

The Professional



A Newsletter for the Early Learning and Care Professional, Creating a Bridge Between Research and Practice in the Field

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Meaningful Messages : Making what you say matter

By: Bev Laking , RECE

"Good job!" This message is from me to you. You may wonder.... why is she telling me Good job. Is it because I picked up the article to read? Is it because I do a good job at work? Is it because I am a member of the P.R.C. and thus receive this newsletter? The possibilities are endless.

This is a statement we use often with children perhaps with the underlying hope that we are boosting a child's self-confidence, self-esteem, or giving them the notion we are proud of their accomplishments. It is a statement though that is vague and doesn't impart any of the principles we hope to see in a reflective, intentional teacher who incorporates teachable moments.

What is a teachable moment?

A teachable moment is a slice of time in which you can impart your wisdom to a child.

<http://sfjcf.wordpress.com/2008/06/26/teachable-moment>

It occurs when...

A child is on the verge of making an important new discovery and the context is just right for making it.

We recognize these moments through...

Observing and listening to children.

Implementing a disposition that learning can occur in everything a child does.

Understanding the importance of "scaffolding".

These moments are important because....

Children's play and actions are about what is familiar to them, so play typically provides a meaningful context for children to construct new knowledge and for teachers to facilitate this

construction.

This makes sense developmentally because....

it helps a teacher provide instruction that is directly connected to a child's current understandings.

Teachable moment teaching may seem like something we just do naturally. When a child shows you a piece of writing or art it is very easy to automatically say, "Good job!" "That was a neat idea!" or "I like that!" Perhaps they just put on their coat by themselves and you respond with "Good job". On the other hand, if you want to use this moment to teach, you make a substantive response. If you only have a moment you might say, "You drew a lot of dots on the page", or "You used lots of red and blue in your painting". A substantive response does at least as much as, if not more than simply saying "good job". Responses that are substantive occur in a timely fashion (at the moment), are not judgmental, and extend and expand on children's ideas.

What are Substantive Responses?

*They are used to teach, not just comment on what a child does.

*They acquaint children with descriptive terms that are used by adults.

*They help children reflect back on the work they have done.

*They do not emphasize the product over the process.

*They are more sincere because they are tailored to what the child has actually accomplished.

*They are made with the intention of extending an event.

*They encourage a child's use of language to share ideas.

*They can help a child think about something in a new way.

JOIN the Network that is Right For you!

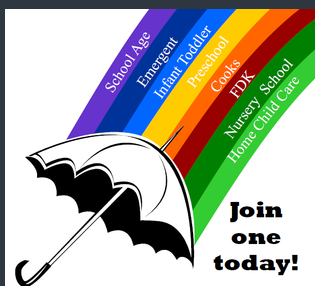
RTB Umbrella Networks

- Cooks Network
- Emergent Network
- Full-Day Kindergarten Network
- Home Child Care Network
- Infant & Toddler Network
- Nursery School Network
- Preschool Network
- School-Age Network

Upcoming Network Meetings

Visit www.eceprc.ca for more information on these networks and current events.

Upcoming network meeting will be posted under the community calendar.



Continued from last page....

Why substantive responses? because....

Children are “doers” who don’t often reflect on their activities.

Talking about what you see points children’s attention to the properties and characteristics of materials, people, and actions that they may not have noticed, or do not yet have the words to describe. Describing to the children what you see unfolding offers the possibility that they will go further with their investigation and encourage their thinking to move to a new level. These are not just casual conversations; instead they require teachers to practice using the details and children’s viewpoint in conversation. The focus always stays with the child’s current actions, or interests, extending rather than shifting. As you follow the children’s lead, you can help them connect their interests to the larger world, extend their vocabulary and their receptive and expressive language skills. You can remind them how what they are doing connects with something they have done previously with you or with their family. You can also advance the learning process if you authentically engage with children around your own life experience, sharing your ideas and viewpoints on their interests.

The next time you catch yourself saying “Good job” take that moment to pause and think about what you could add to that comment. Begin to move beyond just saying “Good job”. Expect this to take some time. It’s hard to break old habits. Recognize that change doesn’t happen overnight, but with consistency and a more conscious awareness you will get to the point where the phrase “Good job” is no longer part of your regular vocabulary.

References:

Curtis Deb, Carter Margie (2011). *Reflecting Children’s Lives, A Handbook for Planning Child-Centred Curriculum 2nd edition*, Redleaf Press.

Kohn Alfie. Five reasons to stop saying “Good Job!” *Young Children*, September 2001.

Owocki Gretchen. *Literacy Through Play. Early Childhood Today*, November 2000.



Newcomer Children

Early Learning Professionals Establishing Effective Communication

By: Rachel Crouse, RPN – Registered Practical Nursing Student

Each year Canada is becoming more and more multicultural. It is estimated in 2011 that there were between 240,000 and 265,000 newcomers immigrating to Canada. (Citizenship and Immigration Canada, 2011) As ‘Early Childhood Learning Professionals’ we need to be aware of this rise in the newcomer population and realize some of them are younger children who will soon be part of Canadian society. Census data shows that newcomer children compromise approximately 20% of Canada’s population, and is suppose to grow to 30% by the year 2015. (Citizenship and Immigration Canada, 2011) Early Learning Professionals/Educators must not portray ethnocentrism but instead help the child to maintain their diversity while they are learning new ways to fit into Canadian society. (Kaiser& Rasminsky, 2007)

Newcomer children may or may not know any English. In order to communicate effectively it is crucial to remain positive and encouraging so the child feels welcomed. Many children may feel stressed and overwhelmed due to communication barriers.

Here are some tips that can help when trying to establish effective communication with young newcomer children:

Nonverbal communication- use symbolic pictures. Be careful using gestures because cultures interpret gestures differently. Ex. Canadians use thumbs up and down meaning good or bad but to other cultures it can be used as in insult. **Speak slowly** and distinctly-avoid slurring words together. Ex. “whatdjasay?” instead ask the child-

“what did you say?”

Avoid terminology- use simple short sentences. “Is the pain located in you abdominal area?” instead say “Do you feel pain in your stomach?”

Use cognates- these are words that share common root words in different languages. Ex. Doctor, hospital, bank, activity, bicycle, family, telephone ect.

It is important for educators to make sure the child understands the conversation. To help facilitate -use open ended questions. This will encourage the child to use the English language they know and it will also help you (the educators) to acquire how much language the child knows. They may have a difficult time with finding the English words that makes sense, so encourage the other children to help them communicate. Encourage interaction with peers so the newcomer can make new friends and use them as language resources. Developing a predictable routine will also help tremendously to give the child a sense of security because they will know what to expect throughout the day. (Kaiser& Rasminsky, 2007)

With the rise in young newcomers coming to Canada, educators need to be more aware of how to communicate in an effective manner. The ‘circle of comfort’ relates to the comfortable distance between you and the child. Many cultures do not like close contact or direct eye contact. Find out the comfortable distance you should be from a particular child by paying attention to the child’s ques. If the child is becoming restless or seems unengaged, simply take a step back and give them space. If you are too close the child may feel threatened or uncomfortable, but if you are too far from the child they may feel uninvolved. Communication with children is most effective when you are in their comfort zone. (Kaiser& Rasminsky, 2007)

In order to understand a child you need to be aware of their background. To have an exceptional understanding of the child’s culture you must be aware of your own first. Being aware of your own values and beliefs will help you recognize any biases and barriers to communication. Being aware of biases and barriers will help you to set those aside while learning about other cultures. Once you understand the child’s background you may then analyze the child and assess what interventions need to be made in order to establish and maintain a therapeutic relationship which incorporates effective communication. People often think the best way to communicate with a newcomer is though an interpreter. Although interpreters are helpful they come with risks of not maintaining confidentiality. Often the child’s interpreter is an older sibling or a relative. This can be a burden to the siblings, and it is also considered ineffective for young children because it is not teaching them to communicate. (Colbert J, 2010) Instead, it shows them they can rely on family to communicate for them. If you decide to use an interpreter the child does not know, there is a risk that the child will not feel comfortable and will choose to not disclose any information.

Another important issue regarding newcomer children is the way they show emotions. For example, every culture has different ways of communicating their pain. Educators may have a hard time determining if the child is in pain because they were raised to not express it. In some cultures verbalizing pain

shows weakness. As educators we must teach the child to express their emotions so we can assist them with any concerns they have. This is a difficult issue to overcome for the child because it is contradicting what they have been taught growing up. Never teach the children to change their cultural ways because this would be considered promoting assimilation. Instead encourage them to communicate their emotions effectively.

Overall, as educators we need to make sure the child is communicating effectively with us so we are then able to support them effectively in the learning environment. This means we may request a speech language pathologist or extra ESL courses for the child and family so effective communication can be established. (Colbert J, 2010) New young Canadian citizens need to feel welcomed and have a positive experience within the health care system; the best way to make this happen is through effective communication between the child and the educator.

References:

Citizenship and Immigration Canada. (2011). Government of Canada announces 2011 immigration plan. Retrieved from Citizenship and Immigration Canada: <http://www.cic.gc.ca/english/department/media/releases/2010/2010-11-01a.asp>

Kaiser B, & Rasminsky J. (2007). Challenging Behaviour in Young Children. *Opening the culture door*. New Jersey: Upper Saddle River

Impacting Community Issues. (2011). *Immigrant and refugee health*. Retrieved from Methodist College <http://www.methodistcollege.edu/communitypartnerships/index.asp?S=66&SUB=102>

Colbert, J. (2010). Welcoming Newcomer Children. *The settlement of young immigrants and refugees*. Canada: Toronto



Impacting Community Issues, 2011

What's New in Childcare



LEARNING TOGETHER with INFANTS and TODDLERS: USING REFLECTIVE TEACHING PRACTICES to MEET UP with CHILDREN'S LIVELY MINDS!

Date: April 13-14, 2012

Location: Italian Canadian Club, 135 Ferguson Street (Guelph, Ontario)

For details and registration form, please visit:

<http://bit.ly/LearningTogetherInfantsToddlers>

ON: HEATED DAYCARE BATTLE CREATES 'BALANCED' MODEL

Source: Cambridge Times, February 28, 2012

This article discusses childcare in the school and how this debate could create a more "balanced" approach to before and after school care.

<http://bit.ly/HeatedDaycareBattle>



Links to the News in Early

PODCAST: FOCUSING on SOCIAL-EMOTIONAL DEVELOPMENT in PRE-K - 3rd GRADERS

Source: New America Foundation, March 20, 2012

In this podcast, they talk with [Cybele] Raver [director of the Institute of Human Development and Social Change] Research so far shows that when teachers are given training on how to help children regulate their emotions and develop their social skills, children exhibit fewer behavior problems and have better self-regulation and attention skills than those in similar classrooms without trained teachers."

[http://bit.ly/](http://bit.ly/PodcastSocialEmotionalDev)

[PodcastSocialEmotionalDev](http://bit.ly/PodcastSocialEmotionalDev)

THE NEED for PRETEND PLAY in CHILD DEVELOPMENT

Source: Psychology Today, March 6, 2012

Over the past seventy-five years a number of theorists and researchers have been able to identify the value of play and how this impacts child development. In this article these concepts are explored.

<http://bit.ly/NeedForPretendPlay>



A Message from your Local AECEO President, Cathy Barrie:

Come join us for:

CAMP AECEO

Team Building & Leadership Camp
What : A camp designed to ignite the fuel that inspires RECEs to invigorate the "leader within"

Where: Trent University, Peterborough, ON

When: June 8-9, 2012

You can pick up registration forms at the PRC, contact your local branch or visit the AECEO

Website at <http://www.aeceo.ca/ece/camp-aeceo-2012-2/>

If you would like to connect with your branch or have any questions please leave us a voice mail by calling:

519-748-5220 ext 8026



A Quality Initiative for Waterloo Region

For Further Information: Debbie Jones, Supervisor, Quality Initiatives
Phone: 519-883 2111 x. 5044—**Email:** djones@regionofwaterloo.ca



RTB Tuesdays at the PRC

Want help with your RTB Binder? Join Debbie Jones for RTB Tuesdays to help guide you through the RTB Process Debbie will be at the ECE Professional Resource Centre at Conestoga College ECE building on the third Tuesday of the month from 2-8 PM.

2-6 PM : Drop-in or book an appointment.

6-8 PM : Group time and we will work systematically through the binders.

Dates for Winter/Spring 2012

January 17, 2012 & Feb 21, 2012

March 20, 2012 & April 17, 2012



Beginning with Books

Laura Dick, Waterloo Public Library and
Laura Reed, Kitchener Public Library.

Great Early Literacy Websites for Kids

Screen time is a controversial topic amongst early childhood educators and parents. If kids are going to use computers, we need to make sure the websites they are visiting offer the best possible educational opportunities for them. There are lots of early literacy websites that offer games, learning and fun, all in one.

Here are a few of our favourites:

PBS Kids

One of the best. Play literacy games, watch PBS KIDS shows and find activities like colouring and music. PBS KIDS Games and Shows are research based and vetted by educators.

www.pbskids.org

Between the Lions

An early literacy site for children ages 4—7 also from PBS. Great characters to get to know, fun songs to sing and educational games to play.

www.pbskids.org/lions/

Get Ready to Read

Get Ready to Read! is designed to support educators, parents, and young children in the development of early literacy skills in the years before kindergarten. Intended for use with all children, the resources and information provided on this site promote skill-building, communication between adults, and ways to address concerns.

www.getreadytoread.org/

Reading if Fundamental:

Leading to Reading

Where young children discover the joy of reading and grown-ups enjoy the journey. An excellent newsletter for parents and educators is available as well. Separate sections for babies and toddlers, preschoolers and parents.

www.rif.org/kids/leadingtoreading

Story Blocks

Help children get ready to read by introducing them to the best songs and rhymes. These short videos by Colorado Libraries for Early Literacy prove that rhymes and songs build readers.

www.storyblocks.org

Library websites also have Links to other educational sites for early learners. Check out www.kpl.org and www.wpl.ca for many more suggestions for fun and educational sites for kids of all ages. We also have suggested sites for topics for grown ups, too.

Children's Book - of - the Month



The Monster Returns
by Peter McCarty

Jeremy thought he'd seen the last of his monster. But her was wrong. While drawing in his room one beautiful day, Jeremy is distracted by a paper airplane that flies in his window. It's a note. It's from monster, who wants to come back for a visit. With a little help from his friends, Jeremy decides another visit from monster isn't so bad after all.

If you have any questions about books or early literacy, please send us an email .

ldick@wpl.ca
laura.reed@kpl.org



Building a Community Through Early Literacy

Full Day Conference
Saturday October 13th, 2012
at Conestoga College

For more information visit www.elawr.org



PROFESSIONAL
RESOURCE CENTRE



Winter Hours of Operation

Monday—Wednesday

9am—8pm

Thursday & Friday

9am-5pm

Closed Saturday and Sunday

The PRC library will be closed Friday April 6th and Monday April 9th for the holidays. However, PD Training will still run on Monday April 9, 2012.

Conestoga College

ECE Building

299 Doon Valley Drive

Kitchener, Ontario N2G 4M4

519-748-5220 x. 3388

The Early Childhood Professional Resource Centre

Tell a Friend Today!

Did you know that being a member of the Professional Resource Centre is recognized as belonging to a professional organization? Our evidence based resources combine current research and quality materials to enhance your programs, and understanding of learning.

Our members receive a monthly newsletter, discounts on in-house workshops, lending privileges for our library and access to our data bank of research and early learning and care articles. Members also receive updates on current information in the ELC community and have access to our work stations and equipment (laminator, computer, binding machine, etc.)

Join today and discover the value of belonging to a professional organization that is invested in your professional growth, our community, and the future!



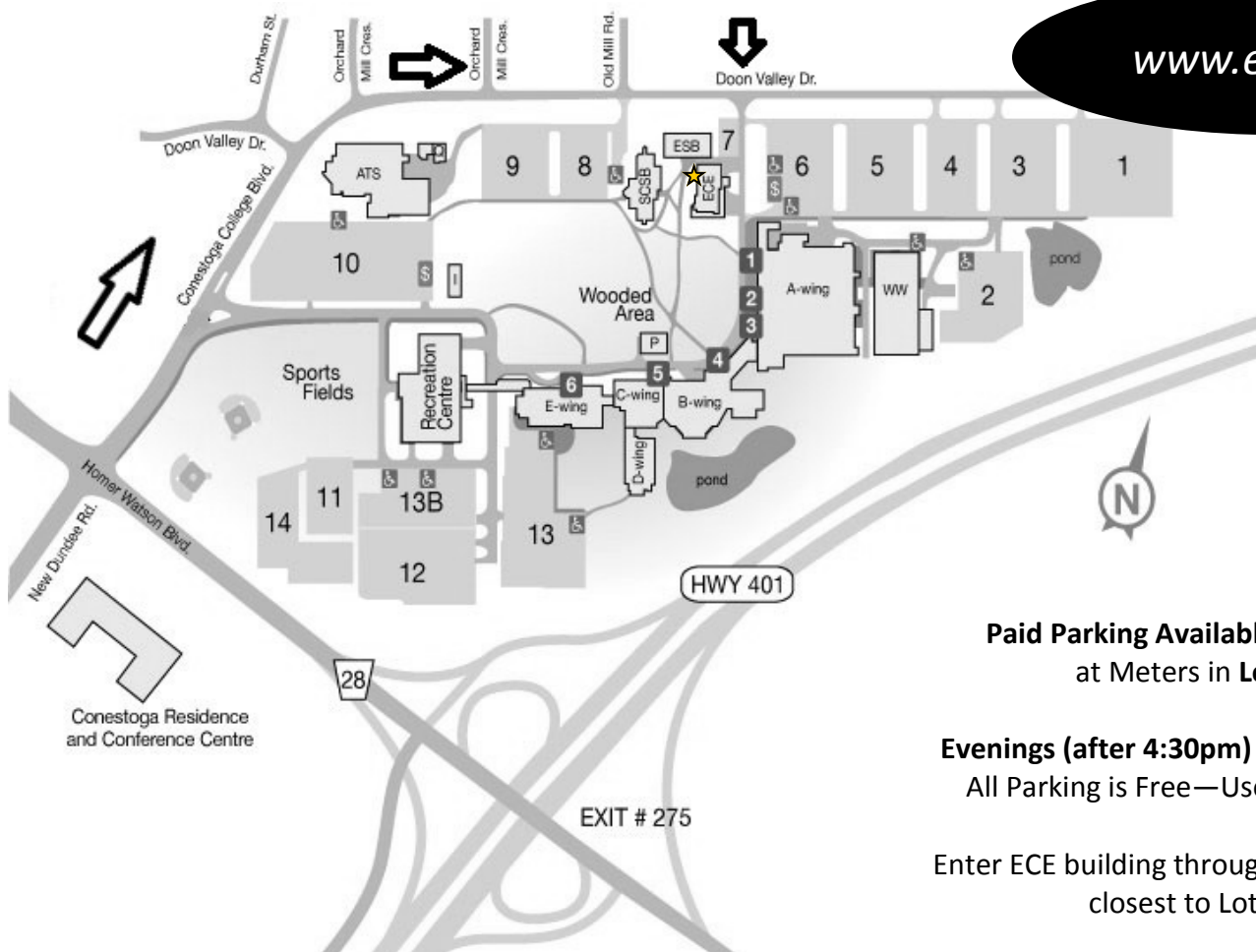
Region of Waterloo
SOCIAL SERVICES
Children's Services



CONESTOGA
Connect Life and Learning



LYLE S. HALLMAN
FOUNDATION



www.eceprc.ca

Paid Parking Available (Mon-Fri)
at Meters in **Lot #6**

Evenings (after 4:30pm) and Weekends
All Parking is Free—Use Lot #6 or #7

Enter ECE building through the side door,
closest to Lot #7.