

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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New Year, New Goals:

Setting Personal & Professional Goals

By: Sam Burns, RECE – Professional Resource Centre Coordinator

Alice came to a fork in the road. "which road do I take?" She asked.

"Where do you want to go?" responded the Cheshire cat.

"I don't know," Alice answered.

"Then," said the cat, "it doesn't really matter."

- Lewis Carroll, Alice in Wonderland

With the New Year beginning many of us took part in creating a list of resolutions for the year ahead, ultimately setting goals of future accomplishments we would like to achieve to improve our lives. According to Kasper, 91% of people will not achieve their goals in the New Year (2010)... but why?



The majority of New Year resolutions are verbal or created on a whim. Very few people take the time to write them down however, goals are like a map! People who know where they are going and how to get there are more likely to get there than people who don't (just ask Alice!). Goals are like your target destination, and the Action Plans developed as part of

the goal setting process are your map. Studies show that simply writing down your goals improves your likelihood of success by 80%. Here are some simple strategies that can be applied when you are setting your goals that will help you to start checking off your bucket list for 2012. When setting out your goals determine what is that you would like to complete, accomplish or achieve. Remember that others cannot set goals for you – only you know what it is that you truly want! Make sure you understand if this is a short-term goal, or a long term goal.

- Be **specific**! Picture it clearly, what does your success look like?
- Make sure your goal is **measurable**! Define the ending point and how you will know when you have reached it.



- Are you accountable? Do you report to someone or have a support team in place? Share your goal outline with others and create a plan that holds you accountable for your actions and plans.

- Reality check – is your goal **realistic**? Make sure that your goal and your commitment level are well matched.

- Set a **time** frame that keeps you energized and on track.

Sometimes setting mini-goals or outlining milestones are great opportunities to help you stick to your goal. Milestones achieved can help you measure your success, or assist you in personal

**Specific
Measurable
Accountable
Realistic
Time
Enjoyable
Resources**

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Melissa Bell, RECE-RT

Melissa is a Registered Early Childhood Educator that graduated from Sheridan College in 2002 and from Conestoga's Resource Teacher program with distinction in 2010. She has experience as a variety of roles over the years, including working with all age groups, as both administration and support staff. During the last year she has worked with organizations within the community to help develop and facilitate Professional Development workshops for both parents and educators. Melissa is passionate about early learning and care and looks forward to sharing her skills amongst other professionals within our field.



Katie Jackman

Katie is a fast track student in the Early Childhood Education program at Conestoga College. She has a Bachelor of Arts degree from the University of Guelph. Katie has worked as a consultant with McMaster University for a research project on physical therapies treatments for Autistic individuals. She has also worked for the Cambridge Public Libraries running a Literacy Summer program, and has various volunteer experiences under her belt. She is enthusiastic, and brings an eagerness to learn, and a large amount of experience and knowledge from the different fields she has worked in.



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reflection. If you are not hitting your set time frame consider reevaluating your goal. Do you need to make any changes?

- Is your goal and the path you have created to reach it *enjoyable, exciting and ethical*? Make sure you are not fighting yourself to reach your objective. We are less likely to complete a task we dislike, so how can you make it fun?
- Create a list of *resources* that you will need to complete this goal. This is the step we often forget in our planning and it can be the key to your overall success.

What will you choose to do as a new year unfolds before us? You are the key to your own success. Plan. Evaluate, Succeed!

References:

Gerbyshak, P (2006). *Smarter goal setting, A key to making it great*. Retrieved January 2010 from <http://ezinearticles.com/?SMARTER-Goal-Setting—A-Key-to-Making-It-Great!&id=92418>

Kasper, G. (2010). *Unstoppable, 6 easy steps to achieve your goals*. New York (NY): Morgan James Publishing.

Waiting:

A Challenge No Matter What Age You Are!

By: Bev Laking, RECE



As adults we understand that there are times when we must wait, be patient, and be respectful of others. However, even we as adults don't often do this well. Think about the drivers on the road who you can see appear to be in a big hurry. What about at an appointment and the person you are to see is not on time, and the one we experience when we go into a store....having to wait to pay for our purchases. The holiday season is almost upon us and this is when our ability to wait well in line is really put to the test, especially if you are a last minute shopper. Take a moment and reflect on these experiences and how you react in these situations or how others react. We have learned all the "tools" to wait well, are cognitively able to handle this task and we still aren't experts.

Think now about the expectations we put on chil-

dren for having to wait. Consider how many times in a day children are put into the position of having to wait. Waiting usually goes hand-in-hand with transition times, or having to wait for something that someone else is using. A good exercise to bring this to the forefront of your thought is to jot down within a day every transition a child experiences within your environment and when they are put into a situation in which they have to wait.

Waiting becomes even more apparent when children are "moved" in large groups together from one thing to another; everyone getting dressed to go outside, lining up to come back in, lining up to wash hands/use the bathroom, waiting for a spot at the snack table, waiting to get off their bed. The list can go on and on. It reminds me of

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moving cattle in a herd. Children are human beings with their own individuality and we need to be more respectful of that. When was the last time all the adults in your centre, had to all line up to use the bathroom?

The task of waiting is very difficult for young children. There's a reason for this. Children have yet to develop the ability to totally grasp the concept of time. While preschool children are beginning to talk about things that have happened or will happen, they cannot yet understand or talk about these events in terms of units of time (hours, days, weeks, minutes) or sequence. They may say, "my birthday is in 3 more sleeps", not "my birthday is in 3 more days, or 72 hours". A child's ability to use a temporal concept of time does not develop until sometime between ages 7-10 years old. (Friedman 2000). They have no idea of how long they will have to wait for the next thing. Children are egocentric and are naturally energetic. Doing nothing is very challenging for them. "Challenging behaviour is more likely to occur when there are too many transitions, when all the children transition at the same time in the same way, when transitions are too long and the children spend too much time waiting with nothing to do, and when there are not clear instructions." (Hemmeter, Ostrosky, Artman, & Kinder, 2008) How often do you see shoving, pushing, verbal disagreements? No matter how many times you tell children to stop or do the task again (i.e. Line-up without touching a peer) these situations will keep arising. Would you like to eliminate your stress and the children's stress? Keep reading.

How can we change our practice with children?

- Have a free-flow longer snack time. Imbed it into free-play. Children can eat when they are hungry, or when they have finished with an activity.
- If a large group time is part of the program, have children transition to free play where a variety of options are available
- Rather than a large group tidy up time before you head outside. Have children move to dressing time once they are finished what they are doing. This also ensures you are not cutting off their learning and creates a much smoother flow. Have one teacher with this small group and the other in the room. Once the 1st group is ready, you can head outside.
- Eliminate lining up to go in. Have one teacher

take a small group and head in. The other teacher can follow a few minutes later with the remaining children.

- Using more than one sink to have children wash their hands assists with eliminating unnecessary waiting.
- As children wake, they can immediately get off their beds and head to an area where activities are available for them.
- Children are capable and want to use their abilities. Have them help out others.

These are just a few ideas, I'm sure you can come up with many more. These ideas are easily manageable when working in a team. If you find yourself as the only teacher it can be difficult to implement some of these ideas. There is hope though.

Consider using waiting times to be a facilitator of learning.

Sing songs, or play a few games. I am including a resource below where you can source some ideas.

I don't want to leave you with the impression that you need to eliminate all waiting, because this is not practical. Developing the ability to wait is important for healthy emotional regulation; but we as facilitators of learning must recognize that too much waiting in a day for young children will reverse the effects we are hoping to achieve. Eliminating a good portion of waiting and focusing on a few situations (i.e. Having to wait for a turn with a toy, waiting with a few friends to go outside, rather than the whole group) where the experiences have a manageable challenge will better meet the developing abilities of the children in the long run.

References:

Hemmeter, et al. (May 2008) Planning Transitions to Prevent Challenging Behaviour. NAEYC, Beyond the Journal, 1-7.

Beneke, et al. (May 2008) Calendar Time for Young Children. NAEYC, Young Children 12-16.

Resources:

<http://www.childcarelounge.com/articles/smooth.htm>

<http://www.naeyc.org> Under publications go to TYC (Teaching Young Children). In the upper left choose: Message in a backpack. Scroll down to: Play games while waiting with Young Children.

MEET YOUR PRC STAFF

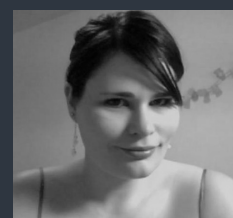
Samantha Burns, RECE

Samantha is the Professional Resource Coordinator. Samantha actively participates in several networks as a co-facilitator within our Region, and is an active member of many steering committees related to Early Learning and Care. She is also the President-Elect for the Waterloo Wellington Branch of the AECEO. Samantha presents workshops and provides seminars on various topics of interest and enjoys sharing her work with others in the field. Join Samantha this winter for a new PD series "Conversation Starters", and share your ideas around hot topics in the field.



Amber Holmes, RECE

After graduating with high distinction from Conestoga Colleges' Early Childhood Education Diploma Program, Amber began working at the Professional Resource Centre. Amber also works part time as an ECE in the kindergarten classroom at the Doon Campus Child Care Centre. In 2010 she was nominated for the ECE Award of Excellence from Conestoga College. In January 2011, Amber began developing and delivering workshops through the PRC, where she discovered her newfound love for teaching people of all ages.



What's New in Childcare

Links to the News in Early Learning



WHAT WE LEARN BEFORE WE'RE BORN – ANNIE MURPHY PAUL

Source: TEDTalks
November 29, 2011

In this TED Talk, Science writer Annie Murphy Paul talks through new research that shows how much we learn in the womb -- from the lilt of our native language to our soon-to-be-favorite foods. Click on the link below to watch this fascinating discussion.

<http://www.youtube.com/watch?v=stngBN4hp14&feature=youtu.be>

A COMMUNITY FIT FOR CHILDREN 3rd EDITION January 11, 2012

A Community Fit for Children is a report that focuses on young children in the Waterloo Region and the purpose of this report is to “encourage all community members to find their role in helping to foster an environment where young children feel healthy, safe and

secure”. On Wednesday, January 11, 2012 the Third Edition of this document was released. If you are interested in this document we have a number of copies in the PRC for members to borrow. A downloadable copy of this document will be available soon. You can also contact the Ontario Early Years Centre for your copy today. Contact: Amy Romagnoli, Data Analysis Coordinator, YMCA Ontario Early Years. 519-741-8585 x225 or oeecdac@ckwymca.ca

REPORT: READING FOR JOY

Source: People for Education, 2011



This new report from People for Education looks at the percentage of Ontario children who “like to read” and the decline that has occurred since 1998/99. This report discusses the importance of literacy in Ontario’s educational agenda.

For the full report and to watch a video from a press conference that was held on December 12 2011 click on the link below.

<http://www.peopleforeducation.ca/document/reading-for-joy/>

For local Literacy initiatives and programs please refer to the Early Literacy Alliance for Waterloo Region at www.elawr.org



Raising the Bar
Early Childhood Education
An ASCY Community Initiative

A Quality Initiative for Waterloo Region

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



A Message from your Local AECEO President, Cathy Barrie:

Join Cathy Barrie and the executive team of the

Waterloo-Wellington Branch of the AECEO as they host their next branch meeting on Wednesday, January 18, 2012 from 6:30 p.m.-8:30 p.m. Afterwards stay for our popular popcorn series session—based on the video workshop series by Lisa Murphy, facilitated by Cathy Barrie!

Together we will view the video “Process Oriented Art with Young Children”. In this video, Lisa discusses the differences between “process art” and “product art”. She also shares some of her favourite unique art materials, and tips for facilitating process orientated art. Lisa encourages all caretakers to see art in a different light, and support children throughout the process of creating works of art.

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



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

TELL A STORY!

Well, storytelling, that's not new. Storytelling has been around as long as we humans have been around to talk to each other. It's not new, but it is always changing and adapting, think about all the different ways we hear stories today – television, radio, iPods, and video games to name a few. People are telling us stories all the time, in many different ways. Yet, traditional storytelling remains as powerful and effective as ever. We may think our children have entered a technological age, where it is impossible to keep their attention with just our words, our voice, but a simple, well told story will still captivate listeners of all ages. It is possible to bring a room to silence by telling a story. That is a great feeling.

The first edition of the *Every Child Ready to Read* program, included Narrative Skills as one of the six essential early literacy skills. The ability to tell or retell stories develops comprehension skills that will help children understand what they read.

Storytelling is a great tool for you, as a practitioner or a parent, and it is great way to encourage narrative skills in children. It can be intimidating, to get started, knowing it is just you, but it is worth it. There are three stages to preparing: choosing the story, learning the story, and performing the story. Here a few of our simple tips:

- Choose stories you love.
- Choose stories that suit your personality. If you are not comfortable with the story, it will feel like a chore not a joy.
- Stories with repetition are good for you and the audience (interactive)

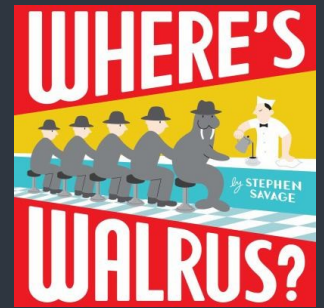
Read it out loud to hear how it sounds.

- Write or type it out, this helps commit it to memory.
- Tell it to yourself, in the shower, in the car, just get to know it.
- Keep it simple - do what you feel comfortable with; don't add voices and props that don't feel natural to you.
- Relax and enjoy it.

It really doesn't have to be complicated. You can even start with by using felt or magnet stories. Or, a favourite of ours is wordless picture books. They are laid out in a way that generates a good narrative. They are a great way for you and a child to make up stories together.

Please email us and we can send you a more detailed list of storytelling tips or a list of wordless picture books. As well, visit your local library. We have lots of great storytelling resources.

Children's Book - of - the Month



Where's Walrus? By Stephen Savage

If you're interested in trying out a wordless picture book, this is a great place to start. Walrus escapes the zoo in search of adventure. With the zookeeper in hot pursuit, Walrus cleverly tries on all sorts of hats to disguise himself. Follow the run-away as he hides amongst firefighters, businessmen, and even high-stepping dancers in this delightful wordless picture book, that will keep little ones giggling and happy to find the walrus before the zookeeper.

Save the Date!

**EARLY
LEARNING
& CHILD
CARE** CONFERENCE

**24th Annual
Early Learning &
Child Care Conference**
Saturday, March 24, 2012
Conestoga College
Doon Campus
Registration Opens in February!
Visit: www.eceprc.ca

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





PROFESSIONAL RESOURCE CENTRE

Winter Hours of Operation
Monday—Wednesday
 9am—8pm
Thursday & Friday
 9am—5pm
 Closed Saturday and Sunday

Conestoga College
 ECE Building
 299 Doon Valley Drive
 Kitchener, Ontario N2G 4M4
519-748-5220 x. 3388

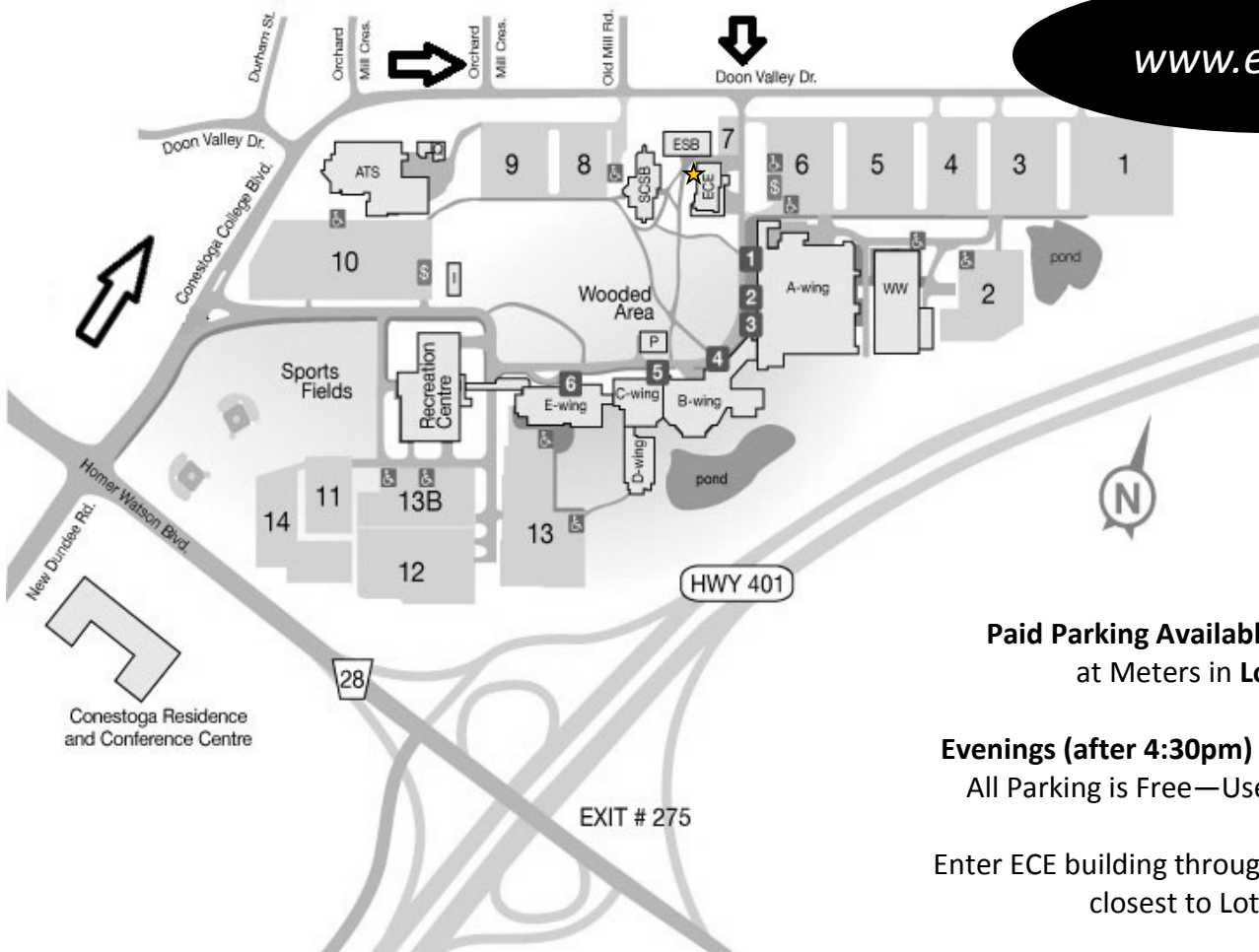
The Early Childhood Professional Resource Centre

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!



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.