

The Professional



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A newsletter for the early learning and care professional, creating a bridge between research and practice in the field.

Leadership in the Field

Patricia Pemberton, M.Ed B.A., RECE.



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(Trisch) lives in
Waterloo with
her family and
currently is a
JK/SK teacher*

at Emmanuel at Brighton Childcare Centre in Waterloo. In 1986 she graduated with a Bachelor of Arts Degree (Psychology) and in 2002 she completed an Early Childhood Education Diploma. More recently, she graduated from Nipissing University in 2009 with a Master of Education Degree. She has worked in a variety of settings including a preschool diagnostic centre. She was passionate about facilitating a music program for 14 years at the ECEC at the University of Waterloo in a fun play-based atmosphere. In 2006 she began working toward coursework and thereafter a thesis which concentrated on leadership skills and styles of supervisors of Early Childhood Centres. Most recently, she is rediscovering her interest in emergent curriculum and continues to implement musical experiences.

In my view, a supervisor must be able to understand the different needs and personalities of children and adults to lead effectively in an early childhood centre. I have encountered such administrators who demonstrate compassion and understanding in the workplace. These leaders are more likely to be successful in creating an environment that is supportive, nurturing, and positive for children and adults. In contrast, there is the leader who lacks the necessary skills to understand others and who creates a work climate deficient in support, is unable to accurately read and anticipate people's responses.

Furthermore, in my experience, effective leaders can engage staff to collaborate and cooperate as a team because the team members are empowered to take risks and learn new skills. To the contrary, I have discovered that when working with leaders who lacked communication and social skills they used a leadership style that was more authoritative. I have worked with supervisors who have not given time for collabo-

rative efforts or building bonds with staff, and the result was an environment of mistrust, lacking in empathy, support, and individual contributions. Such experiences have led me to investigate the experiences of other supervisors looking for similarities and differences.

My thesis presents the results of research that focused on the leadership skills and styles of Supervisors of Early Childhood Education Centres in Ontario in the year 2008 by specifically looking for examples of personal and social competencies and leadership styles (Goleman Boyatzis, & McKee, 2002). Seven supervisors were interviewed about how they handled various dilemmas with children, teachers, and parents in the course of the day-to-day operation of a child care centre. The study results showed that these supervisors described their positive styles of leadership and mentioned particular competencies: self-awareness, self-reflection, trust, empathy, and communication. For example Dorothy illustrated her own self-awareness.

You can't fix everything, but I find that usually if something

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Leadership Continued....

uncomfortable had happened, I will think about it a bit and then I'll come back to somebody and I'll address it in a way that's confidential, nonthreatening. I just want to listen to where they're coming from and why they feel so upset or passionate about whatever it is that's bothering them.

Commonalities emerged from these experiences indicating efforts toward building strong relationships, fostering attitudes of lifelong learning, and collaborative efforts. Sally spoke passionately about collaboration.

Collaboration is huge. Sometimes it would just be easier to be just a decision maker myself and staff will just have to live with it, and sometimes staff wants this. But then other times it may sound easier, but then they have no commitment to the resolution. If you aren't part of the solution, it's a lot harder for day in and day out to have to do something. Staff will never be able to carry out the solution in the spirit in which it was made if they were not part of the process.

Many of these leaders modeled their positive attitudes of resiliency and realized the importance of good human relations. The supervisors also recognized the need for leadership training in the field of early childhood education.

Leadership has been studied for decades in a variety of environments with a view to revealing the necessary components required to achieve effectiveness (Goleman et al., 2002; Kouzes & Posner, 2002). Specifically, the study of "emotional intelligence", that is, the ability to manage ourselves and our relationships effectively, has been studied in relation to leadership styles in the workplace (Goleman, 1998). A number of studies on leadership have utilized Early Childhood settings (Jorde-Bloom 1988, 2003; Jorde-Bloom & Sheerer, 1992; Muijs, Aubrey, Harris, & Briggs, 2004; Rodd, 1997, 2006), suggesting that many directors feel underprepared for their roles; with little or no training in leadership and management. These same directors often experience difficulties with interpersonal relationships, administration, and decision making.

Conversely, six of the 7 interview participants in my study portrayed leadership styles that were examples of "resonant" leadership styles which appeared to focus on relationships within the child care centre. My study also suggests that participants used humour effectively in the workplace to help alleviate problematic situations and promote a positive feeling.

Please stay tuned to your professional resource publication in the New Year for a workshop where we can delve further into the topic of *Leadership in the field of Early Childhood Education* where participants can be actively involved in reflective discussions.

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Beginning with Books

Laura Dick, Literacy Librarian and Laura Reed, Coordinator of Children's and Teen Services, Kitchener Public Library.



There is nothing like a trip to Starbucks to inspire a good column. The slogan on their holiday cups this year is: "Stories are gifts, SHARE!" We couldn't agree more. Books are the best gifts to give and receive. So here are a few of our favourites from the last year that we think would do well under any tree.

The Big Red Lollipop

by Rukhsana Khan

Rubina and her pesky little sister Sana, newcomers to Canada, and this story of their first birthday party, proves that sibling rivalry is universal. A fun and familiar story accompanied by delicious illustrations, perfect for ages 4 – 7.

Dancing Feet!

by Lindsey Craig

In this new picture book for kids 1 – 3, readers are asked to guess who is dancing across the page by considering the clues in the artwork and the rhyming text. Lots of fun for kids, parents and grandparents alike!

Up and Down **by Oliver Jeffers**

Penguin has a dream, he dreams of flying. His boy knows this is not a realistic aspiration, but penguin will not be deterred. You have to have a dream! Ages 3 and up.

Chalk by Bill Thomson

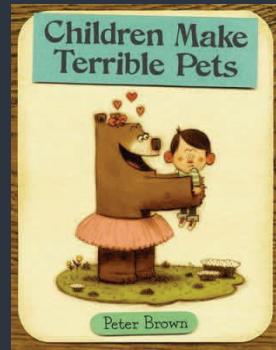
In this beautiful wordless picture book three children discover a bag of chalk on a dreary rainy day. The author has provided a great mechanism for families to make up a different story each time they read the book together.

Dear George Clooney, Please Marry My Mom

by Susin Nielsen

Violet, age 12, is fed up with the men her mom dates. Divorce sucks. So she decides to take matters into her own hands and writes to George Clooney suggesting that he and her mom would be perfect together. A great read for middle graders.

Children's Book - of - the Month



Children Make Terrible Pets by Peter Brown

Do you remember your first pet? In this delightful picture book for kids of all ages, Peter Brown offers a twist on the classic first pet story. In this version Lucy, a young bear walking in the woods, finds her first pet – a little boy. Taking him home, she begs her mother to let her keep him and promises that she will do all the pet keeping work! Even though mom says that "children make terrible pets," she agrees to let Lucy keep her new pet. Lucy soon discovers that children are hard work but that certainly doesn't deter her from wanting to add to her pet collection.



For more information about early literacy visit the Early Literacy Alliance of Waterloo Region's blog site:

www.earlyliteracyalliance.blogspot.com

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

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Laura.Reed@kpl.org

Register Now for the Private Home Child Care Certificate Program

Conestoga College is very happy to be offering a Private Home Child Care Certificate program that will contribute to recognizing home childcare as a valuable profession. Courses will be offered part-time during evenings and weekends and will include both classroom and on-line delivery.

Placement can be completed in your private home childcare setting and completing the program will provide advanced standing into the ECE Diploma Program.

People and Places in the Caregiving Relationship is a 30 hour course that will explore the principles of building culturally competent, non-judgmental, accepting, and honest relationships with families, home childcare providers, and local agencies in Ontario. This course will be offered on Thursday evenings at Conestoga College Doon campus.

Contemporary Issues II course will focus on specialized knowledge and skills for family child care providers. Private Home Childcare Providers will attend 13 hours of professional development opportunities. Students will work with a supervisor to achieve goals and participate in reflection about their learning

For more information please contact the Private Home Child Care Coordinator

Tricia Dumais M.A
tdumais@conestogac.on.ca
519 748 5220 x8269
299 Doon Valley Drive

What's New in Childcare

Links to the news in Early Learning and Care



KidsLINK has a blog site that focuses on important issues for the early childhood professional. Great focus has been placed on full day learning and children's rights. To read more visit their blog under the Child and Family Professional tab. Visit www.kidslinkcares.com for more information.

The Ottawa Sun had an article relating to off-site kindergarten classrooms due to funding issues regarding full day learning. To read more visit: <http://www.ottawasun.com/news/ottawa/2010/12/02/16405836.html>



Child Poverty Up in Ontario according to the Toronto Star, to read more visit: http://www.parentcentral.ca/parent_newsfeatures/article/896293-child-poverty-up-in-ontario

University of Waterloo graduate students demand more subsidized child care. To read more visit: <http://news.therecord.com/News/Local/article/814284>

For more information on full day learning and government initiatives visit www.Edu.gov.on.ca

*If you have news that you wish to share please contact us at:
sburns@conestogac.on.ca
We want to hear what you have to say!*

A Message from your Local AECEO President, Cathy Barrie:



Work continues from Charles Pascal's report as the government phases in the Early Learning Plan as well as planning for the Best Start Child and Family Centres. There have been 3 information forums hosted by Waterloo Region and a 4th is scheduled for Fri. Dec. 17th.

E-mail LBentley@regionofwaterloo.ca to register to attend.

Our next branch meeting will be at the Professional Resource Centre on Wednesday January 19th. Save the date for an interactive evening of networking and information sharing. We will be hosting a popcorn event. More information will soon follow! If you would like to connect with our branch or have any questions please leave us a voice mail by calling 519-748-5220 ext 8026



Raising the Bar
Early Childhood Education

An ASCY Community Initiative



**A Quality Initiative
for Waterloo Region**



December Update 2010

Are you an ECERS-R Trainer? Check out the newly updated ECERS-R Training kits available through the PRC or RTB. They included the PowerPoint presentation, handouts and DVD.

The RTB Network Leaders met on December 8, at the Professional Resource Centre in the ECE building at Conestoga College to discuss their current needs and future direction. At this time, the Preschool Network leader position is vacant.

Please contact Debbie Jones if you are interested in leading this informal preschool network.

Look for the Umbrella Network Information Insert in the February PD Newsletter from the PRC!

**For further information...Debbie Jones, Supervisor,
Quality Initiatives Phone: at 519-883 2111 Ext. 5044
Email: djones@regionofwaterloo.ca**

The Emergent Network Review

A glance at the emergent approach to child care

Katie Taylor, OCT, RECE,

On Monday, November 15, 2010, a group of Early Childhood Educators and Waterloo Region District School Board Full Day Kindergarten teachers met to discuss Emergent Curriculum and how the approach works in the classroom.

Although the members of the group had many different ideas of what Emergent curriculum looks like or means to them we began by looking at a statement made by Carol Ann Wein and Susan Stacey (2000) at the Spring Conference on Emergent Curriculum. They define it as;

"An approach to teacher planning that begins with listening. Teachers collaborate to watch for children's interests, worries, desires, understandings and misunderstandings and we use these as the beginning points for curriculum. It is developmentally appropriate and builds on well developed observation skills. Once teachers select a focus, they plan provocations or interesting events that stimulate children's thinking and activity. Teachers document children's responses and carefully think about the next step."

There were many within the group that are new to this approach and expressed their fears of embarking on the process. For those of us who use themes in our classrooms, the change to program planning is a huge adjustment. We are used to having to fill in the boxes and plan for the weeks ahead. We wondered where to start. Emergent Curriculum is beyond filling in the boxes, the approach is based

on observing and documenting the children's interests. Marc Battle describes it as "collaboration with children in building projects." He notes that the concept of working on projects can appear to people as needing to be "big" things that happen in the classroom, but that they are a "series of events that are sort of tied to an emerging interest".

The attendees of the first network meeting came excited and full of questions. Together we discussed that the implementation of emergent curriculum is a gradual process. The group was positive and felt there is an eagerness and need to discuss with fellow colleagues. School teachers, involved with the Full Day Learning program, provided feed back from parents. They are experiencing questioning on the value of play. Parents wonder what their children are learning and doing throughout the day. They want to see products, whereas the emergent curriculum approach is process focused. We can educate them on that it is indeed the job of a child to play. It is how they learn about the world around them.

We decided that we would like to discuss what emergent curriculum will look like in infant and toddler programs for our next meeting. Videos and articles will be shared. We will be meeting bi-monthly as a collaborative network. The next meeting will be in January... Watch for more information in the PD newsletter!

Reference:

Battle, M. (2008). *Science of Early Child Development*. Red River College, MB.

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New to the Professional Resource Centre

Introducing the documentation and observation kit! This kit has 20 digital camera! That's right! What will you do with 20 digital camera?

- Provide each teacher a camera to document the events in their room. This provides a wonderful opportunity for each member of the teaching team to reflect and share what's happening in their classrooms
- Provide the children with an opportunity to use the cameras and SHOW you what they feel is important or of interest from their perspective
- Put together a slide show for parents, children or the centre
- As a group read through "The Art of Awareness" (5 copies). Provide each person with a camera and record your observations. Rejoin and reflect, as you share your discoveries and ideas

The ideas are endless! Inside this kit you will find, 20 digital cameras, 5 text books "The Art of Awareness" and 2 tape recorders. Each camera comes with a battery pack, all cables, charges and 8GB memory card.



**MARK YOUR CALENDARS!!!
23rd Annual EARLY LEARNING AND CHILD CARE CONFERENCE**

**Saturday April 2, 2011
Conestoga College
Doon Campus**

Our high quality conference will offer some familiar things including quality workshops based on research, training and practice along with some exciting changes this year:

- No Friday night program so funds can be put towards other parts of the conference
- Opportunity to tour for the Professional Resource Centre (PRC) on the Doon Campus over the lunch hour
- A chance to have lunch with symposium speaker in small group forums
- Goodie giveaways!

As always, our committee wants to hear your suggestions and feedback. Let us know how we are doing! This is YOUR conference!

**New this Year: Mini Symposium
Cost of Caring – Rebecca Brown**

Hours for December 2010



PROFESSIONAL RESOURCE CENTRE

Monday 1-9pm
Tuesday 10-6pm
Wednesday 1-9pm
Thursday 10-6 pm
Friday 10-4pm
Saturday 10-2pm

Closed Dec 24—Jan 1, 2011 for the holidays.

We will reopen Jan 3, 2011.

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519-748-5220 ext 3388

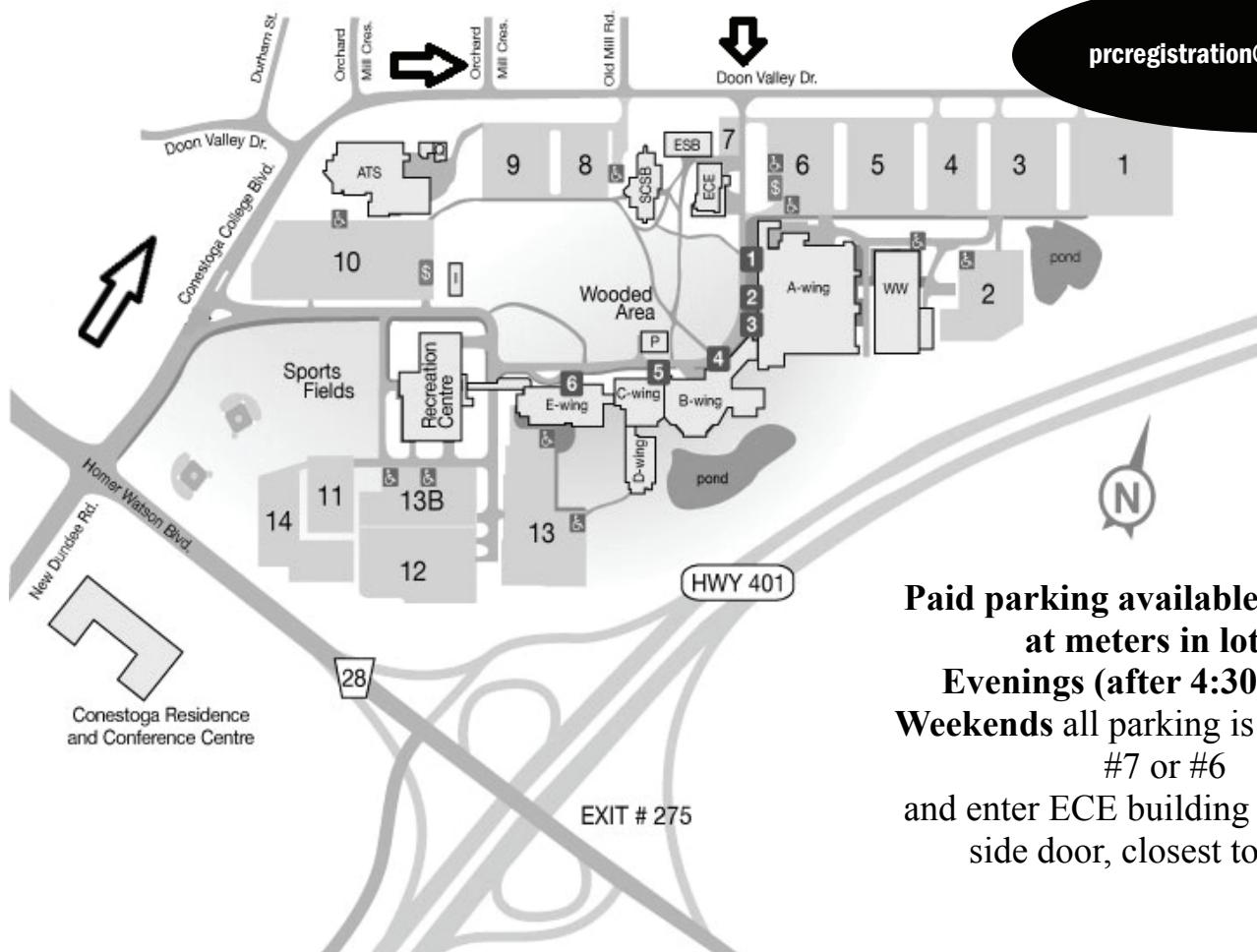
The Early Childhood Professional Resource Centre

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!



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Weekends all parking is free, use lot
#7 or #6
and enter ECE building through the
side door, closest to lot #7.