

# 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*

## Who I am ELC?: A Spoken Word-like piece

By: Stephen Wenner, RECE

I,  
I rise in the morning and greet the sun on my face  
Get myself,  
myself ready for a day full of passion, excitement, challenge  
In early childhood education.

Where children come to my aid and I, theirs.  
Developing, trying, failing, succeeding, laughter.  
Feeling natural but free fall, fall as we  
Together,  
Create an atmosphere of learning  
Learning of trucks, and animals, cars, and buildings.  
Planets, exotic locales, occupations, the ideas bound and jump around and from  
within us.

It's collaboration.  
It's a team.  
It remains a time and place where, differing interests,  
Mine, yours, theirs  
Can come to make better, objective, reflective, cooperative humans.  
The day proceeds and knowledge endures

All around, in, out, both sides now.  
As children play and discover, ponder how life can be, how life is.  
I ponder how to make life  
Appear  
Before our eyes.

# The Teacher's Pet; Critters in the Classroom

By: Kitchener-Waterloo Humane Society

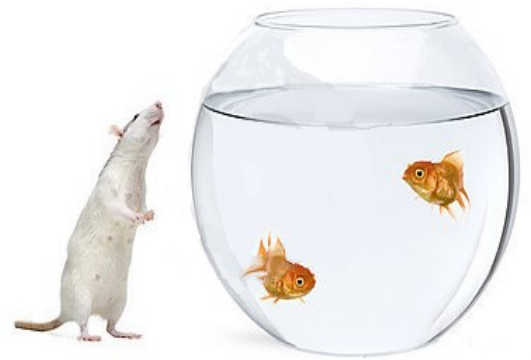
A classroom pet can be such a benefit to both the students as well as a classroom as a whole. They can add a welcoming touch to your classroom environment, teach everything from good student behaviour, and proper care of animals to helping shy little ones bond to a pet when they first arrive. In order to make the experience everything you want it to be, a little bit of 'homework' on the teacher's part is required:

What types of allergies might your children suffer from? Thinking not only of the children already at your center, but also those joining you in the future is important. There are many animals which don't solicit allergic responses (see better options)

Who will be paying for and caring for the pet(s)? How much time is required to care for the pets (think weekends, vacations, etc.)? Food, habitat and veterinary care takes both time and money (and are different for each type of pet). Deciding who will be responsible and when, ahead of time, will help you decide whether you can commit to a pet or not.

Are you looking for a 'pettable' animal, or one to just watch? Preschoolers in particular need a more docile, gentle animal that doesn't tend to bite easily. Consider too, teaching the children how to hold the pet safely and humanely as well as deciding on how you will supervise the children during 'petting time'.

Are there any health and safety regulations to comply with? Checking your program's policies and health codes helps ensure that you choose the right pet. Also think on time for hand washing directly after handling a pet (very important!).



How will the possibility of death be handled? We don't like to think about this aspect, but as we all know, life is finite which means a well-loved pet could pass away. Thinking about how to handle this scenario ahead of time is also helpful.

## Which Pet Should We Get?

Ready to take the plunge? Some recommendations for which pets work well and ones that don't.



### **Pets to avoid:**

1) Turtles, snakes and frogs: These pets can carry both intestinal infections as well as salmonella that can easily be passed on to children.

2) Cats: Cat litter boxes can pose a problem for health and safety issues as well as risks for pregnant teachers cleaning up cat feces.

3) Birds: Birds can be nippy and are not all that keen to be handled and petted

4) Hamsters: Many consider these animals to be great classroom pets. However, the reality is that they are nocturnal animals that don't like to be repeatedly awakened throughout the day and as a result, may bite.

### **Better Options:**

1) A favourite is Guinea Pigs: They are a "minimal care" animal that are slightly larger than other small pets and as a result are easier for little ones to handle.



They are very social and thrive on interaction. They are also less likely to bite than other small critters.



2) Rats: Rats are surprisingly intelligent, less likely to bite and also have low maintenance requirements.

3) Coldwater fish: Good old goldfish are a great option. While you can't hold and pet a fish, there are several studies that suggest fish-watching can reduce stress and anxiety. This is a great option for anxious children! A beta fish might be your best bet!

No matter which pet you choose for your classroom, sufficient research ahead of time will help set you up for many days of enjoyment for your students and an easier care approach for you.



## **Tails for Tales**

The Kitchener-Waterloo Humane Society is offering an exciting reading program called Tails for Tales, beginning October 2014.

What it is: A weekly opportunity for individual students to read with a volunteer and the volunteer's dog (the dogs have been certified as safe through the Humane Societies).

When: The program will run once a week for each student, for a duration of 8 weeks. Each session is 15 minutes in length.

School requirements: We need a liaison at each school to be a contact for our data base, and a cozy spot in the school for the program to take place!

Contact: To schedule your program with us, contact Holly Wiseman, 519-745-5615 ext. 238 (holly.wiseman@kwhumane.com). If you are interested in volunteering

For this program, please contact Gail Blanchard, 519-745-5615 ext. 221

gail.blanchard@kwhumane.com



# Now That I am a Grandmother; A Reflection on Play



Now  
that I  
am a  
Grand-

mother, I have been introduced to a whole new level of play. I have the luxury of time with my grandchildren; whole days when I am completely at their disposal and able to engage in unhurried and joyous play that time and circumstance have never allowed me before. I have spent the better part of my life engaged in various forms of play with children of all ages. I understand all the pulls and constraints that exist in a child care setting. Although I have certainly experienced minutes and even some hours when we were able to get lost together in play, there was always a schedule to be followed, or an agenda to be met.

Yet, I have also learned a few things along the way. As a new graduate and a mother of young children I was always a little afraid that I would be judged; by the children, by the parents, and of course I judged myself. I often struggled with the reality of working day to day with children.

It seemed as though we spent far too much time fol-

By: Barb McKee; RECE, AECEO.C

lowing the requirements and expectations of everyone except the children. I have always felt that we should be doing what they wanted to do, at least part of the time. I do understand that this is not an easy achievement when there are sixteen children all competing for your time.

The bottom line is that this has never been an easy way to spend one's time. There have always been many challenges to overcome. It is easy to get discouraged about the amount of work, the number of children, sickness, the constant cleaning and low pay. I was always the first one to complain about the lack of resources in childcare.

Then I attended a workshop presentation facilitated by a small preschool in Labrador. There were no resources, few supports and many children with high needs, and despite or even because of all this, the staff members not only survived but they excelled. They developed an excellent program which received many awards and found a way to make things work. They collected or made beautiful toys and other materials on their own time and they built a program that met the needs of their children through collaboration with parents and community members that put the children first. I have never

forgotten the words of the presenter; "the next time you complain about not having enough resources, think about our program." It made a difference in how I looked at things.

I have learned that even when they struggle to get their children into the program each day, the parents care. Listen to their stories and engage them in conversations about their children's strengths, and they will be happy to talk to you if you time it right. If you reach out to people around you in the community they often respond, especially if you give them specific requests. It's good to see what is in the neighbourhood of your school, who are your neighbours?



I have moved from being a teacher who shared "my great knowledge" with parents and children to a co-collaborator with children who already know what they want to explore and learn about. I have so much more fun! And so do the children.

I started out with index cards full of songs and recipes, and theme boxes for each month of the year. I really had very little understanding of how children learned, instead I looked for crafts and recipes and things to enhance my theme out of books. I just set up the room and activities the same way each month. I have since learned that if you take the time to really watch children you can learn an amazing amount from them about what they already know and what they wonder and how they would like to explore.

I am really enjoying this time of my life. I am still engaged with children and doing a before school program each day. I am reading about all the latest information in our field and the many changes coming our way; it really feels like a great time to be working in Early Learning . I also have opportunities to co-construct learning with other adults, and most important of all I spend time with my grandchildren whenever I get the chance.

My grandson James (3) and I spend whole days playing together. I start by just watching what he is doing; and then I join him where he is. On this

particular day, he had been playing in the pool and decided he wanted to roast some marshmallows, (this is something his parents and friends had shared with him as an actual activity so I knew that he was familiar with how things happened.



He said, "Let's roast some marshmallows."

"Okay," I replied. "Where shall we make the fire?"

"It's over here," he said, as he grabbed a few sticks off the ground and threw them down.

"I'll light the fire," I said, and I pretended to flick my fire-starter over the sticks.

James handed me a pretend long stick and I put a pretend marshmallow on it. He took his stick and I made one for myself. We were off into the play and continued on making many types of food for almost an hour. Sometimes he would lead me to another part of the lawn to find or buy the things we needed, but there were

very few real props; (most were imaginary) and we took turns playing our parts without much explanation.

Of course, we always see our own children and grandchildren in a special light, but I think that the more important things are the insights gained as we spend quality time together. We have learned to read each other and simply play together for the sheer joy of the play. My experience gives me a more informed window into what he is learning; and that just adds to the pleasure.

We are losing these precious unscheduled play times in the world today. Families are far too scheduled and their caregivers also come from a busy place. I hope that what I have shared will inspire those of you in this field as that program in Labrador inspired me. We have the greatest resource we could have in the time we spend together, let us reflect on how we can work with families and children to make the most of every day, not by being super busy but simply by coming along side of our children as they play and learn. Do you remember how to play? Now that I am a grandmother I am finding my way.



# What's Cooking ?



## Beet & Apple Salad



By: Jawanir Abdulwasi

### Ingredients:

- 2 thinly sliced apples
- 4 thinly sliced celery stalks (with leaves)
- 1 minced shallot
- 1 lemon
- 1 peeled beet
- 1 teaspoon of sugar
- 3 table spoon olive oil
- 1 table spoon salt and pepper
- 1/2 teaspoon of nutmeg
- (Optional: 3 tablespoons chopped walnuts)

### Directions:

1. Toss two thinly sliced apples, 4 thinly sliced celery stalks (with leaves) and 1 minced shallot in a bowl with the juice of 1 lemon.
2. Peel 1 beet, then slice into matchsticks and add to the bowl.
3. Toss in 1 teaspoon sugar, 3 tablespoons chopped walnuts (this is optional), 3 tablespoons olive oil, and salt and pepper.
1. Let stand 10 minutes, then serve on a bed of sliced endive.

Enjoy immediately or store in an airtight container for about 1-2 days.



# EV-D68 Enterovirus; Knowledge and Prevention

By: Stephanie Fryers BA Early Learning Program Development Student

Often for those with children the start of the new school year means that it is the start of virus season. This virus season comes with an increased risk for the new virus that is affecting people all around the world. It is called the Enterovirus; also known as EV-D68 (Ontario, 2014).

## What is EV-D68?

Enterovirus D68 (EV-D68) is one of more than 100 non-polio enteroviruses (Ontario, 2014). The specific EV-D68 strain has recently been confirmed in the region of Waterloo.

## What are some of the symptoms to this EV-D68 virus?

The symptoms can range from mild; cold like symptoms with effects such as wheezing, coughing to more severe symptoms that in-

clude rashes, fevers, and severe infection creating a need for hospitalization (Ontario, 2014).

## Who is most at risk?

Children who are six months of age and younger and those with asthma and other chronic medical conditions are those who are at the highest risk and susceptibility to this virus (Shahab, 2014).

## Spreading the Virus

This virus spreads just like your common cold. It is through the contact of unwashed hands, sneezing and a simple cough that this virus is transmitted (Reevely, 2014 ). Other ways this virus is spread is through touching surfaces that have been infected and then putting your hands to your mouth, eyes and nose (Ontario, 2014).

There is currently no vaccination

for this virus making preventative and proactive measures important to help control the spread of this virus (Ontario, 2014).

## Preventative Measures

When there are outbreaks of a virus such as this, there are always preventative measures that we as a community can take to decrease the risk of spreading and contracting the illness. One of the most effective ways to stop the spread of this virus is by disinfecting surfaces throughout the home, daycare, classroom etc. (Ontario, 2014). Other ways include regular hand washing, hand sanitizer when you cannot wash your hands, avoiding transfer of fluids, not sharing food or drinks, and covering your mouth and nose with a tissue or sleeve

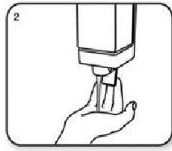
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- Reevely, D. (2014 , September 15). *Q&A: Enterovirus D68 outbreak*. Retrieved September 17 , 2014 , from Ottawa Citizen : <http://ottawacitizen.com/news/local-news/qa-enterovirus>
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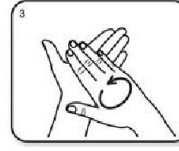
## Step-By-Step for Hand-Washing



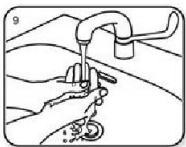
1. Wet hands with water



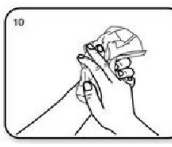
2. Apply enough soap to cover front and back of hands



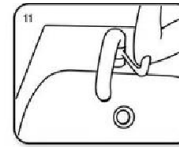
3. Rub hands palm to palm, backs of hands and in between fingers for minimum of 30 seconds



4. Rinse hands with water



5. Dry thoroughly with towel



6. Turn off tap with your elbow.

PRC Presents:  
An Early Learning  
Symposium

Keynote Address:  
Reflecting Upon "How  
Does Learning  
Happen?"  
in the Early Years...a  
focus on relationships

Join Karen  
Calligan and Rod  
Peturson from the  
Ministry of  
Education's Early  
Years Division to  
examine how current  
research has  
informed the  
development of a new  
pedagogical  
framework and other  
resources to support  
quality in early years  
settings across  
Ontario.

*Saturday November*  
*15 2014*  
*From 8:00am-*  
*12:30pm*  
*Main Building:*  
*Conestoga College*  
*Doon Campus*  
*299 Doon Valley*  
*Drive, Kitchener ON*

For Registration  
Information Click:

[https://](https://www.conestogacommunity.ca/prc-symposium)  
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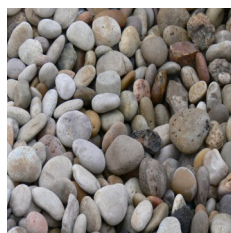
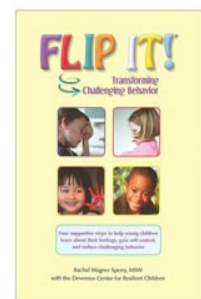
## What's New at the Professional Resource Centre?

Our Library holds over 4000 items and we continue to grow each day. Be sure to stop by and visit our library to check out the daily additions!

**New!** We have added a variety of board games to our new **Youth Development** section. These games are perfect for older children (4-12 years) or extended day programs.



**NEW!** The book "FLIP IT!" By Rachel Wagner Sperry, MSW. FLIP IT is a four-step supportive strategy to help young children learn about their feelings, gain self-control, and reduce challenging behavior. This book lends to the DECA system used and supported by our local Resource Consultants (R.C.) Ask your R.C. for more details on the DECA and other resources of interest.



**NEW!** "Loose Rocks" and "Loose Wedges". Loose parts are simple open-ended objects that can be added to any play environment to support creativity, exploration, and inquiry





## What's New in Childcare?

Recently in the news, the Ontario Ministry of Education has released the document called "How Does Learning Happen? Ontario's Pedagogy for the Early Years". Visit the ministry of Education's website to learn more about the document.

### [How Does Learning Happen](#)

Below is a link to an excellent article that discusses a new *Kindergarten only* school and the successes they are witnessing in the children who attend.

### [Light-filled all Kindergarten School Introduces the Joy of Learning to 680 Students in Thorncliffe Park:](#)

Source: [www.thestar.com](http://www.thestar.com)

On September 20th, 2104 UNICEF published the article "Neuroscience is redefining Early Childhood Development"

They state that the debate between nurture vs. nature is over. In today's society the two must be inextricably linked. To read the article in it's entirety please follow the link below.

### [Neuroscience is redefining Early Childhood Development](#)

Source: [blogs.unicef.org](http://blogs.unicef.org)

September 20, 2014

Children who are exposed to ideal environments in the early years have the better chances to grow up happy and healthy. Understanding how children are developing allows policy-makers to make informed decisions about investments in programs and policies that support children and their families.

### [Children Vulnerable in Areas of Early Development: A Determinant of Child Health](#)

Source: Canadian Institute for Health Information (CIHI)

October 2, 2014

## JOIN OUR TEAM



Becoming a member of the **AECEO** demonstrates your professional commitment to the families and children you work with

- Enhance your network
- Take Charge of your Career
- Broaden your Professional Knowledge

### **What else do I get for my Money?**

- Members ONLY Online Resources
- Notices on Professional
- Learning Opportunities (Province Wide)
- Professional Publication (Quarterly)
- Provincial Job Board (Updated daily)
- Regular E-bulletins on all things ECE

**Membership costs less than 20 cents a day**



**Can you afford not to Join?**

<http://www.aeceo.ca>

Upcoming RTB Tuesdays at the Professional Resource Centre:



November 18, 2014  
January 20, 2015  
February 24th, 2015

2:00pm—6:00pm Drop-in or book an appointment  
6:00pm—8:00pm RTB Binder Support

For Further Information Contact:  
Debbie Jones, Supervisor, Quality Initiatives  
Phone: 519-883 2111 x. 5044  
Email: [djones@regionofwaterloo.ca](mailto:djones@regionofwaterloo.ca)



## PROFESSIONAL RESOURCE CENTRE



### PRC Hours of Operation

Monday.....9am-8pm  
 Tuesday.....9am-8pm  
 Wednesday.....9am-8pm  
 Thursday.....9am-5pm  
 Friday.....9am-5pm  
 Saturday.....Closed  
 Sunday.....Closed

The PRC will be closed for all statutory holidays and on the weekend.

# The Early Childhood Professional Resource Centre

*Tell a Friend Today!*

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!

Visit our website: [www.eceprc.ca](http://www.eceprc.ca)



Region of Waterloo  
SOCIAL SERVICES  
Children's Services

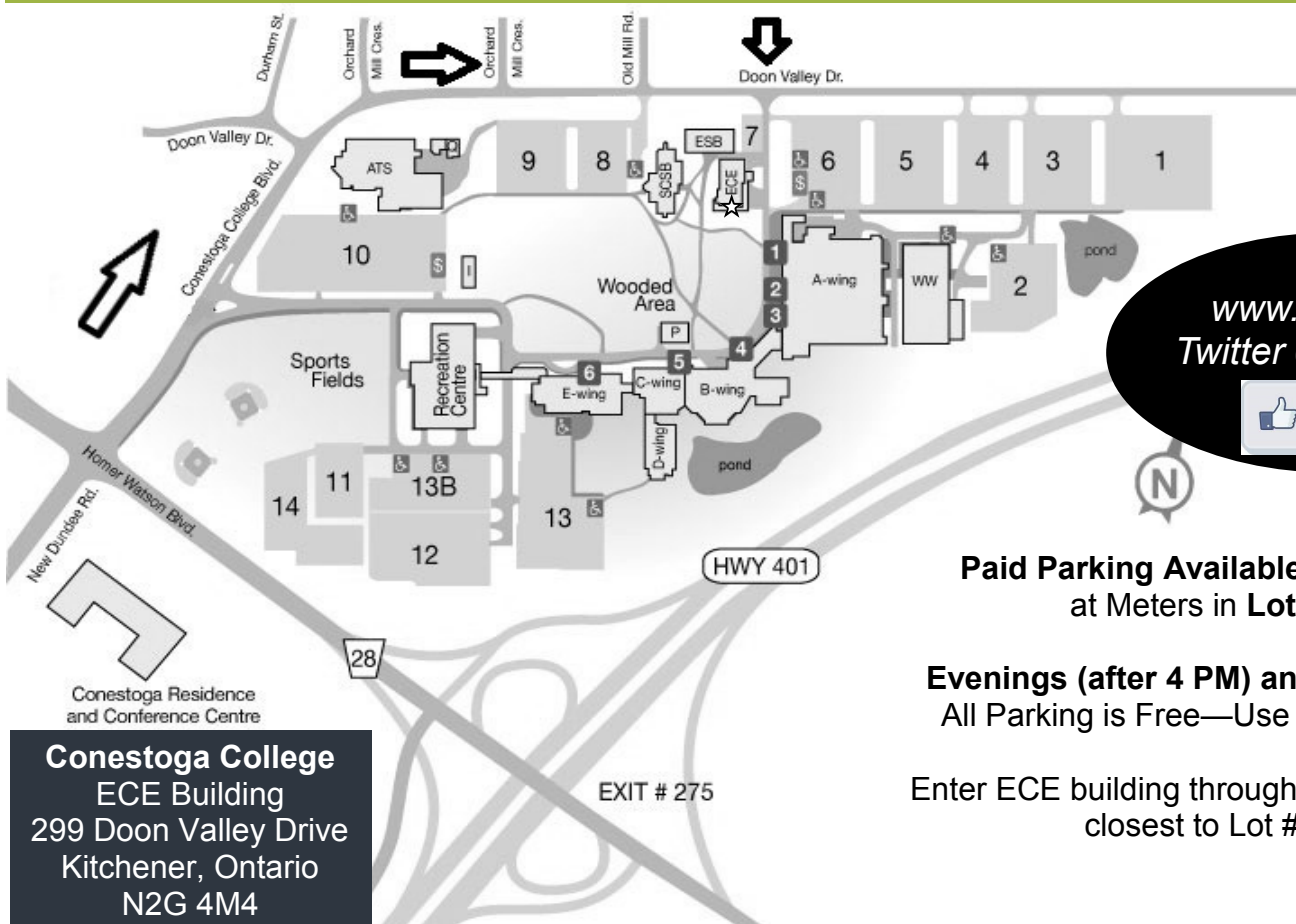


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**Evenings (after 4 PM) and Weekends**  
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Enter ECE building through the side door,  
 closest to Lot #7.

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