

# 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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## Diamond in the Dust

Samantha Burns, RECE

While moving some old boxes full of discarded conference material I came across a few loose pages from an old magazine. Beyond the 1950's art and yellowing pages it was the headlining statement insinuating that children under the age of two should not be left in daycare, which first caught my attention. I rather enjoyed sifting

down and reading these strange and distant thoughts around child rearing and early education. However amongst all the fluffy and somewhat archaic beliefs I stumbled

across a real gem in these pages of lost history.

Dr. Millie Almy, an early advocate for childcare and education, was interviewed in a short article entitled "Is

*your nursery school good?"* where she points out characteristics and attributes to determine if your child care program is of high quality.

Even today

these standards can resonate with modern child care settings and what we would call quality. I was astonished to find the correlation to many practices we as a community are

### PROTECT YOUR PRE-SCHOOLER

#### *Is Your Nursery School Good? Dr. Almy Provides a Checklist*

**B**ecause it's become sort of "the thing to do" to send one's child to nursery school, many parents rush off to enroll their young without really checking on whether they've



chosen a good one, says Dr. Milly Almy, Professor of Education at Teachers' College, Columbia and president of the National Association for Nursery Education.

Dr. Almy suggests the following as a checklist on a good school. (If you can answer "yes" to all the questions, you've picked a *very* good one.)

Will the school allow me, as a mother, not only to

reaching for, and that yes, even in the 1950's emergent concepts of curriculum were encouraged and regarded as high quality programming. Almy's checklist includes ensuring that your educator is well trained and knowledgeable, that there are a variety of materials for the number of children; even to watch for the sound of the centres rhythm, described as "lots of activity but not bedlam".

The quality markers that jumped out to me were ones that I would think are very progressive thoughts for the timing of this article, however we know that emergent curriculum and child centered practices have been embraced for many years – just look at our founding philosophers in early education – from Dewey to Piaget, Montessori and many others. I have to remind myself that it is not new, yet it feels new to many within our community as numerous centres are making a shift or are somewhere in transition from thematic and instructive delivery to a more emergent and constructive approach. So needless to say it caught me by surprise to read Dr. Almy's warning to parents that "if a child comes home, day after day, with something he has traced or colored, look out!" I've heard this (crafts etc.) referred to as a receipt for child care, proof that your child "did" something – but I would beg to argue that laundry is a far better predictor of the true learning's and undertakings of a day well spent.

So how do we measure up to the warnings of Dr. Almy? While I look at her check list and agree that many of the items listed reflect ideas I value, I think it begs the question; what does quality care really mean? While this is a loaded question, it is one that only you can begin to answer.



Almy, M. (n. d). *Is Your Nursery School Good? Dr. Almy Provides a Checklist*. The 2-to-5 World: USA

Here are some of the points and questions Dr. Almy suggests to ask or seek when assessing quality care: (if you answer "yes" you are on the right track to finding a high quality program.)

- Does the program allow parents to make frequent visits, and is parent participation expected?
- Does it have a happy atmosphere? (Sound and look happy, lots of constructive activity?)
- Is the activity free? – the kind of activity that is individual and creative, where all the children are not always doing the same thing at the same time.
- Is the teacher/educator well trained [in early childhood education]?
- Is there lots and lots of paint, clay, building blocks, paper material for dramatic play, musical instruments, etc., plus plenty of opportunity to use these things creatively and freely? "If a child comes home, day after day, with something he has traced or colored, look out!" warns Dr. Almy.
- Is there plenty of space – outdoors as well as in?

# Community Highlight

Roxane Shawana, Conestoga College, Aboriginal Student Services

Be-Dah-Bin Gamik, a Place of New Beginnings, provides services for Aboriginal students at Conestoga College, including those who are First Nations (status and non-status), Metis and Inuit. It is a warm, welcoming and comfortable environment that assists students with a smooth transition to college life by providing ongoing student support.

The service includes social and cultural events and activities, traditional counseling services, Elders-in Residence and the Aboriginal Student Association (ASA). The ASA was created for students to get involved, develop better communication and leadership skills, and create opportunities to know their peers. The Pow Wow is one of the events organized by the students with the guidance of the Aboriginal Services Staff.

The Pow Wow is open to anyone, we welcome and encourage participation and inclusiveness from people of all cultures. Pow Wow's are a great opportunity to learn, watch and engage with the Aboriginal culture, traditions and community. Native vendors sell their jewel-

ry, crafts and artwork, traditional food, and participants are encouraged to participate in intertribal dances. With over 2,000 participants and attendees, the annual Pow Wow gives students an opportunity to honour and celebrate their culture. On Febru-



ary 22<sup>nd</sup>, we celebrate Conestoga College's 4<sup>th</sup> Annual Pow Wow. It takes place in the Recreation Centre (Doon Campus) from 10 am till 6 pm, with Grand Entry at noon. Grand Entry is the procession of the traditional dancers to the dance arena—the event that opens each Pow Wow. It is a fantastic sight to see! Leading the procession are the flag carriers, Elders, then dancers in full regalia from all ages and categories. Afterwards we honour our Elders and Veterans, introduce and acknowledges

dignitaries and special guests. The MC announces throughout the day songs, dances, and other information and news. Pow wow's are fun events, but also sacred events. The MC will inform participants when a sacred song is being held and the proper etiquette for these songs, so if it is your first time out or even your fourth, it is a welcoming environment for all to participate.

## Upcoming Pow Wow:

### **Conestoga College 4<sup>th</sup> Annual Pow Wow**

Doors open: 10 am  
Grand Entry: 12 pm  
Closing Ceremony: 6pm  
General Admission \$5,  
Students with valid student ID and food donation, are free





# What's Cooking ?



## PUPPY CHOW

Submitted by: Cindy Bernier, RECE, B.A

### Ingredients:

- 1 cup of **Peanut Butter** (or **Pea-butter**)
- 1 cup of Melted Chocolate chips
- 10 Cups of Cheerios
- 2 Cups of Icing Sugar



### Directions:

1. Mix the peanut butter and melted chocolate together.
2. Then, pour over 10 cups of cheerios and make sure to stir until all cheerios are coated.
3. Pour icing sugar (2 cups), 1 cup a time, stirring until icing sugar is spread evenly.
4. You may need to add a little more if cheerios are not completely covered.

### Here are some additional tips:

- \* Try putting the Cheerios into a pail with a lid, so you can shake the icing sugar on to the cheerios. This way, the icing & peanut butter will be evenly distributed on the cheerios.
- \* Shake it freely without making a mess. Children absolutely love this part.

# Ear Infection Prevention

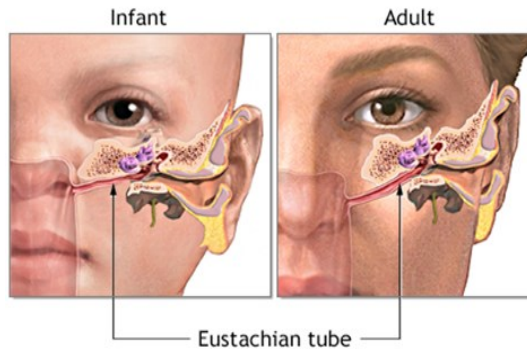
Daniela Vlad and Beth Halerwich, Conestoga College, *Nursing Students*

It's February, and this means we are still in the middle of the winter season. Which also means flu season is still amongst us! In most cases, the common cold can lead to complications such as "Otitis Media". Otitis Media is more commonly known as the ear infection. Ear infections are the second most commonly diagnosed disease in children after the common cold. Ear infections affect millions of children every day (Baby Center, 2013). Today, many children are getting enrolled into daycare centers at a much younger age, and have undeveloped immune systems. The reasoning behind this is due to the positioning and angling of their Eustachian tubes. The exposure to more people in the day care setting, can cause children to develop more ear infections than those who are cared for at home (Saskatchewan Ministry of Health, 2013). Child care center staff play a **vital role** in the prevention and promotion of the children's health.

## Signs and Symptoms

When children are young it is often difficult for them to verbalize where they are experiencing their pain. It is important that Early Childhood Educators keep an eye out for any 'signs' and **symptoms** that child might be facing. Some signs and symptoms that children might display are:

*irritability, fever, partial loss of hearing, having difficulty with balance, change in sleeping habits, change in appetite, redness and inflammation of the ear, unclear speech, using gestures rather than talking, delayed speech and language development, excess drainage from the ear, or tugging at their ear* (Ontario Association for Families with communication disorders, 2013).



For a child, hearing is an important tool that they use in learning, playing and developing social skills (Palo Alto Medical Foundation, 2013). They learn to speak by imitating the sounds that they hear; if the hearing loss is undetected this can result in delayed speech language development, social problems and academic difficulties (Palo Alto Medical Foundation, 2013). Therefore, in order to prevent harmful outcomes, early detection of hearing loss and recurrent ear infections is vital. Often, educators are the first person to discuss concerns with parents regarding their children's health, so it is important to guide the parent(s) or guardian(s) to seek medical attention if any concerns arise.

## Are ear infections contagious?

Ear infections are **NOT** contagious, and are often the result of a previous infection of the *throat, mouth* or *nose* that has relocated and settled in the ear (Medicine Net, 2013). The common cold is the main cause of ear infections (Baby Center, 2013). Since, we know that ear infections are caused by colds, prevention of the cold itself is key. We need to teach our children how to blow their noses properly and wash their hands throughout the day. By implementing this we can reduce the amount of ear infections.

Many children spend a great portion of their active day in a child care setting. Early Childhood Educators can help prevent illnesses and protect both their own health and children's health by putting simple measures and routines into practice like: hand washing, encouraging them to blow their nose, and monitoring for signs and symptoms of poor health. Caregivers need to understand what an ear infection is and what the causes are in order to prevent it. Furthermore, potentially decreasing the amount of hearing loss related to Otitis Media and avoiding long term implications and potentially harmful outcomes.

## References:

Baby Center. (2013). *Ear infections*. Retrieved December 3, 2013, from [http://www.babycenter.com/0\\_ear-infections\\_11425.bc](http://www.babycenter.com/0_ear-infections_11425.bc)

Saskatchewan Ministry of Health. (2013). *Infection control manuals for child care facilities*. Retrieved December 3, 2013, from <http://www.health.gov.sk.ca/day-care-infection-control>

# From the School Age Network

## ***Bullying in School Age Children***

Trudy Reimer, RECE & Roslyn Hilgartner, RECE, ECE.C



Find a Network in our Region that's right for you at [www.eceprc.ca](http://www.eceprc.ca)

*Bullying is not about anger, it's about contempt- a powerful feeling of dislike toward somebody considered to be worthless, inferior, and undeserving of respect. Rabbi Lerner calls it 'desanctification, not being able to see the divine in the other.' Pierre Teilhard de Chardin called it 'dehumanization', not being able to see the humanity in the other"*

*-Barbara Coloroso  
from the Bully the Bullied and the Bystander.*

What is Bullying? Where does it start? Why does it happen? Can we stop it? Questions like these have been pondered for decades. As educators, specifically in school age programs, we have limited time with children. When they leave our programs we are unable to shelter them from the many influences in society that contribute to the causes of bullying. This leaves us with the question of how do we support and guide the bully, the bullied, and the bystander?



One of the most important things that we can do as educators is to create an atmosphere of respect; mutual respect. Children tend to look to the adults in their world to see what is acceptable and what is not when it comes to behaviour. If children see us modeling respect towards our colleagues and their peers, they will develop a deeper understanding of the importance of creating a respectful culture within our programs.

We live in a society that places a lot of emphasis on what others think or feel towards us. The effects of this judgment can be conscious or sub conscious, therefore it is important for us as educators to always be aware of body language, the quality of interactions, and integrity that we exhibit. We need to expose our children and teach them about the beautiful variety of people around the world; whether that is different cultures, beliefs, abilities, and personality differences. We need to be able to encourage our children to see everyone as someone that is worthy of love and respect.

We also need to be sure that children are comfortable with complimenting each other and receiving recognition for their unique values. This again comes down to respect, if children are treated with respect, they believe that they are worth it and that they are important members of society.



We then create a community of children who can stand up for themselves and others in a respectful way. This can help the bully see that there are other ways to build their identity besides abusing power.

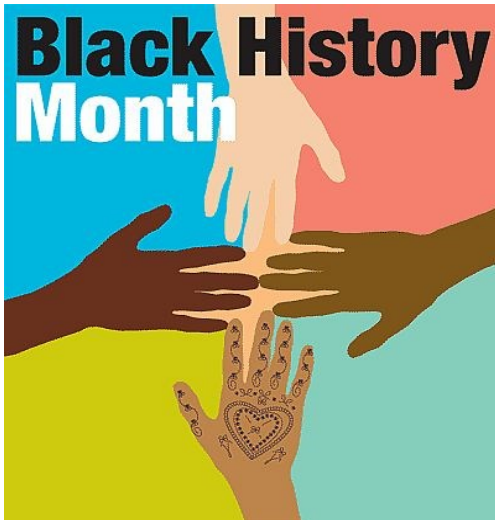
We live in a world where there are many influences and unfortunately many of them are not positive.

By focusing on the behaviour's we wish to see and instilling confidence in children, we limit the negative effect that some of these influences can have. We have a tremendous impact on the children and need to be sure that these impacts stay positive.

References: Coloroso, B. (2003). *The Bully, The Bullied, and the Bystander*. Scarborough, Ontario: Collins Canada

## Black History Month

By: Jawanir Abdulwasi, B.A., B.Ed.



February marks Black History Month. It is a time to reflect and celebrate the diversity, culture, and contributions of Black people across the world. In Canada, Black History month also offers an opportunity to celebrate the legacy and contributions of Black Canadians throughout history. Many lessons can be learned through the past struggles faced by the individuals that have fought for the inclusion and recognition of the contributions of Black people in North America and abroad. Concepts such as inclusion,

freedom, diversity, respect, and equity can be embraced all year round and with all age groups, not just to be addressed during Black History Month.

As educators, we must work towards finding ways to help children to understand these important concepts and lessons. One of the ways we can do this is by viewing childcare centres as micro-communities and as representations of society at large. As society grows more diverse, so too does the composition of many childcare centres. Through stories, song, and art, we can help children to experience and explore acceptance and respect for each other's differences. Play offers an avenue where we can help children reflect on the importance of these values. Although, the types of play may vary across different cultures, all children understand the notion of play. Play allows children to role-play with new ideas and concepts.



**In Waterloo Region we know that:**

Every day 250 households will request a food hamper.

Every day 1500 community meals will be served to men, women and children struggling to provide the basics.

1 in 20 is hungry...

There has been a 5% increase in the need for food assistance in Waterloo Region since 2011.

Your gift of \$20 provides food for a family of 4 for 4 days.

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**Learn about volunteer opportunities, how to coordinate a food drive, our most needed items including financial donations and upcoming events by visiting our website:**

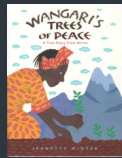
**[www.thefoodbank.ca](http://www.thefoodbank.ca)**



At the PRC, we take great pride in supporting multiculturalism. We are happy to announce that we are in the process of expanding our library, and now have many new resources that are available for you to share in your programs.

Below are a few books that reflect on multiculturalism, culture and identity. All of these books can support young children in understanding how we are all different and unique.

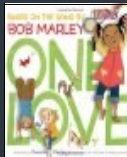
### Wangari's Trees of Peace



By: Jeanette Winter

A book about Nobel Peace Prize winner Wangari Mathai and her contribution to Kenya.

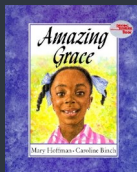
### One Love



By: Cedella Marley

A book based on the song "One Love" by Bob Marley.

### Amazing Grace



By: Mary Hoffman

A book about a young girl who faces gender and racial inequality.

Here, are some ways in which you can contribute to ensuring equality of opportunity in 'play' in your classrooms:

- \* "providing demonstration about kitchen tools from different ethnic groups in the dramatic play/home corner; ensuring dolls and small people figures include men and women from a variety of racial and ethnic backgrounds;
- \* talking about children's skin, hair, eye colour and hair texture; regularly reading appealing picture books that depict gender, racial, ethnic and physical ability diversity
- \* Encouraging children to use their home language" (Kernan, 2007).

Alejandro suggests that educators are cultural workers, whether we are aware of it or not; furthermore stating that if we do not question culture and values being promoted in our classrooms, that we risk our children accepting uneven power relations of our society along the lines of race, class, gender, and ability (Alejandro, 2009). It is important for educators to engage young children in dialogue and reflective thinking about the true meaning of acceptance, empathy and culture as it relates to them and the world around them. If we are to be seen as cultural representatives in our classrooms, it is our responsibility to provide opportunities to explore social injustice as

we encounter it amongst our classrooms to help develop and build a foundation of empathy and an understanding of the meaning 'right and wrong'. It is our job to embrace the opportunities for dialogue instead of shying away from uncomfortable conversations that highlight the value of both our differences and similarities.



### References:

Kernan, K. (2007). Play as a Context For Early Learning and Development. p 6- p 10.

Alejandro, A. S (2009). *What Colour is Beautiful?* USA: A Re-thinking Schools Publication.







The government is taking an additional step to improve access to licensed child care spaces and support safety and quality. The government is seeking feedback from the child care sector, families and other partners on a series of proposed changes to Regulation 262 under the DNA. The government is also proposing a new regulation under the *Early Childhood Educators Act, 2007* (ECEA) to respond to feedback from the 2013 discussion paper on the ECEA review regarding the composition of the College of Early Childhood Educators council. [Click here for the Minister's Report on the Review of the ECEA.](#)

All interested parties are encouraged to provide feedback on the proposed regulatory changes with a view to supporting children's health

## What's New in Childcare?

Links to the News in Early Learning and Care

and safety while they attend high-quality child care settings and supporting parent choice and child care operator viability.

Instructions on how to provide comments included in the consultation document available on the Ontario Regulatory Website. [Click here to access the Regulatory Registry posting.](#)

Please provide the Ministry of Education with your comments no later than **February 28, 2014**.

To read the news release regarding improving the safety and accessibility of child care please [click here](#).

To read the child care modernization background paper [click here](#).

To read Bill 143 [click here](#). 1st reading of the bill took place December 3, 2013

## Join the Network that

### 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 (YDP) Network

### Upcoming Network Meetings

Visit [www.eceprc.ca](http://www.eceprc.ca) for more information on these networks and current events.

Upcoming network meeting will be posted under the community calendar.

## REGISTRATION IS STILL OPEN

### Save the Date!

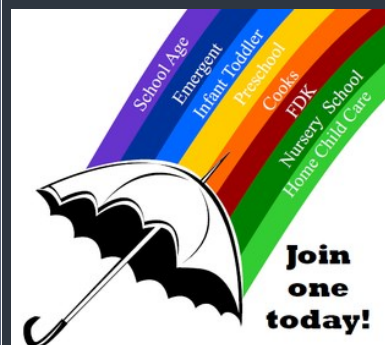
**EARLY  
LEARNING  
& CHILD  
CARE** **CONFERENCE**



**Saturday, March 29, 2014**

**Conestoga College  
Doon Campus**

**Registration Closes March  
1st**



## 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  
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LYLE S. HALLMAN  
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**Evenings (after 4 PM) and Weekends**  
All Parking is Free—Use Lot #6 or #7

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

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