

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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Reflections on a Changing Profession

By: M. Birdena Hamilton-Armitage, RECE, M.Ed.
Professor, ECE Program at Conestoga College

"Innovations in Early Learning and Care", the 25th Annual Early Learning and Child Conference held on March 23, 2013 at Conestoga College energized me. I attended 2 excellent workshops – "Creating Dynamic ECE Professional Identities" by Dr Rachel Langford and "Enhancing Professional Practice through Case Study Discussions" by Melanie Dixon. To participate in workshops offered by today's leaders in the field was an honour. Dr. Langford is currently the President of the Board of Directors of Association of Early Childhood Educators in Ontario (AECEO) as well as the Director of the School of Early Childhood Studies at Ryerson University and Ms. Dixon is the Director of Professional Practice at the College of ECEs.

As a person who has had the privilege to teach "The ECE Professional" course for many, many years, I remain excited about the field of Early Learning and

Care. The recent workshops | affirmed the changes that have occurred in that course. While the content of the course has not undergone drastic changes, the framework for the course has.

Since the introduction of "The ECE Professional" course 20 years ago in January 1983, we have included a look at resume writing and interview preparation. Originally it was taught as a skill to master. Today, the approach is much more one of articulating an identity as a professional – who am I as an individual?, what do I have to offer to the field? Originally, we looked at issues in the field (recognition and salaries, for example). Today, we look at our professional identity vis-a-vis Occupational Standards", "ELECT", the AECEO's "Code of Ethics" and the College of ECE's "Code of Ethics and Standards of Practice". What an exciting time for the profession to celebrate identities as individual professionals and as a profession!

At one time in “The ECE Professional” we talked about the importance of having someone else verify our skills. We talked about the value of comments by a cooperating teacher or by a faculty member. Today, we talk about the value of self reflection. Some readers may remember “BAR” (background, action, results) from the course as a way to approach interview questions. Most recently we have talked about the 3Rs (no, not reading, ‘riting, and ‘rithmetic) – but retell, relate, reflect. Retell a story, relate how it fits with the position which is the focus of the interview, and reflect on how the story from the past fits with the interview question and/or interview position. Through this evolution we can see the changes in the field towards a more self-reflective practitioner.

And finally I would like to mention the portfolio, at one time not mentioned in the course and later on an assignment completed in preparation for an interview. But students would often comment that there was no time to show the portfolio or the

portfolio didn’t fit in with the standardized questions. It is now recognized within the course that there are a variety of purposes for a portfolio. One of the possible purposes is to prepare for an interview and to support the conversation during an interview. One of the alternate purposes is for certification or registration in some jurisdictions. As the profession embarks on a dialogue led by the College of ECEs about a meaningful renewal of membership, we wonder about the role a portfolio may play in this. I hope students and RECEs recognize that following the news from the College of ECEs and participating in dialogue about the renewal of membership is an indicator of a professional. And, it is hoped that “The ECE Professional” course will continue to evolve to meet the needs of those entering a dynamic and vibrant profession!

Birdena Hamilton-Armitage, RECE, M.Ed. has been a Professor in the ECE Program at Conestoga College since 1989.

The College of ECE Developing a Continuous Professional Learning Program

CPL Program to Promote Professional Development



The College of Early Childhood Educators is developing a Continuous Professional Learning (CPL) program that will make ongoing education an important part of being a registered early childhood educator (RECE).

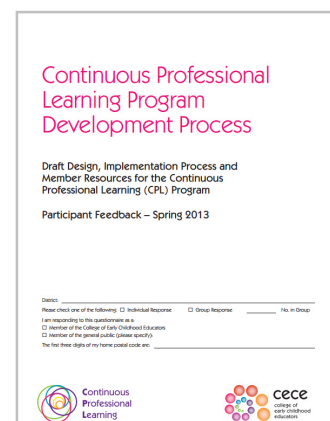
Continuous professional learning enhances the practice of early childhood education. Engaging in continuous learning helps RECEs remain current in their knowledge, skills and professional values. It also promotes public trust in College members and the profession.

The CPL program will support RECEs by allowing them to reflect on their practice and to identify ways in which they can grow professionally. The program will be accessible to all RECEs, regardless of different learning styles, geographic locations, career stages and career ambitions.

For more information, visit the College of ECE website at

www.collegeofece.on.ca

or click [here](#).



All Sun and No Fun: Beware the Pitfalls of the Summer Season

By Allison Moffat, ECE Student, Conestoga College


With the summer season fast approaching, educators across the region are thankful for the shedding of snowsuits and for the warm breezes across the playgrounds. However there is a danger lurking about that many only take notice when the skies are clear and the mercury rises.

As the Earth orbits closer to the sun over the summer months, we tend to notice the effects a little more. The sun is always present, 365 days of the year, but somehow we tend to forget about sun safety when its golden rays are hidden behind the clouds or when the temperature cools down.



Most child care programs have a sunscreen policy in effect to protect children against the harmful UV rays, but how are these policies being enforced across the region? Many are seasonally implemented and begin once the warmer weather approaches, but more centres are beginning to look at year round policies to instill and support a foundation of sun awareness and build good practices for young children by supporting sunscreen application as part of their daily routine for outdoor play.

The first hurdle for many educators is understanding the importance of sun awareness, and the impact UV rays have on our bodies year round. The next is often sharing this information with parents, and having them as a partner in supporting the application and supply of sunscreen throughout the year, including the winter. Many educators can feel frustrated by the time it takes to implement a sunscreen routine into their program; health requirements insist that hand washing occurs before and after each application of sunscreen and this can impact the programs flow by placing one educators attention on a

A.1	What are they	Long term effects	What protects me
UVA	Ultraviolet light have wavelengths shorter than visible light making it invisible to the naked eye. 	UVA rays go deeper in to the skins tissue. This causes aging, wrinkles and burns. UVA causes DNA damage in the cells. This type of damage can lead to skin cancers.	Not all sunscreens protect people from UVA radiation. When selecting a product make sure it has an SPF of 15 or higher and has ingredients such as; stabilized a avobenzene, ecamsule (a.k.a. Mexoryl, oxybenzone, titanium dioxide, and zinc oxide. These ingredients are direct blockers of UVA rays. Be careful with phrases like; multi spectrum, broad spectrum or UVA/UVB protection. These do indicate there is some protection against UVA rays but does not provide how much protection.
UVB		UVB rays cause redness and burns. This exposure only reaches the top few layers of the skin, with that said it still can cause inflammation and pigmentation changes. The damage UVB radiation causes can lead to skin cancers.	When purchasing sunscreen look for a CDA logo , this means it has been evaluated and has met the guidelines of Canadian Dermatology Association. A DIN, drug identification number or NPN, natural health product number ensures it is approved by Health Canada. In these approved sunscreens, the SPF automatically protect people from UVB, the protection is in how application is done. Ensure all exposed areas of the skin are covered in sun screen.

task. However, this also provides a after each application of sunscreen and this can impact the programs flow by placing one educators attention on a task. However, this also provides a wonderful opportunity for educators to bond with children in a one-on-one manner and can often be attached to toileting routines that already have the same policies in place regarding hand washing. It is important to remember that sunscreens should be applied 30 minutes before sun exposure to allow the ingredients to fully bind to the skin ("Sunscreens explained." Para. 11). As the summer sun intensifies and the heat increases it also provides us with another opportunity to reflect upon the programs schedule. In some cases where possible educators are shifting their outdoor time to beginnings and ends of days when the weather is cooler. Health Canada suggests that people should do their best to avoid the sun between 11:00 am to 4:00 pm when the sun is at its strongest peek. This may also allow for parents to bring their children already sun-screened to join in the play.

The best form of sunscreen is lotion, gel or a stick. The stick is easiest to handle for the face because it does not drip, and you can control the application to avoid contact with the eyes. This form may also support young children in gaining independence. Spray sunscreens, although extremely popular, are becoming more of a concern because not enough of the product reaches the child's skin; it becomes airborne and can be inhaled in to the lungs, of which the long term effects have not yet been fully discovered. It is best to stay away from sunscreens that have additives in them, as these can increase the chance of skin sensitivities. For a full list of items to look for in a sunscreen please refer to chart A.1.

Summer can be a time for great opportunities outdoors; so long as you are implementing your knowledge about sun safety. Never underestimate the amount of influence you, as an educator, have regarding sun safety. There are many ways to



incorporate sun safety in daily life. You may consider adjusting the daily activities in your environment to allow for a sunscreen friendly schedule. This can become a predictable practice for children so they can understand the importance and value of applying sunscreen multiple times a day and eventually become a natural habit. Embrace the bonding moments that present themselves during the transition period. By doing these things the day can flow with more ease and enjoyment. Additionally, being the educator, you can guide parents in their own understanding of sun safety by expressing its importance.

The Do's and Don'ts of sunscreen

Don't...

- Be fooled by a cloudy day; up to 80% of UV rays pass through clouds and fog.
- Choose a product that includes ingredients that may have harmful effects such as bug Repellants. If both sunscreen and bug spray are needed, apply the sunscreen first then the bug spray. The reason for this is that sunscreen is needed every day, bug spray is not. Bug spray contains DEET, which can be safe in small dosages, but small children should avoid repellants with greater than 10 percent DEET in them.

Do...

- Be generous; use about two tablespoons or one ounce to cover the whole body.
- Remember to spell BEENS to help remember to apply sunscreen to the **B**ack of knees, **E**ars, **E**ye area, **N**eck and **S**calp. There are powdered sunscreens available that can make applying sunscreen to the scalp an easier task.

References

Sunscreens Explained (n.d.). Retrieved from <http://www.skincancer.org/prevention/sun-protection/sunscreen/sunscreens-explained>
Sunscreens. (2006, August). Retrieved from http://www.hc-sc.gc.ca/hl-vs/iyh-vsv/life-vie/sun_soleil-eng.php

What's Cooking ?



Lasagna Cupcakes



Ingredients

- 1/3 pound ground beef
- Salt and pepper
- 24 wonton wrappers
- 1 3/4 cups grated Parmesan cheese
- 1 3/4 cups shredded mozzarella cheese
- 3/4 cup ricotta cheese
- 1 cup pasta sauce
- Basil for garnish (optional)
- Oil spray (optional)

Prep Time – 15 minutes

Total time – 35 minutes

Servings- 12 cupcakes

Directions:

1. Preheat oven to 375 degrees. Spray muffin tin with cooking spray.
2. Brown beef, and season with salt and pepper. Drain.
3. Cut wonton wrappers into circle shapes (about 2 1/4 inches) using a biscuit cutter or using the top of a drinking glass. You can cut several at a time.
4. Reserve 3/4 cup Parmesan cheese and 3/4 cup mozzarella cheese for the top of your cupcakes. Start layering your lasagna cupcakes. Begin with a wonton wrapper and press it in to the bottom of each muffin tin. Sprinkle a little Parmesan cheese, ricotta cheese and mozzarella cheese in to each. Top with a little meat and pasta sauce.
5. Repeat layers again (i.e. wonton, Parmesan, ricotta, mozzarella, and pasta sauce) top with reserved Parmesan and mozzarella cheeses.
6. Bake for 18-20 minutes or until edges are brown. Remove from oven and let cool for 5 minutes. To remove, use a knife to loosen the edges then pop each lasagna out
7. Garnish with basil and serve.



Fun Summer Snack

Sun Butter Bites

Ingredients

- 3/4 cup powdered milk
- 1/2 cup crispy brown rice cereal
- 2 tablespoons wheat germ
- 2 tablespoons ground flax seed (optional)
- 1/4 teaspoon salt
- 1/2 cup unsalted sunflower butter (or almond butter)
- 1/4 cup honey
- 1 teaspoon vanilla extract
- Oil spray, optional



Directions:

1. In a small mixing bowl, stir the powdered milk, cereal, wheat germ, flax seed, and salt until combined. Set aside.
2. In a medium mixing bowl, stir the sunflower butter, honey, and vanilla extract with a rubber spatula until combined.
3. Add the powdered milk mixture and stir until uniform. The mixture may be on the crumbly side.
4. To form into balls, take a tablespoon of the mixture and squeeze it with your hands more than roll it. I pass it back and forth between your hands squeezing and rolling gently with your fingers as you pass. Note: This might be tough for kids to master! If the mixture is too crumbly, add more of something gooey such as honey or even a tablespoon of vegetable, coconut, or flax oil.
5. Serve or store in an airtight container in the freezer for up to 3 months. Thaw for a couple of minutes before serving.

Waterloo/Wellington Branch Member Update



Dear fellow AECEO Waterloo/Wellington Branch members,

As you have learned from articles in the eceLINK and information shared through e-bulletins, AECEO branches began to undertake some transformational changes last June. One year later I am happy to report that we have successfully transitioned to the new rejuvenated branch model.

What does this mean to you as a member of the Waterloo/Wellington Branch? First and foremost the new structure will allow for more member input into the type of activities and professional learning events we offer at the Waterloo/Wellington Branch. Secondly, the new model will also provide more opportunities for members to become engaged in volunteer activities. Leadership training through job shadowing and mentoring will also be available for those members wanting to enhance their skills in this area.

As your appointed Interim Chair I have been working closely with the provincial staff and Board of Directors to gain a solid understanding of what it means to be a rejuvenated branch and the new policies and procedures now in place. I have also forged a strong working relationship with the staff of the provincial office. Among my new responsibilities is the need to maintain open and ongoing communication with the provincial office in order to ensure that our members receive the support and professional learning opportunities they require. New to the branch model is the appointment of a provincial board director as a partner. Our provincial branch partner is Kathy Knight-Robinson and her primary role will be to provide an additional communication avenue with the province.

As part of my role as Chair, I have taken part in a Provincial Board and Branch Chair Meeting that was held in Toronto on May 25. I have also participated in an orientation session for the new Branch Manual (June). In August I will be working with the provincial office on the coordination of a strategic planning meeting for September where you will be invited to give feedback around events and activities for 2014. A member survey will also be developed and sent out to all members in order to ensure we have captured everyone's input. This survey will be distributed to our members in August.

A one day (Saturday) conference is also in the works for the fall (either October or November). I will be inviting many of our community partners to collaborate with us on this event. There will also be opportunities for members to volunteer should they wish to.

Please check your email in August so you don't miss AECEO e-bulletin updates with additional details on these initiatives.

Currently, with the release of the discussion paper last week on professional learning from the AECEO, I would like to coordinate an evening for members and the community to come together and provide feedback to the Provincial board. If you are interested in supporting the planning of this event, or being a group facilitator please contact me. The deadline for submission is August 12, 2013 so we have to act quickly to engage the community in this opportunity.

If you have any questions, comments or ideas to share please do not hesitate to contact me.

Samantha Burns RECE
sburns@conestogac.on.ca
Branch Chair

Not a member? Join today and add your voice to the collective group! Visit www.aeceo.ca

Join the Network that is Right For you!

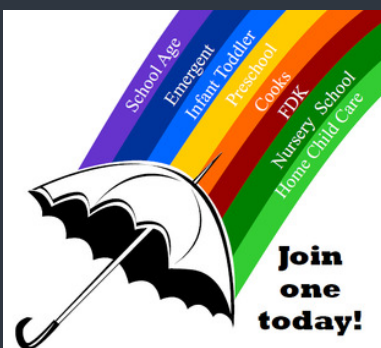
RTB Umbrella Networks

- Cooks Network
- Emergent Network
- Full-Day Kindergarten Network
- Home Child Care Network
- Infant & Toddler Network
- Nursery School Network
- Preschool Network
- School-Age (YDP) Network

Visit www.eceprc.ca for more information on these networks and current events.

Save the date
Wednesday October 16, 2013

Network Open House!
Meet all the local leaders, join a network or just come and see what they are about!



Why Canadian babies should sleep in cardboard boxes like Finnish babies do

Source: The Globe and Mail, June 5, 2013

In response to a BBC News Magazine article titled [Why Finnish babies sleep in cardboard boxes](#). The Globe and Mail tells the story of the Finnish maternity package,; a cardboard box loaded with baby products that every expectant mother in Finland receives, regardless of socioeconomic status. How does Canada compare? Read the Globe and Mail article [here](#). To view the original BBC article, click the link above.

Preschoolers with poor eating habits have greater risk of heart disease as adults, study finds

Source: The Star.com, June 17, 2013

A study that looks at the eating habits of preschoolers has

What's New in Childcare

Links to the News in Early Learning and Care

determined that early eating habits (eating in front of a television verses eating at a table, for example) are just as important to their health as the kinds of foods they eat. Read this article [here](#).



Raising the Bar
Early Childhood Education
An ASCY Community Initiative



Upcoming RTB Tuesdays at the Professional Resource Centre

July 30, 2013
August 27, 2013
September 24, 2013
October 22, 2013

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



**EMBRACING
THE EARLY YEARS**
capture the moment

Save the Date!

**Embracing the Early Years
Capture The Moment Conference**
Wed, Nov 20, 2013 to Sat, Nov 23, 2013
Holiday Inn, Burlington Hotel & Conference Centre

In partnership with: Affiliated Services for Children & Youth, Hamilton Best Start, Home Child Care Association of Ontario, Mohawk College-School of Human Services Early Childhood Education, Conestoga College & The Early Childhood Education Professional Resource Centre, Guelph Wellington Quality Child Care Initiative, The Halton Resource Connection and Halton's Our Kids Network and Sheridan College - Early Childhood Education Department.



Beginning with Books

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

Songs & Rhymes Galore!

Research has proven that children who play with sounds in their preschool years are better prepared to read when they get to school. It is that simple. Fingerplays, rhymes, and songs have a direct impact on the future reading success of young children. The good news is it is fun and easy to incorporate these kinds of word play into programs, and daily activities.

Phonological awareness, one of the key early literacy skills, is the ability to hear and play with the smaller sounds that make up words. This includes the ability to hear and create rhymes, to say words with sounds or words with sounds or chunks left out, and the ability to put two chunks together to create a word. Singing and rhyming increases children's ability to hear the sounds and words,

and encourages them to play with sounds.

Clapping along to songs and rhythms is an easy way to get started. It helps children to hear the syllables in words. Fingerplays can also do this, and help to strengthen both motor and language skills, as well building positive self-esteem and memory development.

From Twinkle Twinkle Little Star to Old MacDonald Had a Farm, from Where is Thumbkin to Itsy Bitsy Spider, there are lots of old favourites that you already know. They can be used anytime, anyplace. Sing in the car, on walks, while waiting in line, and on the playground. Incorporate fingerplays and rhymes into meal times, diaper changing, and clean up time. Add songs and rhymes to each and every circle time. The kids will look forward to it, they will be happy to show you they know them, and will be eager to learn new

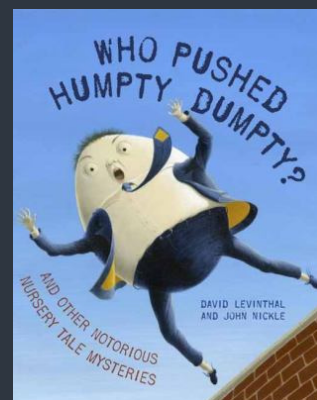
ones.

There are lots and lots of great collections available in your local public library which are full of old favourites, and creative new songs and rhymes. If you cannot read music, not worry, lots use familiar tunes, like Row Row Row Your Boat, with fun, new lyrics. Children's CDs can also be a good resource, but really any music, popular or traditional will work and make your day better.



Children's Book - of - the Month

**Who Pushed Humpty Dumpty?
And Other Notorious
Nursery Tale
Mysteries**
by David Levinthal



Once kids have mastered nursery rhymes, it is fun to start playing with the characters and settings. Discover clues, follow leads, get the confession and solve the crime with Officer Binky in these deliciously funny retellings of classic stories. Recommended for ages 5 and up.



**PRC Hours of Operation for
July and August**

Monday..... 12pm-8pm
Tuesday12pm-8pm
Wednesday12pm-5pm
Thursday12pm-5pm
Friday9am-12pm
Closed Weekends

**The PRC will be closed on
July 1st and August 5th**

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!

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



Region of Waterloo
SOCIAL SERVICES
Children's Services



CONESTOGA
Connect Life and Learning



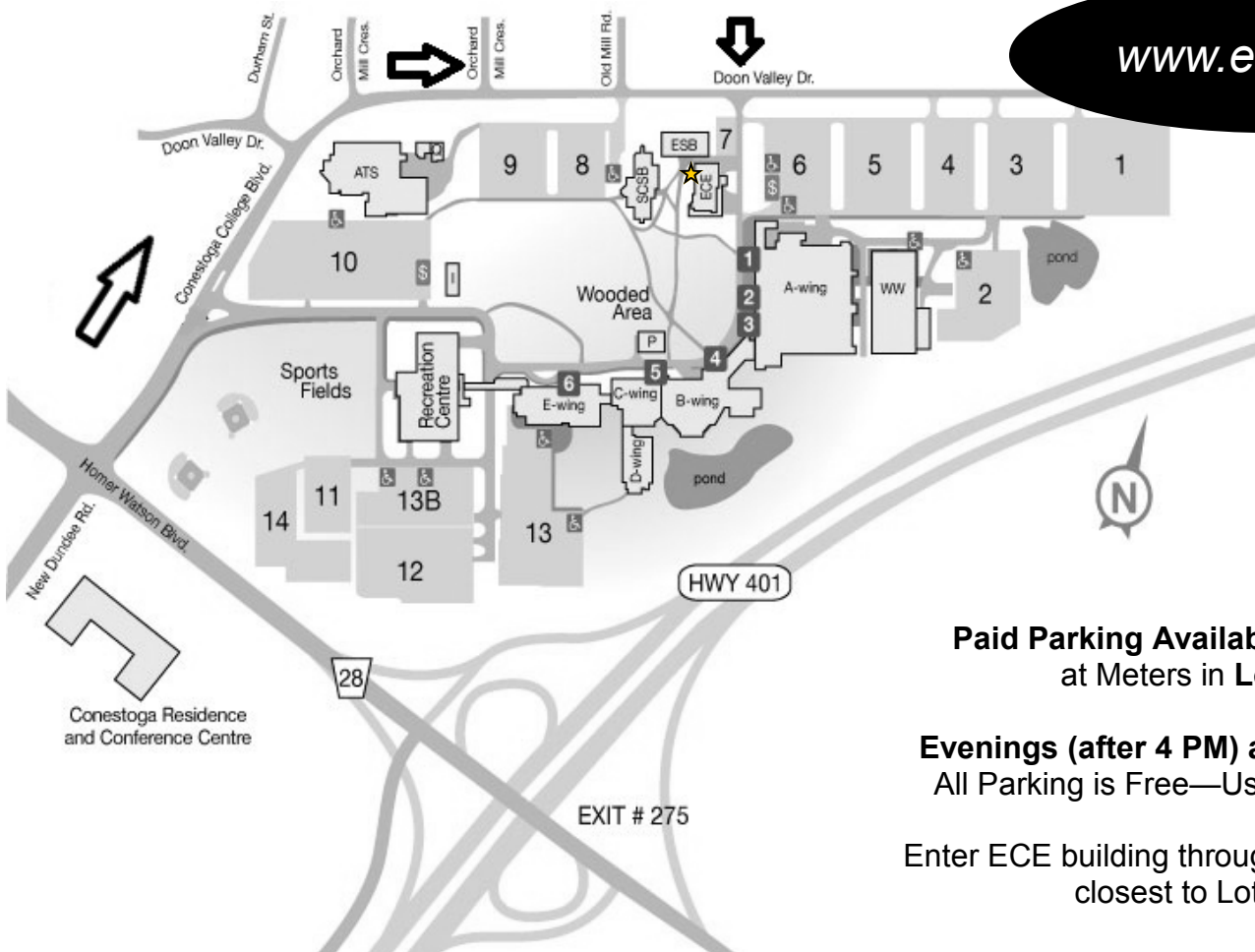
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Evenings (after 4 PM) and Weekends
All Parking is Free—Use Lot #6 or #7

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