

The Professional



A Newsletter for the Early Learning and Care Professional, Creating a Bridge Between Research and Practice in the Field

INSIDE THIS ISSUE

Page 1: The Desperate Need for Male ECEs

Page 2: Get to Know Your AECEO

Page 3: AECEO's Annual General Meeting

Page 4: What's Happening in the PRC?

Page 4: What's New in Childcare?

Page 4: Network Update

Page 5: Beginning with Books

Page 5: KPL's Book of the Month

Page 6: Becoming a Member of the PRC

The Desperate Need for Male ECEs: *How Men Improve Quality in the Early Learning and Care Field*

By Amber Holmes, Professional Resource Centre Staff, Conestoga College

There's no doubt about it; in the field of early childhood education, quality childcare is paramount. Why is it then, that we don't invest more time in recruiting *men* to the field? The quality of care we offer to children is actually diminished by the lack of male involvement in early childhood settings. According to the National Association for the Education of Young Children (NAEYC) only 3% of pre-kindergarten teachers are male. There are many suggested reasons for this lack of involvement, the first of which is society's views on gender roles. For centuries, women have been responsible for childrearing. Traditional gender roles dictate that women are best suited for child care, as they have a natural predisposition to be nurturing. When children see only women in these supportive, compassionate, and caring roles, they grow up believing only women have

these characteristics. The message this sends is that men are incapable of being nurturing. With this generalization comes another reason why men avoid the field of ECE, and that is fear. This twisted view on gender roles also lends to society's notion of appropriate male involvement with children. Men are often hesitant to become involved with children for fear that they will be accused of abuse. This is an unfortunate and unjust attitude about men in childcare environments, considering the fact that children are much more likely to be abused in their own home than in the care of any ECE. It is critical that these long-held stereotypes are rectified, and the first step in this social reform is acknowledging how employing men in the field is beneficial to children, families, and society as a whole.

To begin, we need to look at gender differences. Men

and women have a tendency to interact differently with children in early learning environments, and each brings their own strengths to the field of ECE. Male ECEs have been found to be more physically active, engaging in more rough and tumble play than women typically do. That is not to say that women are not physically engaging with children, but that men have been found to interact with children in a program the same way they might interact with their own children. This difference in play styles is natural, and promoting these differences fosters diversity. It is also important to mention the importance of male ECEs in providing positive male role models. Children who do not have male role models in the home may rely solely on these types of positive male influences. The benefits of male participation are undeniable: research shows that children are more flexible in



CONESTOGA
Connect Life and Learning

**ECE
APPRENTICESHIP
PROGRAM**

Are you currently working with young children in an ECE setting? Do you hold an Ontario Secondary School Diploma or equivalent? Is your employer willing to sponsor your training and professional development? Interested in earning a College Diploma in Early Childhood Education?

Conestoga College and the Ministry of Training, Colleges and Universities may have the solution for you!

Explore this unique ECE Apprenticeship program--offering you the option of learning while continuing to work!

Part-Time Evening Classes
College level credit courses offered at a nominal fee
Receive an *Early Childhood Education Certificate of Apprenticeship* from the Ministry of Training, Colleges and Universities

Explore this alternative pathway to a Conestoga College ECE diploma!

Ready to Register?
Ministry of Training
Colleges and Universities,
Apprenticeship Branch
4275 King St. East, Suite 200
Kitchener, ON
N2P 2E9
519-653-5758

OPEN HOUSE
Tuesday, May 31st, 2011

For more information contact:
Brenda VanBeers
ECE Building
519-748-5220 x 3765
bvanbeers@conestogac.on.ca

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their ideas of gender roles when they have both male and female teachers. These children are more likely to view both men and women as nurturing and as having authority. Boys in particular are more likely to express nurturing attitudes when they see male role models in nurturing positions.

Involving more men in the field is the first step in changing society's traditional views on gender roles, and will lead to better quality child care in the long run. Encouraging men to fulfill non-traditional gender roles promotes inclusion, supports diversity, and has the potential to change traditional views and the gender stereotype of what is often considered "women's work." As men become more involved in the early learning and care field, society's views on the validity of the field will begin to change, when the public values the work that ECEs do, public funding for child-care increases. This is yet another example of how critical male involvement is to improving quality in the field of ECE.

References

Drudy, S., Martin, M., Woods, M., & O'Flynn, J. (2005) *Men and the classroom: Gender imbalances in teaching*. New York, NY: Routledge

Nelson, B.G. (2004, November/December). *Myths about men who work with young children*. Exchange, 160, 16-18. Retrieved from <http://www.childcareexchange.com/>

Wardle, F., (2008). *Men in early childhood: fathers & teachers*. Early childhood news. Retrieved from <http://www.earlychildhoodnews.com>

Get to Know Your  **aeceo**
Association of Early Childhood Educators Ontario

The Waterloo-Wellington Branch of the AECEO

Formerly known as the Nursery Education Association of Ontario (NEAO) until 1969, the Association of Early Childhood Education Ontario has been a pivotal force in the lives and work of Early Childhood Educators for over 60 years. Over the past six decades, the AECEO has worked to benefit those in the field in so many ways, including assisting in moving preschool training to colleges, launching the "Week of the Child," launching the Margaret Fletcher Award Program and initiating the establishment of the College of Early Childhood Educators. Throughout its long history, the AECEO has put its heart and soul into "training, public awareness, certification, equivalency, networking, professional development and recognition for the profession" of Early Childhood Education and its educators.

In celebration of their efforts, we're providing an opportunity for you to get to know your local branch of the AECEO. Presenting the Waterloo-Wellington Branch; more specifically, *your* AECEO!



CATHY BARRIE
President

I have been involved with a provincial ECE organization since the beginning of my career; first with the ECEBC in British Columbia where I learned and took to heart the value of a professional organization. When I returned to Ontario in 1988, I joined the AECEO and was involved in forming the WW Branch in the early 1990's. The AECEO is our voice to the government and to our society. I feel it is very important for all ECE's to join the AECEO to give a loud, strong voice in Ontario.

TRACY REES
Treasurer

It has been my pleasure to be involved in our professional association since April 2004! I started off as a member-at-large, helping with the plans for the "Week of the Child." By the following year, I felt

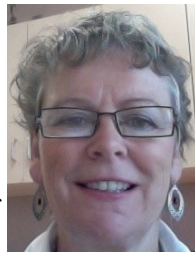
comfortable to take on the role of Treasurer and have been in this role ever since. As Treasurer, I take care of the book-keeping aspects for our branch of the association, including entries in Simply Accounting, creation of the annual budget and corresponding with reports to the provincial head office. The AECEO allows me the opportunity to meet with like-minded professionals in our community. Each of us using our own individual skills helps bring education and knowledge to our fellow professionals. I would encourage everyone to take a small step and check out an executive meeting!



BRENDA GAVLOSKI (RECE, C.R.T.)
Member at Large

In my role as Member at Large for the AECEO, I am able to work with a dedicated group of volunteers to research and plan for exciting professional development opportunities for our members. Volunteering with the Waterloo-Wellington Branch of the AECEO is an excellent opportunity to network with professionals who keep me abreast of timely issues that we face in the field of Early Childhood Education and Care. Even though there is a small time commitment, the rewards of the executive and branch meetings are a great way to keep informed and committed to excellence in our field.

Supervisor, Millen Woods Child Care Centre



DEBBIE AINLAY
Website Coordinator

I graduated from the University of Waterloo in 1988 with a BA in Psychology with an Early Childhood Education and Care option. In 2004, I was honoured to receive the Exceptional Early Childhood Educator Award, and am presently supervising Jacob Hespeler Child Care's Centennial location, as well as Saginaw Child Care. I have been in the role of Web Coordinator for the past year for the Waterloo-Wellington Branch of the AECEO. In my position, I am responsible to report upcoming AECEO events to members and keep our webpage up to date. It has been an invaluable experience helping organize Branch Meetings, being a productive member of the Executive and working alongside like-minded individuals in the community.

SHERRI MCFEE
Member at Large

I have been a member for as long as I can remember. Being a member has given me a voice in this busy, loud profession and has always kept me current on issues in childcare. These are the things that we the executive are able to discuss and bring back to our members. I can't think of any other membership that helps remind me of what it truly means to be an Early Childhood Educator and supports this very important always changing job. We all want to be viewed as the professionals we are; this is why it is so important to be a part of this Association!



In addition to the fabulous story-telling event taking place at the AECEO's General meeting in June (see right for more information), the branch will be voting members into the positions of *Member-at-Large, President-Elect* and *Secretary*. If you are interested in any of these positions please contact Cathy Barrie by calling 519-748-5220 ext 8026.

Voting is limited to members of the AECEO.

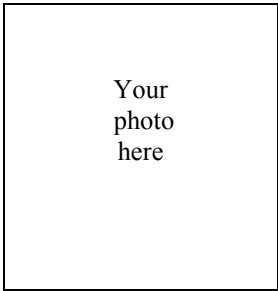
For more information about Memberships in the AECEO please visit:

<http://www.aeceo.ca/content/membership-categories.html>

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

Online:

<http://www.aeceo.ca/Branches/WWB/default.htm>



Your photo here

Being a member of the AECEO can make a difference in your professional career. Get more involved and stand up when we take a vote next week.

AECEO's ANNUAL GENERAL MEETING FOR WATERLOO-WELLINGTON

Join us for our annual general meeting, where you will experience true storytelling from expert storytellers in our area!

Prepare to experience the power of the spoken word explore the joys of storytelling!

Discover your inner story-teller... with special guest *Barb McKee!*

Wednesday, June 8, 2011
6pm—9pm
Shades Mill
Conservation Area

Members: Free
General Public: \$10.00

Includes BBQ and Campfire

Dress for the Outdoors!



To Register for this Event
Please Call the Professional Resource Centre at:
519-748-5220 x. 3388
preregistration@conestogac.on.ca

Shades Mill
450 Avenue Road
Cambridge, ON
N1R 5S4

“What’s Happening in the PRC?”

Technology

As ever changing as it is, the PRC has many resources to keep you and your child(ren) in the know when it comes to technology! Whether you’re staying on top of upcoming technologies, or learning about old gadgets, the PRC can provide you with a wide variety of tools and electronics to promote learning. Here’s what we’ve got in stock, right now!

Available Individually
Overhead Projector
Light Table
Popcorn Machine
Digital Cameras

Toolkits
Microscopes
Flashlights
Tape Recorders
Typewriter

Featured Book



“Imagineering: A ‘Yes We Can’ Sourcebook for Early Technology Experiences (Grades K-3)”
by Bill Reynolds

What’s New in Childcare

Links to the News in Early Learning and Care



NUMERACY
Encyclopedia on Early Childhood Development; *May 5/11*

Early mathematical learning can and should be integrated in children’s everyday activities through encounters with patterns, quantity, and space. Giving children ample and developmentally appropriate opportunities to practice their skills in mathematics, can strengthen the link between children’s early abilities in mathematics and the acquisition of mathematical knowledge in school...”

<http://bit.ly/CEECDNumeracy>

ONTARIO MINISTER PROMISES KINDERGARTEN FUNDS
mississauga.com; *May 17/11*

...It was made clear to boards that funds provided for spaces

in the program’s initial implementation stages were fixed amounts. However, things will be a little different as the government moves to ensure province-wide implementation. “At the end of the day, we are saying that by the year 2014 we will be providing funds for all of the students in the province of Ontario to be in full-day kindergarten.”
<http://bit.ly/MinisterPromisesKFunds>

CORPORATE-SPONSORED CHILD CARE RELIEVES WORRY FOR PARENTS
Vancouver Sun; May 10/11

Kids & Company, a Calgary-based brand, opened its first location in Vancouver on Thursday. What’s particularly interesting about Kids & Company is its business model. The company operates on a corporate-sponsorship model. For an annual fee of between \$5,000 to \$10,000, a member organization is guaranteed child-care space for its staff or, in the case of a college or university, its students”
<http://bit.ly/CorporateSponsoredChildCare>

Network Update

Here’s What’s Coming Up...

The Home Child Care Network is designed for anyone working with children in a home child care setting (licensed or private.) This group will provide you with the opportunity to share ideas, exchange resources and information, and come together as a group to offer support to each other when faced with challenges.

Next Meeting: June 1st, 2011

The School—Age Network is designed for any professional working with children who are 4-12 years of age, also attending an elementary school. Whether you are in a full-day kindergarten program, an early learning care centre, or providing home childcare, this group will offer you the chance to connect with other like minded professionals.

Next Meeting: June 13th, 2011

Contact the PRC if you are interested in more information about our networks:

- Cooks Network
- Infant-Toddler Network
- Pre-School Network
- School-Aged Network
- Early Learning Kindergarten Network
- Emergent Curriculum Network
- Nursery School Network
- Home Childcare Network

Early Learning in Ontario: FROM POLICY to IMPLEMENTATION

Date: Wednesday, June 1, 2011
Location: OISE, Main Floor Library, 252 Bloor Street West, Toronto

“The 8th Summer Institute on Early Childhood Development will address how these changes impact early learning professionals and focus on relationships amongst families and professionals that involve practitioners, colleges and universities, professional associations and government.” Speakers include Drs.

Steve Barnett and Ellen Frede of the National Institute for Early Education Research (NIEER).

There are a few spaces remaining for this year’s Summer Institute...

To Register: <http://bit.ly/2011SummeInstitute>



Beginning with Books

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

EARLY LITERACY SKILL OF THE MONTH: Letter Knowledge

A B C D E F G
H I J K
L M N O P
Q R S T U V
W X Y Z

Now you know your ABC's, next
time won't you sing with me?

Ah, letter knowledge. It's more than just singing this song or reciting the letters from memory... It's knowing the letters in context, recognizing them in isolation, knowing that each letter has a distinct sound and also identifying the upper and lower cases of each letter. It's much more complicated than the ABC Song!

Shape recognition is the foundation for letter knowledge so start the youngest children off with working on shapes. For

example, circles develop into C, D and G, and triangles can become the letters A, V and W. Knowing their shapes helps children to later recognize letters.

To further develop letter knowledge, try some of these strategies:

- Choose alphabet books when reading aloud
- Sound out and point out the letters in books you read
- Point out shapes and letters that surround you
- Help children print their names and learn to recognize the letters in their names
- Let children feel different letters and shapes. Big foam letters are perfect
- Help children make letter shapes with their fingers in the air

- Use play dough or sand or cornmeal on trays to practice letter formation

There are hundreds, probably thousands, of alphabet books out there, some great, some awful, and many mediocre. We love the creative ones that make children want to learn their letters. You know, the *Chicka Chicka Boom Boom* type. Here are a few fun suggestions:

Alphabetter by Dan Bar-el

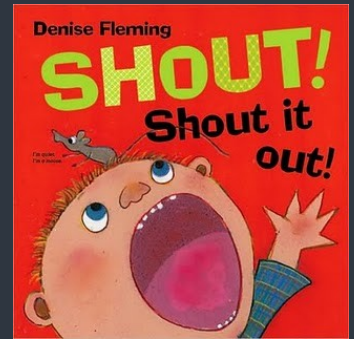
Al Pha's Bet by Amy Krouse Rosenthal

LMNO Peas by Keith Baker

If Rocks Could Sing: A Discovered Alphabet by Leslie McGuirk



Children's Book-of-the Month



Shout, Shout It Out! by Denise Fleming

Kids are often told to sit still and be quiet. But Denise Fleming encourages them to shout, shout it out! By taking basic learning concepts like numbers, letters, and colours and putting them on display, she asks kids to shout out what they know. With bold colors and her unique hand-made paper art, Denise Fleming makes learning into a game. Long-time fans and sharp-eyed newcomers will be happy to see that Mouse returns on every page, shouting along with the crowd. A great read aloud to get kids excited about sharing what they know. Just be prepared and bring your earplugs!

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

Laura.Dick@kpl.org
Laura.Reed@kpl.org



Early Literacy Alliance of Waterloo Region { ELAWR's Blogspot }

For additional, region-based information regarding literacy check out ELAWR's Blogspot. It's packed full with details regarding associated committees, workshops, and programming, all geared towards early literacy and lifelong learning.

Hours for June 2011



PROFESSIONAL RESOURCE CENTRE

Hours of Operation

Monday 1-9pm

Tuesday 10-6pm

Wednesday 1-9pm

Thursday 10-6pm

Friday 10-4pm

Saturday 10-2pm

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!



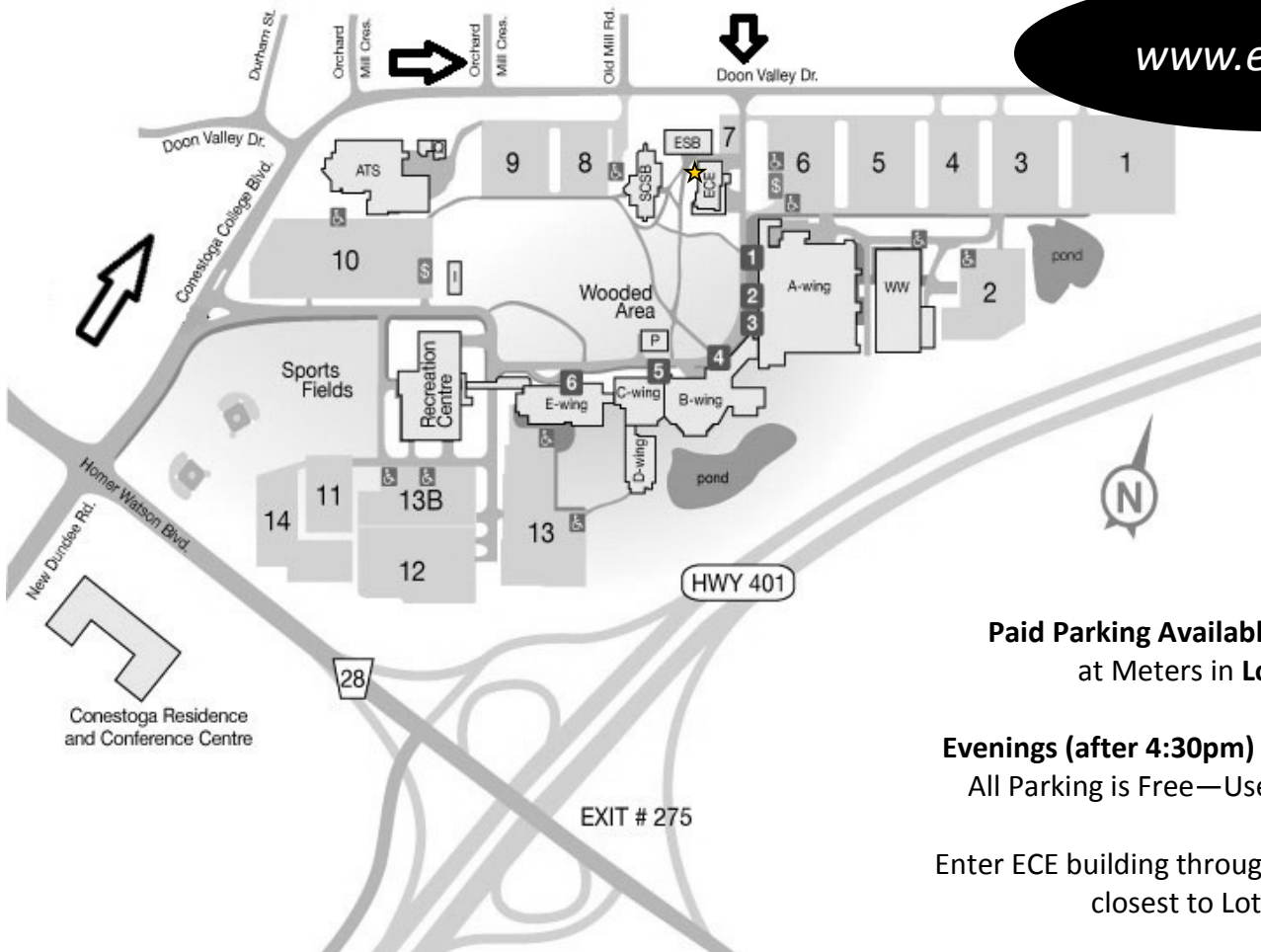
Region of Waterloo
SOCIAL SERVICES
Children's Services



CONESTOGA
Connect Life and Learning



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www.eceprc.ca

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closest to Lot #7.