



The Child Care Professional

Fall 2011

ccrr
Child Care Resource & Referral
www.crrr.bc.ca



We hope that you've all managed to find time this summer to relax and enjoy the great outdoors with family and friends!

As you gear up for fall, be sure to consider the CCRR lending library as a resource for your program. If you don't have a copy of the lending library catalogue please pop by the office to pick one up, or access it online at www.vanymca.org. As you may be aware, members wishing to access our lending library may borrow or return resources at either of our two locations.

In order to provide the best possible service to parents we rely on our child care provider members to keep us informed of any changes to the service they are providing. This year we anticipate even more changes as a result of the implementation of full-day kindergarten. Early in July we forwarded each member a profile that reflects what is currently in our referral data base. If you have not already done so, please take a moment to review this information and let us know if there are any changes you'd like us to make.

The YMCA CCRR continues to promote child care providers on our referral data base. When out in the community we present information to families on choosing and monitoring child care, and accessing child care subsidy information. Parents are encouraged to contact our office for child care referrals. We continue to network with other organizations providing services to families, place feature advertisements in our local newspaper, and maintain an online presence.

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YMCA Child Care Resource & Referral

WWW.VANYMCA.ORG

Tri-Cities

1130 C Austin Avenue
Coquitlam, B.C. V3K 3P5
P: 604.931.3400 F: 604.931.3440
E: tricccrr@vanymca.org

Burnaby / New Westminster

Unit 161 5172 Kingsway
Burnaby, B.C. V5H 2E8
P: 604.294.1109 F: 604.294.6278
E: bnwccrr@vanymca.org

Please see the calendar insert for statutory holiday closures, late nights and Saturday openings

"Circle of Friends" Family Resource Program

James Park Elementary

1730 Coquitlam Avenue, Port Coquitlam
P: 604.931.3400
Tuesdays & Thursdays, 9:00 a.m.–12:00 p.m.

Central Elementary

2260 Central Avenue, Port Coquitlam
P: 604.931.3400
Mondays, Wednesdays & Fridays,
9:00 a.m.–12:00 p.m.

Please note: Circle of Friends Family Resource Program operates on the school calendar.

Continued from front page...

We have now returned to our regular evening and Saturday openings to accommodate your busy schedule. Our training schedule offers a wide range of workshop/training opportunities. In the past year we have noticed a significant increase in those wishing to access our training. Although we would like to be able to accommodate everyone, it is important that we provide the best possible service to our member child care providers. To that effect, we are implementing a new workshop registration policy with an early bird registration date for YMCA CCRR members. Please see the registration page for more information.

If you would like to become a member the YMCA CCRR and operate a child care facility in Burnaby, New Westminister, Coquitlam, Port Coquitlam, Port Moody, Anmore or Belcarra, please contact our office prior to the registration date and we'll be happy to assist you.

~ Diane

Early Childhood Development Committees

A number of communities across British Columbia have established Early Childhood Development (ECD) Committees that work to identify local priorities related to the healthy development and well-being of young children and their families, and to focus on strategies for addressing these priorities.

For more information about the committee in your community and how to become involved please contact:

Burnaby ECD Committee

W: www.kidsinburnaby.ca
E: Kamala – kamalasproule@yahoo.com
Burnaby Child Care Action Team
E: Rheen – rheen.herrick@vanymca.org or call
604.294.1109

New Westminster ECD Committee

W: www.kidsnewwest.ca
E: Karen – karen.corcione@gov.bc.ca or call 604.660.0310
New Westminster Child Care Action Team
E: Jo-Anne – kidschildcare@telus.net

Tri-Cities ECD Committee

W: www.tricitysecd.citysoup.ca
E: Susan – susan.foster@fraserhealth.ca or call
604.777.7806
Tri-Cities Child Care Working Group
E: Diane – diane.lee@vanymca.org or call 604.937.1232



WELCOMING A NEW CHILD

A Classroom Community: Where Everybody Knows Your Name

by Joni Levine

"Belonging to a group can provide the child with a variety of resources that an individual friendship often cannot—a sense of collective participation, experience with organizational roles, and group support in the enterprise of growing up. Groups also pose for the child some of the most acute problems of social life—of inclusion and exclusion, conformity and independence."
~ Zick Rubin (20th century), U.S. social psychologist

Five year-old Andrea is starting a new early learning program today. Although this will not be Andrea's first early care experience, she is anxious. Andrea's family moves often and she has attended other programs, so she thinks she knows what to expect. Like the programs she has attended before, she anticipates the new classroom will seem large and overwhelming. With little guidance she will be expected to learn her way around, pick up on classroom routines, and quickly fit into the existing peer groups. She is familiar with both the feeling of confusion and alienation of being the *new kid* on the block.

Fortunately for Andrea, this time will be different. Even before she has entered the room, she is already an important part of her new classroom. She has a cubby already labeled with her name. A photo of her is already a part of the classroom bulletin board display. Both teachers and children are ready and eager to actively welcome her and help her feel like she belongs!

More Than Four Walls and a Door

A classroom can be more than an incidental place

where a group of children gather to learn each day. A classroom can be a place where children form bonds and friendships, and where they learn how to interact within a group and to develop social skills of sharing and cooperation. These skills help a child with future academic skills as well as in building relationships. In early childhood, we often strive to meet all of the needs of young children. These include the following emotional needs: acceptance, belonging, affirmation, achievement, recognition, and respect. A classroom can be a community, a special place where all children feel safe and accepted. A community is a place where everyone is valued, everyone contributes, and everyone belongs.

The Teacher's Role

There are many ways that teachers can promote a sense of community, inclusion, and belonging in the classroom. It is the teacher's role to establish an environment of acceptance and camaraderie. She can set the tone for positive, warm, and caring interactions. When she takes the time to listen and show respect for each child, she becomes a model for this behaviour. She should establish ground rules on what is and what is not acceptable social behaviour. Some sample rules may include: no teasing, take turns, listen to others, etc. Foremost, the teacher must prevent any form of discrimination or exclusion among the children. There are many resources and books available that address an anti-bias approach and help teachers to promote multicultural awareness and an appreciation for diversity.

You Are Welcome Here

When a new child joins a classroom community, there is a great opportunity—not only to welcome the new child, but also to strengthen a sense of cohesion among all of the children in the group. Here are some concrete ways to welcome a new member of the community.

- Prepare the class. Share with them some basic information about the new child. What are some of this child's hobbies or interests? Draw attention to commonalities. Perhaps you can tell Shawna that Kyle also has a pet dog!
- Explain the goal of welcoming a new child. Ask the group to brainstorm ways they can help the new child to feel comfortable and welcome. Maybe they would like to make a welcome banner or sign.
- Pair up the new child. Assign a buddy. This child can help the newcomer feel welcome and connected

Continued...

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as well as serve as a guide by touring the classroom and explaining routines. Pick a child you know would be willing and enthusiastic for this task. An outgoing, highly verbal child is a good choice. Additionally, pairing up children who know each other is an effective way to promote collaboration and teamwork.

- Break the ice. Take the time to revisit "getting to know you" games and activities. Have all of the children wear nametags again. Play games that focus on names and identity (e.g., "My name is Tony and I like tangerines").

Let's Get Together

Many early childhood programs already have some type of group, circle, or meeting time. These scheduled times are ideal for group discussion and activities and provide daily opportunities to focus on social skills such as turn taking, listening, cooperating, and sharing.

You may wish to set aside a specific time for group discussions. When you begin, keep these discussions brief. Match the attention span of the children. At first, five minutes may be plenty. Additionally, two short sessions can be better than one long one.

There are many ways to guide a group discussion. Allow flexibility to respond to the children's needs and interests. Here are a few ideas to get you started:

- Make this a safe place and time for children to participate and share. Be sure to recognize each child's contribution as valuable. Reinforce the

idea that it is important to listen when someone else is sharing. If, at the start, turn taking is a challenge for your group, try using a prop. Construct a pretend microphone that can be used to signify the current speaker.

- Provide time for an open-ended discussion. Give the children the opportunity and encouragement to share news of interest, observations, or concerns.
- Lead the children in a group decision-making exercise. Do not be afraid to relinquish some of your power to the group. Children are more enthusiastic about activities that they have chosen or helped to plan.

Sample Decisions

- "Where in the classroom should we hang this poster?"
- "What songs would you like to sing today?"
- "Let's decide where to go on our next field trip."

You may find it worthwhile to present hypothetical situations for discussion. Select scenarios that promote pro-social skills and group cohesiveness.

Sample Scenarios

- "Bonnie and Tony both want to ride the wagon at the same time, but it is too small for two children. What could they do?"
- "What are some ways that we can help Andrea feel better when she is missing her mom?"

Continued...

Skills Needed to be a Community Member

It is the teacher's role to establish an environment of acceptance & camaraderie.

There are skills that will help a child become a caring member of your classroom community. Each child assumes an equally important role. They each take on personal responsibility for both prosocial interactions and conflict resolution. Keep this list in mind as you interact and guide young children. These skills will affect their social interactions and relationships in your classroom and beyond.

- Empathy – the ability to understand someone else’s feelings with compassion.
- Emotional expression – the ability to use words to appropriately communicate feelings or desires.
- Listening – taking the time to attend to someone else’s message without being judgmental.
- Conflict resolution – the ability to compromise and negotiate.
- Teamwork – the ability to work both cooperatively and collaboratively.

Activities That Promote Prosocial Skills and a Sense of Community

Activities that encourage young children to work together and collaborate can be woven into your daily schedule and curriculum. Art projects are a good place to start. Consider a large group project that everyone can contribute to, such as a mural or large sculpture. Set up a project that could not be done by just one person. Large floor puzzles are a lot of fun for groups, too. Consider involving the children in a community charity project such as a food drive or cards for hospitalized children.

Games are a fun way to involve children and to help them develop prosocial skills. The games described here emphasize cooperation and teamwork over competition.

- **Musical Chairs:** This game is played like the traditional version, except after each chair is removed,

participants must help each other find room on the remaining chairs.

- **Sharks in the Water:** A large square is taped off on the floor. As music plays, children swim around it. The music stops, sharks have arrived, and all must find safety on the taped off area – the island. Each time, reduce the size of the island area. Encourage children to help each other fit into the square.
- **The Blob:** This is a variation of tag. As each person is caught, they join hands to form a ‘Blob.’ Only the people on the ends of the Blob may tag others and hands must stay clasped.
- **Sardines:** This is the opposite of hide-n-seek. In this version, the group covers their eyes as one child hides. (It is best if they choose a spot that is large.) When a child finds them, they join the hider. Each child squeezes into the hiding place until everyone is reunited.
- **Fickle Feather:** Children form a circle and hold a bed sheet by wedging it under their chins. A feather is placed on the sheet. The participants try to blow the feather from one side of the bed sheet to the other without dropping the sheet or losing the feather off the side.
- **Hoopla:** Simply place a number of children inside a Hula-Hoop and challenge them to move in various directions as a group.
- **People Shapes:** Divide the class into small groups of 3–5 children. Ask them to work together to form letters, numbers, or shapes with their bodies.

Conclusion

The effort that you put into building a classroom community will pay great dividends. You will eliminate many behavioural management issues. A peaceful prosocial environment is a supportive learning environment. Children who feel safe and accepted in your classroom will be more likely to participate and try new things. They will develop a positive attitude about attending your program and gain skills that will guide them in the future.

Allow flexibility to respond to the children's needs and interests.

Continued...

For Further Reading

Burrill, R. (1994). *Towards Togetherness: The Cooperative Games, Songs & Activities Handbook*. Chester, CA: Anthro Company.

Frank, L. (2004). *Journey Toward the Caring Classroom: Using Adventure to Create Community in the Classroom & Beyond*. Oklahoma City, OK: Wood N Barnes.

Halaby, M. (2000). *Belonging: Creating Community in the Classroom*. Cambridge, MA: Brookline Books.

Stone, J. (2001). *Building Classroom Community: The Early Childhood Teacher's Role*. Washington, DC: NAEYC.

Gussin Paley, V. (1992). *You Can't Say You Can't Play*. Cambridge, MA: Harvard University Press.

Jacobson, T. (2003). *Confronting Our Discomfort: Clearing the Way for Anti-Bias in Early Childhood*. Portsmouth, NH: Heinemann.

National Association for Multicultural Education
www.nameorg.org

Ramsey, P.G. (1998). *Teaching and Learning in a Diverse World: Multicultural Education for Young Children*. New York: Teachers College Press, Early Childhood Education Series.

Teaching Tolerance
www.splcenter.org/center/tt/teach.jsp

York, S. (2003). *Roots and Wings: Affirming Culture in Early Childhood Programs* (revised edition). St. Paul, MN: Redleaf Press.

Resources

Derman-Sparks, L., & The ABC Task Force. (1989). *Anti-Bias Curriculum: Tools for Empowering Young Children*. Washington, DC: National Association for the Education of Young Children (NAEYC).

Gonzalez-Mena, J. (2004). *Foundations of Early Childhood Education: Teaching Children in a Diverse Society*. Columbus, OH: McGraw-Hill Companies.

About the Author

Joni Levine, M.Ed. has been working with young children and their families since 1981. She has shared her experience with many parent and provider organizations as a consultant and trainer. She now manages a web site at www.childcarelounge.com. She is a part-time faculty member at Community College of Allegheny County where she teaches classes in child development and care. She also serves as an expert witness in child care litigation.

Using Beginnings Workshop to Train Teachers

by Kay Albrecht

Welcome! We all felt for Andrea in the opening vignette – and ached that she was dreading starting at her new school. Then Levine walked us through making sure she felt differently as she joined the new classroom. Convene teachers to brainstorm ways to welcome each child. Come up with a road map and a long list of ways to help new children feel welcomed to your program. Then, implement your ideas as your teachers get back to school.

Prepare the class: Wonderful ideas for anticipating new children are included in this article. Add them to your welcoming plan so both sides of the equation, the new child and his or her new group of friends, are both prepared for getting to know one another.

Group discussions: The ideas presented by Levine for providing for and supporting children's thinking about community and community building are worth practicing. Divide teachers into small groups and let them plan, and then practice facilitating group discussions that lead to community building.

It's curriculum!: The skills of community members listed in the article on p. 3 are just itching to become meaningful curriculum. Using the list of skills and the ideas listed as a springboard, help teachers develop curriculum ideas to support learning and practicing skills that lead to being a good community member. It will help all children, not just new ones.

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WISDOM OF PLAY

...the hummy rhythm of the children's attention to their work.



TIME

by Sydney Gurewitz Clemens

A two-year-old on the sandy beach with a pail and a shovel lives in joy, outside of time. He has the attention span of a giant. He will play, with or without your company, as long as you'll let him.

A seven-year-old city child, at that same beach, lets himself hang out, observes people, birds, and water. Suddenly, without an external trigger, he gets up and sprints along the beach and into the water up to just the right height, stops, rests, considers, relaxes. To children, time is measured in units of joy.

From the moment they greet the children in the morning, adults at a child care center or kindergarten convey their attitude about how time is to be used. Without pressure, there's time to say hello and ask how things are going. Courteous, relaxed interactions start a good day. Where

time is organized rigidly and there's never enough of it, staff and children collide. Children want to keep on building with blocks until they've finished what they're building, and they resent having to tear down what they've built because it's "cleanup time." Respecting this, some programs choose to let structures remain—out of the way of the cleaning staff—so building can continue tomorrow.

Waiting in line at the supermarket feels wasteful unless you play with the other people in line. So it is in the early childhood classroom. If children have to wait, they will get impatient or angry – not emotions you're trying to develop. Wise teachers thus arrange a fluid, responsive day with minimal waiting. In Reggio Emilia, Italy, children and staff work together on a project for as long as eight or ten weeks, returning to it most days, as if they had all the time in the world. A great deal

can be accomplished by children working on this kind of extended timeline, and these children's ability to understand how the world works changes because mindful time was invested in important exploration.

A good classroom will flow. Teachers will have a general idea of a schedule, but respond intuitively to the hummy rhythm of the children's attention to their work. Like good parents and good friends, good teachers tune in to those they care for, and promote a flowing, peaceful use of time.

*Sydney Gurewitz Clemens is the author of *The Sun's Not Broken, A Cloud's Just in the Way: On Child-Centered Teaching and Pay Attention to the Children: Lessons for Teachers and Parents* from Sylvia Ashton-Warner. She's a frequent contributor to the Reggio Emilia listserv and can be reached through her website: www.eceteacher.org or by e-mail at sydney@eceteacher.org.*

25th Annual Preschool Promenade Conference

Preschool with a Purpose

September 10, 2011
North Delta Recreation Centre
11415 84 Avenue, Delta, BC
\$65.00 (Lunch included)

Keynote Speaker: Vanessa Lapointe
Calming the Storm: Nurturing Interventions for Children with Challenging Behaviours

For more information, please contact Ramona Manzer, at 604.777.5120 or email manzer@newwestcity.ca.

14th Annual BC Aboriginal Child Care Society Conference

Embracing our Children's Spirit

November 11-12, 2011
Delta Vancouver Airport, Richmond

Children can have profound spiritual wisdom. This can manifest in many distinct forms, be it a fascination with animals, language learning and ancestral stories, ceremonial practice or connection to land. Early Childhood Development professionals will learn to recognize this connection and tailor work towards providing opportunities for children to further understand the world they live in.

For additional information please visit the BC Aboriginal Child Care Society website at www.acc-society.bc.ca or call 604.913.9128.

Emergency Child Care



First Aid

Saturday, September 17, 2011
9:00 am-5:30 pm
Tri-Cities CCRR

Register online at www.vital-link.ca or call Karen Clark at 604.644.4709. Fee: \$90.00.

Note: Additional first aid training is available at other locations. Please visit the Vital Link website for a complete list.



Human Early Learning Partnership presents...

HELP Fall Research Exposition: 10 Years of Insight Connecting the Dots

Wednesday, October 26, 2011
1:00 pm-7:00 pm
UBC venue to be confirmed

Presentations on HELP's past and emerging research, featuring:

- Dr. W Thomas Boyce, Professor, HELP and CCCHR
- Dr. Clyde Hertzman, Director, HELP
- Dr. Paul Kershaw, Associate Professor, CFIS, HELP

To pre-register please email help.events@ubc.ca or visit www.earlylearning.ubc.ca.

Family Services of Greater Vancouver presents

Boundaries and Emotions

December 1, 2011
9:30 am-12:30 pm

Presenter Elaine Stoll will focus on understanding the relationship between a lack of impulse control and boundary violations. This can be a problem for the clients we work with and it can also be a problem for those offering the help. Upgrade your emotional skill levels by learning more about the connection between emotions and boundaries as a way to prevent boundary violations.

Cost: \$55.00

For more information, please visit www.fsgv.ca.

The Children's Foundation presents

The Biology of Loss

Thursday, September 15
9:00 am–4:00 pm
Shadbolt Centre for the Arts
6450 Deer Lake Avenue, Burnaby

Dr. Gabor Mate outlines the mental health implications of early childhood emotional loss. What happens when attachments are impaired and how to foster resilience. Cost: \$150.

For additional information contact Dorothea Kraas at dorothea.kraas@childrens-foundation.org or call 604.434.9101 ext. 100.

Boy Smarts

Strategies for Classroom Success
Friday, October 21, 2011
Broadway Church Conference Centre,
2700 East Broadway, Vancouver
Presenter: Barry MacDonald

In our rapidly changing and technologically complex society, schools are being asked to educate the most diverse student body in history to higher and higher academic standards. Some students—disproportionately boys—are bored, disconnected, and underachieving. Early bird cost: \$149.

For additional details visit www.mentoringboys.com or email info@mentoringboys.com.

Healthy Families, Brighter Futures: Family Services Conference

October 21, 2011
9:00am–4:00pm
Segal Graduate School (SFU)
500 Granville Street, Vancouver

BC Council for Families presents this collaborative, interactive, and participatory, conference. It offers a day full of great presentations, breakout sessions, workshops, and discussion groups. Cost: \$169.

Online registration for this conference will open September 5th. Please visit www.bccf.ca/professionals/events for complete details.

The British Columbia Association for Community Living presents

Getting Connected Fetal Alcohol Spectrum Disorder

4th Annual Fall Conference
November 4–5, 2011
Douglas College
700 Royal Avenue, New Westminster

Conference participants will learn about current and emerging promising initiatives in FASD practice. You will learn to build resources and supports for the community and have an opportunity to network and liaise with families and professionals.

For additional information visit www.bcacl.org.

The Early Years Conference 2012

The Development of Children's Mental Health: How Do We Become Who We Are?

February 2–4, 2012
Hyatt, Vancouver

Our early relationships and experiences shape all aspects of physical and mental health, and are pivotal to who we become and how we function throughout life. The behaviour of young children is meaningful, and understanding this concept is vital for all involved with children.

Visit interprofessional.ubc.ca/Early_Years.htm for additional information.

15th Annual

Children the Heart of the Matter Conference

February 3 & 4, 2012
Bell Performing Arts Centre
6250 144 Street, Surrey

The registration package and information is now available online. Please visit www.childcareoptions.ca for complete details.

Caregiver Corner

2011 Spirit of Community Awards

Tuesday, September 20, 2011
Red Robinson Show Theatre

SCD—Society for Community Development is pleased to announce that the Spirit of Community Awards is returning to the Tri-Cities this year. The event is to be held in conjunction with The Taste of the Tri-Cities.

The Spirit of Community Awards provides residents of the Tri-Cities area an opportunity to honour individuals who are "community builders." Honour your family, friends, and co-workers who selflessly show responsible citizenship by tirelessly working to create healthy communities through their tremendous contributions and commitments.

[http://www.societyforcommunitydevelopment.com/
community awards](http://www.societyforcommunitydevelopment.com/community_awards)

Awards of Excellence

Nominations for the Representative for Children and Youth's 4th annual **Awards of Excellence** are being accepted until August 31st. These awards recognize excellence in British Columbia's child-and-youth-serving system.

Winners will be recognized and honoured at award ceremonies in October 2011.

There are 7 Award of Excellence categories presented by the Representative for Children and Youth, Mary Ellen Turpel-Lafond.

www.rcybc.ca

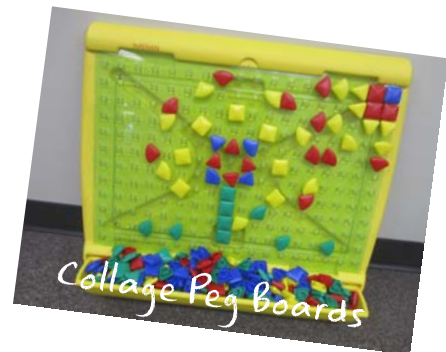
Daycare Closing

Assorted items available, including a library bookstand, books, puppets, foam mattresses, crib with bedding & much more!

For additional information please contact Jolanta at 604.941.1293 or email Jolanta@shaw.ca

Toy Lending Library

We have received a wonderful donation for our Resource Lending Library from Louise Kool & Galt. Visit us to borrow the following fun and creative resources.



Activity Pages

Documenting Children's Experiences:

Documenting children's experiences, also known as Pedagogical Narrations, is the observation and documentation of what children are doing and saying, through photos and descriptive written notes.

"...a hundred
worlds to
discover
a hundred worlds
to invent
a hundred worlds
to dream."

~ Loris Malaguzzi
founder of the
Reggio Emilia method.



Pedagogical narrations allow families to see and understand their child's learning. It provides opportunities for families to see a part of their child's life that they may not otherwise observe.

Pedagogical Narrations offer child care providers a chance to gain knowledge of the children they care for and a chance to reflect on their own current practice.

When children see the documentation, it creates opportunities for them to tell stories, reflect on past experiences and create discussion amongst their peers.





The example above shows the many colours of fall. Some things to include in your interest table may be pine cones, gourds, dry corn cobs and dry leaves.

Here is a lovely idea, taken from Designs for Living and Learning, by Deb Curtis and Margie Carter, pg 118.

This book is also available for loan in our resource library!

As the seasons change, so does our outdoor environment.

Create an interest table that reflects what the children see around them.

Arrange similar objects, of different sizes and shapes, into groups. Use trays, bowls or baskets to arrange the objects.

Have a background for the objects, such as a bright tablecloth.

Invite children to explore the materials.

Note: Infants and toddlers explore with their mouths. Be sure to use materials that are not a choke hazard. Include a picture book to create more interest.

Extend the Activity:

Once the children have had time (a day or two) to explore the materials, extend their interest. Add a magnifying glass and extra baskets for sorting. You might move some of the objects to the sand table. Children can bring related materials from home.

Remember to document! Take photos and note the children's comments along the way. Display these for the children and parents to enjoy.

"...help children climb their own mountains, as high as possible. No one can do more."

~ Loris Malaguzzi

