

The Professional



A Newsletter for the Early Learning and Child Care Professional

LEARN EDUCATE LEAD

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Being A Workshop Presenter

By: Angelique Davies

"We learn from trying new things. We learn from other artists as well. In workshops I like to start by saying that I plan to learn from the students while they learn from me." ~ Robert Bissett

On March 7, 2015 I delivered my workshop, ***Musical Links to Literacy*** at the Early Learning and Child Care Conference hosted by Conestoga College. I had a wonderful time and as always, considered it an honour to share a music making experience with other early childhood professionals. It's hard to explain how my workshop has evolved, except to say that it sprang from a longing for an education in music that satisfies me both as a musician and as a teacher of young children. I've sought out ways to make musical concepts accessible to educators who consider themselves "non-musical"; to provide ideas that can be used in many ways in the early childhood curriculum, to bring in diversity, and to find resources (e.g., books, CDs, web links, organizations) of the highest quality. Based on questions and conversations with workshop participants I have tried to make improvements that might speak to the needs of future participants. Considering in the context of a two to three hour workshop, a presenter can accomplish only so much.



I have worked with young children for many years, over time discovering a love of music education, joining professional associations, studying early childhood music

pedagogy, trying out and refining ideas in my own classroom, researching issues in arts education and teaching pre-service early childhood educators. My workshop has come from many places and experiences and provided an opportunity to share these with other professionals and to continue with my own learning. Though I have been delivering my workshop for many years, I confess that this is the first time that I have asked participants to fill in a feedback form. I'd like to share some of the comments I received and my thoughts on these. I believe it is part of the process of being a reflective educator to seek out ways to improve my own practice, especially when I am hoping to support other educators in their work, in ways that are practical, meaningful and inspiring. Here is some of the feedback I received and my responses:

To those who wished for more time, I did too! Three hours is ideal for my workshop, and would afford more time for the small group activities (and for an ice breaker at the beginning).

To those who asked for a CD of the songs and suggested that I post on YouTube, this is something I will definitely explore. I agree that this would help people to remember the words to the different songs and rhymes.

To those who requested a power point presentation, I have done this when teaching students, but for a workshop I find it a bit formal. While I treat arts education as a serious subject, I want to keep the tone of the workshop relaxing and fun.

To those who were expecting a stronger focus on literacy, I hope you were not too disappointed. Music and literacy is a very rich subject area, and I have come across some excellent articles on the topic. I only hoped to introduce participants to the idea that reading experiences can be brought to life by the inclusion of the different musical concepts explored, and I wanted you to discover that a lot of resources are at your disposal (e.g., felt board, scarves, masks, puppets,

instruments etc).

To those who reminded me about touching and social contact – Thank you. If any of the rhymes or games made anyone uncomfortable, I apologize. I included some finger plays and rhymes mainly to demonstrate ways to involve younger children through gentle and playful physical contact (e.g., puppet "kisses", or holding hands for a singing game). Still, it is important to ask permission and consider different cultural perspectives on touching – what is comfortable for one person may not be for another.

Thank you again to the amazing educators who attended my workshop, who were candid with me in their feedback and who have given me even more to consider for the next time. I hope that you got some new ideas, and some inspiration, and that it instilled in you the love of music that I feel I have!



Change is A Good Thing

By: Leslie Solonik, RECE, Conestoga College Lab School

I am sure all of us have had our construction woes. Here at Conestoga, last spring we were faced with the exciting news of a complete renovation of the Preschool rooms.

We would be displaced for at least four months! Problem solving began as to how this transition would be made easier for all involved. Faced with using a different room, we needed a consistent solution.

We looked at our amazing outdoor space, with a very large roofed area and considered....
"WHY NOT?"

Our team worked together to revisit our outdoor space and started setting it up. The result was a very inviting and engaging play space, the only thing missing was the confines of four walls.

Over the summer of 2015 it was a treat to be outside; science happened naturally, water play was a huge interest, the sandbox became a vessel for mud play, projects were saved and worked on for extended periods, shaded areas became canopies and rain shelter. We all kept hydrated by drinking lots of water to drink and most meals became a picnic.

One day, when raining, we were sheltered by the trees and we ate spaghetti in the rain! We Documented our experience and created a unique and engaging children's book!

Being outside naturally stimulated the children's curiosity and it gave free rein to their Imagination and creativity. We saw children take more risks, and it promoted active learning as they built on their own knowledge base from personal experience.

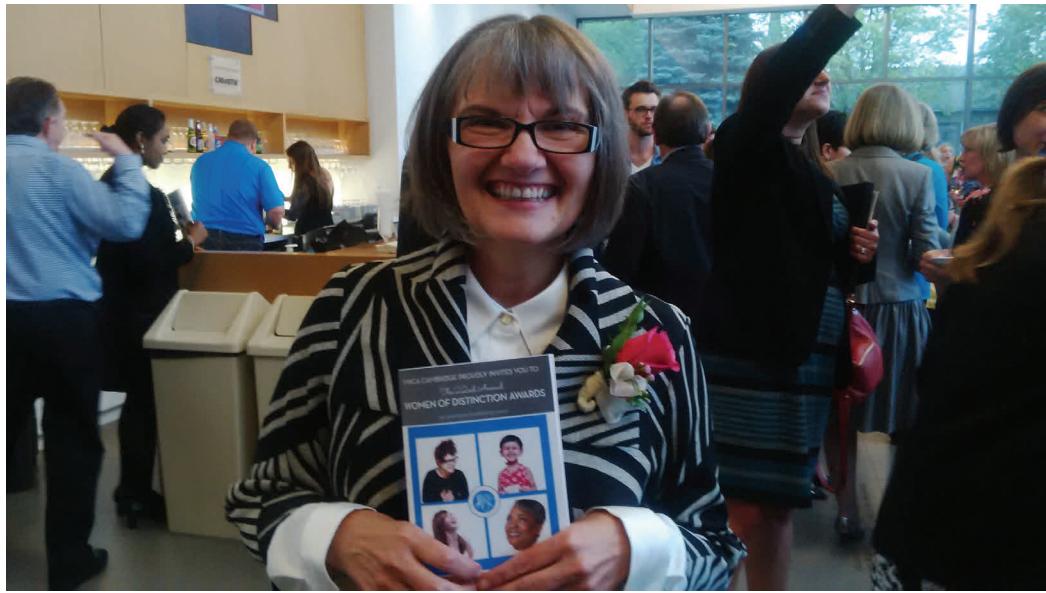
Problem solving became a positive experience and less adult interaction was required. Children were able to solve their own situations! What a wonderful feeling to observe such empowerment first hand.

We left our outdoor classroom set-up for the fall and winter and many choices one might label as indoor use such as Lego, puzzles, books, art were routinely used outdoors through all seasons. What began as an experiment has now become our daily norm and we continue to experiment with new ideas. Perhaps this season we'll try sleeping under the trees!



Goranka Vukelich: 2015 Women of Distinction, YWCA Cambridge Lifetime Achievement Award

By: Marlene Raasok , Dean Health and Life Sciences and Community Services, Conestoga College



Goranka Vukelich

YWCA Cambridge annually recognizes women who through their own initiative, ability and effort, have made an exemplary achievement in their field. These women who are outstanding role models because of their goals and the way they have achieved these goals were recognized on Tuesday May 12th, 2015. On this evening Goranka Vukelich was awarded with the Women of Distinction, Lifetime Achievement Award.

Goranka is a visionary and a passionate leader for the evolution of early learning and care. This is demonstrated by a lifetime commitment to her education and practice in this field. She began her career in this area with an undergraduate degree from Ryerson and went on to gain two graduate

degrees. In her Ph.D, her research focused on the practice of ECE's in Child Care Centres and resulted in findings from her thesis being accepted for publication Titled; "Walking the Talk". Goranka has worked in the private industry, government and academia, coming to Conestoga College in 2007 as Chair for Community Services in the School of Health & Life Sciences and Community Services.

In her role at Conestoga College, Goranka has spearheaded the growth and development of academic programming related to early learning and care, increasing ECE education from 200 to 450 students per year to respond to workplace needs with the new provincial

strategy for early learning and care. A new degree, Bachelor of Early Learning Program Development , began September 2015 adding to the future workforce in an evolving system. An exciting venture championed by Goranka with the Region of Waterloo and with community input has been the establishment of the Professional Resource (PRC) Centre , the only PRC attached to a college in Ontario, which is now serving over 1300 participants each year!! During the past 5 years, she has also lead the transformation of Conestoga's lab schools into fewer, but more purposeful child development centres and resources for innovation in student learning. Conestoga is one of only a handful of colleges

that have retained their lab schools as opportunities to enhance student learning; as a result, she is a sought after resource by the province for her experience in implementing new policies related to evolving child care operations.

Goranka is committed to the inter-professional nature of the work in which ECE's engage in and continues to create and support initiatives that connect ECE's with students and staff from Recreation and Leisure Services, Social Services Worker, Educational Support, Nursing and others across our School.

Goranka is an active partner with the community . According to many, no region has been more effective in implementing new polices related to early learning

and care than the schools and child care centers in Waterloo Region, with significant thanks to Goranka's advocacy and collaborative work with all parties. She has been a tremendous support to the work of the Waterloo District School Board and was critical to their establishment of a high quality Youth Development Program which supports before and after school programs for children aged 8-12.

As a member of the Board of Directors of the Association of Early Childhood Educators Ontario (AECEO), Goranka has advocated for Early Childhood Educators to have professional status. She has contributed significantly to sustaining their professional association.

Goranka is described by one of her colleagues as "quite a force"; you listen to her because she is thoughtful and considers multiple perspectives". We thank you for consistently sharing your knowledge and expertise—**AND FOR PERSONALLY MAKING YOUR WALK, THE WALK OF ENHANCING EARLY LEARNING AND CARE!!**

It was my pleasure to present the Lifetime Achievement Award to Goranka, at the 2015 Women of Distinction Ceremonies.

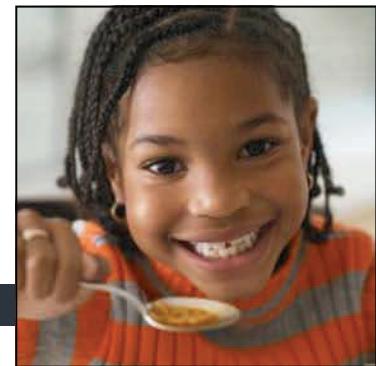


Marlene Raasok with Goranka Vukelich



Goranka celebrating with the lab school children.

What's Cooking ?



Apple Oat Squares



By: AVRON

Ingredients:

- **2 cups oatmeal, quick or old fashioned**
- **1 1/2 cups enriched flour**
- **3/4 cup melted margarine**
- **1 cup firmly packed brown sugar**
- **1 1/4 teaspoon cinnamon**
- **1/2 teaspoon baking soda**
- **1/4 teaspoon ground nutmeg**
- **1 1/3 cups applesauce**

Directions:

1. Heat oven to 375 degrees and grease a 9 x 13 inch pan.
2. Combine all ingredients together except the apple sauce. Mix until crumbly reserving 1 cup of the mixture.
3. Press remaining mixture in bottom of greased pan. Bake for 15 minutes.
4. Cool slightly about 10 minutes. Spread applesauce over partially baked crust. Top with reserved mixture and bake for 15-20 minutes or until golden brown
5. Cool in pan. Cut into 2 inch squares and serve

Yields: 24 servings

Infant & Toddler Risk Taking

By: Chris Hunt, RECE, Pedagogical Leader, Conestoga College

When looking at risk taking in an infant and toddler program, we make a lot of assumptions as to what it should/could look like. In reality, it looks very much the same as in our preschool and kindergarten programs.

We recognize the value of supporting and promoting manageable and meaningful risks for infants and toddlers. We can set the stage for children as they learn to assess their own skills and use their entire bodies, senses and minds to explore their environments.

Most children match their risks/problems with their perceived levels of ability. If we rescue infants and toddlers when they are in these situations, they develop a false perception of their physical world. As registered early childhood educators, we must find a balance between supervision (keeping the children safe and secure) and allowing them those opportunities to build upon their abilities. Achieving that balance means we need to learn to step back and assess the risk before we step in and alter the

valuable learning opportunity the child was presented with.

Authentic and Real play means children feel safe and secure to be able to take risks and opportunities to test their physical, emotional and intellectual capabilities. As an educator, we need to complete our own risk assessments, judge the challenges the children face and decide whether or not the consequences are worth the risk.



*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 for more information on these networks and current events.

Upcoming network meeting will be posted under the community calendar.



What's New at the Professional Resource Centre?

The Professional Resource Centre would like to take this opportunity to welcome Salima Alam-Hafeez as the new Manager of the PRC.

Salima brings a wealth of knowledge and experience to this new position. Stop by the PRC and say hello!

Check out some of the hot reads on the PRC shelves!

- **Let's Talk About Math** by Dr. Joanne Lee & Donna Kotsopoulos
- **7 Kinds Of Smart : Identifying and Developing Your Multiple Intelligences Revised and Updated** by Thomas Armstrong, PH.D.
- **Early Childhood Environmental Rating Scale-3 (ECERS-3)** by Thelma Harms, Richard M. Clifford & Debby Cryer
- **Designs For Living And Learning : Transforming Early Childhood Environments** by Debbie Curtis & Margie Carter
- **Loose Parts: Inspiring Play in Young Children** by Lisa Daly & Miriam Beloglovsky
- **Last Child in the Woods: Saving Our Children From Nature-Deficit Disorder** by Richard Louv
- **Walking the Talk** by Goranka Vukelich
- **Learning from Bumps in the Road** by Holly Elissa-Bruno

Early Childhood Environment Rating Scales - Revised ECERS-3 Happens at Doon (Twice) and Waterloo Campus (Once) each Raising The Bar Year

*Conestoga College
299 Doon Valley Dr. Kitchener– PRC
108 University Avenue East, Waterloo*

Session 1- Doon- Room-ECE300- Wed. Sept. 30th and Wed. Oct. 14th

Session 2-Waterloo-Room-TBA- Tues. Nov. 17th and Tues. Dec. 1st

Session 3-Doon- Room ECE300- Wed. Feb. 17th, 2016 and Wed. Mar. 2nd , 2016

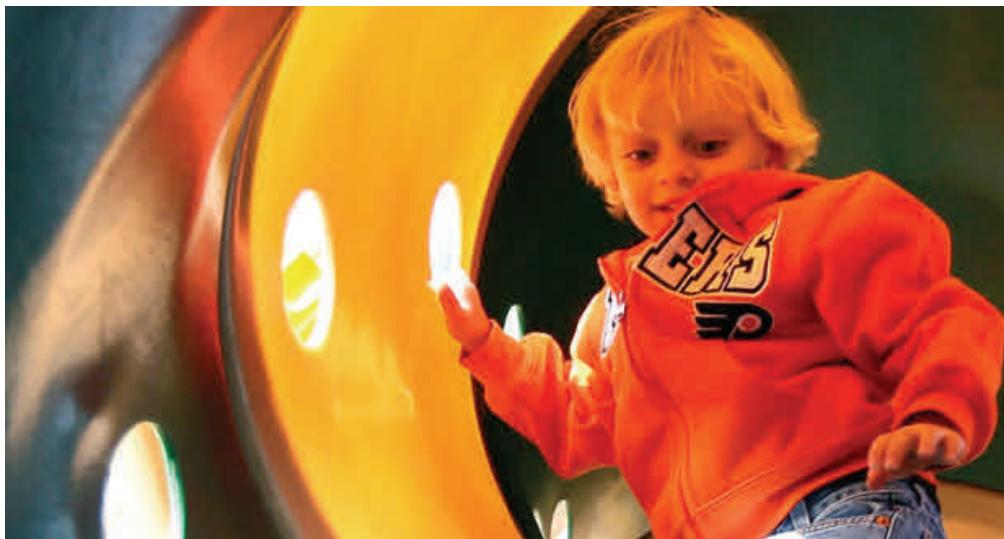


What's New in Childcare?

Preschoolers Playtime Needs to Be More Active Published Video by CBC, May 18th, 2015

"Ottawa scientists are working with daycares to foster more hop, skips, and jumps"

<http://www.cbc.ca/player/News/ID/2667390863/>



Stay Tuned for the Fall Lineup of Upcoming RTB Tuesdays at the Professional Resource Centre!

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— 575-4400 Ext 5044 Email: djones@regionofwaterloo.ca



JOIN THE AECEO TEAM



Becoming a member of the **AECEO** demonstrates your professional commitment to the families and children you work with

- Enhance your network
- Take Charge of your Career
- Broaden your Professional Knowledge

What else do I get for my money?

- Members ONLY Online Resources
- Notices on Professional
- Learning Opportunities (Province Wide)
- Professional Publication (Quarterly)
- Provincial Job Board (Updated daily)
- Regular E-bulletins on all things ECE

Membership costs less than 20 cents a day



Can you afford not to Join?



PRC Hours of Operation

Monday.....	9am-8pm
Tuesday.....	9am-8pm
Wednesday.....	9am-8pm
Thursday.....	9am-5pm
Friday.....	9am-3pm
Saturday.....	Closed
Sunday.....	Closed

The PRC will be closed for all statutory holidays and on the weekend.

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



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Children's Services



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Connect Life and Learning



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FOUNDATION

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