

# The Professional

## INSIDE THIS ISSUE

Page 1: The ECE You Want to Be

Page 2: Cont'd

Page 3: A Learning Story

Page 4: Volcanoes of Erudition

Page 5: Cont'd

Page 6: [Baked] Apple Cinnamon Chips

Page 7: Caring for Children with Diabetes

Page 8 : What's New in the PRC?

Page 9: What's New in Childcare?

Page 10: Becoming a Member



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

## The ECE You Want to Be!

Stephanie Kuepfer (Graduating ECE Student), Conestoga College



We all know in reality, who they perceive an ECE to be, is so much more than what they see. Allowing the term “glorified babysitter” to sink into your soul will take its toll and bury your enthusiasm in a hole. That is far from our goal and a misrepresentation of our role, so when you feel discouraged, be encouraged.

Remember that you are not defined by the blurred lines, but you were meant to shine. That light comes from the inside out, a light that

shows what you are all about. For two years, we've faced our fears, maybe even shed a few tears, but you need to know what you have gained will truly show. I know you are tired but the knowledge you have acquired will soon be required by the ones who will admire how you impart desire.

Paradigms are shifting, and sometimes we see families drifting, only to leave their children sifting, sifting to find their giftings. But we can be their advocates, be there to validate, collaborate, co-operate, and celebrate. Create partnerships with families that flourish to the fullest of your capacities. Respect their values, culture, diversity and take in to consideration times of adversity. Despite your hesitations, know your legal obligations to report violations. We have responsibilities to families, colleagues, community, and society, but never forget the ones for whom you are in this or you will miss what brings

you bliss. Cultivating a safe and nurturing environment will be your first requirement. From there your assignment is to implement what you have learned about development. To create experiences that are engaging and ever changing that are shaping their understanding of their world in the making. Sit back a while, and observe their learning style, this will take their learning the extra mile. Remember to see the child as a whole- cognitive, communicative, physical, social and emotional. But most of all I hope you feel the call to stand up and say, "let them play". Let them explore to find more, let them question their inquiries, let them learn at every turn. You are there to guide them, inspire them, protect them and provide for them the foundational learning from which their future learning will stem. Be reflective, objective, perspective, collective all in attempt to be affective. If you profess that you are seeking

success than be sure to dress to impress. Clothe yourself in the many roles we have come to know. So if I could, and I think should, take this time to stop this rhyme and review what I think of you.

You are educated,  
You are knowledgeable,  
You are wise.  
You are professional,  
You are respectful,  
You are an integral part of them team.

You are creative,  
You inspire,  
You bring out the best in those around you.

You are caring,  
You are protective,  
You are lovingly nurturing.

You are reflective,  
You are insightful,  
You challenge others around you.  
You are an advocate,

You are an explorer,  
You are an incredible Early  
Childhood Educator.

I digress, but must confess that this is true of all of you. Never stop seeking, and take for the keeping all of the opportunities you have to continue leaping. Continually learn so that you can stand firm and return all that life has given to you and invest in those who see you as someone to look up to. You have what it takes, so don't let someone's perspective shake all the hard work it has required of you to make and create the ECE you want to be.

*This was originally written as an open letter to fellow classmates as part of an assignment dedicated to defining the meaning of being an educator (part of the professionalism course in the ECE program).*

Image created by: Susan Divitt (Graduating ECE Student), Conestoga College Student

Promotes Play-Based Learning Inclusive Care  
High-Quality Caregiving  
Respects Diversity & Equity  
Experienced  
MEET YOUR RECE  
Child Advocates  
Promotes Development  
Values Responsive Relationships  
Values Nurturing Relationships  
Specialized Knowledge Educated  
Connects with Communities  
Partners with Families

# A Learning Story....

Laurie Weyers (Graduating ECE Student), Conestoga College

I'm learning in class...



There once was a girl name Laurie; who, fell in love with children when she had two. She wanted to work with kids as they played, so she went to college to learn the trade.

Laurie began placement at a local preschool, and she thought to herself, "this is going to be cool!" The kids really liked her, and she liked them too, but some things bothered her as a student so new.

In her classes Laurie had learned a thing or two about things an ECE should, or shouldn't do. The words they use and the actions they show, make her wonder if the preschool knows what she knows.

Laurie knew to acknowledge feelings and fears, but the teachers here discouraged

I'm seeing and hearing in reality (community)...



tears. Young children should have freedom to explore and play, But if a toy left its center, it had to go away. When nap time came the teacher turned off the light, and the room got dark; as dark as night. It wasn't nap time that bothered Laurie so. It was a 3 and a half year old boy I'll call "Joe".

The room stays dark for two hours at least, and the entire time Joe never sleeps. His teacher tells him to lay quiet anyways. If Joe sits up or talks she takes his blanket away.

Laurie knew in her gut this wasn't fair, and she felt that the teacher just didn't care. Then at school Laurie learned an important fact, that she read in the Day Nurseries Act.

It states that after an hour of rest, and little Joe is still awake in his bed, he should be permitted to quietly play. That's what Laurie would do if she had her way.

Laurie knew what kind of teacher she wanted to be; one with understanding and flexibility. She didn't want her love of children to fade. She didn't want to focus on just getting paid.

In her class children know their feelings are real. They can play with their toys where ever they feel. Each child's needs are respected and measured, and every child will always feel treasured.

*This poem was originally written as a reflection, part of the evaluation process for field placements.*

# Volcanoes of Erudition

Rachelle Francey, RECE, BSc

"Unfortunately children researching their own questions are usually not taken seriously in the social context. Often the adult takes it upon himself to answer the child's questions with information the adult knows. The result is filling up the child with information. This information given is treated as social knowledge, not physical or logical-mathematical knowledge as it truly is (Kamii & DeVries, 1993).

The child accepts this information from the adult without question and thus the child believes that the adult is the "container" of knowledge. In believing that all learning stems from the adult, the child abandons his reliance on his own emerging thought processes. This kind of thinking may lead to the lack of autonomous learning (Kamii, 1982)." (Pratt Prairie, 2005, p. 95)

While feeling stagnant in my ability to offer curriculum experiences in my after school program, and needing fresh insight, I turned to a book I ordered from Amazon called *Inquiry into Math, Science, and Technology for Teaching Young Children* by Arleen Pratt Prairie. A passage on responding to children challenged me to reevaluate my own way of reacting to knowledge within the classroom.

Having a bachelor's degree in science, I sometimes found that when a child asked me a question, I would give a scientific explanation without thinking twice. Upon reflection, I realized that this is teaching a child to ask others for the answers, rather than giving them the confidence and skills to be able to research and

explore questions on their own. So for the past couple of weeks, I purposefully set out to build the children's ability to research and explore concepts on their own by not immediately answering questions the children had about science. I used a project-based, child-centred approach to exploring their inquiries. The great thing about this way of co-constructing knowledge is that you (the ECE) don't need to be an expert on the topic when you start a project.

Travis, who is a student of mine, collected a bunch of rocks outside and brought them inside for study. He was hopeful to find crystals or gold and, with a friend, looked at their details through a pocket microscope. James found a fossil and Travis found some shiny parts that he thought could be crystals. I looked at them with him and wondered if it could be mica, and explained that it was a dark shiny material found in rocks and used in makeup. The next day, I brought in five books from the library and the children found pages with large pictures of different types of rocks and minerals with labels. They identified pink granite and looked up that it was made of feldspar, quartz and mica. Tanner said granite is expensive. I asked him how he knew that and he said because his kitchen counter was made of it.

The next day, we dug deeper into what I hoped would be a start of a project about their interest in rocks. To support this, I brought in a diagram of the rock cycle and as a provocation, introduced the idea to make a volcano.

With a piece of cardboard, a tall bottle and a box of Plaster of Paris, the children made the primary structure of the volcano. Travis suggested that they make a village out of clay, so I started a list of materials they wanted me to bring in for it. Painting was on the list and Everett wanted black and brown. He wanted to paint the rocks black to represent obsidian. He explained to his friends and I that if the lava dries quickly, for example when it hits the water, it becomes obsidian. I looked up a photograph of it in one of our books to show the others.

I told the children of an island I visited in Nicaragua that had one active and one inactive volcano, and how I had climbed the inactive one to find a pool of water at the top. We talked about the similarities and differences between the two types of volcanoes. Travis, whose family is Portuguese, told us about a volcano he visited in Portugal on Pico Island. He saw evidence of its last explosion: tracks in the earth, and damaged buildings. The children decided to make our volcano on an island as well





and painted a blue lake around it. They painted the top of the volcano red like lava with streams of lava running down the sides into pools at the bottom. They also learned that “red spatter”, also called “lava bombs”, can be as large as a house.

I walked around the class and asked each child what they knew about volcanoes and created a list with their name beside it. Then, I collected questions on what they would like to learn more about. The children's questions really guided the discoveries made. Tanner wanted to know the total number of deaths by volcano, which inspired Jonah to talk about the theory that dinosaurs became extinct by a volcano that erupted and left smoke that covered the earth and killed all of the plants.

Throughout this project the children have been planning and contributing ideas. The children intend to make the volcano explode and part of our planning led to a discussion about how we are going

to do this. In our research, we discovered that there were two ideas that the children thought they could recreate. The first idea was to add vinegar, red food colouring, and baking soda to make a reaction. The second idea was to add *Mentos* to *Coke*. After that we will be able to talk about the 'erosion' process that took place during the eruption as well as label all of the different parts with our own flags made of toothpicks and paper. Then, if we felt the project was coming to an end, it would go on display and then we could choose our next project, but who knows where this adventure will take us? Will this experiment bring forward other questions and inquiries?

On the day of the eruption, every single child in the classroom stood eagerly at the edge of the table. I brought what the children had asked for: baking soda, vinegar, red food colouring and red paint. We used funnels to add the baking soda, but realized it was getting stuck. Everett used a pencil to make the baking soda go down the funnel. Bubbles formed at the top and the children wanted to try it again. “That smells horrible,” noted Kyle. The second time, Sara put the baking soda in and Everett took a leadership role and explained our next step. Then there was more discussion about whether we were ready to put the vinegar in or whether the red paint would go first. The children voted and the paint won. The paint was placed into the volcano's vent (the top) and then spilled over the side as Sara took the funnel out. Everett then added in the vinegar and the children noticed

that it started to bubble at the top and the red paint ran down the side, just like lava. “Now that's a real eruption!” exclaimed Travis.

It is evident through the story that a lot of the knowledge and ideas which enhanced the project came from the children rather than from the teacher. Although, this was a group of school age children who had begun science in school, these ideas may be applied to all age groups as children explore, experience and question the world around them.

Much of the research and knowledge for this project was collected through books and the children collaborating with one another.

*Please note that the names of the children have been changed to protect their identity and privacy.*

Reference:

Prairie, Arleen Pratt. *Inquiry for Math, Science, and Technology for Teaching Young Children*. Belmont: Delmar, 2005. Print.



# What's Cooking ?



## [Baked] Apple Cinnamon Chips

Submitted by: Nevenka Livingstone



### Ingredients:

- 2 large red apples
- 2 teaspoons of cinnamon
- 1/2 teaspoon of nutmeg
- (Optional: 1 teaspoon sugar)



Optional to leave  
in core, avoid  
baking or eating  
seeds

### Directions:

Preheat oven to 200°F. Cover baking sheet with parchment paper; set aside. With a mandolin or a knife, thinly slice the apples crosswise about 1/8-inch thick. Again, with the knife or a cookie cutter [my choice], cut out the seeds.

In a shallow dish, combine cinnamon, nutmeg and sugar [optional]. Add the apples and toss in the spice mixture until coated.

Arrange the apple slices in a single layer on the prepared baking sheet. Bake 1 1/2 – 2 hours, or until the apples are dry and crispy. Remove from oven and let cool.

Enjoy immediately or store in an airtight container for about 2-3 days.



# Caring for Children with Diabetes

**Chris Dietrich & Brianna Morrison, Practical Nursing Students**



## What is Diabetes?

Diabetes mellitus is the medical term for a group of diseases that affect the way the body uses blood glucose, more commonly known as blood sugar (Mayo Clinic Staff, 2013). People living with diabetes typically have high blood glucose levels, and naturally create little to no insulin which is the hormone that helps to regulate the blood glucose level in the body (Canadian Diabetes Association, 2012). There are two different kinds of diabetes: type 1 and type 2. In children with type 1 diabetes, the pancreas no longer produces the insulin needed to lower blood sugars (Mayo Clinic Staff, 2013). This means blood sugar levels need to be monitored regularly, and injections of insulin will have to be given throughout the care provided. Type 2 diabetes is more commonly associated with adults, but according to the Mayo Clinic Staff, with child obesity increasing, more cases of type 2 diabetes in children are arising (2013). In children with type 2 diabetes, the body either resists the effects of insulin, or simply

does not create enough insulin in order to maintain a normal blood glucose level (Mayo Clinic Staff, 2013). Type 2 diabetes can be managed with proper diet and exercise, rather than injections of insulin.

When caring for a child with diabetes, it is very important to regularly check their blood glucose levels using a glucometer. Blood sugar that is too high is not a good thing, nor is blood sugar that is too low. Some symptoms a child may experience if their blood glucose is too high would be: extreme thirst, flushed, hot, dry skin, restlessness, drowsiness, or difficulty waking up, rapid deep breathing, a strong fruity odour on breath, as well as loss of appetite, belly pain, or vomiting (Healthwise Staff, 2012). If high blood sugar is suspected, the blood glucose level should be checked immediately using a glucometer, and managed with insulin if necessary. Some symp-



toms of low blood sugar are: sweating, nervousness, shakiness, weakness, extreme hunger, dizziness and headache, inability to concentrate, confusion and irritability, slurred speech, unsteadiness when walking or standing, muscle twitching, and personality changes such as anger or crying (Healthwise Staff, 2011).

These are the symptoms of mild to moderate low blood sugar: in severe cases, seizures, loss of consciousness; stroke or death could occur (Healthwise Staff, 2011).

## Things to remember as a care provider

The largest part of caring for a child with diabetes is making sure that diet, exercise and insulin intake is all balanced to maintain a normal blood glucose level (Gould & Dyer, 2011). While food increases blood glucose levels, exercise and insulin decrease these levels. It is important to ensure that when a child with diabetes is participating in physical activity, blood glucose levels are monitored regularly and healthy snacks are available to raise blood sugar levels if needed.

As a care provider caring for a child with diabetes, it is best to work closely with the parents of the child to come up with the best schedule for their child's nutrition, exercise and times that blood glucose levels should be taken.

## References:

Canadian Diabetes Association. (2012). Type 1 diabetes: the basics. Retrieved from <http://www.diabetes.ca/>

Healthwise Staff. (2012, November 28). Symptoms of high blood sugar. Retrieved from <https://myhealth.alberta.ca/>

Healthwise Staff. (2011, August 31). Symptoms of low blood sugar. Retrieved from <http://www.healthlinkbc.ca/>



Early Childhood  
Professional  
Resource Centre

We would like to take this opportunity to thank Louise Kool & Galt for generously donating the following items to the PRC: Visual Explorers, Softie Mirror, Tegu Blocks, Interlox Kit, Transparent Stacking Pyramids, Bugs Specimens and finally a new light Box. We are very thankful for their contributions and dedication towards providing high quality resource for the early years.

Thank You!



Your First choice in Quality and Service Since 1963

Louise Kool & Galt  
1-10 Newgale  
Scarborough, Ontario  
M1X 1C5

Website: <http://www.louisekool.com/>

## What's New at the Professional Resource Centre?



**Visual Explorers**— these large, oversized visual explorers are wonderful additions to use in any program. Their large handles make it easy for infants and toddlers to manipulate. No matter what age you are learning is fun when you can explore your environment through different lenses! Try pairing these with our light box for a whole new experience.

Come check out our new **Softie Mirror**. The exterior is made from rigid foam and can be folded flat when not used. It is ideal for children to use in imaginative play, to create small environments or to look closely at manmade or natural objects. The parallel sides of the mirror reflect images backwards and forwards to infinity.



These **Tegu Blocks** are a great way to create an open-ended learning experience, and encourage imaginative play within your classroom. These bamboo blocks are magnetic and include 300 pieces that are meant to stack well and neatly together. Come and check it out for yourself!

**Interlox** is great for building and creating. The edges simply clip together and hold firm for building. Try using these building blocks with a light table, cube or with an overhead projector. Their translucent qualities allow colours to blend and add another dimension to your building experience.



These **Transparent Stacking Pyramids** are a great addition to any light table. This kit comes in a set of 6 hardwood stacking squares which feature inset coloured acrylic plexiglass for stacking, sorting and building, and creating colourful constructions.

This **Bug Specimen** set gives children the opportunity to look at real life creatures and plant life close up. Use with a microscope or magnifier for a more intense close up. Each specimen is made with lightweight unbreakable material that is safe to use. A great tool to share with children who are eager to learn about science and insects.







## What's New in Childcare?

Links to the News in Early  
Learning and Care

Recently in the news, the Ontario Ministry of Education has released the document called, "How Does Learning Happen? Ontario's Pedagogy for the Early Years". Visit the Ministry of Education's website to learn more about the document. A list of related news stories and links to the full articles are noted below:

### [How Does Learning Happen? Ontario's Pedagogy for Early Years": Ontario's Pedagogy for the Early Years:](#)

Source: [www.edu.gov.on.ca/eng/](http://www.edu.gov.on.ca/eng/),  
March 20, 2014

### [More Recognition is needed for Early Childhood Educators](#)

Source: [www.childcarecanada.org](http://www.childcarecanada.org)  
May 6 2014

### [Money or kindergarten? Distributive effects of cash versus in kind family transfers for young children](#)

Source: [www.childcarecanada.org](http://www.childcarecanada.org)  
May 7, 2014

### [Social Determinants of chil- dren's health in Canada: Analy- sis and implications](#)

Source: [www.childcarecanada.org](http://www.childcarecanada.org)  
May 7, 2014

### [Baby boom meets daycare bust in Canada](#)

Source: [www.thestar.com](http://www.thestar.com)  
June 20, 2014

### [Canadian families desperately need a national child-care program: Editorial](#)

Source: [www.thestar.com](http://www.thestar.com)  
June 22, 2014



## New Degree Program Offered in Fall 2014

**Information session:**  
**Doon Campus on Wednesday,**  
**July 16<sup>th</sup> at 7:00 p.m.**  
**in Room 2F26**

We are pleased to announce that we are now offering a four-year co-op degree program that will provide students with an applied understanding of enhanced education in Early Learning Program development in the human services. This unique degree program will prepare graduates for leadership roles in the field of Early Childhood Education.

For admission requirements and to learn more about The Bachelor of Early Learning Development Program please click on the link:  
[www.conestogac.on.ca](http://www.conestogac.on.ca)

## Summer Hours

### Effective in July & August

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

## Regular Hours

### Commence last week of August

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

Please visit [www.eceprc.ca](http://www.eceprc.ca) for closures and hours.





### PRC Hours of Operation

Monday.....9am-8pm  
Tuesday.....9am-8pm  
Wednesday.....9am-5pm  
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](http://www.eceprc.ca)



Region of Waterloo  
SOCIAL SERVICES  
Children's Services

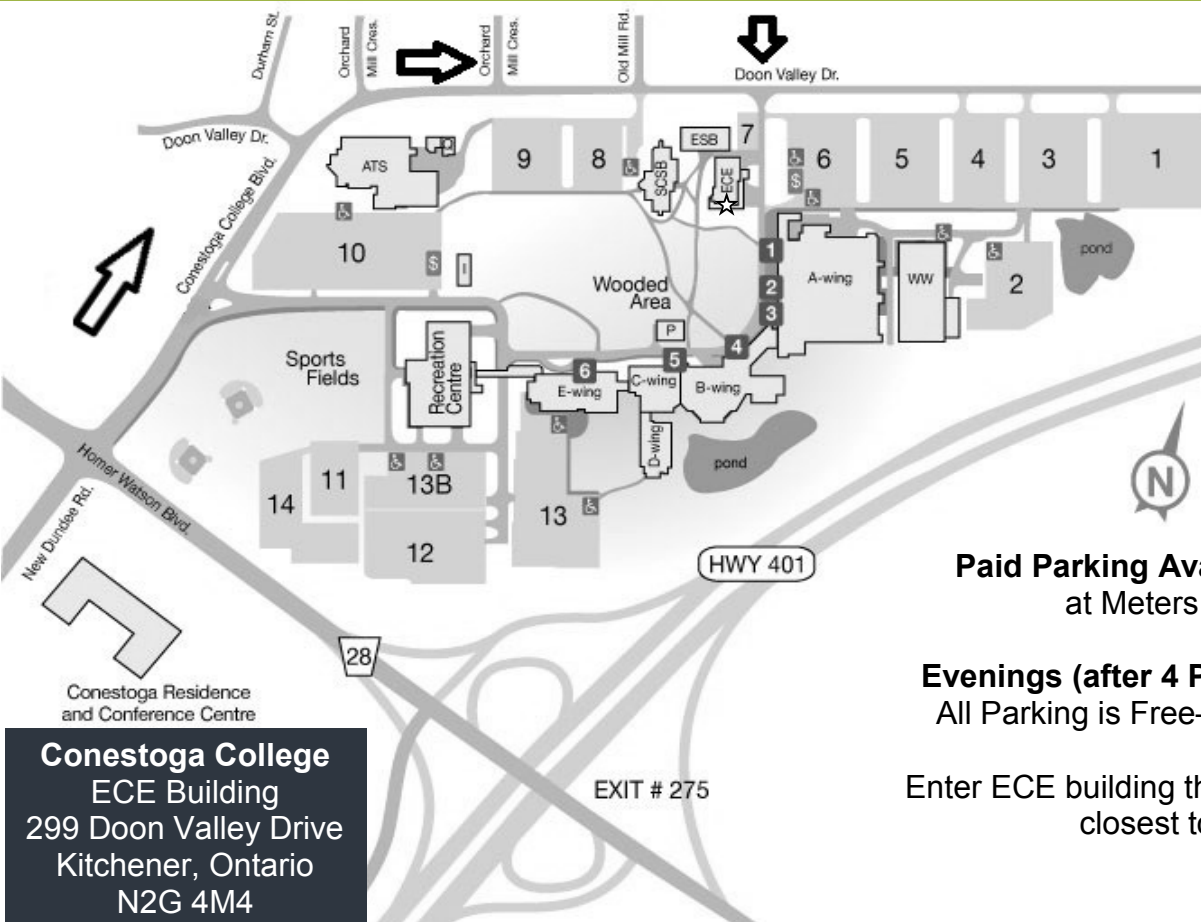


CONESTOGA  
Connect Life and Learning



LYLE S. HALLMAN  
FOUNDATION

**Come and Visit us at the PRC. We are here to serve you!**



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



Follow us @ECEPRC



**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.

**Conestoga College**  
ECE Building  
299 Doon Valley Drive  
Kitchener, Ontario  
N2G 4M4