

The Professional

INSIDE THIS ISSUE

Page 1: Cherish the Storytellers

Page 3: Forrest School Rope Exploration

Page 4: What's Cooking?

Page 6: Asthma in Children

Page 8: Your RECE: Registered Early Childhood Educator

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

Cherish the Storytellers

By: Kim Hussey, RECE

With the recent Remembrance Day ceremonies throughout our community and nation, I have been reflecting and considering the connection this has on our profession as Early Childhood Professionals. I had a powerful opportunity for the first time to facilitate a Remembrance Day moment of silence in my classroom of post secondary students this past November 11th. The second year students from the *School Age Programs* course respectfully joined me in a meaningful commemoration that spun into an impactful class discussion about the effectiveness and relevance for children regarding Remembrance Day. I was in awe of the emotion students demon-

strated towards integrating a spirit of commitment and authenticity about Remembrance Day into our emergent programs. Sharing their own placement experiences of how Remembrance Day is captured, as well as hearing their ideas to expand learning, I was struck by these student's commitment and insights. There is an opportunity to be seized; to not only create awareness but also unearth an authentic response beyond a window dressing of habits and traditions with children on Remembrance Day. Our hearts must be open to them.

My deceased grandfather, who lived to 102 years, celebrated October 9th every year. This

was the day he arrived in Canada as a young immigrant and annually he commemorated it. Ever since I was a little girl, spellbound, Grandpa would recount the stories of the adventure that got him from Russia to Quebec City, as an 18-year-old boy and eventually to his settling home in the small town of Winkler, Manitoba. His countless stories of courage are the gift he gave to my family and is captured in journals and his repeated stories of his life. The storyteller is now gone from us and the responsibility of keeping the stories alive now rests on me and to date, I have not always done my due diligence. The same is true of Veterans amongst us who have a story to

tell that have shaped their life experience and contributed to the freedom that we all enjoy today.



In my own experience and work, I treasure the unique possibilities that can emerge from intergenerational connections between seniors and children. There is a societal need to reach out and cherish the elders in our community, who have much to offer to the field of Early Childhood Education. Recently I explored community partnerships with students, focusing on Intergenerational Programming. Children contribute to the spirit of our seniors, and the value is reciprocated through the acts (this word seems awkward? Actions to interchangeably share stories, skills and smiles. This can also develop the spirit of volunteering and sharing in young children, our citizens of tomorrow.

Various sources and stories of intergenerational partnerships have impacted me to consider how we can, in our community, connect more effectively to co-create a mutually beneficial relationship between seniors and children. In a TEDx Talk from a

program called [Spell Binders](#), Jackie Merrill shares a poignant reminder that “seniors are the keepers of the wisdom and the guardians of the stories” (2011). We have an obligation and opportunity to draw from them the life stories that teach our children of today’s generation the real heroes in life, drawing from a rich and authentic history of experiences. The intergenerational opportunity to hear senior’s life experiences is a resource available to all of us, yet not utilized to its fullest potential.

I see this concept timely with Remembrance Day, coupled with our red poppies to remind us, to build an inter-generational bridge linking seniors and children. As educators we have the unique opportunity to make provisions for these linkages by keenly listening and observing children for cues as to their interest. Bringing seniors alongside to help support them, creating opportunities to demonstrate a sense of wonder, evoke questions, support skill development and work towards creating a diverse and bias-free environment can happen within every child care setting.

To cultivate empathy and caring, the elders of our community have much to offer children. Children need powerful examples of everyday people making an extraordinary difference in the lives of others. For seniors, the gift of their time, talents and stories (of which they have much) gives them meaning dur-

ing their retirement years and is a significant opportunity to enhance learning within our programs. They have the ability to share *their own* stories of courage and valor, hope and kindness, not just *read* stories.

For those of us sitting somewhere in-between childhood and the elderly, let’s proactively model and support these vital connections in our homes, community and workplaces. Hearing examples of ways to integrate this vision from ECE students on Remembrance Day was a significant reminder of the opportunities available to us if we are willing to seize them. Children and seniors need each other and imagine all of the gifts that would be attained for both if we could reawaken that connection in a powerful way within our programs. Let’s build some inter-generational bridges, not just around Remembrance Day, but all year long.



Merrill, J. (2011, November 7). TEDxManhattanBeach - Jackie Merrill - Not a Talk, But a Spell-binding Story. Retrieved November 20, 2014, from <https://www.youtube.com/watch?v=lfpaLEgdPs8>

Forrest School Rope Exploration

By: Kelly Birch-Baker RECE, AECEO.C Emmanuel at Brighton Child Care Centre



When I was taking part in the Forest School Practitioner Course, I was surprised to learn one of the top three things on a child's list of items to play with was ropes. When we introduced ropes in our Forest School sessions, I was astonished at how true this was.

All the children were curious about the ropes the educators had tied to their belt loops as we began our



Forest School Sessions. Great excitement filled the air when we handed each child a rope. After a discussion on safety, they began tying them to trees and would wind them through the fence tying various knots enhancing fine motor and hand-eye coordination. The children listened, were intrigued and followed directions as they were told stories to help them remember how to tie knots and learn the names of knots. It was amazing how they would remember the names of the knots; saying "Can you show me how to tie the figure 8 knot". Some of the children took the lead and would help other children tie knots; showing them very patiently step by step how to succeed. It was astonishing to see the emotional intelligence in these young people as they took pride in helping others and succeeding in tasks.

A group of children discovered that if they tied a rope around a log they could pull it to move it which was much easier to do than trying to lift it. We observed the children collaborate and problem solve to complete a task as a team. Language develop-

ment was enhanced as they shared their ideas, listened to others and followed directions. As we sat around our community fire pit, we made a list of all the things we had done with our ropes.



Together we tied a rope to the slide with a clove hitch to enable the children to climb up the slide using their upper body strength and enhancing the development of gross motor muscles and coordination. They encouraged and cheered as they watched each other climb to the top. To them it was accomplishing a mountain climb.

Ropes have become part of the children's everyday play as they have now creatively added them to their building projects. Ropes have tied logs together to build a car and then used as a way to maneuver the brakes. The ropes have been used to measure distances and items to complete projects as well.

During one Forest School Session, a child discovered a spider on a spider web and was very eager to share his discovery with the rest of the group. The children observed the spider and the web for the



rest of the session. Throughout the next session, we read a book about spiders and their webs. We asked if the children would like to make their own web and they were very puzzled with how they would complete this task. We then encouraged the children to

look around to see if they saw something we could create our own web with. One little girl spotted the basket of short ropes and suggested we try to use the ropes to complete the project. We then retrieved a 100 foot rope from our backpack and together began to spin our web, winding the rope around posts and trees. The children added smaller ropes to make designs and patterns on the main web. Some children spent over an hour focused on creating the master piece. When some were satisfied that the web was done, they became spiders and began climbing on the web. Some observed for a moment while others tackled the rope right away. We observed great pride and concentration as the children used their gross motor skills and balance to move through, under and on top of the web. The web climb created an environment of safe risk providing a challenge for the children in which they had to defer gratification, share ideas, problem solve, and use their upper body physical strength in order to accomplish this activity.

We have observed learning in social, emotional, physical and cognitive de-

velopment through allowing children to explore and discover ropes. Studies show that the key to cognitive development is having the social and emotional component in place. As we observe the children engage in these activities, we see so much of this happening. We have also witnessed a lot of laughter and enjoyment as well. Who ever imagined we could learn so much from a rope?



For more information on the Forrest School and Emmanuel at Brighton Childcare Centre please visit: www.emmanuelchildcare.ca

What's Cooking ?



Gluten Free Roasted Butternut Squash Soup

By: Katie Jackman



Ingredients:

- 1 Butternut squash (peeled and hallowed) cut into small cubes
- 1/2 cup of butter divided (1/4 melted, 1/4 softened)
- 1 Cooking onion diced
- 2 Stalks of celery diced
- 3 Carrots diced
- 1 Box of Chicken Broth
- 3-4 Cinnamon sticks
- Salt & Pepper to taste
- Minced chives and sour cream to finish

Directions:

1. Pour melted butter, salt and pepper onto cubed butternut squash and mix. Place onto a tray. Roast in oven for 30 minutes. At 350 degrees.
2. Put remaining butter into stock pot. Add in diced carrots, onion and celery. Let soften for five minutes on medium heat. Add in cinnamon sticks and cook for another 15 minutes. Add in chicken broth and simmer on low.
3. Once butternut squash is cooked add into the stock pot. Simmer soup on low for 20-30 minutes.
4. Take soup off heat and pulse/blend soup into a creamy texture. Use either a blender or immersion blender.
5. You can either put soup into the fridge and serve at a later date or put soup into bowls add a dollop of sour cream and sprinkle chives on top; serve.

Makes 8-12 servings of soup. Soup last for up to 5 days in the fridge.

Asthma in Children

By: Kathleen Simpson, Qing Luo, & Tirufat Hunde, Practical Nursing Students

What is Asthma?

Asthma is an illness that, when triggered, makes breathing difficult due to swelling of the airway. Asthma can affect all age groups, however it frequently starts in childhood. Symptoms of asthma include shortness of breath, chest pain, wheezing, and coughing, however the frequency and degree of severity varies for each individual. Some children may have multiple attacks in a day, whereas some may rarely have an attack. A child may be at risk of developing asthma if a parent has a history of asthma or if the child experiences symptoms in the first 3 years of life.

Asthma triggers

What is a trigger of asthma? A trigger can be anything that results in airway inflammation or asthma symptoms bringing about an asthma attack. There are two types of triggers: inflammatory triggers and symptom triggers. Inflammatory triggers can cause inflammation or swelling of the airway making it smaller and resulting in difficulty breathing. Inflammatory triggers include things like: dust, pets, pollens, air pollutants, and viral infections. Symptom triggers do not cause inflammation, but they can irritate the airway. Symptom triggers include: smoke

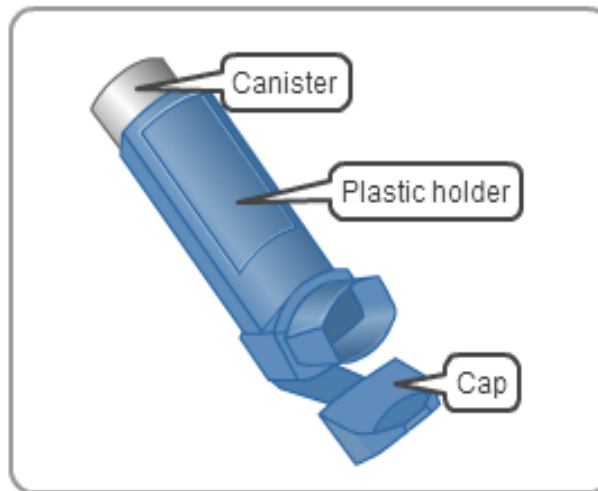
(including second hand), exercise, cold air, intense emotion, and chemical fumes (Asthma Society of Canada, 2014).

The triggers for asthma vary from child to child. To protect children's health, it is best to avoid asthma triggers in order to reduce the symptoms.

What to do During an Attack

*It is important to consult your centre's action plan for each individual child. Always follow the plan your centre has put in place.

1. Remove the asthma trig-



gers. For example, if the trigger is cold air, move the child inside immediately.

2. If the child has an inhaler retrieve it and assist the child in using it. If there is no inhaler caffeine can help to relax airways and reduce symptoms.

3. Try to calm the child, asthma can be caused by emotion changes, and the child could feel frightened when experiencing an attack.

4. If the child stops breathing, or you cannot improve the situation with an inhaler call the child's parents and if necessary call 9-1-1 immediately.

Inhalers

There are two types of inhalers ("puffers") that a child with asthma usually has; a reliever inhaler is used when the child is experiencing symptoms and needs to relieve the symptoms to breathe comfortably again, a controller inhaler is usually taken every day to prevent the symptoms. It is

best to label the inhalers for the child, labeling a controller inhaler with the time to take it will help the child and caregivers to ensure it is taken regularly.

Most Asthma medications are given in a metered-dose-inhaler (MDI), they consist of a metal canister which, when pushed down, releases a 'puff' of medicine that will need

to get to the child's lungs. In order to get the medicine to the lungs, a spacer is often used, this attaches to the MDI and holds the medication until the child has been able to breathe it all in. This will be the most effective way of delivering the medication to the child and relieving their symptoms. The child should have their own inhaler and spacer and should not be sharing with others.

Assisting a child to Use Inhaler

1. Collect the MDI and spacer, remove the cap from the MDI so that it can be attached to the spacer. Be sure that the medication is already set up in the inhaler, many inhalers have a dose count and will let you know when the medication is empty.

2. Attach the MDI to the spacer tightly, ensuring that there is no space for medication to leak out. Shake the MDI and spacer 5 times.

3. Have the child sit or stand comfortably with their back straight and have them breathe

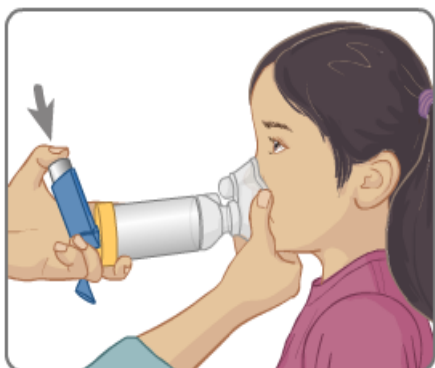
out deeply. Place the mask (spacer) firmly onto the child's face covering the mouth and nose. Holding the mask with one hand press the MDI down firmly with the other. You have now released one 'puff' of medication.

4. Hold the mask for about 15 seconds allowing the child to take several deep breaths, filling up their lungs and breathing out slowly. Take the mask off the child and give their face a wipe. It is a good idea for them to rinse their mouth with water, spitting it out afterwards.

Infant Inhaler Use

Although not as common,

infants may need to be treated for asthma also which may be more difficult. Be sure to cuddle the infant so they are comfortable, they can sit on your knee or be cradled; remember if you are anxious they will be anxious too. Distract the baby with a toy and let them get used to the mask, touch it to their face first before covering the mouth and nose. If these tips aren't helping, try when the infant is sleeping, they'll be taking nice deep breaths naturally and it may be easier to administer the medication.



References

Asthma Society of Canada. (2014). About Asthma. Retrieved from <http://www.asthma.ca/adults/about/triggers.php>

Asthma society of Canada. (2014). Everything about Asthma for Kids. Retrieved from <http://www.asthmakids.ca/about/>

Mayo Clinic. (2014). Disease and Condition: Childhood Asthma. Retrieved from <http://www.mayoclinic.org/diseasesconditions/childhoodasthma/basics/coping-support/con-20028628>

Sick Kids. (2009). Asthma: Using a Metered-Dose Inhaler (MDI) with a Spacer. Retrieved from <http://www.aboutkidshealth.ca/en/resourcecentres/asthma/asthmamedicines/pages/using-a-metered-dose-inhaler-mdi-with-a-spacer.aspx>

World Health Organization. (2014). Asthma: Definition. Retrieved from <http://www.who.int/respiratory/asthma/definition/en/>



Family Literacy Day

Conestoga Mall, 550 King St N, Waterloo, ON N2L 5W6

January 25

11:00 AM - 4:30 PM

Over twenty different local community organizations have come together to present Family Literacy Day at Conestoga Mall. Come join us for games, story time, special performances, and literacy information. Visit different interactive booths and enjoy fun for the entire family!

For more information check out:
www.elawr.org



Your RECE; Registered Early Childhood Educator

By: Katrina Smith RECE

Works together with families

Is knowledgeable about how children develop and learn

Nurtures children

Collaborates with other ECEs to strengthen education and care

Educates children; promotes a strong foundation for learning

Enhances experiences to further children's learning

Promotes a healthy lifestyle

Offers support when needed

Establishes a safe, comfortable, and stimulating environment for children

Respects all

Encourages learning through exploration and play

Is accountable, reliable, and trustworthy

Keeps children safe

Stands up for Children's Rights

Views children as competent members of the classroom

Partners with the community to access additional resources and opportunities

For more information visit:

[College of Early Childhood Education](#)
[Ministry of Children and Youth Services](#)
[Unicef](#)
[Ministry of Education](#)



What's New in Childcare?

Check out the following links to trending research and hot topics in the field of Early Childhood Education

[Daycare Crisis Looms as Ontario Government Shuts Down Debate on Bill 10](#)

Source: Canadian Commercial Newswire Industry CNW
November 6, 2014

[Early Childhood Education Report 2014: It's Time for Preschool](#)

Source: Atkinson Centre
November 12, 2014

[Most Mental health Disorders not Increasing in Children and Youth, Large Canadian Study says:](#)

Source: Children's Mental Health Ontario
November 3, 2014

[Teaching Your Students How to Have a Conversation](#)

Source: EDUTOPIA
November 5, 2014

SAVE THE DATE!

The Early Learning Childcare Conference is:
Saturday March 7th, 2015
This year's focus is on the foundations of learning.
Registration information will
be released January 2015
visit www.eceprc.ca for more details



Upcoming RTB Tuesdays at the Professional Resource Centre:

January 20th, 2015
February 24th, 2015
March 24th, 2015

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: 519-883 2111 x. 5044 Email: djones@regionofwaterloo.ca



JOIN OUR 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?

www.aeceo.ca

PROFESSIONAL RESOURCE CENTRE



PRC Hours of Operation

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



Region of Waterloo
SOCIAL SERVICES
Children's Services

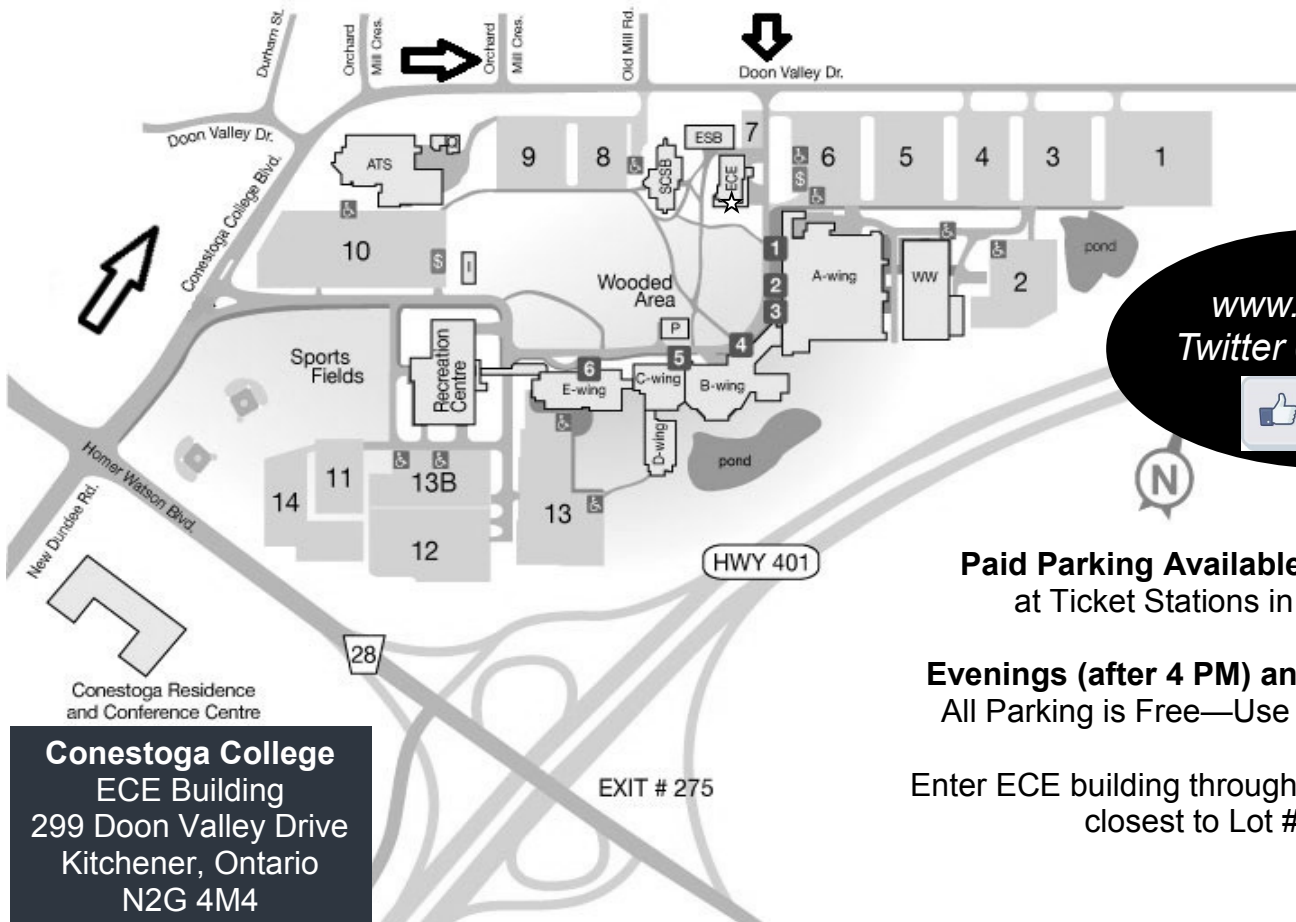


CONESTOGA
Connect Life and Learning



LYLE S. HALLMAN
FOUNDATION

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



www.eceprc.ca
Twitter @ECEPRC

Like us on Facebook

Paid Parking Available (Mon-Fri)
at Ticket Stations 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