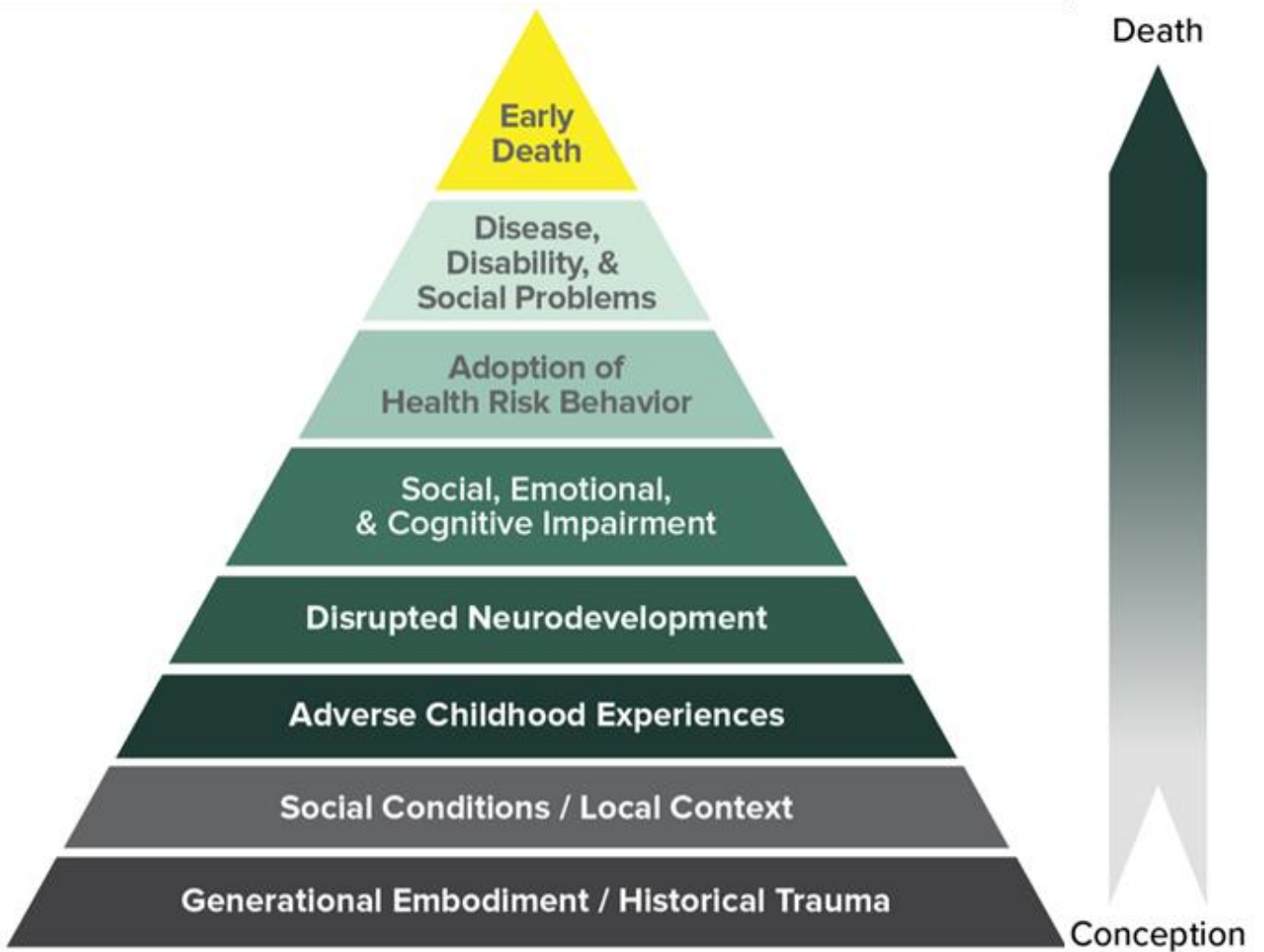
All a child needs is its parent's love.



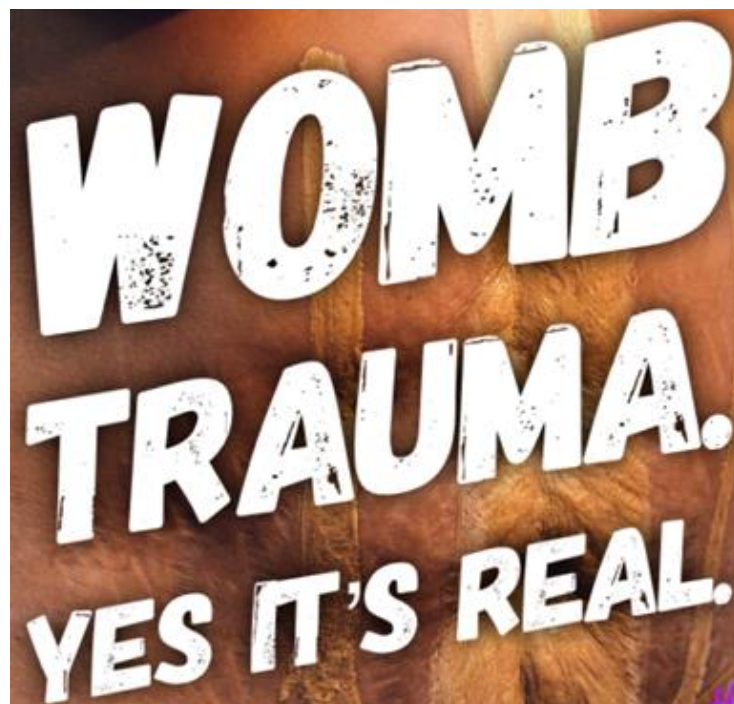


Correlation of Levels of Consciousness and Societal Problems

Level of Consciousness	Rate of Unemployment	Rate of Poverty	Happiness Rate "Life is OK"	Rate of Criminality
600+	0%	0.0%	100%	0.0%
500-600	0%	0.0%	98%	0.5%
400-500	2%	0.5%	70%	2.0%
300-400	7%	1.0%	50%	5.0%
200-300	8%	1.5%	40%	9.0%
100-200	50%	22.0%	15%	50.0%
50-100	75%	40.0%	2%	91.0%
<50	97%	65.0%	0%	98.0%



Mechanism by which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan



EARTH'S HUMANITY 2022

Our children are expressions of love ... until we suppress their true personality and with it their expression of love ... we degrade our children's level of consciousness to that of our own, they become little ME's, they absorb our emotional injuries and errors of belief and we lock them into a life that is a full reflection of our unconsciousness

How could this be so?

Every year there are around 130 million live births. Every year there are around 45 million miscarriages, it takes two to bring about a conception and on the 16th day thereafter the heart starts pumping and we have a child that is fully incarnated. The embryo is always perfect. It is our emotional injuries flooding upon the newly forming child that overwhelms its ability to survive through to childbirth – it miscarries never to experience a physical existence.

Further, there are around 45 million abortions each year. As two people are involved, that represents two out of three people born that then go on to abort a child. That is a further demonstration of love – the lack of it.

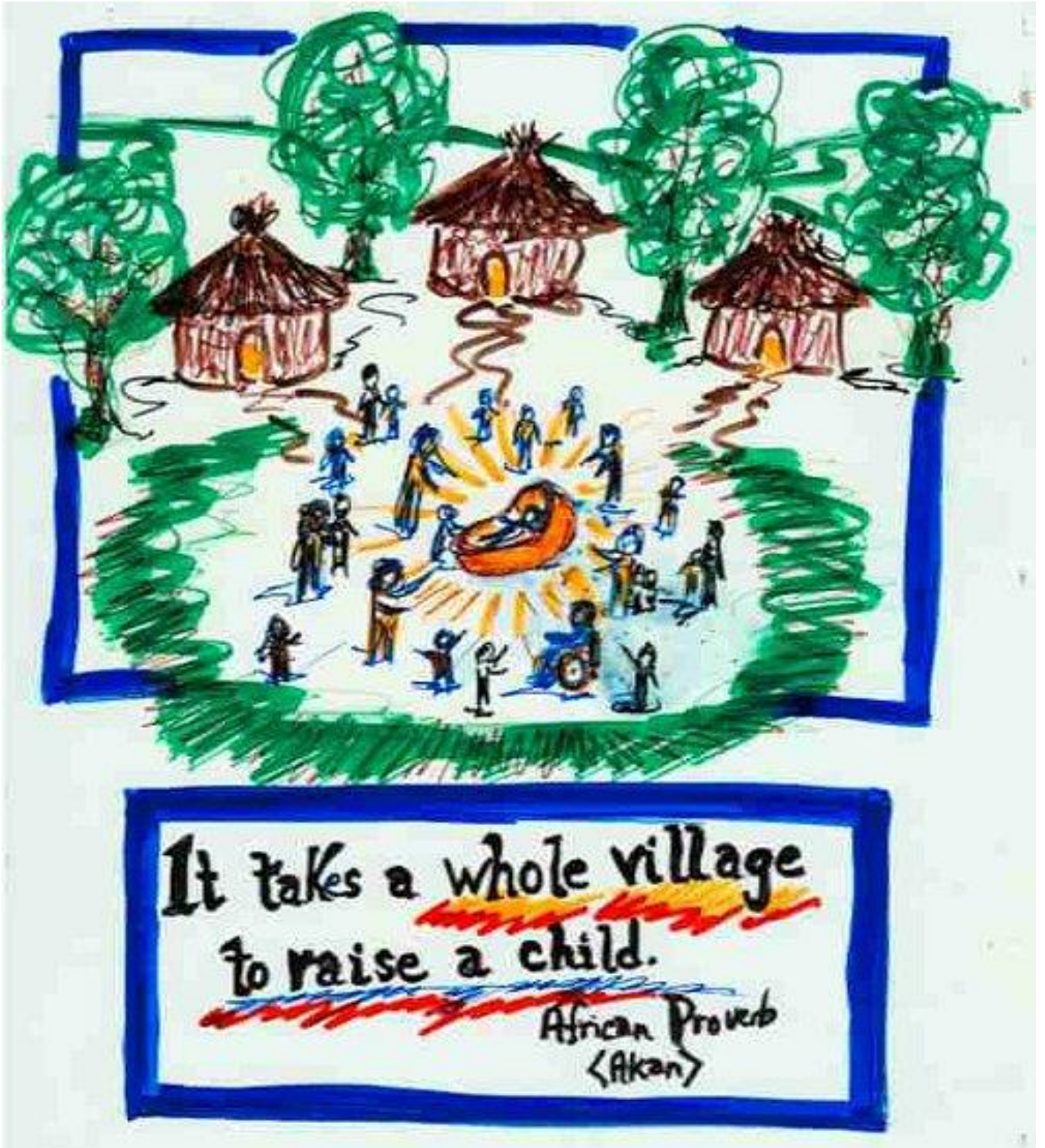
There are 60 million girl babies missing in China. In birthing suites there have been buckets of water to address the arrival of a girl child. In India there are also 60 million girl babies missing – demonstrations of lack of love.

About 7,000,000 children are sexually abused every year in the Philippines (population 113 million). Frequently it is the Filipino children being raped by their fathers or uncles. These men usually are 30 to 40 year old, and do not have a stable job. The scenario in Indonesia (population 280 million) and India (population 1.4 billion) are similar – as it is in a lot of countries.

This is as difficult to write as it is to read – there is no need to add to this.

NOW, we have the way to heal ourselves of this generational malaise and begin to bring our children into a world of love, support and freedom.

Please join with us and let us all hold hands and begin as small communities to embrace the grace and wisdom that has now been shared with us all so that the end of the hidden control and Rebellion and Default is removed from our lives and an era of peace and joy can begin to surface for future generations that are all to benefit from our humble beginnings.



Please, may we now celebrate the child...

Age-group	Age
Gestation	conception to birth
Newborn	0 days to 1 month
Infant	1 month to 1 year
Toddler	1 to 3 years
Preschool	3 to 6 years
School age child	6 to 12 years
Adolescent	12 to 18 years

Our childhood formative years are from conception through to age of 6 years. Commencing at conception, we begin to take on all of the injuries and errors of belief of our parents and carers. We capitulate to adopting the ‘personality’ that our physical parents impose upon us, to the detriment of our true personality.



**Somehow,
we go on
smiling and
laughing...**





The Man Who Is Crying Is A Doctor!



While he was distributing bread to the war struck children in Syria, the child told him:
"Could you give me a medicine so that I won't feel hungry again?"

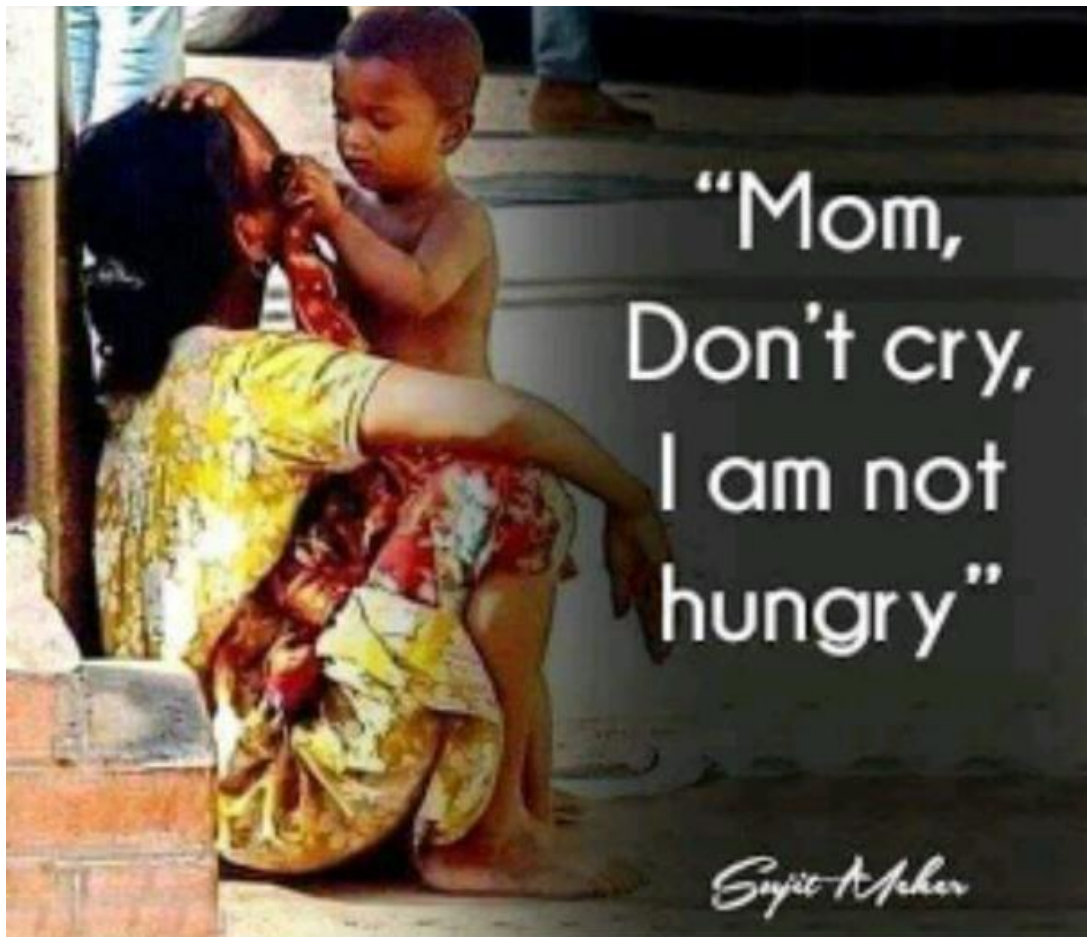
When a journalist took this picture of a little girl

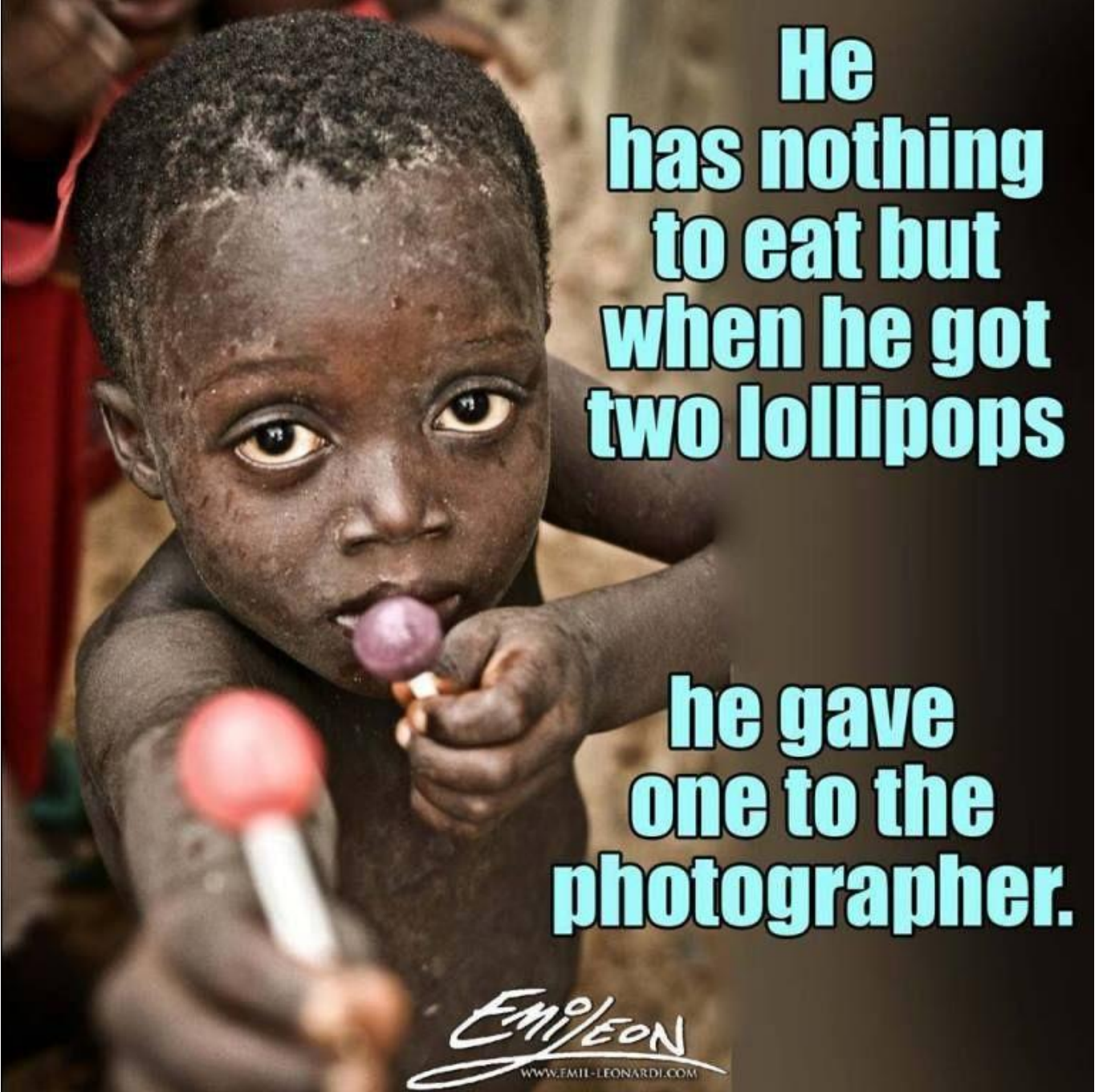


The 4-Year-Old thought the camera was a gun and she raised her arms to surrender



A kid protects his sister during firing .





**He
has nothing
to eat but
when he got
two lollipops**

**he gave
one to the
photographer.**

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“The greatest gift you can give your child, is allowing it to be freely able to express itself, helping it to feel good about being able to say and express and communicate all it feels.

“THERE IS NOTHING BETTER FOR A CHILD TO FEEL THAN KNOWING ITS PARENTS COMPLETELY WANT IT TO BE EXACTLY HOW IT FEELS IT WANTS TO BE.

“To be completely unconditionally accepted for all that it is. Then it feels loved.”

Mary Magdalene, 13 May 2003

Yes, this is Mary Magdalene. She has only written through James Moncrief, whereas Jesus has only written through James Padgett, and also now James Moncrief. That is the total of their communications for writing down and sharing with humanity since their time here on Earth in the early part of the first century.

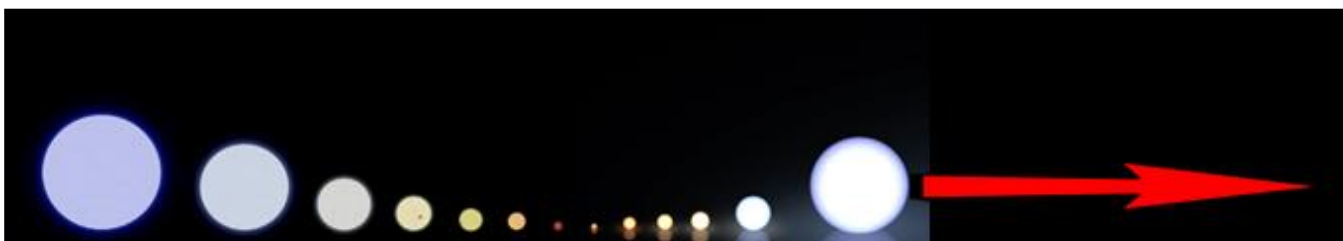
Jesus and Mary Magdalene when here on Earth were meant not to be noticed. They left no children and they left no records of their guidance and teachings. They are the Creator Daughter and Son, the co-regents of our local universe of Nebadon. They came to Earth to achieve their full elevation as co-regents, they are soul partners, and also to prepare the way for the arrival on Earth of the Avonal Pair. The Creator Daughter and Son and also the Avonal Pair are from Paradise, the centre of all universes and the home of our Heavenly Mother and Father.

The Avonal Pair are here specifically for the people of Earth, they are to bring about the ending of Earth's Rebellion and Default. The Avonal Pair are to be noticed. Already there is more than 60,000 pages of their guidance and as of December 2022 they have not commenced their public work, however they are preparing to do so.

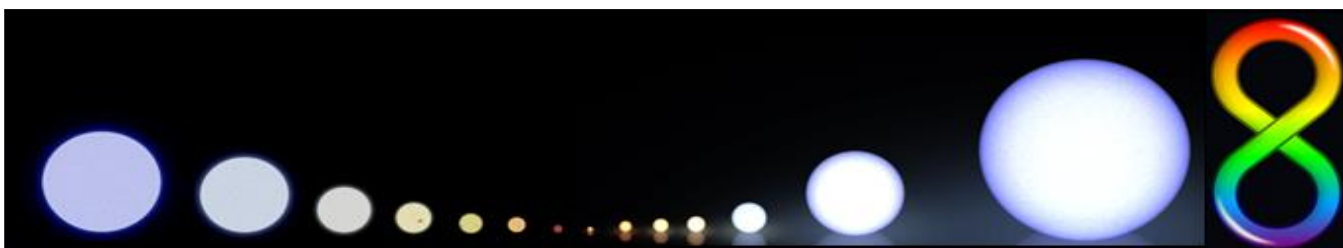
***Our Feelings
are our Truth***

OUR CHOICE!

The moment prior to our conception, we are in pristine, perfect soul condition of Natural love. Consider that to be 1,000 on Dr David R Hawkins' Map of Consciousness scale – the largest sphere above. From that moment on we are being 'fire hosed' with the errors and damage that our parents hold and carry. Somehow, we make birth – the middle sphere above. By the time we are six years of age, our childhood suppression of our true personality by our parents abates upon the arrival of our Indwelling Spirit. Now, our soul condition is the smallest sphere. We will now calibrate on the Map of Consciousness scale at the level of one or the other of our parents – we are now literally a clone of their messed up personality. We continue on at that level for the rest of our lives. We also go on and do the same to our own children, thus this stagnation goes on for generation after generation – for aeons – or has done so until NOW!



We can perfect our mind's control and achieve a state of bliss which is all false and eventually ends with us crashing back to reality. Or, we can embrace our Feeling Healing and heal all our damage that which we took on as we got older as well as the damage imposed upon us by our parents and carers. Thus, we can grow in truth and love beyond 499 on the Map of Consciousness and perfect our Natural love, returning to the condition before conception. This could take a very long time – and then we are stuck in the 7th spirit Mansion World condition.

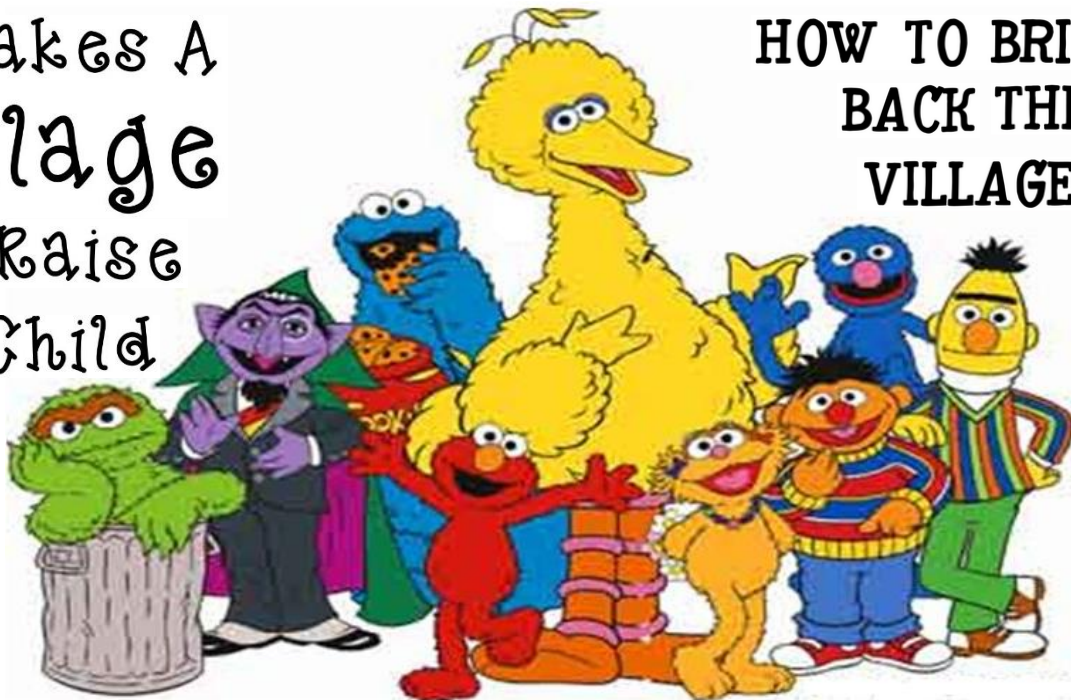


And here is the most wonderful pathway open for us all. By embracing our Feeling Healing with the Divine Love, through longing for the truth behind what our feelings are drawing to our attention and asking our Heavenly Mother and Father for Their Love, Divine Love, we can heal our childhood suppression and ongoing repression, with the Divine Love, then we can progress into the first of the Celestial Heavens and continue onwards with our evolving growth in truth and love all the way to Paradise, the home of our Heavenly Mother and Father. The pathway is now defined and open to all.

This time, in the history of humanity, is the most exciting time ever experienced.

IT TAKES A VILLAGE TO RAISE A CHILD: HOW TO REBUILD THE VILLAGE!

It Takes A
Village
To Raise
A Child



HOW TO BRING
BACK THE
VILLAGE

A friend asks; Is the village gone? That utopic place where neighbours are available to drop in at a moment's notice to watch our kids while we go to our dentist appointment. That dream world where our new baby is greeted with dish after dish of home-made fresh meals? That magical place where strangers help us to load our groceries into our car?

It's so hard when we don't have a ready-made village. Even harder when we live far from family. That is fine until we have kids. All of a sudden, our cosy little home feels like a deserted island.

Raising littlies is hard. Hard on the body, hard on the emotions, really hard on the marriage. And babysitters are expensive! And child care centres even more so!

People weren't designed to do this parenting thing alone. What do we do, then, when we live in an individualistic community and don't have free babysitters (aka family) nearby?

HOW TO BRING THE VILLAGE BACK

1. REALLY SEE THE PEOPLE AROUND US.

To bring back the village, first we need to be cognisant of the people around us. Crying babies are hard to ignore, but people do it all of the time. Even if the situation is not so obvious, there is always someone who is crying out for help. The first step we need to take is to see them.

2. MAKE THE FIRST MOVE TO HELP.

She continues: While on a flight, I saw an exhausted mama and heard the pitiful baby. I remembered those days. Those evenings with our first colicky baby when it seemed that *nothing* would stop his cries. It would be so easy to leave them alone and let them handle it, the mother, father and grandmother, but how would that benefit the village?

With a sigh, I took off my headphones and put away my book, I relinquished my evening of blessed solitude on a flight. Tapping the grandmother on the arm, I asked, “Do you think she’d like me to try to soothe the baby? I could hold her for a while.”

She replied, “Oh, the dad is right in front of her. He can hold the baby if she needs a break. Plus, this baby... she won’t go to anyone but her mom. I know it’s hard to hear – I feel bad, too.”

In the individualistic era that we live in, people are reluctant to ask for, or accept, help from strangers. It’s up to us to not only see the situation, but to have the courage to step up and offer help. If it’s brushed aside, it may be time to move to step 3...

3. PROVE YOUR SINCERITY BY FOLLOWING UP.

It would have been SO EASY to put my headphones back on at this point. *Well– I did my duty and they don’t need my help (pats self on back).* But, did I really? How many times has someone offered something to you, but you felt they only did it to be nice, so you refused? More often than you can remember, I’d wager.

People can be so damn polite, never saying what they really want or need. My gut told me that I should ask again.

“Well, I had a baby like this,” I told the grandmother, “and I may know a few tricks.”

“Really????” She immediately leaned across the aisle and relayed my words to the tired mama. About 0.5 seconds later, the baby was scooted across the aisle into my arms. That’s how you know that you are in the company of a parent of a colicky newborn.

However, had I not proven my sincerity by offering a second gesture of help, they would never have asked.

We’re starting to get a little out of our comfort zones here, opening ourselves up to rejection and even judgement. Vulnerability must precede change, though. For the village to return, we need to practice some openness with acquaintances and strangers.

4. PUSH PAST THE BOUNDARIES OF YOUR COMFORT ZONE.

Going back in my mind four years to my eldest newborn period, I asked for a blanket and tightly swaddled the 3-month-old baby girl. I sprang into action with the 5 S’s from Dr. Harvey Karp’s – **swaddle, side-stomach position, shush, swing and suck.** (Well, 4 S’s, to be exact, since they said she didn’t have a pacifier / dummy.)

I don’t know about you, but if I hold a baby that is not my own and it starts crying, I’m pretty quick to hand it back. No one wants to be responsible for someone else’s crying baby.

IT TAKES A VILLAGE
to raise a child



**HOW TO BRING BACK
THE VILLAGE**

*It takes a
village to
raise a child....*



This poor baby was so worked up at this point that she just looked at me in terror and continued screaming. My rational mind said, “It takes time. Her fight-or-flight response is in full control right now, and it will take time to calm her down.” My safe side screamed at me, “WHAT ARE YOU DOING? YOU HAVE AN AUDIENCE NOW, AND YOU ARE CONTINUING TO ROCK A SCREAMING BABY THAT IS NOT YOURS!”

It almost won out. I almost handed her back. But I knew that I should keep going. I knew that my tricks would work once the cortisol left her system and her little body calmed down. I kept going, swaying and shushing until my mouth was dry. Little by little, I could feel the muscles relax, the little shudders of surrender. She was falling asleep, but wasn’t there yet. Every so often she’d tense back up and look around wildly, but would calm again with the continued shushing.

After ten or fifteen minutes, she was in a sound sleep. I held her for another thirty minutes while the exhausted mom slept. Then she nursed her and handed her to the dad, who held her the rest of the flight, looking like he was scared to move a muscle. I bet he was. The whole family was amazed and so grateful. **I felt like a superhero.**

It’s so easy for us to stay silent. That silence may stem from feelings of inadequacy, fear of reprisal, fear of vulnerability, or even selfishness. This whole incident only took only minutes out of my day, but it meant the world to this family.

More than the time, it took courage to step out of my comfort zone and offer the help. To take back the village, it will take courage. It will take reshaping the societal norms of how we interact with others. It will take – God forbid! – putting down our mobile phones and really seeing the people around us.

It will take a village. But it can start with each of us.

This personal experience illustrated how we can see opportunities to reach out to others. What if we are the one who needs help? What if we are lamenting that the village is gone, and we are struggling so much?

5. DON’T BE AFRAID TO ASK FOR HELP.

When I had a two year old and a newborn, I had a frustrating splash pad experience when I was obviously struggling to help my toddler change his clothes while my baby screamed. I was surrounded by other parents, and not one made eye contact or offered to help.

I posed the scenario to my Facebook friends, and the responses were enlightening. Many moms stated that they felt uncomfortable offering help because when they had, they were met with suspicion, as if they had ulterior motives for asking.

As we talked about the airplane story, it takes courage to offer help to a stranger. We have no idea how they will respond, and that’s an uncomfortable feeling. If we are the one needing help, don’t look at the people around us as if they are unfeeling bastards, self-absorbed to the point where they don’t care what we are struggling with. Maybe they see us and empathise, but they are scared to step into our personal boundary and out of their comfort zone. Ask them. Give them the permission to help you. You just might be surprised.

REBUILDING THE VILLAGE TAKES A VILLAGE

It won't happen in a day. It won't happen with just one person. The butterfly effect holds true, though, and every little positive action will ripple outward. See people. Be courageous. Ask for help. Be the village.

CHILD CARE CENTRE EXPERIENCES and OBSERVATIONS:

"I was a terrible Mother, I would leave my children with anyone who was willing to look after them just as long as I could do what I wanted to do, they got in the way, I shouldn't have had them. All I wanted to do was give them away. I was a fake Mother, I put my business and social time way before my children, I feel so sorry for my Children now, they were too young to remember most of it but the damage shows itself to me constantly that I can hardly bear to look and see the truth of what I have done to them because of my terrible, selfish parenting."

People will say child care is vital in their lives, if they don't have child care then they can't go to work and nothing will get paid for but it is terrifying for the child to get dropped off with strangers.

"I remember it as a child. It was before my parents moved us to Africa so I must have been 4 or 5 and just starting school, shit the terror of those first few weeks. I ran away constantly because the huge building and the people were strangers to me and mum was nowhere to be seen, I had no idea what was going on, why was I here? Where was mum? I won't ever see her again!! I really believed that every time she dropped me off I would not be seeing my family again and it is all so vivid even though I was so young, the trauma is still with me."

"My sister has only just recently stopped working as a Child Care Centre manager in Essendon, a suburb of Melbourne in Australia. She often spoke of traumatised children being left with her at the centre while their parents had to go to work, their kids screaming for them not to go and the parents being worried that they will be late for work. It is all about the parents and the child just has to comply, do what it is told no matter how traumatic it is for them, they should be with the parents, **they should be put first**, above money, above jobs, above nights out but how can adults who weren't cared about as children, care about their children!?"

I know the damage it did to me, John, at such a young age, all I wanted was my mum. I now see the damage it has done to my children, when all they wanted was me and I couldn't give myself to them in the way they needed, I didn't want to be with them, i wanted to carry on my life as if they weren't in it. It feels terrible to say it but it is true. It was just all about me!

"My sister would say that she felt used most of the time, the parents were very rarely appreciative and would send their children in to daycare with all sorts of illnesses, just as long as they could go to work and carry on their lives, willing to pay very high fees just as long as their children didn't get in the way of their lives. Child care wouldn't exist if parents were willing to stay with their children and look after them, there would be no need for it but we have created lives that need both parents to work, to keep our heads above water with all the things we need to pay for. Child care just helps us as parents to continue our evilness and rejection of our children, lets us continue to put ourselves and our jobs, Money and social lives above our children. If we really cared we would **put our children first** and there would be no question about wanting to stay home and bring up our children but we don't care. What we do care about is carrying on our lives as if our children didn't exist so Child Care Centres help us do that and we will pay dearly for it."

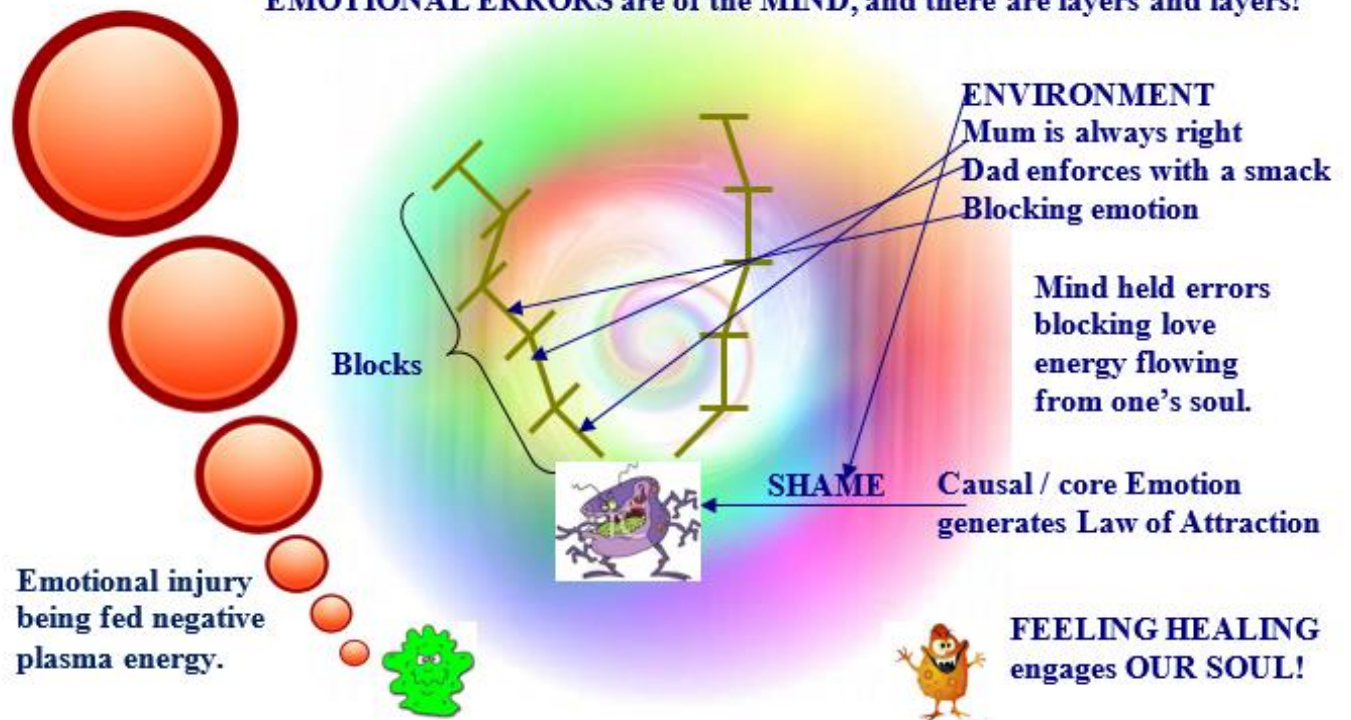
Healing is by Going Through Doors!



We open up to our feelings by embracing a feeling and longing for the truth that feeling is to show us. This may lead us down to many more feelings through copious doors and stairways, leading us back through our life into our Childhood Suppression of our early forming years commencing at conception. This is a long journey of discovery and acceptance of just how we have been misled and now we are to express all that comes to surface and in so doing we are healing ourselves. Feeling Healing commences with the first doorway.



EMOTIONAL ERRORS are of the MIND, and there are layers and layers!



Layer upon Layer upon Layer

Emotional injuries and errors of belief are what we are to express and talk out with companions. The amazing thing is that we are now being guided and assisted in our emotional healing which affects every aspect of our living, our life, our being, our physical health and our relationships. Never has it been understood just how retarded and suppressed we each are by living through our minds and ignoring our feelings as we have been led to live our lives by not only our parents, but by all who we interact with – as they have all been misled like each of us.

As we open ourselves up to express a feeling, any feeling, good or bad – they are all to be expressed. Whatever comes to surface will be over laying an older feeling, so we are to then express the slightly deeper feeling / emotion / belief / error / memory.

We are to find how every aspect of our environment is imposing itself upon us. Government, through its federal, state and local administration, is all controlling and inhibiting of our self-expression. Then we find that our employment is all controlling as it is our life-line to physical survival – our fears and hoarding are all consuming. Our education has been founded upon layers and layers of assumptions which we now find to be extra-ordinarily flawed in what becomes abundantly clear through our truth based feelings which are always in truth. With 3,400 major religions, we now can recognise that they are all agents for our control.

And then as we work our way down through the layers upon layers, back through our adult life and into our teenage years, we begin to find and then anticipate that it is our Childhood Suppression that we experienced under the oversight of our parents and those close within our family, being our siblings, grandparents, etc., that is at the core of our Healing.

Thus, as we work through each and every feeling that arises, we will be working back through our life years to the core of each emotional injury and error of belief which we generally have taken on throughout our childhood forming years, from the moment of conception to the age of six years. It is during our sixth year that our Indwelling Spirit arrives and we become a little more self-aware and assertive of our personality.

Yes, we will work our way back through our dramas all the way back to the moment of our conception.

We will become totally aware of just how much we are screwed over and then accepting of being in such a way. However, then being healed is yet another incredible life for us each to experience.



FEELING HEALING directly benefits the PARENTS' CHILDREN:



Parents' baby from conception through to age 6, 100% benefit, age 14 – 75%, 21 – 50%, 28 – 25%. Prior to conception we are in a perfect Natural love state. By the time we are age 6, we are then reflecting the consciousness level of one or the other of our parents. As they heal their Childhood Suppression through Feeling Healing, they are directly healing us, their children, subject to our age – maturity.

Consciousness Calibrations Worldwide	
Level of Consciousness	Percentage of population
600 +	1 in millions
540 +	0.4%
500 +	4%
400 +	8%
200 +	22%
200 -	78%
World wide average	220

Only through Feeling Healing which can be readily introduced through all education and health systems and services, will we cure our Childhood Suppression.

All the social ills of society are frozen into generational transfer. This can only be mitigated through Feeling Healing, and even then it will require generation after generation to advance the progress and lift the overall consciousness levels of humanity, from 220 to the 440s at least!

Correlation of Levels of Consciousness – Soul Condition – and Society Problems				
Level of Consciousness	Rate of Unemployment	Rate of Poverty	Happiness Rate "Life is OK"	Rate of Criminality
100 - 200	50%	22.0%	15%	50.0%
50 - 100	75%	40.0%	2%	91.0%
< 50	95%	65.0%	0%	98.0%

POTENTIAL to BENEFIT your CHILD through our own FEELING HEALING:

This steps down each seven years as the child matures

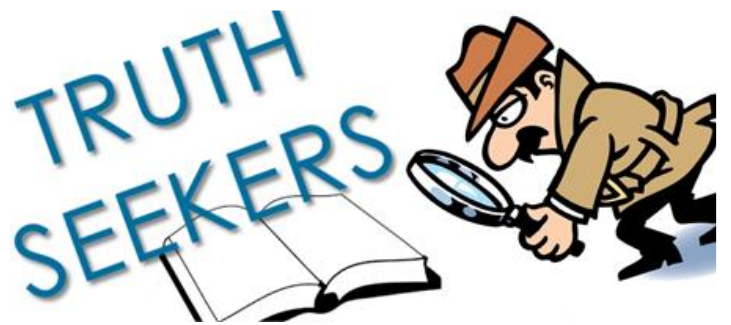


From conception to age 6 or 7 From 8 to age 14 From 15 to age 21 From 22 to age 28
As we heal, we directly heal our children similarly.
The Indwelling Spirit arrival for the child around age 6 or 7 starts their independence.

We Are
TRUTHSEEKERS

**WE ARE
TRUTH
SEEKERS**

**WE ARE
THE TRUTH
SEEKERS**



THE TRUTH SEEKERS



Systems of Deception!

One person with unfettered and supreme control, a System Sovereign, has had aeons of time to passively and stealthfully impose upon his minions (us – you and me) a way of living that assures him, the arch hidden controller, that we would remain compliant and submissive to his begging. His extreme intelligence and consciousness is no match for us ascending mortals who arrive naively upon Earth with absolute dependence upon parents who have already capitulated – unknowingly – to his wily stealth.

The System Sovereign's goal was that we do not evolve, that we remain fearful of our true Heavenly Parents, that our true pathway for spiritual development is not revealed, that we live in a manner of servitude and ignorance through our minds believing that our submission to our minds will enable us to become all powerful and even mini-gods. When we transition into the spirit mind Mansion Worlds, we remain collectively his waiting army to fulfil his ambitions to expand his domain and territory. We have been well and truly screwed over through his imposed systems of:

- Parenting – unable to love our children due to lack of truth in what we are provided with.
- Education – minimalistic, having our minds unable to progress beyond reason – our minds are addicted to untruth and control of others including our environment.
- Health systems – ignorance of our spirit bodies and gross ignorance of underlying cause of illnesses which are through the lack of being loved. Our health systems cannot heal.
- Commercial systems – we become salary slaves with suppressive debt slavery resulting from the costs of education, housing, health services, transportation and necessities for survival.
- Political systems – that divide the community into camps and then deliver representation of only a portion of the population without candidates having necessary leadership skills and experience.
- Religions – there is only one truth. We are to live through our feelings – not our minds.

We have been led to live mind centric which is the pathway of all of nature except humanity which is ensouled. We of humanity are to live feelings first with our minds to assist in implementing what our soul based feelings lead us to embrace. We are truth seekers and truth is to be found through feelings.

Higher level personalities than our System Sovereign have now taken on all of the evilness and wrongness of what these rebellious Lanonandek spirits have imposed upon us and have healed themselves of these injuries. Now all systems assembled during the Rebellion and Default, now ending, need to be rebuilt!

Our pathway to Paradise, the home of our Heavenly Mother and Father, is through living embracing our soul based feelings, living feelings first, to express what our feelings draw our attention to and to long for the truth of what our feelings are to show us – both good and bad.

A lady named Samantha found James Moncrief's writings on a website and commenced to engage in her Feeling Healing. This may have been in 2013. Samantha is like all of us, she is an ascending mortal. She has no specialness nor has she had any support other than James' writings on the internet. Samantha has been successful with her healing. She has been very successful. She has now written numerous books outlining her experiences so each and every one of us can follow her example. An ascending mortal, Samantha, has conquered all that the rebellious Lanonandeks, led by Lucifer, has imposed upon us. Samantha is the new mother of humanity in demonstrating to us how to embrace the one and only pathway home to our Heavenly Mother and Father.

Root Cause

Highly esteemed Lanonandek spirits from within our local universe of Nebadon were assigned as System Sovereigns of our local system to oversee Earth's humanity and their spiritual development. 200,000 years ago they, the Lucifers, became infatuated with their authority and turned against the regents of Nebadon, Mary and Jesus, as well as rejecting God. Through their Planetary Princes, also Lanonandek spirits, they had taken the humanities of 37 worlds within their local system into their Rebellion.

Through living through our minds, suppressing our feelings, we on Earth will continue to be at war with each other, illnesses of all descriptions will continue from our feelings suppression, famine and inequalities prevail, control of others is the core of all systems, we cannot determine truth from falsehood and life on Earth is a living hell. We have been continually seduced by mind Mansion World spirits and we live life in a stupor – nothing more than zombies doing the begging of the evil ones, the rebellious Lanonandek spirits.

Through living through our minds, suppressing our soul based feelings, we have been progressively going further and further away from our Heavenly Parents, now to the point that we cannot go any further. Through working cracks in the Universal Contract governing the Rebellion and Default, this control has been ended formally as of 31 January 2018.

Pathway Forward

To liberate one's real self, one's will, driven by one's soul, moves one to embrace Feeling Healing, so as to clear emotional injuries and errors. With the Divine Love, then one is also Soul Healing. We are to feel our feelings, identify what they are, accept and fully acknowledge that we're feeling them, express them fully, all whilst longing for the truth they are to show us.

God's Divine Love: Pray for it, ask for it, and receive it.

The Golden rule is: Never interfere with another's will.

Golden Rule: that one must always honour another's will as one honours one's own.

New Feelings Way: learning how to live true to ourselves by living true to our feelings.

We are to express our feelings, both good and bad, at all times, and to long for the truth of them.

By living true to ourselves true to our feelings, we are living true to God. It's that simple.

The role of community –

<https://wehearyou.acecqa.gov.au/2018/07/19/it-takes-a-village-to-raise-a-child-the-role-of-community-part-3/>

The complete series:

[‘It takes a village to raise a child’: The role of community – Part 1](#)

[‘It takes a village to raise a child’: The role of community – Part 2](#)

[‘It takes a village to raise a child’: The role of community – Part 3](#)

[‘It takes a village to raise a child’: The role of community – Part 4](#)

[‘It takes a village to raise a child’: The role of community – Part 5](#)





‘It takes a village to raise a child’: The role of community – Part 1



ACECQA’s *National Education Leader*, Rhonda Livingstone provides insight into National Quality Framework topics of interest.

<https://wehearyou.acecqa.gov.au/2018/07/02/it-takes-a-village-to-raise-a-child-the-role-of-community-part-1/>

Rhonda Livingstone is the National Education Leader, ACECQA and brings a wealth of experience to this role, having worked in preschools and long daycare centres and as an assessor of programs and services for both the Queensland Government and the Crèche and Kindergarten Association of Queensland.

Rhonda's extensive involvement in the National Quality Agenda reforms saw her contribute to the development of the National Quality Standard and its Guide, assessment and rating tools and processes, and the training and testing program for authorised officers. Rhonda has also worked as a Senior Advisor, Excellent Rating with ACECQA and as a sessional education academic with the Queensland University of Technology.

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'Community' is an everyday word in children's education and care services, with the concept embedded in National Quality Framework legislation and National Quality Standard (NQS) (Australia) practice guidance, resources and professional development. Collaborative partnerships with families and communities is the focus of NQS Quality Area 6. But what is community? Why is a sense of community so important to positive developmental and educational outcomes for children? Why should services be connecting and collaborating with their community? In this five-part series, I explore community and its important role in delivering quality outcomes for children, while helping us identify who and what is in our community and giving you some key strategies to engage and collaborate with our community.

In this first instalment, I explore the 'sense of community' and the way it is connected to place, people and shared purpose.

What is community?

The word 'community' can mean different things to different people and/or groups of people, depending on our perspective and the unique context of our own community. For example, an education and care service community in a remote part of Australia will be quite different to the service community in a high-rise commercial building located in a CBD. This may be different again to a family daycare community in the country and an outside school hours care community in suburbia.

Even within one service, the children, educators, families and approved provider may have different viewpoints on 'community'. For some, community might mean the educators and families connected together by children in a room or year group. For others, community might mean 'the neighbourhood' – the whole service extending to the local streets, park, library, train station and shops. In a remote region, community might encompass different, individual, kinship communities and extend hundreds of kilometres. One person's community, or their understanding of what community means to them, may be quite different from another person's.

People can also belong to multiple communities. They could simultaneously belong to a children's education and care service community, a hobby-based community, a cultural or faith-based community or even a virtual community connected online or through social media.

What is a 'sense of community'?

Having a 'sense of community' is generally thought to be when members of a community experience four, positive feelings:

- **Belonging:** Feeling you are part of the community, are accepted, safe, and identify with the community.
- **Influence:** Feeling you ‘matter’ and can make a difference to the community and the community can have influence on you and its members.
- **Integration and fulfilment of needs:** Feeling your needs can be met by the community.
- **Shared emotional connection:** Feeling attachment or bonding between community members through shared experience, place or history.

Connecting to place and to people

Community has many dimensions, but is often thought of as meaningful connection to a place, or to people, or to both. Community members focusing on *place* might define their community by its location, having strong connection to the physical or geographical context. A *people-based* community is primarily driven by relationships.

Ideally, an education and care service community involves meaningful connection to place *and* people. Community members are valued and, through strong, positive relationships and shared decision making, they feel a sense of belonging and connection to the place and people. Both dimensions make positive contributions to feeling a sense of community.

Communities share a purpose

A community is usually driven by a shared purpose – the tangible reason for connecting and working together. Ideally, in children’s education and care, this shared purpose is promoting positive educational and developmental outcomes for children. Individual community members, such as educators and families, will already have this singular purpose; but, when a community works together on a shared purpose, greater outcomes can often be achieved.

Strengthening relationships between community members will strengthen outcomes. Therefore, if educators, service staff, families, community organisations, schools, neighbourhoods, councils and other community resources *connect and collaborate*, positive educational and developmental outcomes for children can be achieved.

Reflective questions for you and your team or service

- What are my personal understandings of the word ‘community’?
- Do members of my team or service have similar or different understandings of community?
- What does ‘a sense of community’ feel like to me?

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‘It takes a village to raise a child’: The role of community – Part 2



<https://wehearyou.acecqa.gov.au/2018/07/10/it-takes-a-village-to-raise-a-child-the-role-of-community-part-2/>

In part two of our series exploring community in education and care, we identify why community is important to children’s educational and developmental outcomes.

Having a positive sense of identity and experiencing respectful, responsive relationships strengthens children’s interest and skills in being and becoming active contributors to their world. As children move into early childhood settings they broaden their experiences as participants in different relationships and communities. (Early Years Learning Framework, 2009, p. 28)

Why is community important to quality outcomes for children?

Community is essential to quality outcomes of children. A community provides an important relationship environment; promotes belonging, a sense of identity and learning; supports active participation in the

world and continuity of learning; and connects children and families to supportive relationship and resource networks.

Positive relationships support children’s development, wellbeing and learning

Young children develop in an environment of relationships, with a child’s community providing a vital relationship context for their learning and development. This is particularly important during the early years when the foundations of brain architecture are being built. From birth, positive, responsive, consistent and secure relationships with others provide a supportive, growth-promoting environment for children’s development, wellbeing and learning. Children’s academic, social-emotional and mental health outcomes are built on this foundation. (This is mind addiction and submission to mind control.)

A child’s relationship environment begins in the family, but then extends to adults and peers outside of the family who have important roles in their life. Educators and other education and care staff are a significant part of many children’s relationship environment. Communities that foster positive interactions and relationships between children, peers and adults strengthen children’s outcomes.

A positive sense of community supports children’s belonging and learning

When children have a sense of belonging and feel safe, secure and supported, they have the confidence to play, explore and learn. A service that is strongly connected to the people and place of its community is welcoming, inclusive, connected to the culture and context of children’s families, while nurturing respectful and reciprocal relationships with children’s families. Connection to community creates a responsive, safe and stable education and care environment which, in turn, promotes children’s belonging and learning.



Positive relationships and a positive sense of community promote children’s sense of identity

Children’s understanding of their self is developed through relationships and in the context of their families and communities. ‘Relationships engage children in the human community in ways that help them define who they are, what they can become, and how and why

they are important to other people’ (Center on the Developing Child, 2004, p. 1). Identity is a strong foundation for children’s social and emotional development as well as their sense of agency.

Participation in a community supports children to contribute to their world

Having everyday experiences and participating with the people and places of a community enables children to observe, engage, understand and actively contribute to their expanding world. This supports children to live interdependently with others, be decision-makers and have influence. The ability to participate in different communities – a central element of citizenship – helps young children to respond to diversity and become socially responsible.

Community connection and collaboration supports continuity of children’s learning

Transitions between education and care services, or between services and school, can be challenging for children and families. If transitions are not well-prepared or if continuity of learning is disrupted, the benefits of early years education can be diminished and children’s later life outcomes, such as resilience or perception of themselves as a learner, may be affected. Children from disadvantaged backgrounds or with additional needs are at particular risk. To support continuity of children’s learning, connection and collaboration between education and care community members is essential.

Connection and collaboration with families supports children’s development, wellbeing and learning

Families are children’s first and most influential teachers (Early Years Learning Framework, 2009, p. 12; Framework for School Age Care, 2011, p. 5). Reciprocal and respectful relationships between families and educators strengthens the connection between children’s education and caregivers and promotes positive child outcomes. Through these relationships, educators can gain understanding and build on the strengths, resources, aspirations and priorities of children and families to ensure education and care programs, practices and policies are meaningful, inclusive and child-centred. Family-service collaboration also enables knowledge and resources to be shared and built upon. Positive relationships between a family and a service also provide a powerful role model for children.

Community connection and collaboration supports families

When families are well-supported, they are better equipped to nurture their child’s development, wellbeing and learning. A service that is connected and collaborates with support organisations can be instrumental in facilitating targeted support for families. Child health, child education, family and community organisations support families and children.

Reflective questions

- How do you know children and families have a sense of belonging at your service?
- How do our service practices and policies support positive relationships between:
 - educators and children?
 - educators and families?
 - children?
- the service, families and local schools?
- the service, families and community / support organisations?
- What opportunities do children have to engage in their community beyond the service gates?

‘It takes a village to raise a child’: The role of community – Part 3



<https://wehearyou.acecqa.gov.au/2018/07/19/it-takes-a-village-to-raise-a-child-the-role-of-community-part-3/>

Earlier in this series, we asked: *Who or what is included in your service community?* As this can be a challenging question, part three of the series explores six key questions to help us all to identify our community members and create effective connection and collaboration.

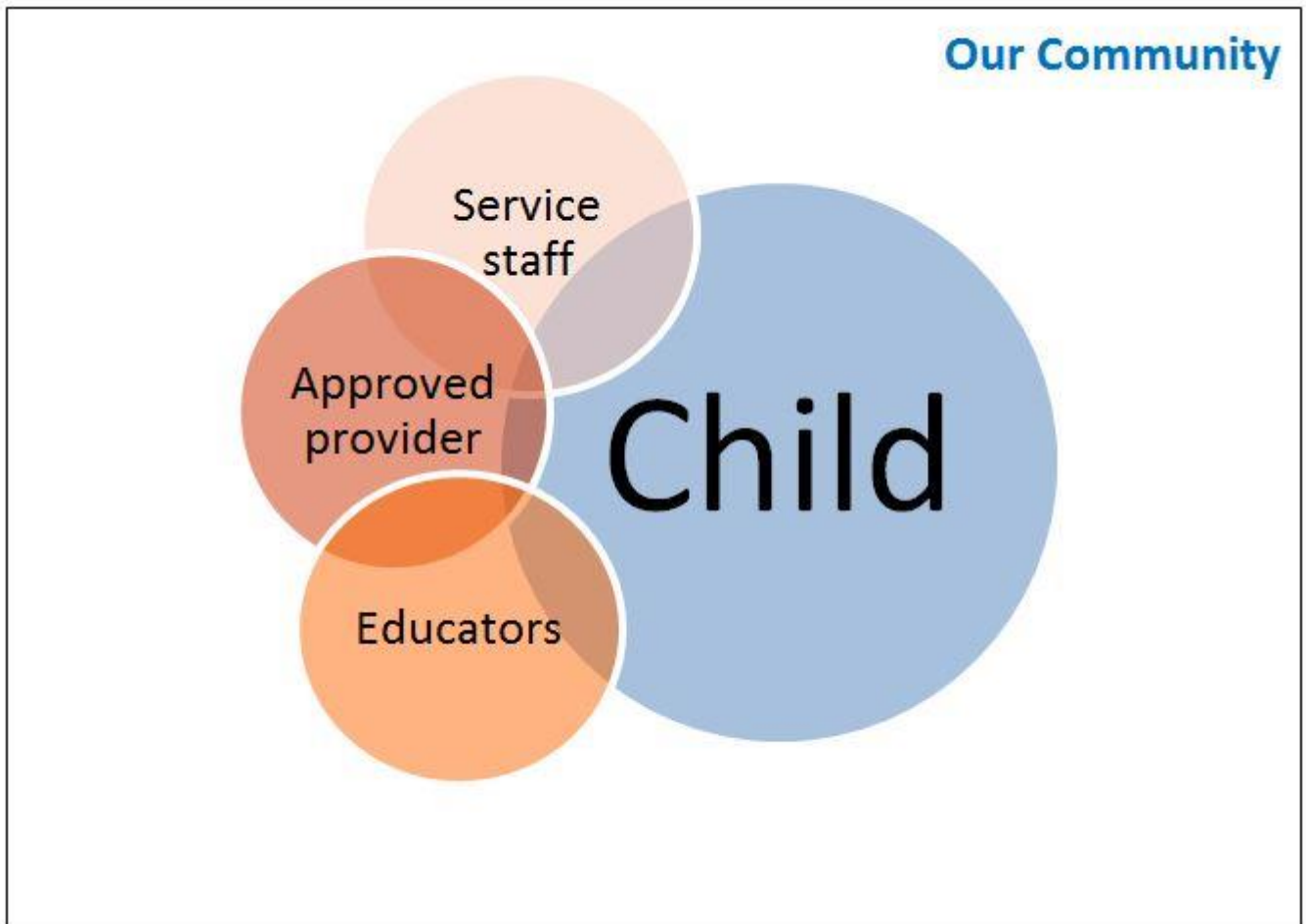
1. What is our purpose?

Communities usually have a shared purpose. Taking time to clarify our own purpose is a vital, first step when identifying our community. A clear purpose gives us direction and enables us to effectively identify potential community members. Ideally, for a children’s education and care service, our primary purpose is promoting positive educational and developmental outcomes for children. Placing children at the centre of our community will ensure they are the focus of our efforts.

2. Who is in our organisation community?

Some community members are automatically part of our community as they are part of our organisation. The approved provider, educators and other service staff such as co-ordinators, cooks and office staff are all important members of our community. Individually and collectively, they help us to achieve our purpose. A sense of community within our organisation creates a positive organisational culture and can

nurture a professional learning community. These both have significant benefits to the service, staff, families and children.



3. Who is in each child's primary 'people' community?

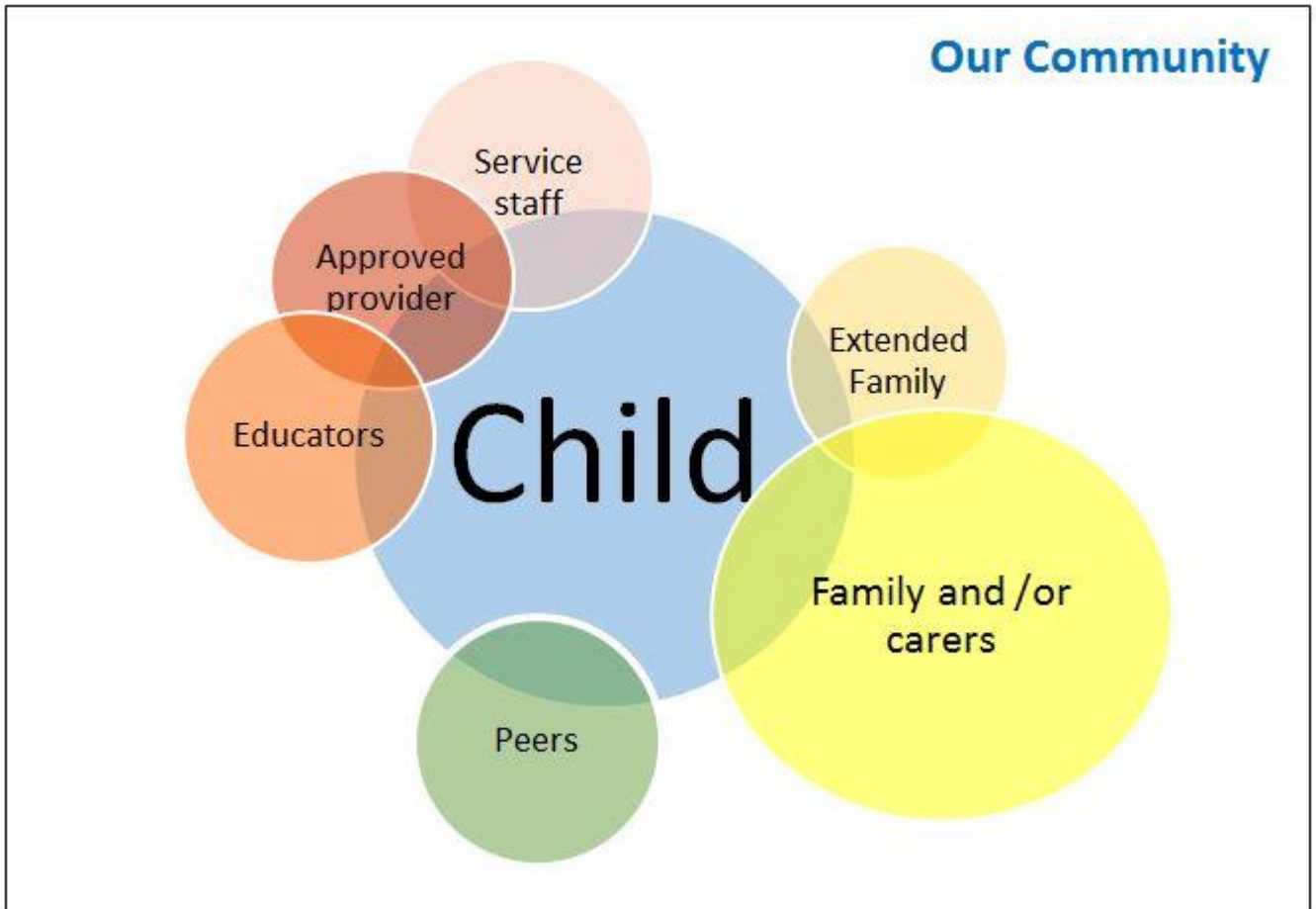
Each child has their own unique 'people' community. Family and non-family carers, such as foster parents or guardians, are central to each child's 'people' community and are, therefore, important members of our education and care service community. In some communities, extended family will also be a significant part of the community, as will carers who regularly drop off and collect children from the service. Families and carers will, ideally, also share our primary purpose of positive educational and developmental outcomes for children.

Other children attending the service will also be important members of each child's 'people' community. Daily interactions and relationships with peers give children important social-emotional experiences that shape their development, wellbeing and learning.

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4. Who else is in each child's 'people' community?

Other people and organisations are members of our child's community and share our primary purpose, so are a part of our service community. These could be oriented to:

- **Child education:** e.g. education professions engaged with the child or service, such as Inclusion Support professionals; or education services that a child might attend or be planning to attend, such as other services or schools. For outside school hours care (OSHC) services, the school is an important part of our service community and vice versa. The school's broader community beyond the school gates is, therefore, also a part of the OSHC community.
- **Child health:** e.g. medical, child and family health, or allied health professions engaged with the child or service, e.g. speech pathologists, paediatricians.
- **Family support:** e.g. parenting groups, playgroups, toy libraries.

Cultural and faith-based groups can also be significant parts of a child or their family's community and, therefore, part of our community.



6. Where is our community?

Enabling children to connect and engage with the **place** of our community can promote positive educational and developmental outcomes for children. Some services will have very strong connections to the land or location of their service neighbourhood through shared culture, history and/or experience. For other services, and for those where staff and/or families are not local (for example, a workplace service in a city building), an understanding and connection to place may need to be developed.

To gain knowledge and understanding of our place, consider starting by mapping our local community using paper or digital maps. Exploring and having experiences *in* our community will provide greater insight. Features that could be a meaningful part of our community may include:

- **Geography:** e.g. beaches, mountains, rivers, lakes, gullies, paddocks, floodplains, bushland, caves, forests, trees.
- **Transport:** e.g. streets, railway lines and stations, traffic lights, pedestrian crossings, bridges, car parks, bus stops, footpaths, lifts, escalators.
- **Urbanscape:** e.g. shops, shopping centres, offices, signs, recycling stations, fences, houses.
- **Community resources:** e.g. the post office, parks, library, fire station, police station, hospital, health centres, sporting fields, schools and education and care services, council buildings, community gardens, halls, monuments.
- **Culture or faith:** e.g. local Aboriginal and Torres Strait Islander land council, churches, synagogues, mosques or temples.

Engagement with community places also enables social connections to the people of these places – for example, librarians, train station staff, pedestrian crossing volunteers, postman or the park ranger. These people have the potential to become a part of our ‘people’ community.

6. Who could *potentially* be a part of our community?

Other people or organisations could share or support our purpose of promoting positive educational and developmental outcomes for children, but they may not have been identified in questions 1-5. Potential community members will be unique to our context, but could:

- **Support children:** e.g. a local business that could donate recycled resources for construction play.
- **Support families:** e.g. counselling or legal aid organisations.
- **Support staff:** e.g. a wellbeing organisation.
- **Support the service:** e.g. a professional development organisation.
- **Support your community:** e.g. community gardens.
- **Promote our purpose:** e.g. media organisations such as a local newspaper.

We may not be currently engaged with these potential community members, however, identifying them is the first step to connecting, collaborating and achieving our purpose.

Clarifying our purpose and identifying who and what comprises our community will enrich our understanding of our community. Our service is unique because of its community. We encourage all to talk with members of our community *about our community* and discover more about who and where we are. Such conversations are an example of valuable community interactions. Communities are not static and multiple, dynamic interactions, relationships and contexts shape our community and each child at its centre.

Reflective questions and activity for us and our team or service

At a staff, parent or community meeting, provide attendees with large pieces of paper and coloured pens and ask them to “draw the service community”. The drawing could be in any form – a list, a map, an illustration, a diagram... Encourage creativity.

Compare and discuss the similarities and differences. Is there collective agreement? As a group, brainstorm if there are individuals, groups, organisations or places not currently in our community that we would like to engage in our community?

‘It takes a village to raise a child’: The role of community – Part 4



<https://wehearyou.acecqa.gov.au/2018/07/25/it-takes-a-village-to-raise-a-child-the-role-of-community-part-4/>

Positive relationships between education and care community members strengthen quality outcomes for children. In the fourth part of our series, we outline some key strategies for developing relationships with our community members.

Building relationships with my community

1. Understand the ingredients of a relationship

Relationships are the bedrock of education and care quality practice as they are central to child development, learning and wellbeing. Relationships are also essential to creating a sense of community. Whether the relationship is between an educator and a child, a group of children, a provider and a family-support organisation, or a service’s staff members, positive relationships require the essential ingredients of **honesty, warmth, open communication, responsiveness, respect and mutual trust**.

2. Be thoughtful when developing relationships

Awareness of cultural differences and respect for diversity will support positive relationship-building. Be open to differences and seek to genuinely know your community members. Ask questions sensitively, consider cross-cultural communications issues such as language, eye contact and greetings, and reflect on

of the influence of your own values, beliefs and perspective. (Comprehending the importance of our feelings and aspiring to live feelings first is our community focus.)

3. **Appreciate relationships can take time**

As some ingredients of a relationship, such as respect and mutual trust, take time to develop, relationships can also take time. Just as children need to feel secure and supported before they feel confident to interact and explore, adults also need to feel emotionally comfortable before they interact and participate. A welcoming, respectful and inclusive environment will support this.

4. **Ensure community members feel welcome**

“All of us want to ensure that the children and their families, who attend our services, feel welcome, enriched and settled.” (Child Australia)

If community members feel welcome and comfortable, they will be more confident to engage and confidently participate in a service. This promotes relationship-building with other community members. To create a welcoming environment, consider:

Your physical environment:

- Welcoming, inviting and inclusive spaces and signage that reflect, respect and celebrate the culture and context of children, their families and our community.
- Consistent, child-friendly spaces for children to keep their belongings.
- Learning environments that are inviting and inclusive and foster pro-social interactions between children.
- Spaces that promote unhurried conversation and interaction between adults.
- Spaces for families to contribute to and engage in children’s learning.
- Calm and peaceful spaces that promote wellbeing.
- Spaces that respect privacy (for example, for sensitive conversations or discussions).

Our ‘people’ environment:

- Welcoming and positive staff whose honesty, warmth, consistency and responsiveness encourage interaction and relationship building.
- Carers, both professionals as well as supporting parents, who respect the culture and context of children’s families and our community.
- Professional, respectful and positive communication and interactions between all.

Our ‘organisational’ environment (policies, practices and procedures):

- Respectful and responsive enrolment and orientation policies and procedures that promote communication, understanding and relationship-building.
- ‘Open door’ policy for families, carers, professionals and visitors.
- Staffing organisation that allows time and opportunity for interaction with families and meetings with professionals.
- Induction procedures that promote confidence and belonging.
- Carers arrangements that provide opportunity for professional collaboration.

- Community engagement practices that encourage collaboration.



5. Ensure relationships are meaningful

Respect and trust will be more likely to be developed when the commitment to forming the relationship is genuine and meaningful without the expectation that something is required in return. When relationships are meaningful, positive outcomes are promoted.

A good example of this is when educators and a family have a genuine desire to support a child's learning, development and wellbeing by sharing their knowledge and understanding of the child. Through honesty, warmth, ongoing communication and responsiveness, mutual trust and respect can be developed and shared decision-making enabled. Another example is when an organisation is committed to carer development and provides the opportunity to develop stronger relationships through team building experiences. Team building can support communication skills, responsiveness, respect for different perspectives, and mutual trust. Strong staff relationships create a sense of connectedness and promote staff stability, which, in turn, support consistent and secure relationships between children, carers, professionals and families.

6. Ensure relationships are reciprocal

Communities are a shared responsibility and work best when relationships between community members are reciprocal. A one-way relationship where only one member gains something from the relationship will not be equitable, meaningful or sustainable. Services are encouraged to reflect on community relationships to ensure contributions and engagement are two-way. If you believe that relationships are one-sided, what could be changed to foster or ensure reciprocity?

Reflective questions and activity for our team or service

- Select members of our team to each imagine they are a child, a child's family member, a staff member, a visiting health professional or a local Aboriginal or Torres Strait Islander Elder.

As each team member walks through our service, they could:

- * consider how they would experience the service for the first time
 - * take photographs of elements that contribute to its welcoming and inclusive atmosphere
 - * share these photos with other team members and at the following staff meeting
 - * reflect together with the team and identify what the service is doing well to ensure all community members feel welcome and what could be changed or improved.
- How does our service contribute to our community? Reflect on our relationships with our community members and consider if the relationships are reciprocal.

~o~

IT TAKES
A VILLAGE
TO RAISE
A CHILD

‘It takes a village to raise a child’: The role of community – Part 5



<https://wehearyou.acecqa.gov.au/2018/07/31/it-takes-a-village-to-raise-a-child-the-role-of-community-part-5/>

Meaningful engagement and collaboration between education and care community members strengthen quality outcomes for children. Practice that is informed by meaningful engagement with families and/or the community is also one of three themes that need to be demonstrated by services to receive an Exceeding National Quality Standard (NQS) rating for a standard. In the final instalment of this five-part series, we outline some key strategies for engaging and collaborating with our community.

Engaging and collaborating with our community **Engage with and in our community**

When we engage meaningfully with and in our community, we increase our knowledge of our community, promote understanding, and provide opportunity for relationship-building and collaboration. Importantly, we ensure practice is informed by, and is responsive to, our unique community and context. Our community members have a wealth of knowledge, capacities, expertise and resources and unique strengths and priorities. Services can learn from and build on these to strengthen the community and collectively support our community’s purpose of positive educational and developmental outcomes for children.

Meaningful engagement seeks and values ongoing participation and the inclusion of all community members’ voices, including those of children, in decision-making. Positive relationships and a strong sense of community will encourage participation.

Usual communication and engagement strategies include conversations, meetings, surveys and community events. Other formal and informal ways to engage with and in our community, seek knowledge and understanding of community members and promote participation could include:

Children and families

- Child enrolment processes and documentation.
- Orientation and year-start practices such as tours, open days, welcome events, ‘All about Me/Us’ child or family documentation.
- Australian Early Development Census (AEDC) data for our neighbourhood, suburb or community to identify children’s developmental vulnerabilities and to support planning.
- Sharing knowledge, understanding and documentation of children’s learning, development and wellbeing from our own and other education and care services they are enrolled in: e.g. the school associated with an OSHC service; a previous or concurrent education and care service a child has or is attending. (Overseas Student Health Cover (OSHC) provider)
- Connecting with health, education and family-support organisations involved with enrolled children and their families.
- Sending a camera home with children and families to record what is meaningful to them.

Staff – professionals and carers

- Recruitment and staff induction processes.
- Networking group meetings for cooks, educators, educational leaders, co-ordinators or directors.
- Professional development and team building experiences.

Health, education and family-support professionals and organisations

- Current professional networks.
- Formal information or resource-sharing meetings.
- Engagement in professional development.
- Targeted research and engagement through access points such as professional networks and organisations.

Place

- Neighbourhood walks, excursions and inviting visitors to attend the service.
- Engagement with your Aboriginal and Torres Strait Islander community through the local Land Council, Language and Culture Centre, Indigenous Educational Consultative Body, Elders, or community liaison officers.
- Formal information or resource-sharing meetings with the local council, historical association or community organisations, etc.
- Targeted research and engagement through access points such as local media, libraries, or community organisations.

Promote our service and purpose to our community

Relationships, engagement and collaboration are a two-way and dynamic process, so it is also important to ensure our community knows and understands our service and purpose in promoting loving outcomes for children. Our purpose should be evident in the living document of our service philosophy,

communicated through our resources, and evident in enrolment, orientation and staff induction processes. This will ensure our purpose is clearly understood and consistently implemented.

Use engagement opportunities such as year-start, community and networking meetings to communicate meaningful information about our service and to reaffirm our purpose. Print, news, broadcast or social media also offer opportunities to connect with our community.

Collaborate with our community

Collaboration is a pooling of resources and co-ordination of approaches to achieve something that would not be possible by one party, alone. Collaboration has a goal: for example, when an early childhood service and a school and outside school hours care service share information and collaboratively plan for a child's transition to school and their future learning; or when a family daycare service strives for continual quality improvement and collaborates with families to share decision making. Collaboration depends on the context and reflects the unique resources and strengths of those collaborating. It is usually characterised by supportive leadership, an inclusive approach and recognition of the unique strengths and resources that each partner brings to the collaboration.

The importance of collaborative partnerships with families and communities to quality practice and outcomes for children is reflected in NQS Quality Area 6 and as mentioned previously, a theme for determining practice that exceeds the NQS. Collaborative partnerships and community development are also integral to the criteria for the NQS Excellent rating. Examples of exemplary collaborative practice are evident in many of the Excellent rated services: for example, the collaboration between Tigger's Honey Pot and the University of NSW and collaborations between Indooroopilly Montessori Children's House and Edmund Rice Education Australia (EREA) Preschools in Timor Leste and also Men's Shed. Inspirational examples of collaboration can also be found in Community Stories on the AEDC website.

Reflective questions and activities for you and your team or service

- To receive a rating of Exceeding NQS for any standard, three Exceeding themes need to be demonstrated. Theme 3 is *Practice is shaped by meaningful engagement with families and/or the community*. Select one of the 15 NQS standards and discuss how our service could demonstrate this Exceeding NQS theme.
- How do we engage with children and include their voices in our practices and decision-making?
- Brainstorm new or innovative ways to meaningfully engage with and in our community.
- How is collaboration with families valued and reflected in our service's philosophy, policies and everyday practice?

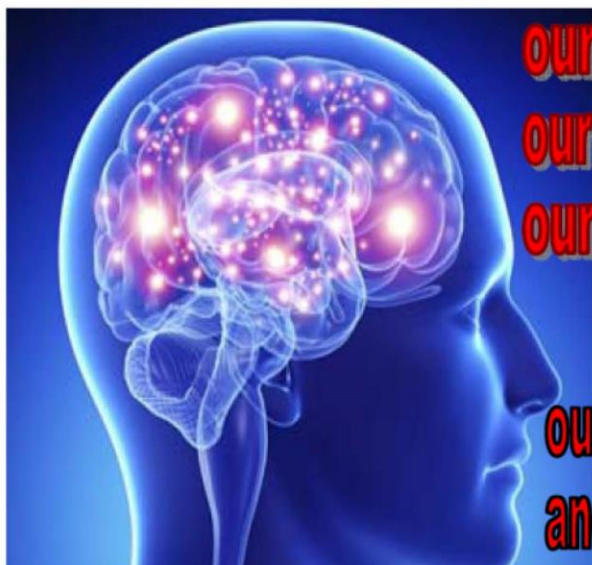
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Australian Children's
Education & Care
Quality Authority™

info@acecqa.gov.au,
or by calling **1300
422 327**.

AUSTRALIAN
CHILDREN'S
EDUCATION & CARE
QUALITY
AUTHORITY
(ACECQA)



**our MIND is a CONTROL ADDICT!
our MIND is addicted to UNTRUTH!
our MIND cannot discern TRUTH!**

**our MIND is within our SPIRIT BODY
and orchestrates our physical BRAIN.**

ASSUMPTIONS are the product of our MIND!

HEALING ends
MIND-CONTROL!



**our SOUL is our TRUTH!
our FEELINGS are our TRUTH!
FEELINGS FIRST, mind to follow!**

**all we need is WITHIN.
our MIND suppresses FEELINGS.**

Child Care Centre Regulations

Educator-to-child ratios—ECS Act services

Educator to child ratios for services captured under the *Education and Care Services Act 2013* (ECS Act) are regulated by the department in Queensland, Australia. Ratios are minimum standards and when grouping children the most important consideration is achieving quality education. Educator-to-child ratios are calculated across the service, based on the number of children under one Queensland approval, not by individual rooms.

Calculating ratios

All educators must be at least 17 years of age and hold an approved qualification (or be enrolled and working towards that qualification) to be counted in the educator-to-child ratio.

The number of educators needed is based on the number of children under one Queensland service approval, not the individual rooms.

Educator-to-child ratios for other than school age services (ECS Act)

For ECS Act services

Ages of children	Educator-to-child ratio
Birth to 2 years	1:4
Birth to 3 years	1:5
15 months to 3 years	1:5
2 years to 3 years	1:6
2.5 years to 3 years	1:8
3 years to 12 years	1:12
For a group of not more than 21 children*	1:7

*Limitations include:

- The group may not include more than 4 children aged birth to 1 year
- The group may not include more than 2 children aged birth to 1 year for each educator
- If the group is in a centre-based service with a licensed capacity of more than 30, the group may not include more than 10 children aged birth to 2 years.

Educator-to-child ratios for school age services (ECS Act)

The ratio for services with school age children is 1:15. In addition, there are minimum qualification requirements that apply when calculating ratios.

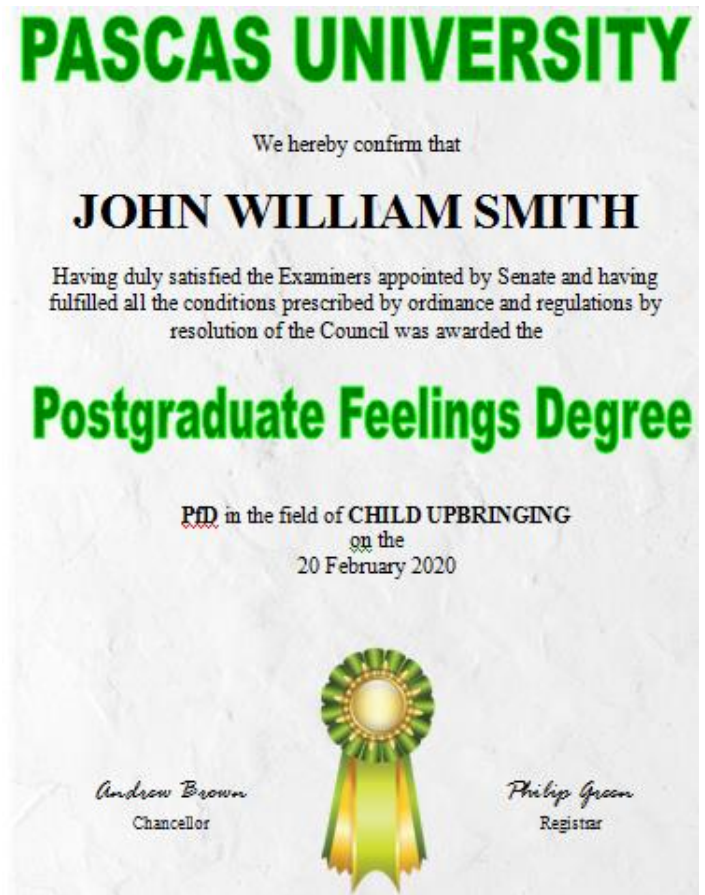
- 1–15 children must have 1 Diploma qualified educator
- 16–30 children must have 1 Diploma qualified educator and 1 other educator*

- 31–45 children must have 1 Diploma qualified educator and 1 Certificate III qualified educator and 1 other educator*
- 46–59 children must have 1 Diploma qualified educator and 1 Certificate III qualified educator and 2 other educators*
-

*The 'other educator' referred to above does not need to hold a qualification if they are over 18 years of age.

However all professional staff may attain a Postgraduate Feelings Degree in the field of CHILD UPBRINGING through Pascas University or a similar certification of CHILD UPBRINGING through the technical education of Chaldi College.

Such certification is an understanding of what our aspirations to living Feelings First and the comprehension of what living through our feelings with our mind following in support of our feelings and what our feelings are drawing our attention to.



Building standards and physical environment for NQF services

Standards relevant to education and care services as outlined in the BCA include:

- kitchen facilities
- bath, shower-bath, showers
- laundry facilities
- bench-type baby bath
- number of toilets and hand basins
- window sill heights
- fencing and barriers.

Physical environment requirements

Approved providers must ensure that their service premises meet the physical environment requirements contained within regulations 81 and 103–117 of the National Regulations, which include those relating to:

- sleep and rest (regulation 81)
- premises, furniture, materials and equipment (regulations 103 and 105)
- fencing (regulation 104)
- laundry and hygiene facilities (regulation 106)

- unencumbered indoor and outdoor space (PDF, 11.5MB) (regulations 107 and 108)
- toilet and hygiene facilities (regulation 109)
- ventilation and natural light (regulation 110)
- administrative space (regulation 111)
- nappy change facilities (regulation 112)
- outdoor space—natural environment and shade (regulations 113 and 114)
- premises design for supervising children (regulation 115)
- glass (regulation 117) (family daycare services only).

The Regulatory Authority has developed an animation (transcript (DOCX, 31KB)) to help with what to consider when putting together a service approval application, particularly in relation to your building plans.

Outdoor space should also be fully considered when planning an education and care service. The Regulatory Authority has developed additional detailed guidance (PDF, 11.5MB) to help services plan and understand requirements for both indoor and outdoor space.

The approved provider is also required to consider the National Quality Standard (NQS) contained in Schedule 1 to the National Regulations. The NQS has 7 quality areas and a number of elements including:

- education program and practice that promotes each child's agency and enables children to make choices and decisions that influence events and their world
- children's health and safety where each child's health is promoted and each child is protected
- physical environments that are safe and suitable including design and location of the premises is appropriate for the operation of the service.

Additional measures

During the assessment of an application for service approval, the Regulatory Authority may require that **reasonable additional measures** be taken by the approved provider to ensure the health, safety and wellbeing of children, for example:

- installation of 1.8 metre barriers where children have access to significant [fall risk areas](#) (e.g. built areas above ground level such as decks, balconies and stairways)
- installation of a greater number of toilets than the number required under the BCA to ensure adequacy and that the toilets are not only developmentally and age appropriate, but that they can be safely used and conveniently accessed by children
- installation of additional safety barriers and bollards where outdoor play areas adjoin/about carparks or where additional vehicle access needs to be addressed.

The Regulatory Authority may also impose conditions on a service approval to help ensure the ongoing health, safety and wellbeing of children.

If the Regulatory Authority is satisfied that the service, if permitted to operate, would constitute an unacceptable risk to the safety, health or wellbeing of children, it must refuse to grant a service approval (section 49(1) (a) National Law).

Creating the optimum physical environment

The design and layout of an early childhood education and care environment can significantly impact the delivery and quality of your education and care program and practices.

When looking at developing your physical environment, consider how the changes will help your service meet all 7 quality areas of the National Quality Standard with particular reference to Quality Area 3 – Physical Environment .

Approved providers are encouraged to consult with local authorities and their building practitioner regarding compliance with the building standards and physical environment requirements.

Approval by the relevant local government authority of a proposed premises for an education and care service does not mean the premises will automatically be approved by the Regulatory Authority under the National Law and National Regulations.

What is the Building Code of Australia?

The Building Code of Australia sets out minimum requirements that all commercial and residential building work must comply with to ensure safety, health, amenity, accessibility and sustainability.

For early childhood centres, there are specific building standards relating to:

- Egress (aka escape routes)
- Fall prevention barriers
- Area per person (in m²)
- Window safety and sill height
- Natural light
- Fencing and barriers
- Kitchen and laundry facilities
- Toilet and washbasin numbers

Although the Code applies nationally, each state and territory has its own variations, additions and deletions. When it comes to child care, Tasmania has a specific section covering early childhood centres and school-aged care facilities, and there are Victoria-specific rules around things like facilities and floor space.

You can read the Code to drill down further, and if you're wondering what the National Construction Code is, then it's the Building Code of Australia and Plumbing Code of Australia combined.

A certifier or builder will assess building work against the Code before issuing the certificate a service needs for its approval application.

What regulatory requirements are there?

Child care is a serious responsibility, and services have to comply with numerous legislative requirements before they'll be approved by their regulatory authority – with outdoor and indoor spaces, buildings, fittings and fixtures all playing a part.

Regulations 103 to 115 set out the physical environment requirements for centre-based services, covering:

- Premises, furniture, equipment and materials
- Fencing of outdoor spaces
- Laundry/toilet and hygiene facilities
- Free space inside and outside the service
- Ventilation and natural light
- Administrative space

- Nappy change facilities
- Natural environment and shade in the outdoor space
- Design of the premises to facilitate supervision of children at all times

The Building Code of Australia is subject to each state or territory's legislation, so it can be overridden by the Regulations, and the regulatory authority can impose extra measures or conditions on a centre when giving it approval. For example, the centre might have to install more toilets than the Building Code requires to ensure 'busters' have safe and easy access to them.

Australian Government Child Care Subsidies

Australian Government assistance to help you with the cost of child care. To get Child Care Subsidy (CCS) you must:

- care for a child 13 or younger who's not attending secondary school, unless an exemption applies
- use an approved child care service
- be responsible for paying the child care fees
- meet residency and immunisation requirements.

Child Care Subsidy (CCS) percentage using [your family income estimate](#). It will apply to either your hourly fee or the relevant hourly rate cap, whichever is lower.

Your family income	Child Care Subsidy percentage
\$0 to \$72,466	85%
More than \$72,466 to below \$177,466	Between 85% and 50% The percentage goes down by 1% for every \$3,000 of income your family earns
\$177,466 to below \$256,756	50%
\$256,756 to below \$346,756	Between 50% and 20% The percentage goes down by 1% for every \$3,000 of income your family earns
\$346,756 to below \$356,756	20%
\$356,756 or more	0%

<http://www.pascashealth.com/index.php/library.html>

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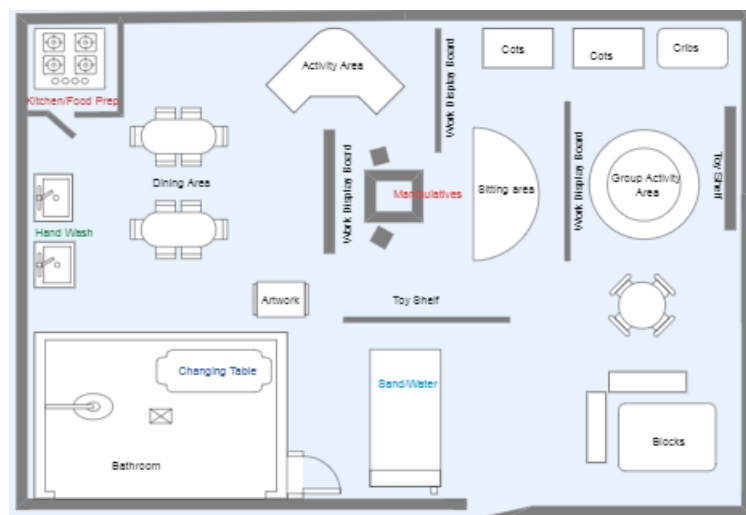
Top Daycare Floor Plans and Design

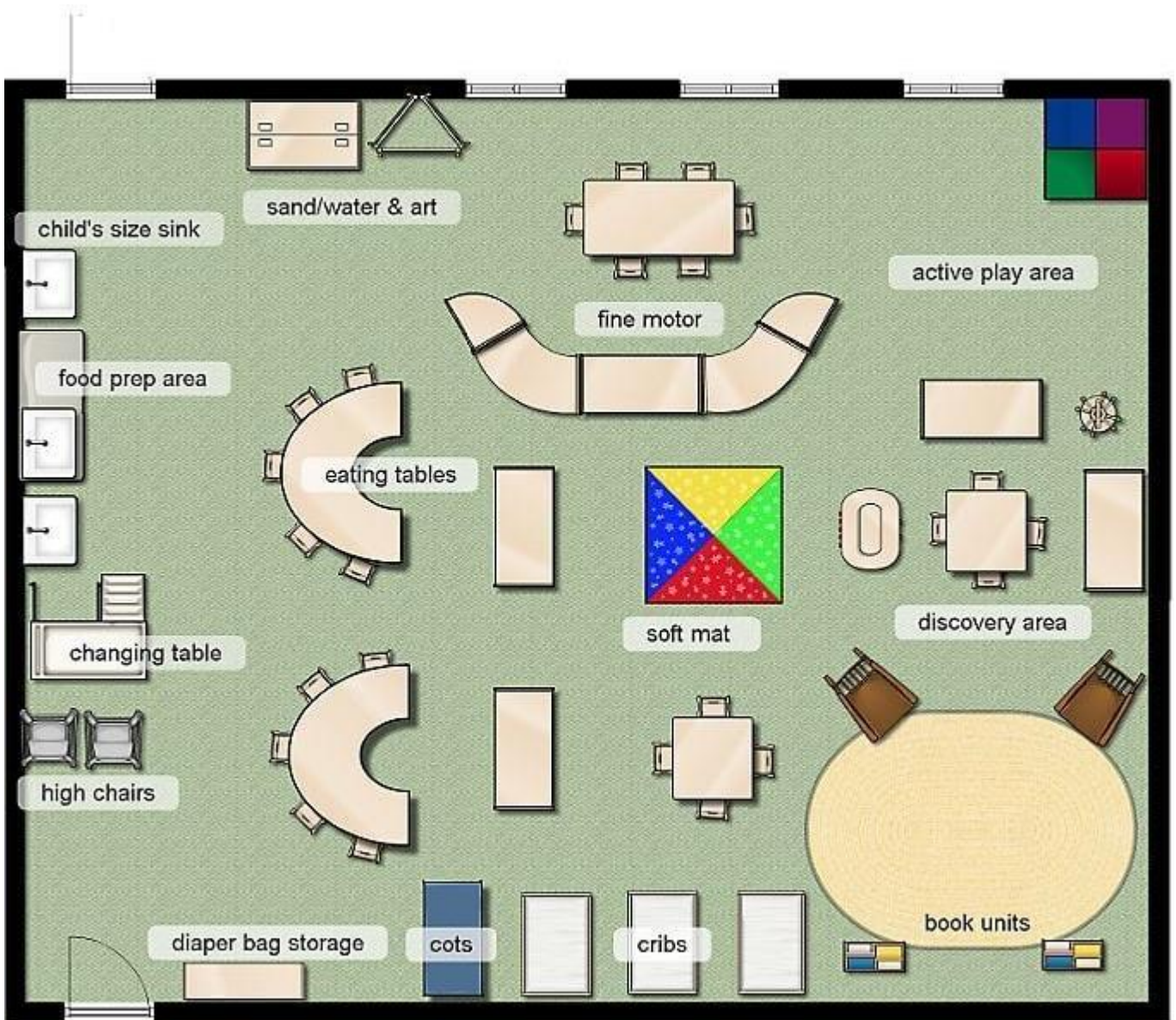
<https://blog.mybrightwheel.com/top-daycare-floor-plans>

Small daycare floor plans (1-20 children)



This child care centre floor plan is ideal for an infants' program and includes designated spaces for diaper changing, sleeping, and various activities.

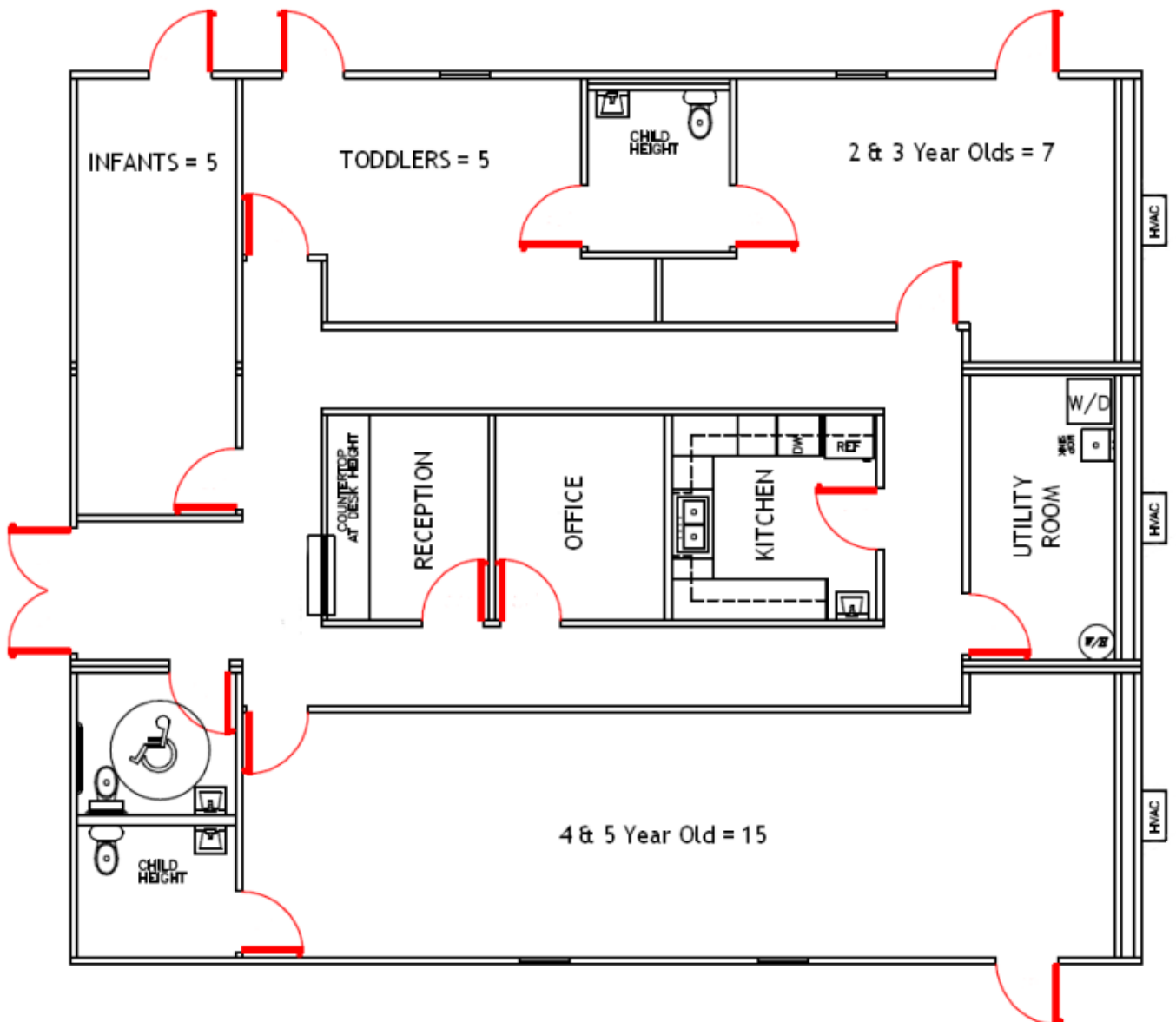




This child care centre layout is suitable for programs with 8 children or less. The design includes space for active play, a discovery area, and sleeping cots.



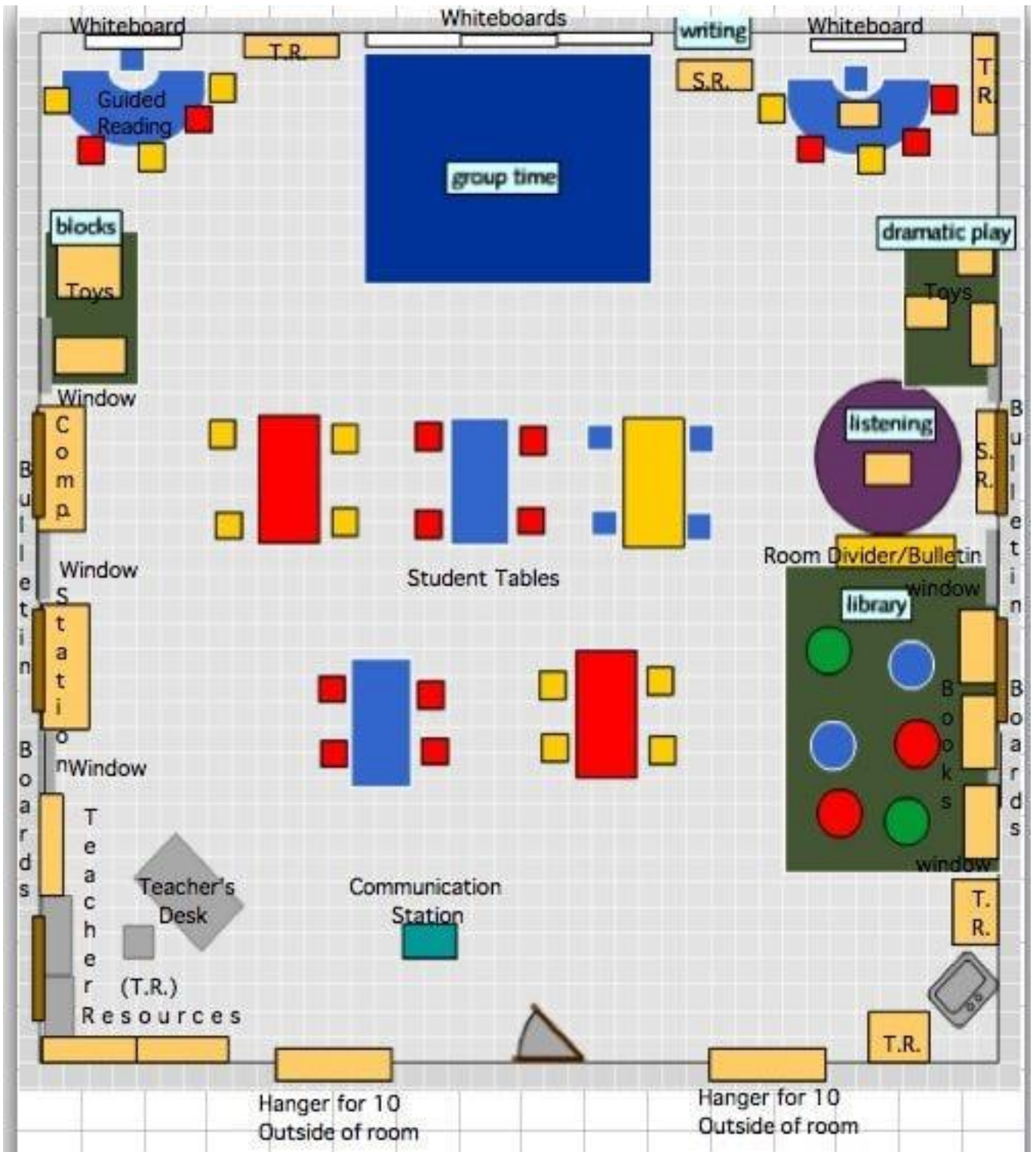
Medium daycare floor plans (20-50 children)



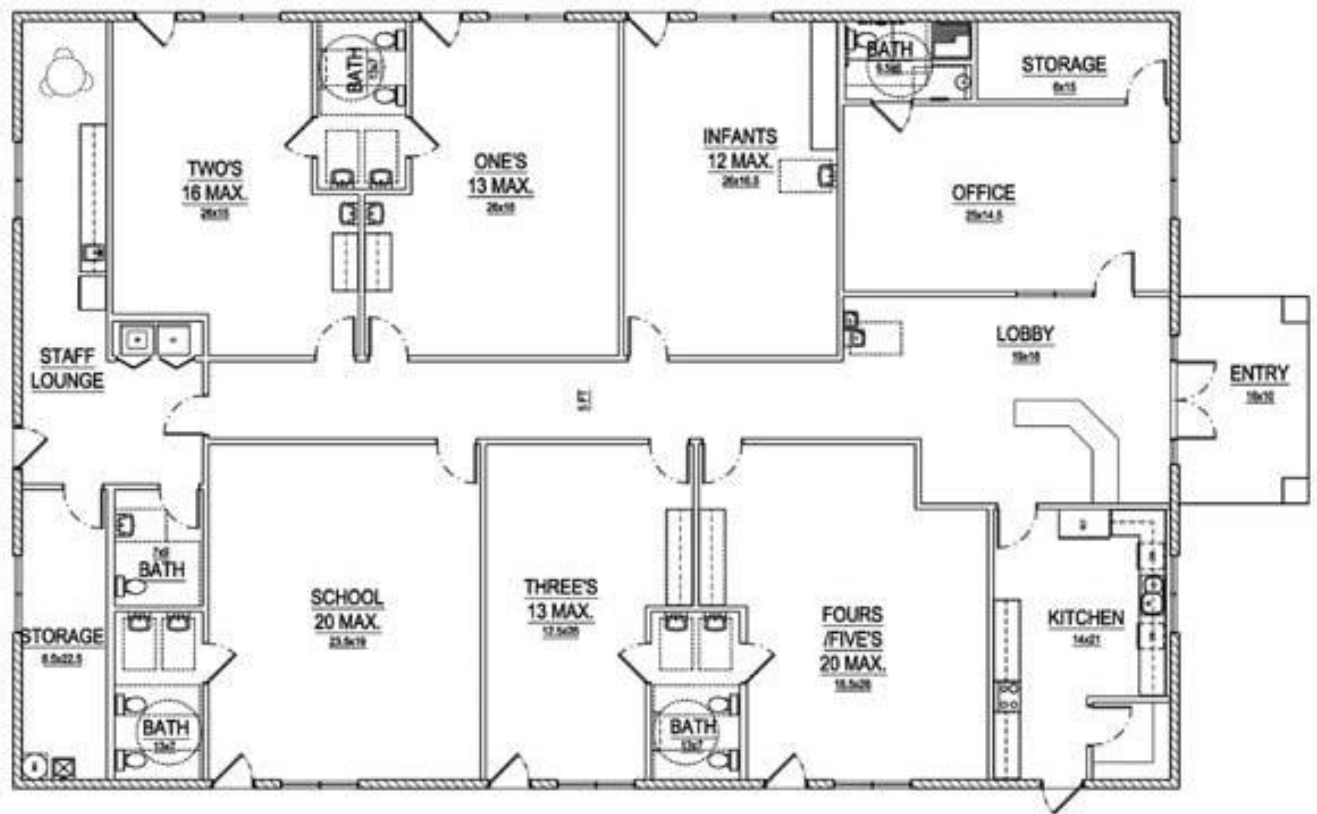
This child care centre floor plan accommodates around 30 children. The design features distinct classrooms for different age groups and an ADA-accessible bathroom (age and disability).



This child care centre layout is ideal for 20-25 children. The design includes designated storage areas for toys and books and spaces for group time, guided reading, and dramatic play.



Large daycare floor plans (more than 50 children)

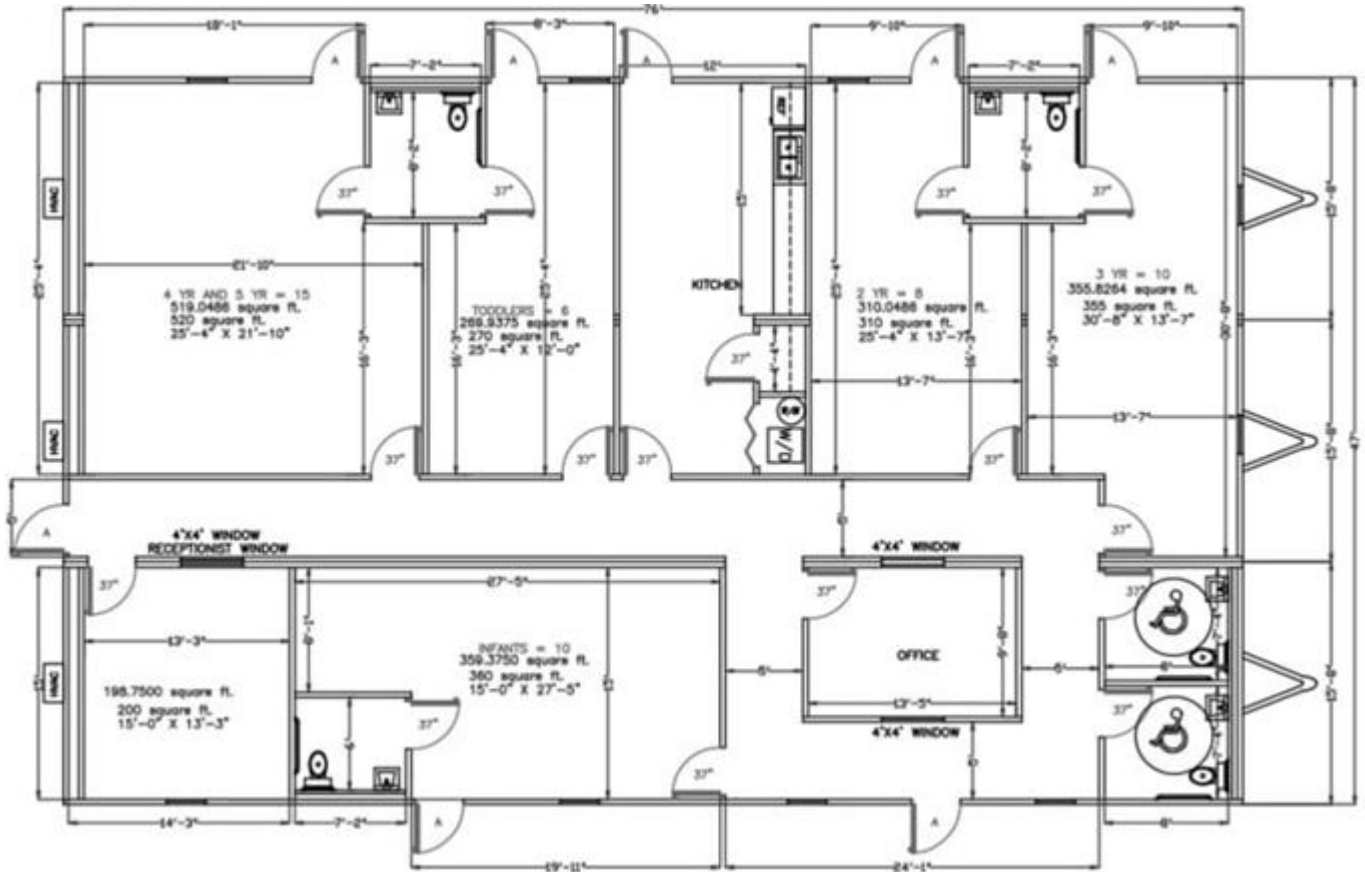


day care center

This child care centre floor plan is suitable for up to about 90 children. It features separate classrooms for different age groups, a staff lounge, and multiple storage areas.



DAYCARE MODEL for up to 56 children, 10 infants plus 46 preschool



This building plan features 5 classrooms and separate office space for staff and administrators.

What are some plans I can follow to design my preschool classroom layout?

The best layout for your preschool classroom will depend on your teaching goals and the learning environment you want to create for your children. Remember that you can also update your classroom design as your program needs change—even a simple refresh can make a big difference for your teachers, children, and families! Here are some sample layouts categorised by program size to inspire you.

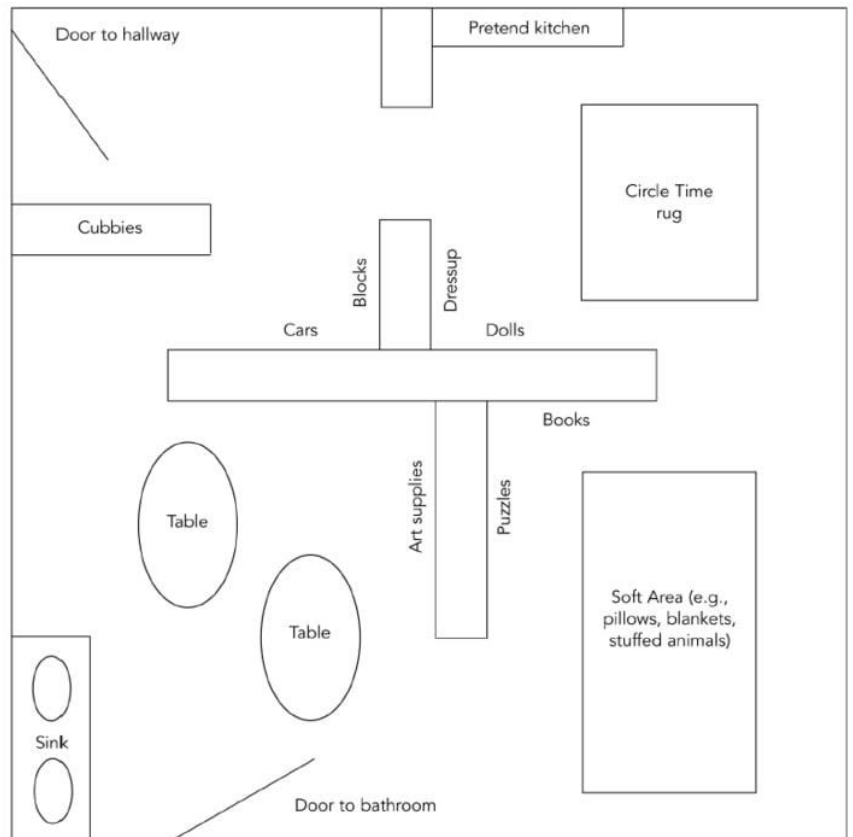


Small preschool classroom layout ideas (1-20 children)

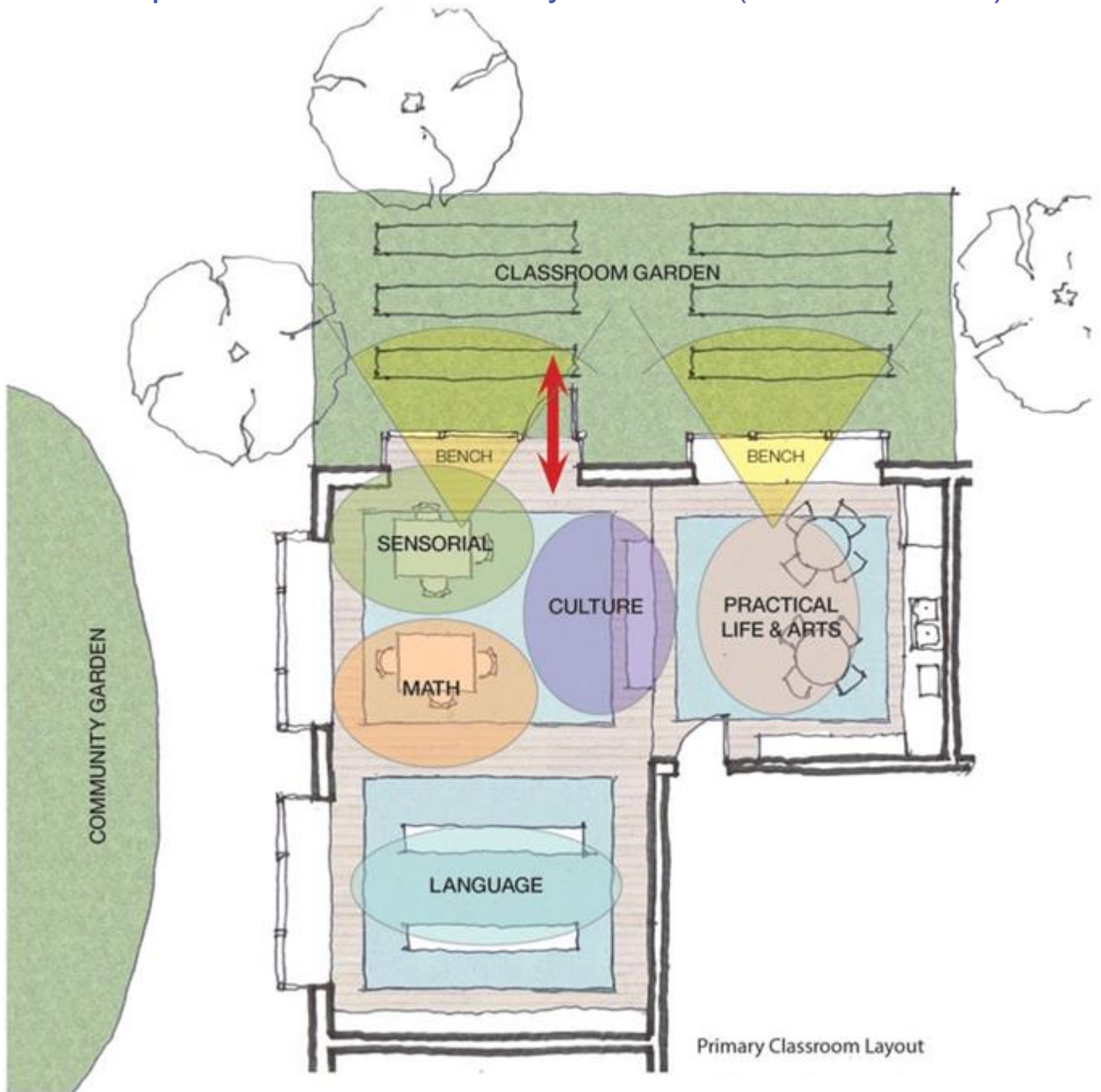
This daycare floor plan accommodates up to 12 children. It includes space for activities such as dramatic play, art, and sand and water play.



In this daycare floor plan, shelving helps to divide the space into an entryway, play area, soft area, and eating area.

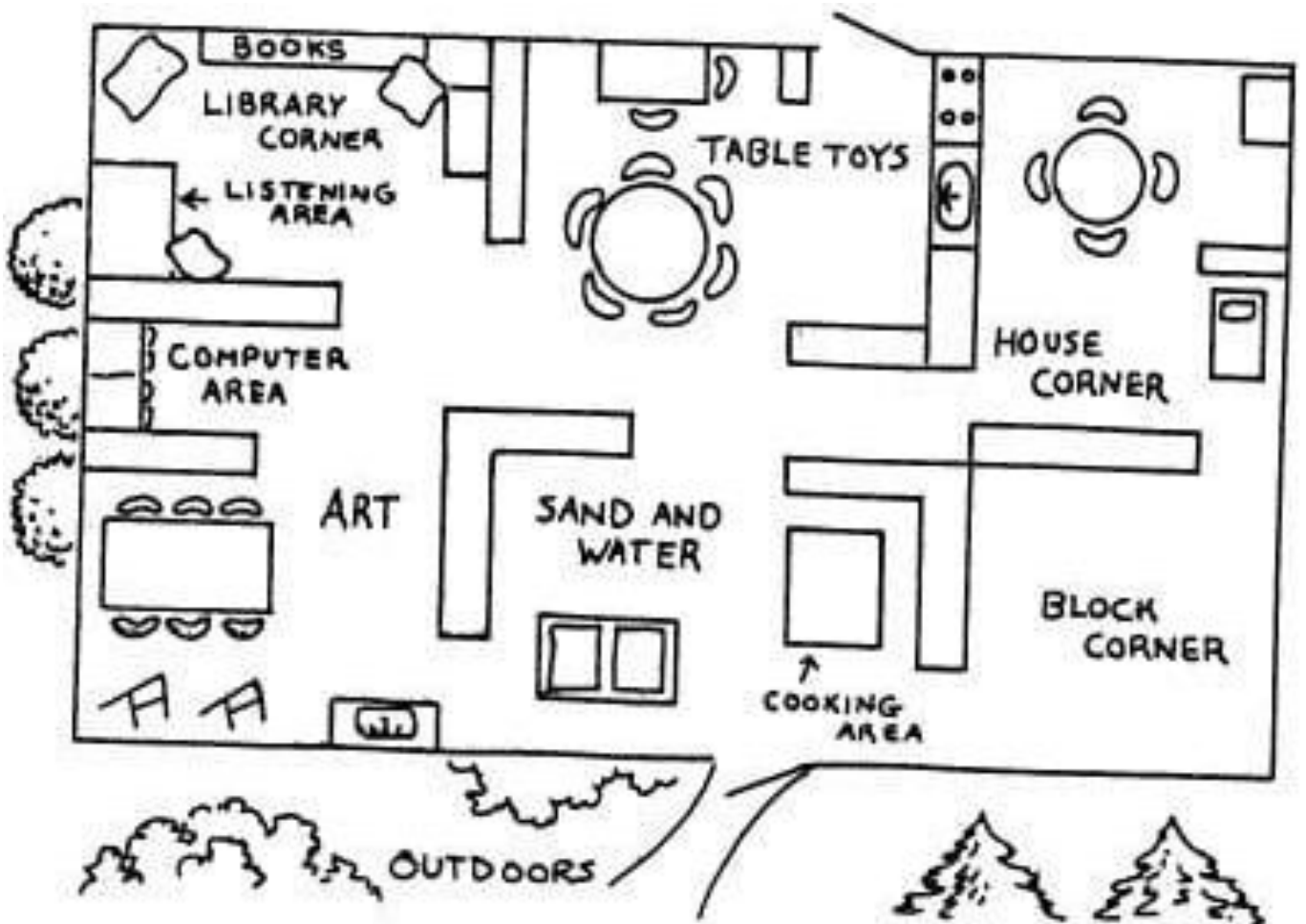


Medium preschool classroom layout ideas (20-50 children)



Source: *Montessori School Design*

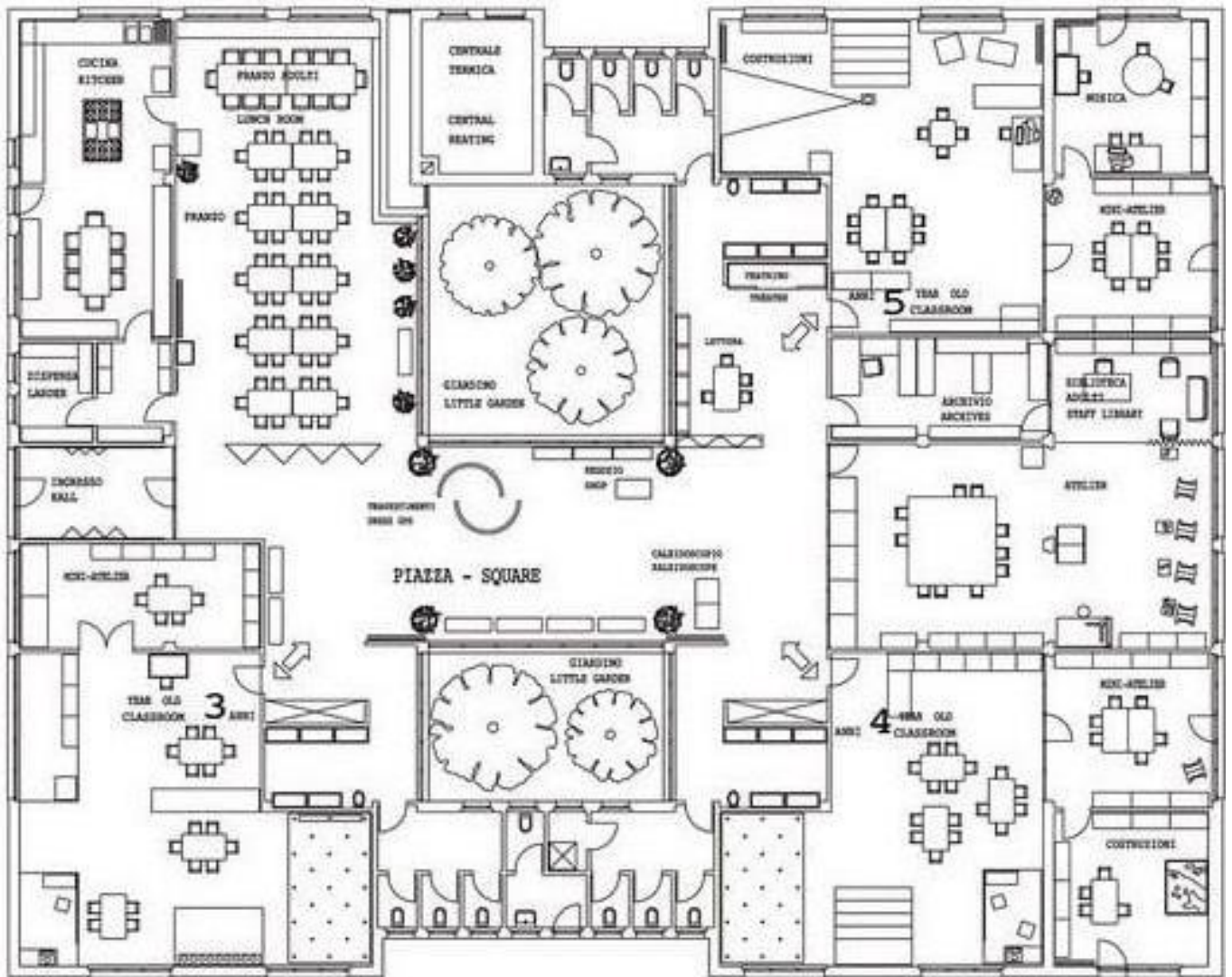
This Montessori environment is designed to encourage concentration, community, and collaborating with teachers and other children.



This preschool classroom design includes learning centres for art, listening, reading, computers, and more.



Large preschool classroom layout ideas (more than 50 children)



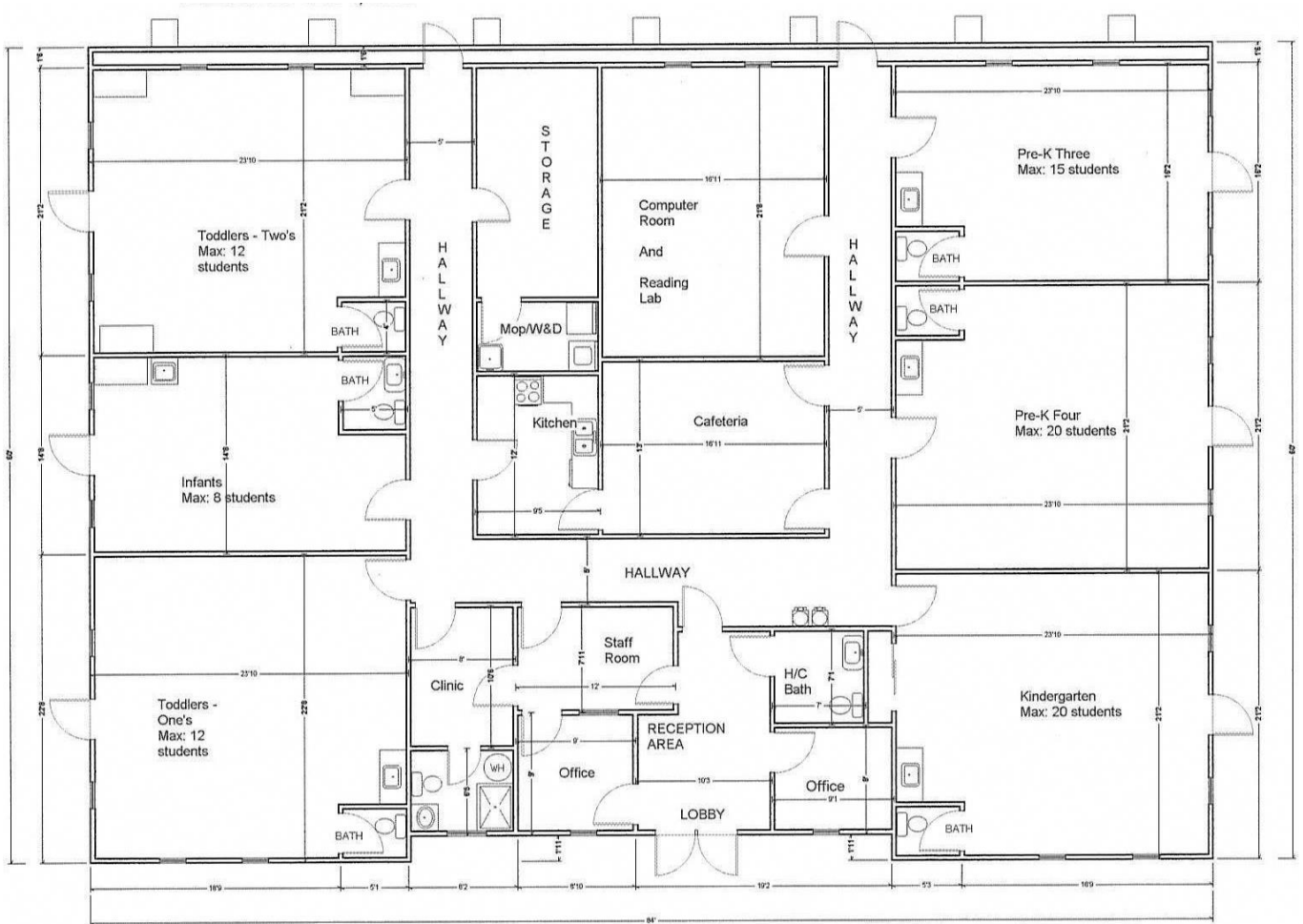
What are daycare room setup ideas I can follow?

Once you've decided on a floor plan to follow for your child care or preschool program, it's time to start thinking about how to set up your room(s) and what furniture and other equipment you'll need. The more daycare ideas you can gather for inspiration, the more creative you can get with your classroom design!

In general, you'll want to consider including the following elements in your room setup:

- Cubby storage
- Classroom storage
- Station for changing nappies / diapers
- Crib area
- Nap area
- Feeding area
- Adequate room developmental play
- Open, unrestricted area for activities and lessons

This preschool centre incorporates a Reggio Emilia approach and accommodates more than 50 children.



This floor plan is ideal for serving multiple age groups and includes 6 classrooms. It also contains a spacious lobby and reception area that's suitable for receiving multiple families at once.

How many square metres does each child need in a daycare floor plan?

To ensure you're meeting state guidelines, check in with your licensing agency to find out how many square feet of classroom space you're required to have per child. As a general rule of thumb, you should always plan for your centre to be larger than the minimum requirement to make room for hallways, storage areas, and other needs your program may have.

Research shows that it's best to have 4.2 to 5.1 square metres (45-55 square feet) of activity space for each child, and most experts agree that at least 4.6 square metres (50 square feet) per child is best. Consider allotting even more additional space for infant and toddler classrooms to ensure adequate space for cribs and other pieces of large equipment.



feelings

New way

WHOLE DIFFERENT Way of Life.



Mind



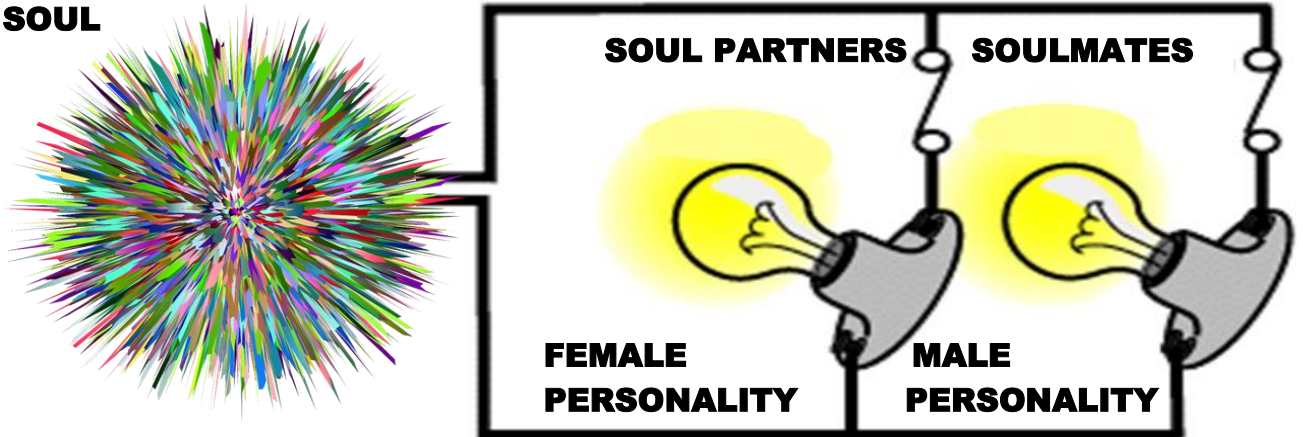
feelings

Health of all of Our Bodies

SOUL LIGHT emitted is to be BALANCED by the LIGHT RETURNED!

**Two separate personalities on parallel 'circuits' having the same soul.
What impacts one personality does not impact the other personality.**

SOUL



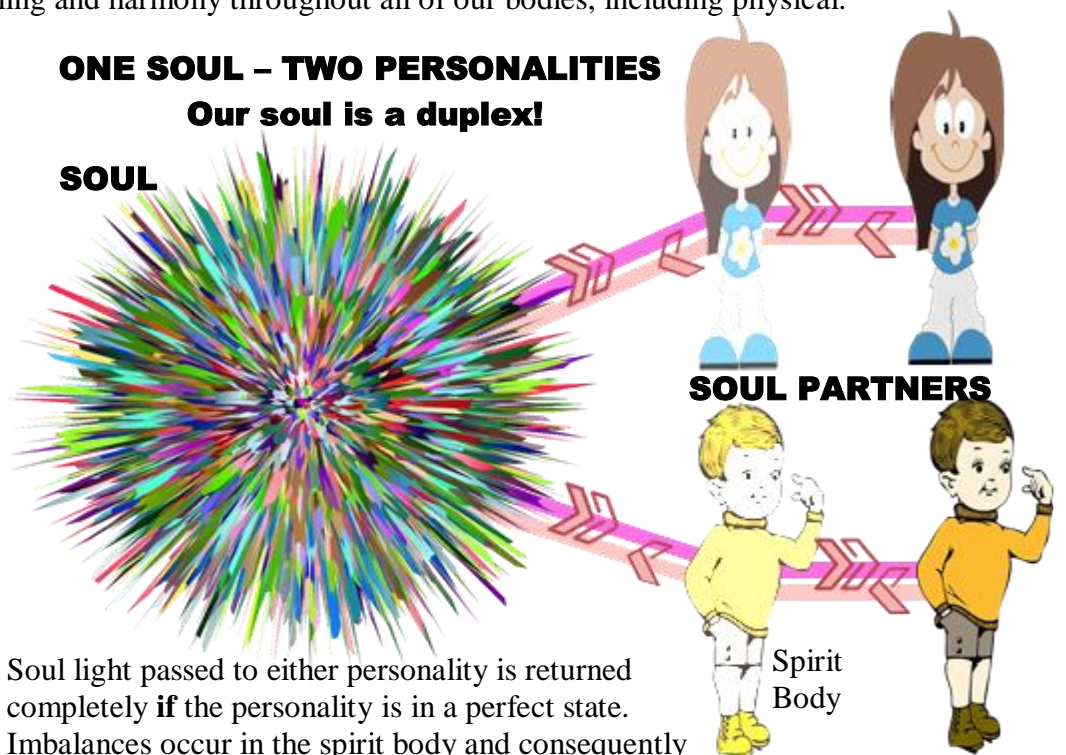
The elephant in the room is our Childhood Suppression, from conception through to age six years. This impedes the circulating flow of soul light thus bringing about imbalances throughout our spirit and physical bodies. This manifests as discomfort, pain, illness and disease throughout our lives. All 10,000 identified diseases are of the consequence of Childhood Suppression in its numerous formats.

We are to express our feelings, both good and bad, to a companion who is open to hear what is coming to surface for us. We are to long to know the truth behind those feelings. What enters us emotionally is to be expressed emotionally. This is our Feeling Healing. This is the one and only pathway to bring about healing and harmony throughout all of our bodies, including physical.

ONE SOUL - TWO PERSONALITIES

Our soul is a duplex!

SOUL



Soul light passed to either personality is returned completely **if** the personality is in a perfect state. Imbalances occur in the spirit body and consequently the physical until Feeling Healing is complete.

Physical Body

Chaldi Child Care Centre

&

Kindergarten

WELCOME!



SAFE SANCTUARIES

It takes a Community to Protect a Child



CHILDREN OF THE WORLD



PASCAS UNIVERSITY



TAFE



Technical And Further Education

Craft Creations Family Shed

x^2 Year 10

Δ Year 11

\sqrt{y} Year 12

\leq Year 7

 Year 8


\approx Year 9

∞ Year 4

% Year 5

 Year 6

\cdot Year 1

 Year 2

\pm Year 3



KINDERGARTEN

PRE SCHOOL



NOTHING IS FORGOTTEN



The moment of our conception will ultimately be remembered as a most stressful and damaging experience. We are literally continuously fire hosed with our parents' emotional injuries and erroneous beliefs – and they do not even know we have arrived!



We, as parents, may tell ourselves that our children 'will get over it', 'they will forget about it!' That is a gross lie and

error – we each do not forget ANYTHING!



We are each to heal ourselves of the hurt and harm imposed upon us by expressing what we feel, both good and bad, and long to understand the truth behind what our feelings are drawing our attention to.

It is through these corruptions (errors of belief, emotional injuries, events that we have not been allowed to complete, our will being imposed upon, controls imposed upon us by others trying to make us be who we are not, etc.) that our energy flows back to our soul are degraded and that ultimately damages our physical and spirit bodies bringing about discomfort, pain, illness and disease. It is the imbalance of the flow of energy from our soul and that which we return that is the underlying cause of all identified illnesses, maybe all 10,000 or more so far catalogued.

In our senior years, many of us are said to be losing our memory and awareness of what may be unfolding around us. Nevertheless, we each will remember everything that is imposed upon us and what unfolds for us. This is recorded within our spirit body and soul's memory. Everything throughout every moment of our life is recorded, never to be lost.



It is only when we heal our erroneous beliefs and emotional injuries through our personal Feeling Healing that we will 'forget' the pain and suffering that we have had imposed upon us throughout our life, from conception to death, by those who sort to control us and impose their will upon each of us and our ongoing repression of our childhood suppression.

NOTHING IS EVER FORGOTTEN

Beliefs suppress TRUTH

Dis-ease is of Disharmony with TRUTH

Mental Illness is of CHILDHOOD SUPPRESSION

Perceived level of truth MoC 1,000

FEELING HEALING

embraces the healing of both

Disharmony with TRUTH

and

CHILDHOOD SUPPRESSION

and with Divine Love we are embracing

our

SOUL HEALING

Perceived overall level of truth MoC 920 – relative truth potential MoC 1,480

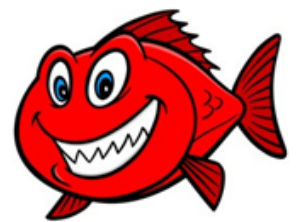
LONG to KNOW ABOUT what you are FEELING!
Long to understand the truth behind
what your feelings are pressing upon you.



Ask to know the truth about that which you feel.
It is knowing the truth of that
which you feel that sets you free!



Always be true to your feelings
because they are your truth
and truth is love and our way home!



Express your feelings to those who matter to you.
Suppressed feelings bring about pain and illness.
Talk it out to a friend!

From our head to our toes,
what our feelings say goes!



Feelings, good and bad, are to be expressed.



Heartfelt feelings are our truth.

Then we are to continue by longing for
the truth that our feelings are to reveal to us!

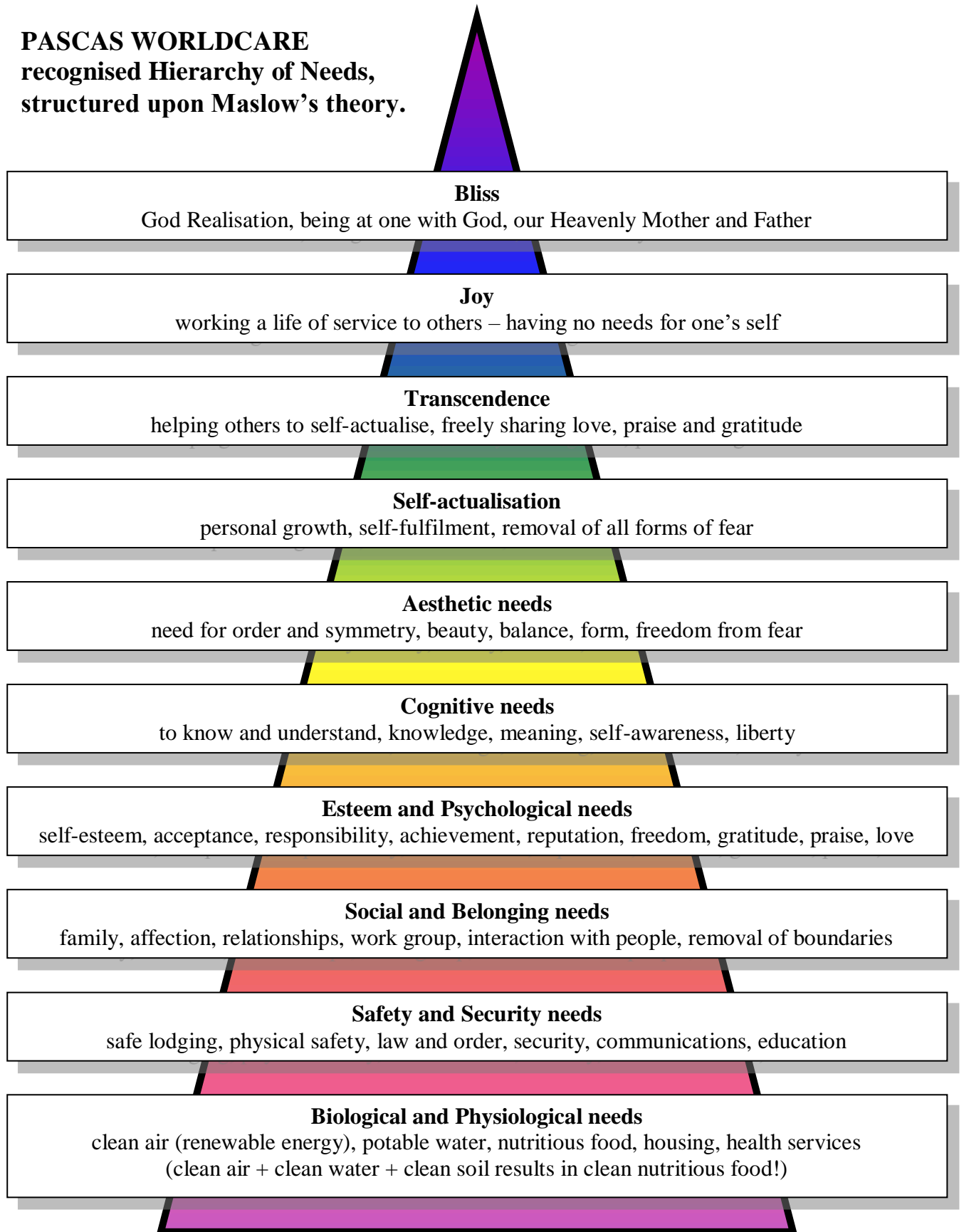


and bring about;

Unbridled *Personal* **LIBERTY** = True Self-**Expression**



PASCAS WORLDCARE
recognised Hierarchy of Needs,
structured upon Maslow's theory.



SUGGESTED READING:

Kindly go to www.pascashealth.com and then to the Library Download page and then to open the following, scroll down to the topic and click on the PDF:

CORPORATE ALLIANCES

Chaldi Child Care Centre – Safe Space
 Chaldi College Free to Learn Instinctively
 Chaldi College Free to Learn Pathway
 Chaldi College Primary thru to High – Feelings First
 Chaldi College Women and Girls’ Education
 Chaldi College (WW) – Education through Feelings
 Chaldi College (WW) – Technology & Product Information
 Chaldi University Postgraduate Feelings Degree
 Pascas University and Global View
 Pascas University and the Meeting House
 Pascas University Universally Free Education
 Pascas WorldCare Craft Creations
 Pascas WorldCare Cultural Centre
 Pascas WorldCare Supporting Hands

**ELSEWHERE**

Pascas Care Kinesiology Testing
 Pascas Care – Living Feelings First – Adults
 Pascas Care – Living Feelings First – Children
 Pascas Care – Living Feelings First – Children Annexures
 Pascas Care – Living Feelings First – Children Discussions
 Pascas Care – Living Feelings First – Children Graphics
 Pascas Care – Living Feelings First – Drilling Deeper
 Pascas Care – Living Feelings First – Drilling Deeper Structures
 Pascas Care – Living Feelings First – Reference Centre
 Pascas Care – Multimedia Movie City
 Pascas Care Letters – Beliefs Suppress Truth
 Pascas Care Letters – Etheric Spirit Body
 Pascas Care Letters – Mind into Balance with Feelings
 Pascas Care Letters – Psychology and Feeling Healing
 Pascas Park – Journey of Man

Pascas Primary publications being:

U-Turn for Humanity Pascas reveals New Feelings Way
 U-Turn for Humanity pathway being New Feelings Way
 U-Turn for Humanity shutting hells through New Feelings Way
 U-Turn for Humanity soul light and the New Feelings Way
 U-Turn for Humanity through the New Feelings Way
 U-Turn for Humanity treacherous assumptions New Feelings Way
 U-Turn for Humanity unfolding the New Feelings Way
 Universal Gift – Feeling Healing with Divine Love
 Feeling Healing and Divine Love Discussion Prompts
 Pascas Care Death & Dying Transition & Assimilation Marjorie

Also kindly consider reading:

www.pascashealth.com

then proceed to Library Download :

Pascas Care Letters – Root Cause now to Pathway Forward

Pascas Care Letters – Root Cause now to Pathway Forward (short)

Pascas Care Letters – Funding for Change Over

Pascas Care Letters – Family Shelters Abuse & Remedial

Pascas Care Letters – Family Shelters Social Housing

Pascas Care Letters – Family Shelters Overview

Pascas Care Letters – Family Shelters towards Liberation

Pascas Care Letters – Back to Basics

Pascas Care Letters – Change

Pascas Care Letters – Dr Hawkins validates Feeling Healing

Pascas Care Letters – Education through Feelings

Pascas Care Letters – Finalizers our Destiny

Pascas Care Letters – Glass Ceiling Barrier Removal

Pascas Care Letters – Humanity is Addicted to Untruth

Pascas Care Letters – Journey of Earth's Humanity

Pascas Care Letters – Life is a Highway

Pascas Care Letters – Live True to How You Truly Are

Pascas Care Letters – Moving out of Healing

Pascas Care Letters – My Customs Heritage and Nationality

Pascas Care Letters – One Soul Two Personalities

Pascas Care Letters – Psychology and Feeling Healing

Pascas Care Letters – Spirit Evolution and Environmental Changes

Pascas Care Letters – There is only One Way to Heal One's Self

Pascas Care Letters – Transition & Assimilation following Death

Pascas Care – Death & Dying Transition & Assimilation Marjorie

Pascas Care – Kinesiology Testing

Pascas Care Centre – Pacific Basin Nations

Pascas WorldCare – ASEAN and Pacific Island Nations

Or simply allow your feelings to draw Pascas Papers to your attention!

Important recommended reading is:

by James Moncrief

The Rejected Ones – the Feminine Aspect of God

<http://divinelovesp.weebly.com/my-free-books-and-free-padgett-messages.html> ALSO at

<https://www.pascashealth.com/index.php/library.html?file=files/opensauce/Downloads/MEDICAL%20-%20SPIRITUAL%20REFERENCES/Rejected%20Ones%20via%20James%20Moncrief.pdf>

<http://www.pascashealth.com/index.php/library.html>

Library Download – Pascas Papers

All papers may be freely shared. The fortnightly mailouts are free to all, to be added into the mailout list, kindly provide your email address. info@pascashealth.com

EINSTEIN'S THEORY of INSANITY



DOING THE SAME THING
OVER and OVER and
EXPECTING DIFFERENT
RESULTS.

NO PROBLEM CAN BE SOLVED
FROM THE SAME LEVEL OF
CONSCIOUSNESS THAT CREATED
IT.

-ALBERT EINSTEIN

It's all about
Experiences
&
FEELINGS

John the
Typist



**BE FEELINGS
EXPRESSIVE!**