

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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AECEO Branch Rejuvenation Strengthening Member Supports through local Engagement

Submitted by the Association of Early Childhood Educators Ontario

Like most organizations and agencies in the early learning and care sector, the AECEO has faced many challenges as a result of the significant changes that have happened in the last few years, such as; the establishment of a regulatory body (College of ECE), the transfer of early learning and child care to the Ministry of Education, and the austerity measures currently in place at all levels of government.

As an organization the AECEO has been able to prepare and respond to these changes by engaging in short and long term strategic planning. This strategic planning process encompassed a wide range of consultation, including AECEO membership, sector stakeholders and government, and involved over 1000 individuals.

Our strategic planning initiative told us that to remain a relevant leader in the sector we need to transform and revitalize our organization, to grow membership and reach, to build community capacity and voice, and to strengthen learning and development.

The AECEO Branch Rejuvenation is one of the main components towards meeting these goals.

It will:

- Grow membership by providing more opportunities for member engagement and input.
- Allow the establishment of more branches across the province regardless of the size of the local ECE community.
- Transform and revitalize our organization and provide more value to ECEs in local communities by freeing up branch leadership

capacity through a reduction in administrative and governance burden. We see AECEO members playing a more vital leadership role at the branch level and working with local partners to manage change and inform public policy. A unified and informed voice speaks louder and more powerfully. This will significantly increase our sector capacity for influencing change.

- Allow the AECEO to become recognized as a provider of CECE accredited professional learning for ECEs at the community (branch) and provincial level.

The Plan

In January 2012, the AECEO began introducing its Branch Rejuvenation plan to members. Leaders in our branches, members of local branch boards, were asked to consult locally and provide feedback to the new model outline being introduced. Components of this new model include, but are not limited to:

- A simplification of local branch configuration
- A reduction in local overhead obligation
- The development of a structure that would allow for effective local activism
- Annual consultation meetings with members to obtain local feedback on local needs with respect to ongoing professional learning and networking opportunities for members
- Inclusion of community partners in local collaborative efforts

What does the model look like...in a nutshell...

The business aspect of running a branch is no longer the responsibility of local volunteers. This allows

branch leaders and volunteers to focus on the facilitation of meetings, liaising and communicating with Provincial Office and membership and ongoing consultation with local members on professional development needs. Branches are led by 1 or 2 Chairs (Co-Chairs) that are elected by the local membership. The Chairs are responsible for ensuring members have a say on local professional learning needs and community activities. They will also recruit volunteer members to ad hoc committees for each event or initiative undertaken locally. Provincial office supports branch activity and initiatives by providing administrative assistance and support.

Two standing committees of the provincial board have been set-up to provide guidance, direction and support to branches. These committees are the Professional Learning Advisory and the Branch Accountability and Support Committee.

Where are we now: an Update on Branch Rejuvenation and other initiatives

During the summer and fall of 2012 the provincial office worked with branch volunteers to begin the transition to the new branch model. Transitional Chairs were identified and put in place to work with volunteers and the provincial office during the two year implementation stage. Their first task is to hold a meeting of the local membership in order to develop the short and long term goals for the branch.

The provincial board has been overseeing the development of a new AECEO Branch Manual. New policies and procedures have been drafted, with branch consultation, and will remain in draft form ("living document") during the two year implementation stage. This will allow for the development of realistic policies that reflect the lessons learned during implementation.

A transition from in-person annual general meetings to electronic voting will address member participation in guiding the AECEO. For the past 62 years a very small fraction of AECEO membership has

been fortunate enough to attend and vote at an annual general meeting. Travel costs and time are prohibitive for a large majority of ECEs across the province. A move to electronic AGMs and voting will mean that the vast majority can now take part in giving direction to their professional association.

The AECEO's on-line capabilities are being enhanced to offer more information and resources as well as web-based learning, thereby making our services more accessible to members where-ever they may be. A student portal is being developed to provide a clearing-house of information and resources to future ECEs. This portal will complement existing college/university student sites.

The AECEO will be ramping up a major advocacy campaign for better wages and working conditions. We will work with other early learning and care advocates such as the Ontario Coalition for Better Child Care, and engage in ongoing dialogue with the Ministry of Education, to bring the issue of professional pay for professional services to center stage.

How can AECEO member become involved in their Professional Association?

- Attend at least one branch meeting per year to provide input around local professional development needs and activities
- Help guide the future direction of your professional association and local branch by

taking part in elections

- Support local branch growth and activity by volunteering your time
- Volunteer to take leadership roles within your branch
- Encourage your colleagues to attend/join AECEO events and experience first-hand the value of belonging and supporting their professional association

For information about becoming a member or how you can become more involved in local/provincial initiatives contact the AECEO provincial office at membership@aeceo.ca or ldacosta@aeceo.ca



Multicultural Understanding

By Barbara McKee RECE, Ryerson YWCA Cambridge

I had just started to work at this centre and was still getting to know all of our families. There were two children who had started not long before I came. These children were causing some concern for the staff. Their family came to us as new immigrants from India. The children were not eating much at school and mom was of course concerned. "Ravi", the oldest of the two children, would be starting kindergarten in the fall, and it seemed unusual that this boy was not able to use a fork. "Ravi's" sister also did not use utensils to eat.

Meals seemed to create a lot of discomfort or stress for these children, they would push the utensils away and try to eat with their hands. The staff would then show them how to eat with the utensils and put the forks in their hands and encourage them to try again. After a few such episodes the children would just stop eating and "Ravi's" sister "Anni" would begin to cry, while "Ravi" would be quiet and sullen.

Join Barbara and deepen the conversation in a workshop around understanding cultures through storytelling.

Wednesday February 13, 2013 7:00 pm —8:30 pm
Members \$5.00 Non-Members \$10.00

Register Now!

Click Here

One of the other staff shared that she was also afraid that "Anni" was going to fall in the bathroom. They had found her standing on the toilet seat and squatting on several occasions. I have to say that at the time, aside from wanting to give the children more time to adjust to being in our class, I really did not understand why these children were having such a hard time.

Fast forward ten years to my first visit to India. We traveled across the country and after spending over five hours on the train to our destination I finally made my way to the toilet. I was not anxious to use what we called the "squatty potty", which was a stainless steel framed hole with a place molded in the frame to place both feet near the hole. One

needed to squat to use the bathroom while trying to keep your balance and to keep from sitting down on the hole which would be anything but pleasant. Needless to say this was totally foreign to us and very uncomfortable. It is amazing how hard it is to relax enough to actually relieve yourself in such an uncomfortable and uncommon position.

Once we reached our destination there was a banquet and we were the guests of honour. The food was served on tin plates, and once our food was all served we were instructed to eat our food with our right hands and everyone began to eat. Food was shoved from hand to mouth and after a little practice we managed to get most of our food into our mouths. There were no utensils and we did what the natives did.

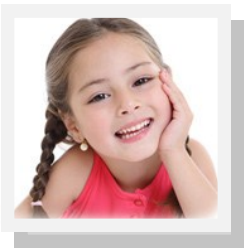
I was reminded of the children in our centre. No wonder they had so much trouble getting used to the way we did

things. We were also less than understanding about the culture the children came from and not very patient in teaching them how to eat as we did. It is said that we need to walk a mile in another's shoes before judging them. In childcare we need to be at least that careful about how we approach and support children in our programs and when and what we expect as far as accepting our culture.



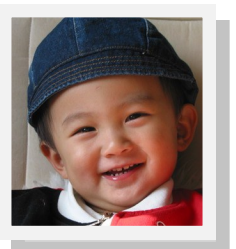
Do you want to know more about multicultural situations that can occur in childcare? Stories like this one are a wonderful window into other perspectives and the more we can be aware of how small our world is the better we can support children in our programs. Our western worldview is very narrow and we can all benefit from some new ideas. Come and hear more about the wonderful world we inhabit and how very many ways there are to do things.

Come join Barb for an evening of Multicultural Storytelling here at the PRC. This workshop will explore the art of oral storytelling that supports a foundation of trust within the classroom.



Healthy Children

By: Rebekah Chesterman, Conestoga College Nursing Student



There is global and national concern about rising rates of obesity among children, due to patterns of unhealthy eating, poor food skills, and levels of physical activity. The benefits of educating children and caregivers on the importance of eating a healthy diet rich in nutrients and low in fat is crucial for the child's growth and development. Evidence suggests that eating habits developed during early childhood are sustained into adolescence and adulthood. According to Health Canada, developing and maintaining a healthy pattern of eating during childhood supports health, growth, and cognitive development. Healthy eating patterns during childhood will reduce the risks of chronic diseases and obesity later in life. Eliminating junk foods such as processed foods, refined carbohydrates, and bad fats (LDL), and promoting foods rich in antioxidants (which fight free radicals), fiber, omega (HDL, good fats), calcium, fruits and vegetables will encourage healthier bodies, stronger immune systems and longer lives. Healthy eating will help with adequate energy levels, support growth and development, prevent diet related diseases like diabetes and obesity, and help improve the child's mood. It's important to note the association among screen time, less healthy eating patterns, and weight gain. According to Health Canada, the hypothesis

is that this is the combined result of expending less energy or replacing expended energy, often through the mindless consumption of energy-dense, nutrient-poor foods. Sedentary lifestyle, specifically eating while watching television, has been associated with poor nutrition. It's important to not only educate children on healthy eating habits, but to also stress the importance of physical activity.

Encouraging children to eat healthy foods can be a difficult task at times for both parents and caregivers; however, it is necessary for proper growth and development throughout childhood. Parents and caregivers can offer a wide variety of fresh fruits/vegetables, whole grains and healthy proteins to make sure children get the nutrients they need. Children who eat nutritious, appropriate food instead of junk food are more likely to maintain a healthy weight than kids who consume a diet full of empty calories. Childhood obesity is linked to a range of diseases, both during childhood and later in life. These include diabetes, high cholesterol and high blood pressure. Social discrimination and the poor self-esteem that often follows are other risks of childhood obesity that can be prevented by a healthy diet used in conjunction with regular exercise. Health Canada suggests children who eat a healthy, balanced diet are less

likely to suffer from nutritional deficiencies and related diseases. Anemia is one common deficiency in kids who do not get enough iron in the diet, which can lead to a lowered IQ over time. Other deficiencies that are sometimes seen in children who do not eat healthy foods are vitamin D deficiencies, calcium deficiencies and magnesium deficiencies. A healthy diet can boost children's brain power. According to Debby Mayne, kids' brains are developing at an amazing rate all through childhood, and specific nutrients found in healthy foods help this development happen. Omega-3 fatty acids, found in fish, nuts and some cooking oils are especially important for healthy brains. Other vital nutrients for central nervous system health include choline, foliate, iron and vitamins A, C and E. Eating unhealthy for even a short time can affect children's physical and mental performance. For example, children suffer from poorer concentration and memory on days they miss breakfast than on days they eat something in the morning. Unhealthy eating can also cause behavioral problems, because high amounts of sugar and fat in a meal can wreak havoc on developing hormonal systems and bring about problems like hyperactivity or excessive tiredness.

Before birth and for the first eight years after birth, children's bodies develop at a rapid pace. For example, new teeth and bones require calcium, which can be provided by milk, yogurt and cheese. Children's brain cells develop thousands of connections and a protective sheath, myelin, grows around developing nerves throughout their bodies. Children need iron in their diets, which can be found in foods such as tuna and whole wheat bread, so their bodies can manufacture myelin.

Parents and caregivers are shaping the next generation and need to promote healthy habits on eating and physical activity. When adults eat foods that are lower in fat and added sugars and high in fiber, children learn to like these foods as well. A child often won't eat a new food. Children often need to see a new food multiple times before they will try it. Some tips to consider in helping children eat better: use less fat, salt, and sugar. Cook with fewer solid fats. Use olive or canola oil instead of butter or margarine. Bake or roast instead of frying. You can get a crunchy texture with "oven-frying" recipes that involve little or no oil. Choose and prepare foods with less salt. Have fruits and vegetables on hand for snacks instead of salty snacks. Limit the amount of sugar children eat. Choose cereals at your centre that are low in sugar or with dried fruits as the source of sugar. Gaiam Life suggests the following activities to encourage and stimulate children's interest in eating healthy foods:

- Prepare healthy meals together
- Plan a taste test of different healthy foods
- Play fun games that promote healthy eating
- Get creative (make silly faces out of fresh fruits and veggies)
- Show kids how to grow foods

Type 2 diabetes, has been affecting more children in the last several years. According to Dr Rakesh Jaswal, this is due to an increase in overweight and obese children. Kids are becoming more sedentary and eating more junk food than ever before. With the advent of handheld electronic games, computers and ever more

available television channels, kids have more reason to stay inside and sit for long periods of time. Here are some ways to help support an active lifestyle with the children in your program:

- Egg-and-Spoon Relay Races
- Dress-Up Relay Races
- Water Relay Races
- Jump Rope Games
- Hula Hoop Games
- Indoor Freeze Dance Games
- Parachute Play Indoor/Outdoor
- Yoga

For more ideas and suggestions that encourage healthy living explore these great resources:

Eat Right Be Active: A Guide For Parents and Caregivers http://www.nutritionrc.ca/resources/pdfs/heal_erba-toddler-eng_09SE09.pdf

Healthy Recipes for Children <http://www.canadianliving.com/moms/food/?gclid=CIONwrjXg7QCFY1DMgodohsARg>

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Children and Food Allergies

By: Huong Giang Pham, Conestoga College Nursing Student

Nowadays, food allergies have become more common in the early years. As educators you have been well versed in all the precautionary measures to have in place to ensure an anaphylactic reaction is avoided each day, as well as having all information about individuals with a food allergy up to date. The meals at the center are cooked with specific attention avoiding certain food that a child may be allergic to, and the classroom is maintained in a way that is free of specific allergens of each group's specific needs. In this article we are going to explore what a food allergy is, common sources of allergies, and various everyday classroom materials that, surprisingly, can contain some sources of specific allergens.

What is a food allergy?

Food allergy is a body's abnormal immune system response to a food. There is one type of adverse reactions in which the body produces immunoglobulin E (IgE) – a type of antibody. IgE will sensitize mast cells in the blood stream to recognize the specific food – which now is considered an allergen. Next time, when the body encounters the same allergen, histamine from mast cells will be released systematically which may be mild, or in rare cases, lead to a life-threatening situation, called anaphylaxis (NIAID, 2010).



Common sources of allergy:

Children can have allergy reactions when touching, smelling or eating an allergy-causing food. Most commonly know foods are: peanuts, nuts, shellfish, fish, and eggs (Ministry for Children and Family, 1996). Others less common are dairy products, gluten, and wheat.



Allergen: Wheat

Activity/materials:

Play-Doh (commercial or wheat-based home-made) can be substituted by: modeling clay, moon sand, wheat-free, gluten-free dough, homemade rice play dough.

Craft Paste (may contain wheat starch) can be substituted by glue sticks. Educators need to read the label to determine if wheat starch is present.

Paper Mache can be substituted by glue solution, buckwheat flour solution.

Allergen: Egg, milk, soy

Activity/materials:

Tempera Paint: (homemade and some commercial) can be substituted. Most commercial paints are suitable for children. Educators need to read ingredients to find milk-free paint.

Crayons (may contain soy): read ingredients to find soy-free crayons.



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What's Cooking ?



Kid's Pizza-Pizza (serves 5)

Yeast and Gluten Free

This is a kid-pleasing yeast-free and gluten-free pizza. Make these in small spring-form pans and have your child create his or her own personalized pizza.

- 1 1/2 cups (75 grams) instant mashed potatoes
- 1 cup milk
- 1/4 cup butter, melted
- 2 teaspoons Italian seasoning
- 1 teaspoon garlic salt
- 1/4 cup (40 grams) Parmesan
- 1/2 teaspoon sugar, optional
- * Optional sauce and toppings

1. In a food processor, combine all ingredients except for oil and optional sauce and toppings, and blend until well incorporated. Let dough sit for 10 minutes.
2. In a greased spring-form pan, push desired amount of dough on the bottom and halfway up the sides of the pan. You may have thin or thick dough.
3. Brush oil over dough and place in a 425°F oven for about 30 minutes. Thinner dough might cook faster. If desired, turn the broiler on and crisp the top for an additional 5 minutes. Remove and prepare your sauce and toppings.



Vegan Lentil Chili

- 1 onion, thinly sliced
- 1 tablespoon olive oil
- 2-3 cloves garlic, minced
- 2 cups brown lentils, rinsed
- 1 teaspoon ground cumin
- 1/2 teaspoon ground coriander
- 1/2 teaspoon garam masala
- 6-8 cups water
- 1 14 ounce can crushed tomatoes
- 2 14 ounce can of dark red kidney beans, drained and rinsed
- salt and pepper to taste
- cilantro, for garnish

1. In a large heavy bottomed pot set over low heat, add in onions and oil. Let cook for 15-20 minutes until caramelized, stirring occasionally. Add in garlic and lentils. Stir in spices and cook a minute more. Cover with water, and stir in tomatoes. Bring to a boil, reduce heat, and let simmer on low for 45 minutes to an hour.
2. Take half of the kidney beans and add to the pot. Take the other half and crush into a paste with a fork. Add to the pot. Let simmer for 20-40 minutes more, or until lentils are soft and the chili is the consistency you want. Garnish with a sprig of cilantro.

From the Emergent Network

The Who, What, Where, When, Why and How of Documentation

Find a Network in our Region that's right for you at www.eceprc.ca



"Sharing documentation is in fact making visible the culture of childhood both inside and outside the school to become a participant in a true act of exchange and democracy."

– Carlina Rinaldi

As early childhood educators, we know there is a critical connection between pedagogical documentation and effective teaching. Documentation requires a great deal of observation and reflection, not just from ECEs but from the children in our care as well. We document for many reasons, and our methods of documentation are as diverse as the children in our programs. Needless to say, the process of documentation can be quite daunting, especially when there is such little time for program planning as it is. Looking at the five Ws (and of course, the H) of documentation will assist you in developing strategies within your own program.

WHO: Documentation is often about individuals; children, families, teachers, community members or even pets that occupy or visit the room. Anyone involved with children can play a role in documentation; ECEs, teaching assistants, individual children, groups of children, and families can all provide their own documentation that lends to the program.

WHAT: The potential subjects of documentation are wide ranging. Documentation can capture a moment of the day, an all-day activity, or it may capture the events over several days, weeks, months or years. Documentation may capture children's play, conversations, art, early writing efforts, dictated stories, children's theories and hypotheses, buildings and structures, physical, emotional and cognitive development, milestones, developmental concerns, health concerns, funny or interesting children's quotes, field trips, experiments, discoveries, you name it!

WHERE & WHEN: Documentation can take place anywhere and at any time; in the classroom, on the playground, during routines, transitions, walks and outings. Documentation can happen as the activities happen, or reflections can be captured afterwards. Ideas for documentation may even come to you as you fall asleep at night! By its nature, documentation cannot be bound to a schedule; any activity occurring at any time of the day can be noteworthy. And while you may not always be able to document something as it happens, reflecting back on a day's events can often result in notation of some kind.

WHY: Not only for licensing, but to make children's learning visible, to track an individual child's development, to aid in the curriculum planning process, to capture the history of classroom experiences, for personal reflective practice, to emphasize the value of children's work and to empower children and their families.

HOW: There are a number of strategies for documenting in the classroom. Some examples are: hand-written notes, which can be made on post-its, clipboards, masking tape, notepads, teacher and child captured photographs, audio recordings, video recordings, written or recorded anecdotes, samples of children's writing, artwork, sketches, learning stories, the list goes on and on. Then there is the question of how to make documentation visible – documentation boards, panels or strips, bulletin boards, curriculum forms, books, binders, portfolios, posters, slide shows, signs, posted art, posted writing, home movies, digital photo frames, etc. There are many resources available to further enhance your own documentation; the following is a list of resources available from the Professional Resource Centre:

- *The Art of Awareness* by Deb Curtis & Margie Carter
- *Constructivism across the Curriculum in Early Childhood Classrooms* by Christine Chaille
- *Emergent Curriculum in the Primary Classroom* by Carol Anne Wien
- *Learning Together with Young Children* by Deb Curtis and Margie Carter
- *Pathways to Constructivism* by Ellen Jacobs, Goranka Vukelich & Nina Howe
- *Season by Season the Year Unfolds: A Guidebook for Developing an Intentional Culture in Early Childhood Programs* by Ann Pelo
- *Seeing Young Children – A Guide to Observing and Recording Behaviour* by Warren R. Bentzen
- *Assessment in Early Childcare Settings: Learning Stories* by Margaret Carr
- *Learning in the Making: Dispositions & Design in ECE* by Margaret Carr

Web Sources:

The Power of Documentation in the Early Childhood Classroom

<http://www.naeyc.org/files/tyc/file/Seitz.pdf>

Writing Learning Stories

<http://earlylearningstories.info>

JOIN the Network that is Right For you!

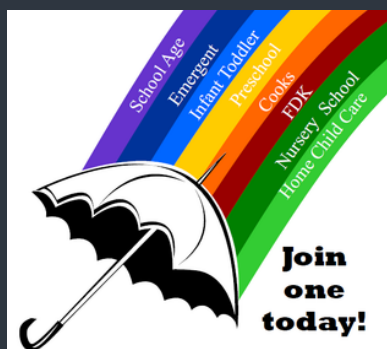
RTB Umbrella Networks

- 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 meetings will be posted under the community calendar.



How Can a Five-Year Old Be Stressed?

Source: Huffington Post, December 7, 2012

Looking at ongoing research on children's psychological development and how stress impacts. The research suggests that children have a much higher level of stress in their lives today than they did a generation ago. these high stress levels.

<http://bit.ly/CanAFiveYearOldBeStressed>

Men in ECE Roles Becoming More Common

Source: New Around Campus, Brock University, December 10, 2012

This article explores the changing trend in the field of Early Learning that is seeing more males take on the roles in the classrooms.

<http://bit.ly/MeninECERoles>

Pinterest : Why Invest in PRE-K?

Source: NIEER, December 2012

NIEER introduced a collaborative Pinterest board filled with resources to help advocates make the case for supporting preschool education.

<http://bit.ly/WhyInvestinPreK>

What's New in Childcare

Links to the News in Early Learning and Care

Save the Date: Co- Constructing Contexts for Meaningful Engagement

Date: Saturday March 2, 2013

Location: Charles Sturt University, Burlington (ON)

Keynote Speaker: Lilian Katz

Sessions will be of interest to educators, pedagogical leaders, students, and policy makers.



The AECEO is a proud sponsor the 25th Annual Early Learning and Child Care Conference taking place at Conestoga College on **Saturday March 23, 2013.**

AECEO president, Dr. Rachel Langford will be presenting on the Professional Image of the Educator. Be sure to stop by and connect with your local branch and Provincial leaders!

In other news the local branch is currently restructuring to support the rejuvenation of the AECEO. This winter we hope to host an event through the Professional Resource Centre to discuss these changes as we move forward.

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

Or e-mail SBurns@conestogac.on.ca subject line "AECEO". Join the AECEO Today. Visit their website at www.aeceo.ca



Raising the Bar
Early Childhood Education
An ASCY Community Initiative



A Quality Initiative for Waterloo Region

ITERS Booster

March 20, 2013
ECE Building, Doon Campus

NEW* Additional Session ECERS –R

March 13 & 25, 2013
ECE Building, Doon Campus

On-line registration available at www.conestogacommunity.ca/eceprc

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



Beginning with Books

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

Moose gets involved and wrecks havoc. (4 and up)

This is Not My Hat

by Jon Klassen

Klassen has followed up last year's smash hit, *I Want My Hat Back*, with another subtle and unexpected tale about mischievous creatures and a sought after hat. This time a wee fish has stolen a cute little hat from a much, much bigger fish that was fast asleep. The little guy thinks he will probably get away with it. Probably. (4 and up)

Green by Laura Vaccaro Seeger

Green. This is the perfect time of year to celebrate the colour green. All kinds of green – pea green, sea green, wacky green, slow green, and more green. With beautiful illustrations and small cutouts, there is lots here for children to pour over, and to generate conversations about all the green we can see. (2 and up)

Bear has a Story to Tell by Philip C. Stead; illustrated by Erin E. Stead

Bear is ready to go to sleep for the winter, but first he has a story to share with his friends. The problem

is, all of his friends are too busy to listen because they, too, are getting ready for winter. What is a bear to do? Help his friends, of course! A lovely look at love and enduring friendship. (3 and up)

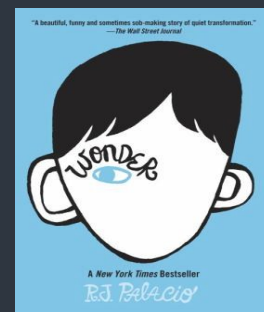
Because Amelia Smiled by David Ezra Stein

It all starts with a smile. Amelia smiles as she skips down the street. Her neighbor smiles when she sees Amelia, and it inspires her to bake cookies for her grandson in Mexico. And, so it goes, one kind act leads to another. Amelia's smile brings more smiles and happiness around the world. A simple story with a joyful message, and illustrations which will make you smile. (4 and up)

Goldilocks and the Three Dinosaurs by Mo Willems

A fractured fairytale by the king of fun, Mo Willems. "Once Upon a Time there were three hungry Dinosaurs: Papa Dinosaur, Mama Dinosaur...and a Dinosaur who happened to be visiting from Norway." Most fun for those already familiar with the standard version of this tale.

Children's Book - of - the Month

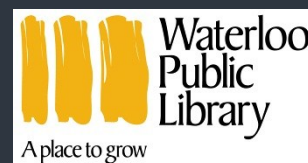


Wonder by RJ Palacio

All 10-year-old Auggie Pullman wants is to be one of the gang, just an ordinary kid. However, it's hard to be ordinary when you were born with severe facial deformities. Auggie's parents homeschooled him up to grade 5 and now it's time to attend regular school - just like all the other kids. *Wonder* is the account of Auggie's first year at school. This debut novel touches the heart deeply. A wonderful story of tolerance and acceptance, *Wonder* is our **FAVOURITE** book of 2012. Treat yourself to this book...you will not regret it.

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

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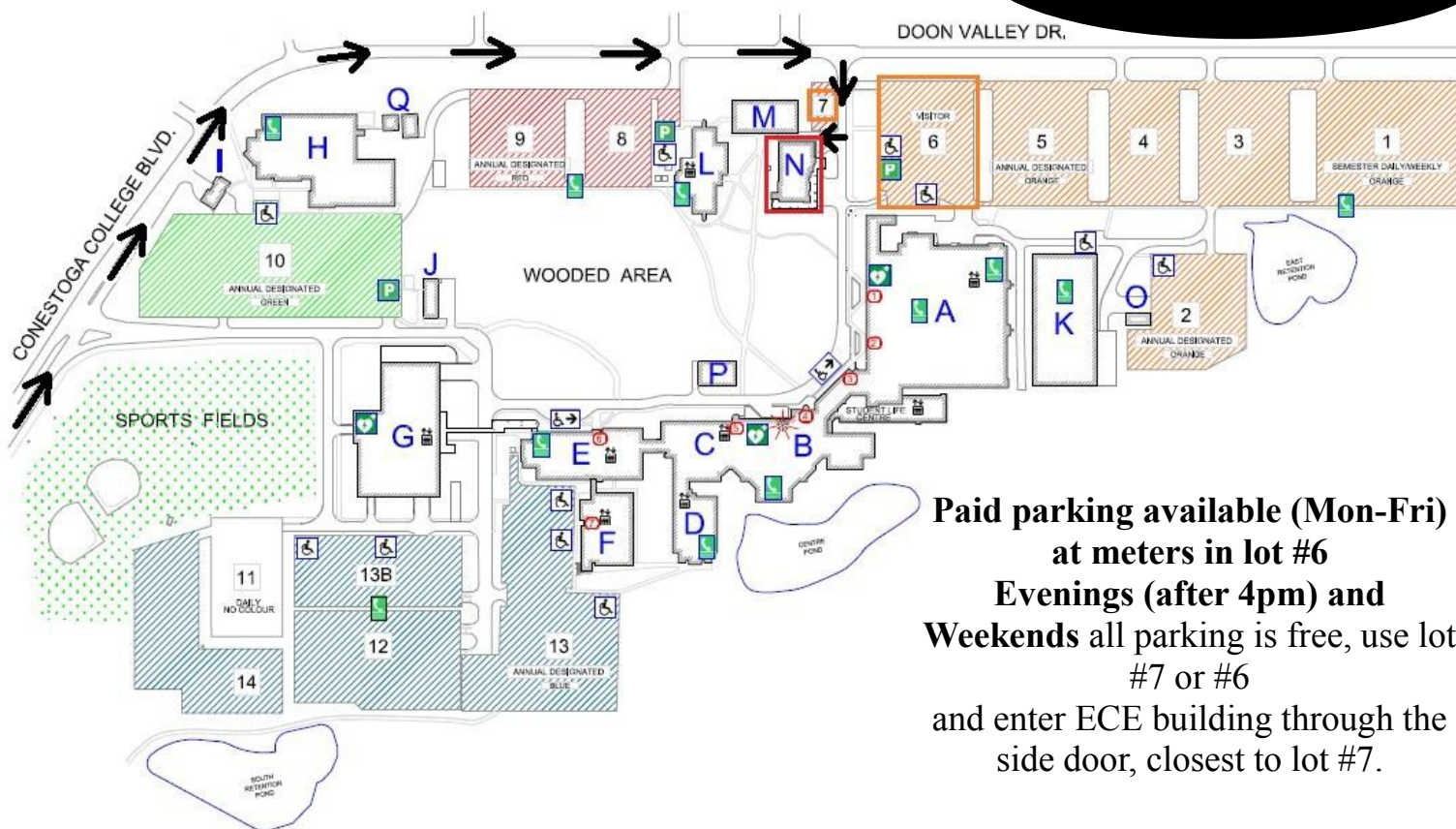
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