

# 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 Deepening Friendship with Child Development

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

"Innovations in Early Learning and Care", the 25<sup>th</sup> Annual Early Learning and Child Conference held on March 23, 2013 at Conestoga College was both invigorating and affirming for me. It was gratifying to see so many former students and to hear that they remembered a course (or two) on child development and that those memories held some fondness.

I remember classes in "the cinema" (2A56) with tiered seating and an "up high" projection booth winding 16 mm film "just so". I remember classes in the "A wing" with a skylight and students wearing sunglasses to see the overhead transparencies. I remember classes in the Woodworking Centre where the highlight for students was the ECE women in the cafeteria with the Woodworking men! I remember Waterloo campus with its intimacy. I remember seminar presentations, essays, multiple choice tests, and observations.

While I am hesitant to admit it, my first foray into teaching child development came just over 30 years ago. Although there has been an abundance of research over that time especially in the area of brain development which has altered our understanding of how children develop and learn, much to my amazement there are other researchers whose work has stood the test of time. I'm not thinking of just Piaget and Vygotsky, but also

of Rhonda Kellogg (who studied how children's drawings reflect a refinement of fine motor skills), Jill de Villiers and Peter A. deVilliers (who studied language acquisition), and Mildred Parten (who described stages of play), for example.

As I reflect back on my teaching of child development, I see two major shifts. The first is the role that child development plays in the life of an early childhood educator. At one time in our evolution as a profession, we believed that it was in the best interests of children to plan learning opportunities based on the developmental levels of both individuals as well as the group. Whether we refer to these learning opportunities as "activities" or as "developmental appropriate practice" or as a "theme-based approach to curriculum" can be debated at another time. The point is that as a profession we believed that a knowledge of development led to the ability to plan effective programs for young children. We were aware of developmental milestones, as a way of identifying the strengths and needs of a child.

Today we believe that children need to play, be curious, explore, find and then develop their interests. In doing so, they will develop. Development occurs naturally when children are exposed to a variety of situations of their choosing and of their interest. As educators we are still knowledgeable about development, but

we apply that knowledge differently. Now we are a partner in children's play and thus stimulate development and encourage learning in a way that is meaningful to the individual child. We use our awareness of the developmental continuum as a way of recognizing the uniqueness of each child.

The second major shift in my approach to teaching child development is related to the role that child development plays in the life of an early childhood educator. Today's students see relatively few videos about development. I must admit I still mourn the loss of "Out of the Mouths of Babies" (an NFB production featuring deVilliers and deVilliers) which I feel despite its age depicts language development wonderfully! Today's students are much more likely to watch videos of children at play and then identify the features of development demonstrated in the video. (It is left to other courses to explore the role of early childhood educator as a partner in play.) We study photos of children who are at play, truly naturalistic play because they were not taken "as a study of development". These photos are analyzed to speculate about "what is going on" with regards to the child's development. The tests and assignments in

the course are designed to have students identify in authentic situations (videos which were not produced to "show" child development) principles, theories and aspects of development which are demonstrated. This is done in an attempt to foster students applying their knowledge of child development in ways that are in keeping with the place of child development in today's early childhood education curriculum.

For me, the study of child development began as a required course in university, then became a tool in my practice as an early childhood educator, to an assigned course to teach at 2 colleges, and now to a passion. My personal life, especially as a mother and more recently as a grandmother, has been enriched by the ability to recognize in children the significance of their behaviours, conversations, and excitement! And, I can't help but wonder what changes lie ahead in terms of our understanding of development and how best to support and encourage individual children!

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

## Eva Olsson Standing Up to Injustice Special Speaking Engagement

Monday June 3, 2013

For over 12 years, Eva Olsson has spoken to over one million people in schools, service clubs, churches, on armed forces bases, at police force conferences, at Queen's Park, and the United Nations. The focus of her message is bullying and the importance of not being a bystander to injustice.

She uses her life experiences, primarily in the holocaust, to illustrate the power of hate and the importance of standing up against forces of racism, bigotry and intolerance.

Her experience as an immigrant, widow, single mother, outsider, survivor and advocate has resulted in an honorary doctorate and her induction into the Order of Ontario. Now 82 years old, Eva has authored two books and a film about her life was made called *Stronger than Fire: The Eva Olsson Story*. She wrote another book with her son, Jan who teaches in a Social Service Worker program in Ontario.

Eva is an incredible inspiration and we are pleased that she can join us to share her knowledge!

To learn more about Eva's journey, please visit

[www.evaolsson.ca](http://www.evaolsson.ca)

To register for this event please call 519-748-5220 ext. 3388  
E-mail: [PRCregistration@conestogac.on.ca](mailto:PRCregistration@conestogac.on.ca) or click on the link

**Register Now!**

*Click Here*



Monday June 3, 2013

Conestoga College, Rm. 1E05

1:30 — 3:30 PM

\$20 General Public  
\$15 for Students

Sponsored by the Social Service  
Worker Program  
Conestoga College

Conestoga College, 299 Doon Valley Drive, Kitchener, ON N2G 4M4, Main Campus, Door # 6, lower level room 1E05

# Programs of Interest for Fall 2013

## New! [Family Literacy](#) Certificate Program #1307 On-line education and training

Do you have an interest in literacy? Enjoy the work you do with families and young children? Then this program may be right for you as it provides an opportunity to explore the many ways families develop and use literacy skills to accomplish day-to-day tasks and activities. Family literacy is a process that shapes ways of thinking and is multi-faceted, and interactive. The Family Literacy program is designed to promote this broad understanding of the inter-related issues involved in working with families to support literacy. Together, the six courses reflect the complex range of knowledge and skills required by adult educators, early childhood educators, educational assistants, teachers, health care practitioners, social service providers, library staff, and others who work with families experiencing literacy challenges. Consistent with the principles of an integrated and strengths-based approach to family learning and well-being, the program is designed to develop critical reflection skills that lead to continual improvement in program development, implementation and practice. The Family Literacy program was developed for all levels of leadership from executive directors and board members, to practitioners and facilitators, who wish to build upon their knowledge, skills and expertise in the social and human services and related fields. The Family Literacy program is offered in partnership with the Centre for Family Literacy (Edmonton AB), and Conestoga College.



Course 1: Foundations of Family Literacy will begin in September 2013. This on-line course is designed to broaden and deepen your knowledge of the goals and context for family literacy and explore family literacy from the perspective of a new conceptual framework. This course will engage you in critical reflection and introduce you to transformative practices that are inclusive.

To find out more about this program please contact the Coordinator, Samantha Burns at [sburns@conestogac.on.ca](mailto:sburns@conestogac.on.ca) or call 519-748-5220 ext.3840.



## Early Childhood Education Apprenticeship Program Registration is Open Join Us September 2013!

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?

***Apprenticeship may be the Answer!***

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!

For more information visit our website at [www.conestogac.on.ca](http://www.conestogac.on.ca)  
Conestoga College, 299 Doon Valley Drive, Kitchener, ON N2G 4M4

Who Can I Contact to  
Learn More About Classes  
at  
Conestoga College?

Shannon Lipskie,  
Manager, Apprenticeship  
Programs  
519-748-5220 extension  
3382  
[slipskie@conestogac.on.ca](mailto:slipskie@conestogac.on.ca)

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

# Immunization in Childcare

By: Kimberly Kocher and Mauricio Amaya  
Conestoga College Practical Nursing Students

A vaccine is a biological preparation that improves immunity to a particular disease. It consists of a weakened or inactive (killed) organism that's purpose is to trigger an immune response (Health Canada, 2002). This response forms antibodies that protect the body from the disease. In new born infants, antibodies passed from the mother may prevent the infant's natural immune response to vaccines. This is why routine immunizations are not started until 2 months of age, unless a high risk of infection exists (Leifer, 2011).

See the table below for immunization schedule.

Age at vaccination	Diphtheria Tetanus Pertussis Polio	Hib	Rotavirus infancy	Tetanus Diphtheria Pertussis	Chickenpox (Varicella)	Pneumococcal	Meningococcal conjugate	Flu	HPV
Birth			2 or 3 doses between 6 weeks and 32 weeks of age				12 months AND a booster at 12 years	All children over 6 months 1-2 doses	
2 Months	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>			
4 Months	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>			
6 Months	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>			
12 Months				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
18 Months	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					
4-6 years	<input checked="" type="checkbox"/>			2 dosages	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>

While vaccination is the best way to protect children against many dangerous diseases, early child educators need to keep in mind that parents have the right to choose whether or not their child will be immunized. This could cause concern regarding the risk they are putting the other children in. This is not the case. Children who are not vaccinated pose no threat to those who are and it is important to reassure worried parents of this fact. None the less, always direct families to their health care practitioner and encourage them to ask questions.

Parents often bring their children back to

daycare after receiving an immunization. It is important to keep in mind the side effects that go along with it. Local reactions after immunization usually consist of swelling, tenderness, and redness at the injection site. More severe local reactions rarely occur (Health Canada, 2002). General reactions you could expect may include fever, rash, joint or muscle pain, fainting, and seizures. Moreover, allergic reactions, such as itching, runny nose, and shortness of breath are rare. Most children are not affected a great deal after immunizations and can carry on with their daily activities.



When caring for a child who has just had an immunization there are several comfort measure to consider. One of them could be to offer an ice pack to reduce swelling and pain to the injection site (Health Canada, 2002). Also, it is important to monitor a child's fever and watch out for abnormal reactions. You can offer the child lots of fluids and emotional comfort. Remember, if you have any major concerns it is important to contact the family to discuss health care options.



It is usually safe for a child to return to childcare following an immunization but if they have a fever, are uncomfortable or are not able to participate in the centres activities it is important for them to be home and have rest. Rest is an important part of the healing process; it plays a significant role in the functioning of the immune system (Immunization Action Coalition, 2011).

#### References

Health Canada. (2002). *Canadian immunization guide*. (6th ed.). Ottawa, ON: Minister of Health.

Leifer, G. (2011). *Introduction to maternity and pediatric nursing*. (6th ed.). St. Louis, Missouri: Elsevier saunders.

Immunization Action Coalition. (2011, December). *After the shots*. Retrieved from <http://www.immunize.org/catg.d/p4015.pdf>

Public Health Agency of Canada (2006) *Immunization schedules for children and infants*. Retrieved from [www.publichealth.gc.ca](http://www.publichealth.gc.ca)

## Chicken Noodle Soup

#### Ingredients:

2 teaspoons butter  
1 cup sliced celery  
1 cup chopped carrot  
1/2 cup chopped onion  
1 small potato, diced  
1 teaspoon thyme  
1 teaspoon poultry seasoning  
4 (14 ounce) cans chicken broth  
2 teaspoons chicken bouillon  
4 ounces egg noodles  
2 cups cooked chicken  
Parsley (optional)

#### Directions:

1. Melt butter in large pot.
2. Sauté the celery, carrot and onion for 2 minutes
3. Add potato, thyme, poultry seasoning, chicken broth and bouillon.
4. Bring to a boil.
5. Add noodles and chicken and cook on low for 20 minutes.
6. Sprinkle with parsley.



Bon appétit!

# What's Cooking ?



## Mac N Cheese



### Ingredients

- Butter
- Salt
- 2 1/2 cups vegetable or chicken stock or water
- 2 bay leaves
- 1 cauliflower, cored and separated into large pieces
- 8 ounces elbow, shell, ziti, or other cut pasta, preferably whole wheat
- 3/4 cup grated cheese (like sharp cheddar, Gruyère, or Emmental or a combination)
- 1/4 cup low fat or fat free sour cream
- 1 tablespoon Dijon mustard
- 1/8 teaspoon nutmeg, or to taste
- Black pepper
- 1/2 cup or more bread crumbs
- Oil spray, optional

### Directions:

1. Heat the oven to 400°F. Grease a 9-inch baking dish with a little butter. Bring a large pot of water with salt in it to a boil. Put the stock with the bay leaves in a small saucepan over medium-low heat. When small bubbles appear along the sides, about 5 minutes later, turn off the heat and let stand.
2. Cook the cauliflower in the boiling water until very tender, 20 to 25 minutes. Scoop the cauliflower out of the water with a slotted spoon and transfer it to a blender or food processor. Add the pasta to the boiling water and cook until still somewhat chalky inside and not yet edible, about 5 minutes.
3. Remove the bay leaves from the stock. Carefully process the cauliflower with 2 cups of the stock, the 2 tablespoons oil, the cheese, sour cream, mustard, nutmeg, salt and pepper. (You may have to work in batches.)
4. If the sauce seems too thick, add the remaining 1/2 cup stock. Taste and adjust the seasoning.
5. Pour the sauce over the pasta, toss, and spread the mixture evenly in the dish. (You can make the dish to this point, cover, and refrigerate for up to a day; return to room temperature before proceeding.)
6. Sprinkle the top with bread crumbs and, if you have it, lightly spray the top of the breadcrumbs with oil (this will help the breadcrumbs brown). Bake until the pasta is bubbling and the crumbs turn brown, 15 to 20 minutes.

Serve hot.

# From the Home Child Care Network

## How to Make Physical Activities a Part of Your Home Child Care Program



Find a Network in our Region that's right for you at [www.eceprc.ca](http://www.eceprc.ca)

Being active is essential for children's growth and development and provides a solid foundation for a healthier adulthood. Yet almost half the children in Canada do not get enough physical activity.

Canada's Physical Activity Guides for children and youth suggest that young people add 30 minutes more activity to each day, working up to 90 minutes. The guides also suggest they reduce non-active pursuits such as watching TV or playing computer games by 30 minutes each day to start.

Children are more likely to be active if they have access to equipment and play areas, so provide the raw materials for activity.

In addition, it is good to encourage your children to walk to school or play ball outside instead of playing a video game. Children learn by example, so joining the children in these activities is positive for both the adult and the child. Make exercise part of the daily routine!

Here are some examples of how to include daily exercise and activities into your program:

**Walk the dog**

**Play Tag, Hopscotch, Hide and Seek**

**Have a game of "Twister"**

**Organize a Scavenger Hunt outdoors.**

**Walk to the Library to get a book**

**Toss a Frisbee outside**

**Turn on the music and dance!**

**Take a hike and enjoy your local trails**

With more opportunities to get outside just around the corner, it is a good idea to start planning your outdoor and physical activities with the children so they arrive ready to participate wearing appropriate clothing and footwear.

Children like to be included in the planning and may come up with some great outdoor activities on their own.

After outdoor activities it is always a treat to give the children a drink and healthy snack. You might want to try one of these warm drinks, good even in warmer weather:

**Warm milk with honey**

**Hot chocolate made with milk**

**Hot Apple Cider with citrus slices or cinnamon**

You can find lots more information on Physical Activities for Children of all ages by visiting the website: [www.healthcanada.ca](http://www.healthcanada.ca)

Have a safe and active spring!!



All the above activities can easily fit into your daily program while providing Child Care in your home.



# JOIN the Network that is Right For you!

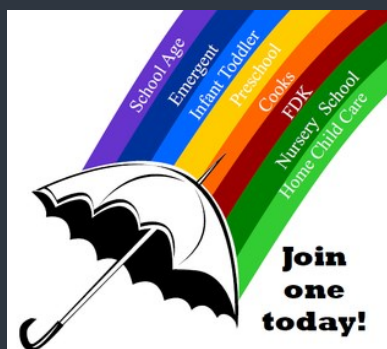
## RTB Umbrella Networks

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

## Upcoming Network Meetings

Visit [www.eceprc.ca](http://www.eceprc.ca) for more information on these networks and current events.

Upcoming network meeting will be posted under the community calendar.



## More Information about Immunization

Source: Encyclopedia of Early Childhood Development, April 11, 2013

There are now five new papers and a new synthesis on Immunization available online. For more information about the importance of immunization, as well as findings about neurological effects, see the EECD section on Immunization.

For more information on immunization, click [here](#).

## Australian Kids are Doing Better in Key Development Indicators

Source: Minister's Media Centre (Australia) April 4, 2013

In a recent media release, Australia's Minister for School Education/Minister for Early Childhood and Youth announced the results of the latest round of data from the Australian Early Development Index (AEDI). "Australia is the only country in the world that collects this level of information about health, well-being and development of our children before they enter school. Communities have been able to use this data to develop new programs for children and their families, and deliver extra, targeted help to children at risk." You can read the full media release [here](#).

## What's New in Childcare

### Links to the News in Early Learning and Care

#### Look in the Mirror: Just Substitute "Canadian" for "American"

Source: Child Care Resource and Research Unit April 24, 2013

Noted researcher Martha Friendly reflects on a recent article in the April 29th issue of The New Republic, comparing the shocking reality of the American child care system to the one we have right here at home. To read Martha's blog, click [here](#). For the original article, click [here](#).



Registration is now open for the AECEO 2013 Provincial Conference.

#### Moving Towards Greater Professional Recognition

Centennial College, Progress Campus  
May 24-25th, 2013

**Register Now!**

*Click Here*

If you would like to connect with your branch or have any questions, please leave us a voicemail

by calling:

519-748-5220 ext. 8026

Or e-mail [Sburns@conestogac.on.ca](mailto:Sburns@conestogac.on.ca) subject line "AECEO"



### A Quality Initiative for Waterloo Region

RTB Binder Drop-Off Dates  
Thursday, May 9, 2013 & Friday, May 10, 2013

Pick-Up and Recharge Date  
Thursday, June 13, 2013

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



# Beginning with Books

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

Children can learn pre-reading skills through writing activities. Some easy ways to encourage the children in your life to write:

- Have children sign their name to their drawings. This will help them understand that print represents words
- Talk to children about what they draw and write captions and stories together. This conversation will help make connections between spoken and written language
- Use alphabet shapes to help children learn the shapes of individual letters
- Help children create books of their own and allow them to become the author of their own stories
- Write new words on slips of paper and collect them in a jar. Ask children if some of the words belong together and group them if appropriate

The very first writing that children do is connected with telling stories. The first stage of writing development is when children draw pictures, then tell the stories that the pictures represent. When children do this, they have made the leap to understanding that the marks on the page can carry meaning.

As children practice writing, improve their hand-eye coordination and develop their hand muscles, they will naturally progress to beginning to write the letters in their names. The first letter most children learn to write is the first letter of their name.

Writing doesn't always have to be writing on paper – it can be tracing in the sand, playing with clay or play dough or crinkling up newspaper to help strengthen finger muscles.

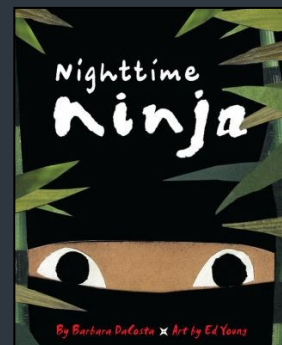
And, most importantly, don't forget that you are the best literacy role model – engage in lots of different types of writing yourself!

## Early Literacy Practice: Writing

Reading and writing go hand in hand – both are ways to represent spoken words and to communicate information. The new edition of *Every Child Ready to Read* lists writing as one of the 5 practices needed for children to grow up to be competent and able readers. Writing begins with scribbles and other marks. Encourage this development by providing many opportunities to draw and write.

When children have opportunities to do their own writing, whether it is a scribbled grocery list or the first letter of their name, they have the chance to feel connected to print in an active way, as opposed to passively listening to a story being read to them or reading something themselves. It's always good for children to do things themselves and writing involves active motion, good for kinesthetic learners.

## Children's Book - of - the Month



### Nighttime Ninja

Barbara DeCasta

Late at night, when all is quiet and everyone is asleep, a ninja creeps through the house in search of treasure." The treasure? A sweet midnight snack. Unfortunately for this nighttime ninja, mom turns on the light and foils his plan. This is a great bedtime story for those stealth late night explorers, accompanied by classic Ed Young illustrations.

If you have any questions about books or early literacy, please send us an email :  
[ldick@wpl.ca](mailto:ldick@wpl.ca)  
[laura.reed@kpl.org](mailto:laura.reed@kpl.org)



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.



PROFESSIONAL  
RESOURCE CENTRE



**PRC Hours of Operation for  
May and June**

Monday..... 9am - 8pm  
Tuesday .....9am- 8pm  
Wednesday .....9am - 8pm  
Thursday .....9am-5pm  
Friday .....9am-5pm

Closed Weekends

**The PRC will be closed on  
Monday, May 20  
for the holiday.**

**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](http://www.eceprc.ca)



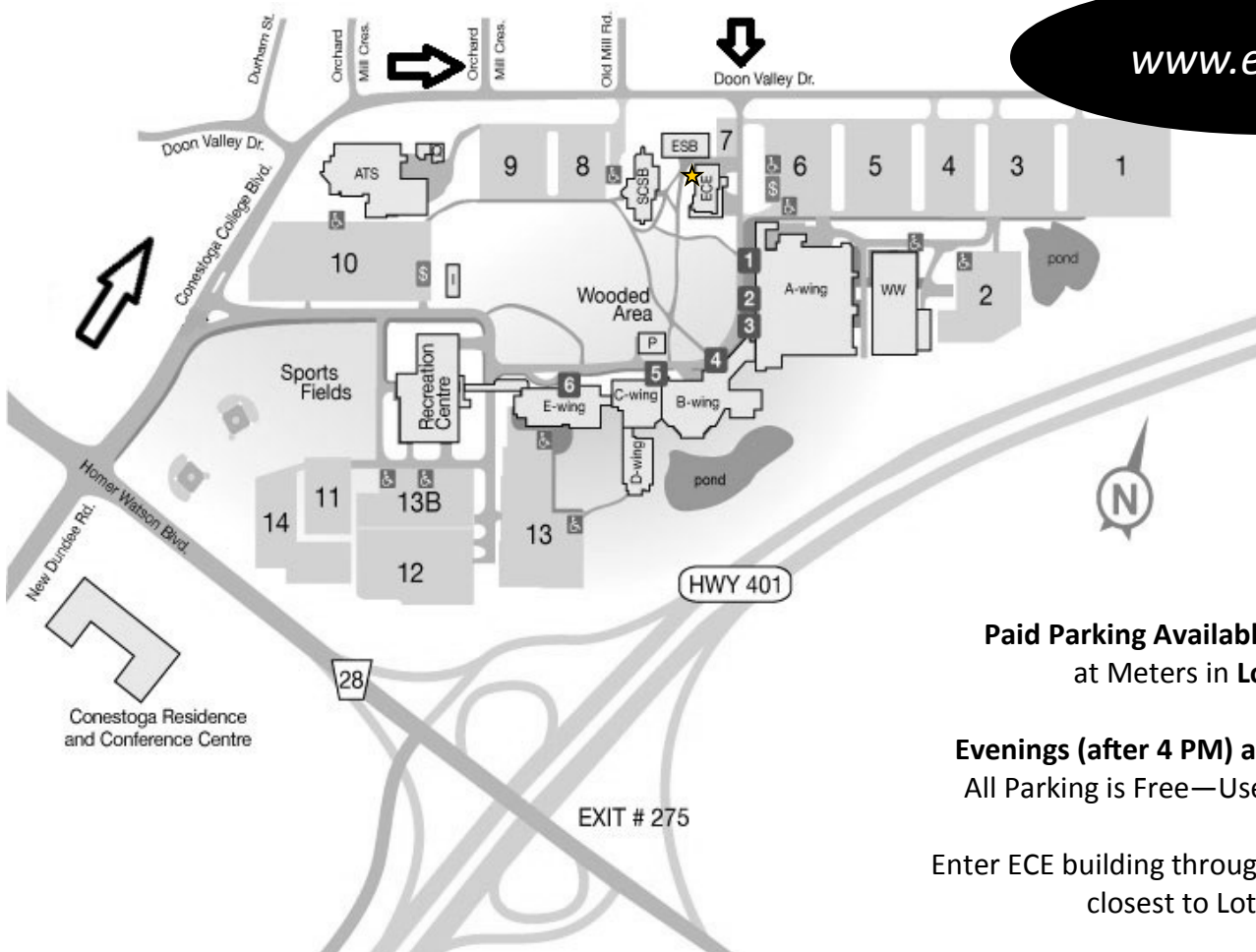
Region of Waterloo  
SOCIAL SERVICES  
Children's Services



**CONESTOGA**  
Connect Life and Learning



**LYLE S. HALLMAN**  
FOUNDATION



[www.eceprc.ca](http://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.