

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: **Our Practice:**
Shifting Perspectives
- Page 2: **Our Practice:**
Shifting Perspectives
- Page 3: **Our Practice:**
Roots of Empathy
- Page 3: **Wellness:**
Stress Awareness
- Page 5: **Wellness:**
Keeping Healthy
- Page 6: **Cook's Corner:**
What's cooking?
- Page 7: **Network Article:**
Cooks Network
- Page 8: What's New in Child Care
- Page 9: KPL's Book of the Month
- Page 9 : Save the Date: ELCC Conference
- Page 10: Becoming a Member of the PRC

Shifting Perspectives: First Steps to Reshaping my Practice in the Field of Early Learning and Care

By: Melissa Bell, RECE-RT

Working as an educator in the field of early learning and care this day in age looks extremely different from when I first left as a fresh new grad from Sheridan College ten years ago. As I entered the world of early learning, themes were on the forefront of most child care environments and so I too began to mold my world around these weekly themes. I always had my precut crafts ready and kept a collection of various books around each specific theme. I can't forget all the countless hours I spent putting together weekly bulletin boards in accordance to each theme to just have to take them down every Friday. The amount of time that was invested in these types of tasks as an Early Childhood Educator is truly unbelievable when I reflect back on it now and I think about how my time could have been better spent. For the most part this was common practice amongst most educators I was surrounded by, and we did it because it was expected. As the years went by, I became aware of ideas and research around early learning that began to influence my practice. A play based/emergent model began to surface within some early childhood classrooms, and were well supported in a few environments

where I was working. For others this was the beginning of a change that was not comfortable to speak of. These ideas of a play based classroom was indeed something that I was both scared and excited to explore.

Like many, I always had a soft spot for all my teacher led activities and wondered how I could "teach" the children in my class if I stepped away from "leading". With time I began to understand the value of becoming a reflective

teacher, engaging in a self aware practice to learn from within. I look back now and can see how often the activities in the classroom were based around what I wanted the children to learn and I began to ask myself "*What is the benefit of*

"Knowledge is not the filling of a cup, but the lighting of a fire"
- William Butler Yeats

this?". I started to look at things with an open mind and made a personal commitment not only to myself but also to all the children I work with to shift the power of control I was holding on to so tightly. This transformation of following children's interest would lead to creating an environment that would support this new perspective for me in education.

I can clearly remember the first time I invited the school aged children to join me in planning. I was astonished at how involved they became, sharing

their ideas and interests. This was the beginning of a new direction for that School Age program. I began to notice an increase of engagement within the group and stress levels of staff decreased because we no longer had to coax the children to participate in activities they weren't actually interested in. I began to understand how fundamentally important this involvement was for us in our program and with this acceptance I was able to move forward. This was not something that was easily accomplished but I knew deep in my heart that this was the way I wanted and needed to approach things in the classroom. Projects that began to fill our weeks were ones that had me amazed each day. Ideas that I could have never dreamed of planning for the program were flourishing and among all these great things I began to notice that parent involvement was also increasing. We had a program that just seemed to "click" with everyone involved. I can't help but to believe that this is what it truly is all about—fostering programs that are meaningful and support powerful opportunities to build together as a community. I know that I am not alone when I speak about experiencing these shifts. As we know, change can be difficult for many of us but I know when we are able to open our minds and experience these changes one small step at a time, these changes can and will enrich our practice.

I believe that this is a very exciting time for educators and I feel a great sense of enthusiasm for what lies ahead in the ever changing field of early learning and care. I look forward to moving in the direction of a practice that is full of meaning and purpose.



The Root of the Solution

By Megan Lambe, YWCA Cambridge

"Education is the most effective peace-building institution in the land. Our schools serve as our Ministry of Peace."

—Mary Gordon, Founder/President, Roots of Empathy

Girls and boys, I'd like you to meet your teacher, Baby Carter. In my experience, there's no better way to get the attention of a seventh grade class.

This was indeed the case when I visited Mme Papalia's class at Clemens Mills to teach Roots of Empathy. Roots is an award winning, evidence-based classroom program that has shown significant effects in reducing levels of aggression among school aged children, while raising social and emotional literacy and increasing empathy. The class doesn't quite understand that the program will empower them to build more peaceful and civil societies, and eventually responsive parents: what they know so far is that Carter can lift his head, that he does not yet (as they guessed), eat cookies, and that he really likes Twinkle Twinkle Little Star.

The Roots curriculum is specialized to the learning outcomes of four different age ranges: Kindergarten, Primary, Junior (grades 4-6) and Senior (grades 7-8), and provides strong links to the learning objectives and mandated curriculum outcomes at each grade level. We use science when talking about the neurons in a baby's brain, and learn that positive early interactions have a decisive impact on how the brain will be wired. We use literature as a way to engage our imaginations, and put

ourselves in other's shoes. The best part about the program is that it works: 86% of teachers strongly agreed that as a result, students are more inclusive or accepting of others who are different from themselves.

I first became interested in Roots of Empathy through my work at YWCA Cambridge, the non-profit agency that co-ordinates the Roots of Empathy program in Guelph, Stratford and Waterloo Regions. The stories I heard coming out of these classrooms were truly incredible: like "the troublemaker" in the class, a child living in poverty, who had saved up his change to buy "his baby" a teddy bear. I wanted to be engaged in this work; to be a part of helping children to realize their agency in building more caring environments both within and outside of the classroom. Instructing gave me this chance.

The program works with families who have children between the ages of 2 to 4 months in the Fall. Ms. Abshoff and 3 month old Carter fit the bill, and were the perfect family for the Clemens Mills class. In fact, Ms. Abshoff worked as a substitute teacher at the school, and knew most of the children already. Many of them had "met" Carter before he was even born! Though each lesson has a focus and specific aims, Carter tells us what we're going to do that day. To prepare for his first visit, we stand around a Green Blanket and sing a welcome song as he officially meets each one of us. When we sit, we speak softly about how we each have a unique perspective to contribute to the conversation. We ask Baby Carter permission for

everything we do, knowing that Carter's body language will communicate what he can't express with his words yet. There is no good or bad, right or wrong when it comes to Carter; if he doesn't like a certain exercise or toy, we talk about how each baby responds differently to their environment and stimulus. When we close our class with a song and the students return to their desks, I leave knowing the climate of the rooms they inhabit will be changed from this short time with Carter. What an exciting moment this is; we have just become Carter's first friends!

At YWCA Cambridge, I am engaged in the daily task of asking how we can do a better job of creating a society where girls and women are respected, valued and equal. Often, when I cannot find these answers easily, I know I need to better focus the questions I am asking. *How* do we create a respectful society? How can each of us enable those we're working with to see each other as equal, and value each other's voices? Are we missing an imperative piece of the puzzle if, in attempting to build better societies, we do not give our children the tools to maintain the world we are building for them?

We need to simplify our goals and dedicate ourselves to the causes that matter. We need to begin at the beginning and to start at the root.

There is no such thing as "no" if you are determined, only "not yet." Body language communicates how you feel, so move with purpose and grace. Smiles are contagious, so be generous with them today. These simple lessons my three month old friend has taught me are only just beginning, but I know my worldview and my world will forever be changed. For being one of my best teachers; Carter, I thank you.



Stress Awareness for Children and Adults

By: Girty Elias, Conestoga College Nursing Student

So, the holidays are coming: icing yummy cookies; writing personalized messages in every card; hours poring thoughtfully over wish lists and sales ads and websites and catalogs, wishing you'd set more money aside; festive gatherings with your family and the kids' school play. Everyone wants their holidays to be a very special and a happy time, yet we can forget that this special time can also be the cause of much stress. Not only in ourselves, but also the children we work with can be impacted by this stress.



Factors that may contribute to stress in children:

- Separation from parents
- Academic and social pressures
- Images from the news on TV
- Natural disasters
- Illness
- Death of a loved one
- Separated or divorced parents
- Unexpected travel
- New life situations
- Conflict with friends

What is STRESS?

For children, stress is something that causes a stomach upset or even headache for them. It can be a result of various reasons, the hustle and bustle of schedules (such as disrupted daily routines and late bedtimes) both at home and school, holiday activities, family visits, shopping and so on. For adults it is caused by the increased level of anxiety, especially during the months of November and December. This can be due to financial crisis, busy shopping schedules and short time-frames for it, heavy workloads both at home and workplace, relationships, physical demands, and family (kidshealth, 2012), (Stress symptoms in children, 2012). In other means words, stress is a normal physical response to events that make you feel threatened or upset your balance in some way. Often people express their stress as anger, frustration and fear which, in turn, produce some bodily symptoms like headaches, increased heart-beats, sore muscles, diarrhea or constipation, poor concentration, lack of sleep and poor appetite (Stress management, 2012).

Factors that may contribute to stress in adults:

- Major life changes
- Relationship difficulties
- Financial concerns
- Busy schedules
- Children and family
- Unemployment
- Emotional concern
- Conflicts with beliefs and values
- Life situation
- Personal health



Stress warning signs and symptoms:

Cognitive Symptoms

Memory problems
Inability to concentrate
Poor judgment
Seeing only the negative
Anxious or racing thoughts
Constant worrying

Emotional Symptoms

Moodiness
Irritability or short temper
Agitation, inability to relax
Feeling overwhelmed
Sense of loneliness and isolation
Depression or general unhappiness

Physical Symptoms

Aches and pains
Diarrhea or constipation
Nausea, dizziness
Chest pain, rapid heartbeat
Frequent colds

Behavioral Symptoms

Eating more or less
Sleeping too much or too little
Isolating yourself from others
Procrastinating or neglecting responsibilities
Nervous habits (e.g. nail biting, pacing)

Actions to reduce stress at work:

Some work place stress is normal while some others are nerve racking. This can have adverse effects on both the individual and the institution they work with. Excessive stress can result in low productivity which may in turn worsen the situation. Dealing with stress may include the following steps to resolution such as: taking responsibility for improving your physical and emotional well-being, avoiding pitfalls by identifying knee jerk habits and negative attitudes that add to the stress you experience at work, learning better communication skills to ease and improve your relationships with management and coworkers (Stress management,2012).

Coping with a stressful environment:

Good stress can actually inspire a person to achieve a goal, become more confident or stronger physically if it is approached in a sensible manner. Bad forms of stress do not help us achieve goals or tasks, but instead actually inhibit our ability to function on a daily basis. Bad stress occurs when too much stress builds up around us. The difference in dealing with good and bad stress is often one's own attitude (Understanding and dealing with stress, 2012).

Tips to make life stress free:

In our daily lives there can be many unexpected turns that can throw us for a loop, adding to our stress. These can include visits or unexpected guests, travelling to different destinations (and the traffic that goes with it!) and over scheduled days. Children are more greatly impacted by this because of how it affects their routine; lack of sleep, unfamiliar places, etc. However there are some strategies to cope and reduce the amount of stress you may encounter. Planning for your days well in advance and sharing that plan with the children as well as sticking to the routines as much as possible can make the kids feel better, and in turn, parents too. Ask children what makes them comfortable; encourage them to do activities they enjoy like listening to music, playing with siblings, or reading. Ensure that every family member is eating a nutritious and balanced diet, drinking plenty of water, and engaging in some physical activities. Allow time for things to happen to avoid the rushing feeling that is common around the holidays, keep a good attitude and your sense of humor and children will likely follow it. Reduce your caffeine intake, get adequate sleep (7 to 8 hours) and do not skip any meals, especially breakfast!

This article can be shared with families that you may work with.

Here are some great videos to guide and support relaxation:

<http://www.youtube.com/watch?v=MOBzSxFK8E0&feature=relmfu>

<http://www.youtube.com/watch?v=HFwCKKa--18>

<http://www.youtube.com/watch?v=QSat4U2C5aA>



References

Kids health, steps for fighting stress (April, 2011) Retrieved 13, November 2012, from, http://kidshealth.org/kid/feeling/emotion/5_steps.html

Understanding and dealing with stress (2012) Retrieved 13, November 2012, from, <http://mtstcil.org/skills/stress-definition-2.html>

Stress management (November, 2012) Retrieved November, 13, 2012, from, <http://stress.about.com>

Safety resources for community orgs Stress management .Retrieved 13, November 2012, from <http://www.cultureofsafety.com/childcare/stress-management/>

Buzzle Stress symptoms in children (01 April, 2012) Retrieved 13, November 2012, from, <http://www.buzzle.com/articles/stress-symptoms-in-children.html>



Keeping Healthy this Flu Season

By: Danielle Kurucz, Conestoga College ECE Student

As you know, in the ECE profession children and educators are prone to becoming sick throughout the season. However, there are a few things that we can do to try and beat the cold and flu season this year.

Wash your hands often:

Your hands are the largest way to spread germs as we use them for so many things throughout the day. Wash your hands before meals and snacks, after using the washroom and especially after wiping a child's runny nose. Use soap and warm water, and make sure you reach those tricky spots on your hands such as your wrists, and in between your fingers (Palo alto medical foundation, 2012).

Avoid touching your eyes, mouth or nose:

Our hands are a huge source of spreading germs, so avoid touching your eyes, mouth or nose because those are areas that contract the virus if touched (Palo alto medical foundation, 2012).

Get enough sleep:

With our busy lives, it's hard to get between 6-8 hours of sleep in a night but that is a great way to prevent getting sick this flu season. Your body's immune system will function better with sufficient rest and you will be better able to fight off any viruses (How to avoid catching cold and flu, 2012).

Hydrate:

When you have a virus in your system your body has to work overtime to try and fight it. Therefore, drinking plenty of fluids (especially water), will give your immune system the ability to work at its best and to flush out any toxins in your body and prevent new ones from entering (How to avoid catching cold and flu, 2012).

Get lots of fresh air:

If you are working in a child care centre then this will be easy enough as being outside with the children is part of our daily routine. Fresh air is important to keep healthy. When you are inside in the heat, germs gather and spread easier (Pino, 2012).

Eat Well:

As stated in the article "Eat healthy foods to prevent the flu", Andrea Garen, a Registered Dietitian and Project Manager with Dairy Council of California said, "It's important to eat a variety of healthy foods from all food groups throughout the year, but it's particularly significant during flu season. Adding flu-fighting foods like yogurt, garlic, citrus and chicken to your diet can boost your body's immune system and help you to avoid getting sick." (Eat healthy foods to prevent the flu, 2009).

Be active:

Physical activity, even just brisk walking, can enhance your immune system. Especially running or walking outside in the fresh air as it increases your fresh oxygen intake (How to avoid catching cold and flu, 2012). Research shows that people who exercise are about half as likely to catch a cold as those who do not, and even if they do catch a cold, their symptoms tend to be much less severe (5 Natural Tips to Keep Your Immune System Strong During Fall and Winter, 2012).

Stay at home if you are sick:

However, if you do get the flu this season, stay at home to get better. This helps avoid the spread of the flu! The children and staff you work with will thank you. Trying to continue working will only delay the time it takes you to get better (How to avoid catching cold and flu, 2012).

It's important to keep healthy this cold and flu season, as it is a busy time in our lives. Stay healthy, and enjoy the holidays!

Bibliography

- Eat healthy foods to prevent the flu.* (2009, September 14). Retrieved from <http://www.news-medical.net/news/20090914/Eat-healthy-foods-to-prevent-flu.aspx>
- (2012). Retrieved from Palo alto medical foundation: <http://www.pamf.org/flu/healthytips.html>
- (2012). Retrieved from How to avoid catching cold and flu: <http://www.pier55.com/health-fitness/natural-health/catching-cold-flu/>
- 5 Natural Tips to Keep Your Immune System Strong During Fall and Winter.* (2012). Retrieved from CNCA: <http://www.cncahealth.com/health-info/general/natural-tips-healthy-immune-system.htm>
- Pino, D. (2012, October 24). *How to avoid getting sick in flu season.* Retrieved from <http://summertomato.com/how-to-avoid-getting-sick-in-flu-season/>



What's Cooking ?



As the weather outside turns cooler, and the days shorter, making some nutritious soup is a wonderful way to keep both staff and children at the centre cozy and warm. Here are some “child friendly” soups for you to try in your winter menu.

Kid's Soup

Ingredients

5 cups Canned vegetable or chicken stock
3 Carrots, sliced into rounds
4 stalks Celery, chopped
1 Large potato, peeled and diced
3 Zucchini, diced
1 cup Cauliflower
3 Plum tomatoes, diced (or one 4 ounce can)
1/2 cup Shelled peas (fresh or frozen)
1/2 cup Corn kernels (fresh or frozen)
1/2 cup Elbow macaroni, optional

Directions : Place stock in large pot. Add carrots, celery, potatoes, zucchini, cauliflower, tomatoes.

Bring to a boil, reduce heat, partially cover and simmer for 20 minutes.

Add peas, corn and macaroni. Then simmer for 10 minutes more.

Check out these links for more soup recipes:

<http://www.freshforkids.com.au/recipes/recipes.asp>

<http://parentables.howstuffworks.com/chow/7-soup-recipes-your-kids-will-love.html>

<http://www.myrecipes.com/kids/kid-approved/kids-soup-recipes-10000001960441/>

Mac & Cheese Soup

Ingredients

1 cup elbow macaroni
3 tablespoons butter, softened
1/2 cup onion, chopped
2 (10 3/4 ounce) cans condensed cheddar cheese soup
1 (14 1/2 ounce) can chicken broth
1 teaspoon mustard powder
1/4 teaspoon cracked pepper
1 (8 ounce) package cheese, shredded
1 cup milk
1 teaspoon Worcestershire sauce
6 slices French bread (1/2-inch thick) or 6 slices Italian bread (1/2-inch thick)

Directions: Cook pasta according to package directions until almost tender; drain. Preheat broiler.

In a large pot melt 2 tablespoons butter over medium-high heat. Add onion; cook, stirring occasionally, until tender.

Whisk in undiluted soup broth with 1 1/2 cups water, mustard, and pepper. Bring to a boil; reduce heat to medium.

Stir in milk, Worcestershire sauce, and pasta; heat through.

Spread remaining butter over top of bread slices. Place on ungreased baking sheet; sprinkle with remaining cheese. Broil until cheese is melted, 1-2 minutes.

Divide soup among 6 bowls; top with toasts or extra cheese.



From the Cooks Network



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

Cooking for a large child care centre sends fear into the hearts of most mortal men, not to mention a number of RECEs. If the Cook is off a day or worse yet, on vacation, there isn't exactly a line that forms to take over for her/him. Children and people's eating habits have never been so complex and challenging. Between food sensitivities, allergies, restrictions and the different types of vegetarians (there are 7 now you know) most Child Care Supervisors would rather have a tooth extracted than have to find a new "Quality" Cook.

Lest we never forgot, when we talk about the fact that it takes a great team to create a great Child Care, that we don't stop at our RECEs. A great Child Care Cook means the world to the children in it as well as the staff and management team. A great Child Care Cook not only has to keep in mind the aforementioned, they also have to:

- Consider presentation and have it eye appealing, but also for the most part have it cut up in small pieces, or even pureed for the babies
- Keep it hot enough for the health inspectors, but not so hot it burns little mouths. Additionally, maintain that temperature while you feed anywhere from 50 to 150 people all within a half hour time span.
- Then there are the dishes, where do I begin, with 2 or 3 snacks a day and the lunch meal as well, the amount of dishes is just mountainous.
- After having made different things for restrictions, allergies, limitations etc. etc. they still have to deal with the every rampant issue of fussiness.
- Trying to serve a health conscious meal and have it flop, only to have chicken nuggets and French fries be forever requested.

Our cooks are to be appreciated for all they do and for any one who thinks their job is easy, have them take over the kitchen for a few days. They need to be supported with the challenges they have to deal with. They are a valuable part of our teams. We can't nourish the minds if the tummies aren't nourished as well. The next time you see your cook, thank her/him for all they do!

Here is a recipe to try out at the center :

Lacto-Vegetarian Pasta Pizza

1 box of Multi-grain elbow Macaroni cooked
 1/3 c. Vegetable Margarine
 1/3 c. Flour
 3 c. Milk
 3 c. Cheddar Cheese Grated
 1 Chick Pea's *Pureed* (19 ounce)
 1 Pasta Sauce
 3 c. Mozzarella Cheese
 1 Green & Red Peppers
 1 Canned Pineapple Tidbits
 Oregano & Parmesan to taste

Homemade Cheese Sauce-starting with a roux of margarine and flour, gradually adding milk until desired consistency, finally add grated cheddar and pureed chick peas. Mustard **can** be added for colour.

Mix sauce with cooked macaroni and spread in pan.

Next cover with pasta sauce, then grated mozzarella, pineapple and chopped peppers. Items like mushrooms or olives can be added to taste. Sprinkle lightly with oregano and parmesan and bake in 325 degree oven for 30 minutes.

Upcoming Cooks Network Events - Save the Date!

Date: Mon. Feb. 25, 2013

Location: 100 Maple Grove Road, Cambridge

Time: 2:00- 4:00pm

Judith Kitchings Nutritionist with the Region of Waterloo will be talking about Childhood Obesity and how encouraging healthy eating can help to curb it.

Date: Mon. March 25, 2013

Location: 100 Maple Grove Road, Cambridge

Time: 2:00- 4:00pm

Red Seal Chef & ECE Suzanne Lamontagne, will talk to us and do some tastings about healthy eating recipes, involving eating more "raw state" vegetables.

JOIN the Network that is Right For you!

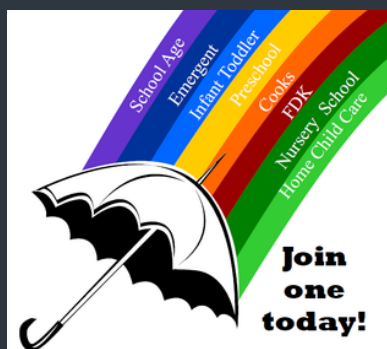
RTB Umbrella Networks

- 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 meeting will be posted under the community calendar.



Prime Minister's Awards of Excellence in Early Childhood Education

Source: College of ECE Nov. 5, 2012
Four Members of the College of ECE were awarded the *Ontario Certificate of Achievement*.

For more information about the individuals and this event click below:

<http://collegeofece.on.ca/en/Public/News/Pages/Prime-Minister-Honours-RECEs-.aspx>

Research: Getting into Children's Minds

Source: The Atkinson Centre, Nov. 8, 2012
In this recent study by Mark Wade and Jennifer Jenkins from the Ontario Institute for Studies in education examines the different environmental factors that influence children's cognition as early as 18 months.

<http://bit.ly/GettingIntoChildrensMinds>

Video: Child Care Worker & ECE Appreciation Day 2012

Source: Ontario Coalition for Better Child Care, October 24, 2012 (5min 24sec)

<http://bit.ly/CCWorkerECEAppreciationDay>

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"



A Quality Initiative for Waterloo Region

ECERS –R Training

February 21st & March 7th, 2013
ECE Building, Doon Campus

ITERS Booster

March 20, 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.

Saying Thank You!

Well, it is that time of year again, the “holiday season,” a time we either anticipate or dread for the rest of the year. Thanksgiving, Halloween, Hanukkah, Christmas, and Kwanzaa all come in quick succession. We find it overwhelming, and we know what to expect, it must be a really confusing time for young children. One excitement after another, schedules changing, people giving you candy, then presents, seeing people you don’t really know but who talk to you like you do – so much for little minds to process. Amidst the hubbub, it is so important to take quiet times together, to relax, to share a good book. It will be so beneficial to the children and to you. Imagine just stopping, catching your breath, and snuggling up together. The cookies, wrapping, laundry, and cards can wait. For those quiet

moments during this busy time, we would like to recommend

thinking about gratitude. Being thankful for all we have, thankful for the moment, thankful for a good book. Gratitude can be a very difficult concept to teach a toddler or preschooler. They are pretty self-focused little creatures. Finding ways to gently shift their focus outside is a challenge but oh so important. By learning gratitude early, they become sensitive to the feelings of others, develop empathy, and set the base for emotional literacy.

Of course, there are books we think are a good place to start the conversation. We are grateful for great children’s books, and we hope you are grateful for these recommendations:

All of Me! A Book of Thanks by Molly Bang

Children share the simple wonders of their feet, hands, arms, eyes, noses, mouths, and the fun things their bodies do.

Bear Says Thanks by Karma Wilson

Bear has come up with the perfect way to say thanks; a nice big dinner!

Mouse & Lion retold by Rand Burkert

Mouse and Lion, Aesop’s fabled duo, renew their ancient bond in this tale of friendship, loyalty and gratitude.

The Nice Book by David Ezra Stein

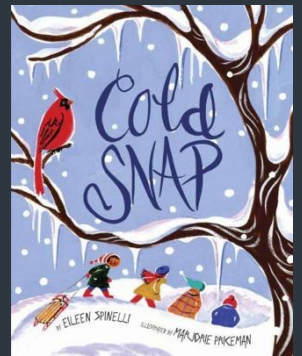
An adorable menagerie of irresistible animals populate this gentle look at friendship.

Splat Says Thank You by Rob Scotton

Splat wants to do something special for his pal Seymour, so he makes a thank-you book to lists all the reasons he is thankful for their friendship.

Also don’t forget the classics like: *The Giving Tree* by Shel Silverstein and *Sylvester and the Magic Pebble* by William Steig

Children’s Book - of - the Month



Cold Snap by Eileen Spinelli

Brrrrrr. It is cold. It is snowy. It is cold and snowy in the town of Toby Mills. The temperature keeps dropping lower and lower, the icicles are getting longer and longer. There is officially a *cold snap*. The people of Toby Mills are sad and shivery, until the mayor’s wife finds a way to warm them up and make them smile. A toasty read about a warm community.

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

dick@wpl.ca
laura.reed@kpl.org



Save the Date!

**EARLY
LEARNING
& CHILD
CARE** CONFERENCE

**25th Annual
Early Learning &
Child Care Conference
Saturday, March 23, 2013
Conestoga College
Doon Campus**

PROFESSIONAL
RESOURCE CENTRE



Winter Hours of Operation

Monday..... 9am - 8pm
Tuesday9am- 8pm
Wednesday9am - 8pm
Thursday9am-5pm
Friday9am-5pm
Closed Weekends

PRC will be closed December
24th, 2012 - January 1st, 2013
Happy Holidays!

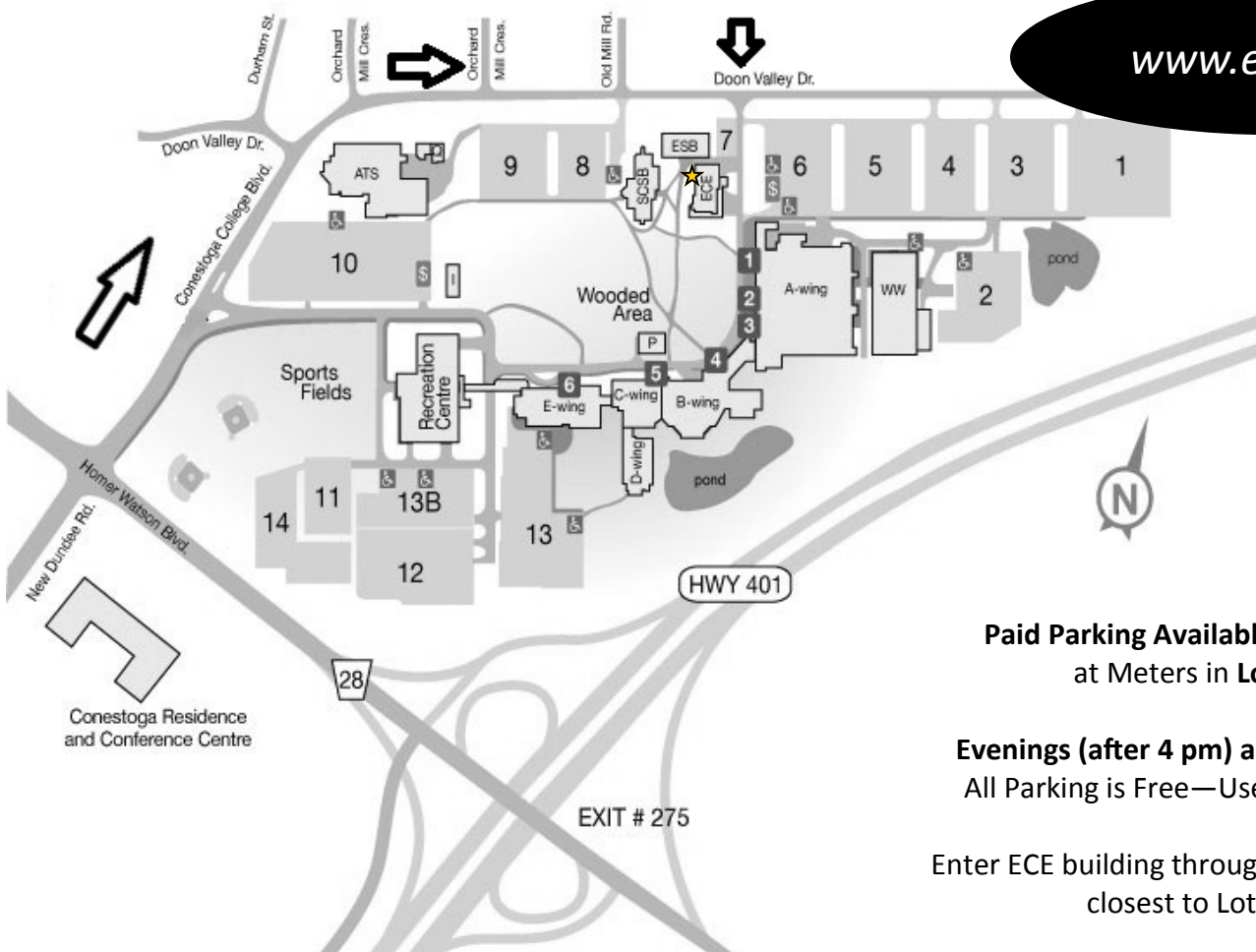
Conestoga College
ECE Building
299 Doon Valley Drive
Kitchener, Ontario N2G 4M4
519-748-5220 x. 3388

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



www.eceprc.ca

Paid Parking Available (Mon-Fri)
at Meters in **Lot #6**

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.