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Step into new beginnings.....

Appreciation and Recognition Event

On November 12th over 155 people gathered to share food, network, celebrate, and recognize the important work accomplished in the past 12 months. There was representation from a range of community programs, including multi sites, single sites, licensed home child care, family support programs, special needs resourcing and full day kindergarten.

Hanging from tree branches in the centre pieces were written quotes about knowing you belong working with children extracted from stories submitted by those working in the sector, locally. Each guest received a journal with the 'Investing In Quality' logo and website on the cover. The City of Peterborough gave each guest an individually boxed chocolate truffle with an inspirational quote.

Evan Sheffield, a very talented RECE in our community, entertained us with great music followed by Miriam Monsef, co-founder of the [Red Pashmina Project](#), who began by reading live tweets from parents about the value of the work of educators, inspired us to reflect on our work, what our commitment means to families and about the importance of belonging. Congratulations to the 111 educators who received platinum level certificates in recognition of their individual engagement in 20 hours or more of professional learning during the last 12 months!

Many thanks to the planning committee and those helping at the event for their hard work!



*Start where you are.
Use what you have.
Do what you can.
Arthur Ashe*

Resource Library Update

There have been a number of new resources ordered for the resource library. They will be added and listed on the website under 'Resources'. If you see something you which interests you, please contact us about borrowing the item.



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Investing In Quality 
 Early Learning and Child Care Peterborough

From the Professional Learning Coordinator

There is an expression that nothing is certain except death and taxes. However, someone once said to me that you can add change to that sentence. Change always has been and always will be a part of this life.

Much has changed over the last year. When I wrote in this newsletter last January, we didn't have 'How Does Learning Happen?' (HDLH), Continuous Professional Learning (CPL) was still in the development stage and the Modernization of Childcare Act had just been introduced for first reading. A year later, and they are all here!

At Investing In Quality, we are looking at how to align what we do with How Does Learning Happen? There has been quite a bit of discussion around the fact that HDLH is not a checklist of things to do. Rather, it asks us to question and wonder and think. As part of this, along with some other opportunities, we are offering a 3 part series in 2015 allowing educators to explore the pedagogy over time and build from session to session.



Katherine Orgill RECE

From the Quality Initiative Coordinator

We have just successfully completed year five of the Raising the Bar Initiative in our community. This year 19 programs submitted a total of 35 binders which were reviewed by 6 teams of peer reviewers on October 22. The peer review process identified many great things happening in our community including reflecting on new ways of thinking about children, families and what it means to be working in this sector. I plan to include some examples in the year five Raising the Bar report. Typically at this time of year programs participating in the RTB initiative would receive the profile for the next review year. However, as you are aware, the Investing In Quality committee is in the midst of a strategic planning process and encourages participants to continue to complete the RTB profiles using last year's guidelines. The IIQ committee will update you when the strategic plan is finalized and operational plans are developed.

Susan Scoffin RECE



Making connections to *How Does Learning Happen*

The toddler headed over to the window, looking back to see if I was following him. He seemed pleased that I was, picked up a large toy bus and selected a smaller toy ambulance. He put the ambulance inside the bus. After a few moments of observing I began to sing The Wheels on the Bus. He gave me a look as much to say "please don't sing!" so I stopped. Looking down, he opened the side door of the bus, reached in through the roof of the bus, grasped the ambulance and pulled it through the side door of the bus. Then he opened the back door of the bus and pushed the ambulance back in the bus. He continued taking the ambulance off the bus and putting it back in over and over for almost 25 minutes, completely engaged in this exploration and paying little attention to anything else.

In talking with his teacher, she told me that the day before he had been very interested in placing toy spoons in and out of a zippered case. Together we thought about how children often explore certain schemas in their play (see link below) and wondered if this was an example of a child exploring the enclosing and enveloping schema. What other opportunities could be provided for him to continue this exploration?

This was a powerful example of how we can make assumptions about children's play. I observed a child playing with a couple of vehicles and assumed he must be interested in vehicles and transportation. After respecting his clear feedback about my singing I observed more closely and became more open to other possibilities. I reflected and shared what I had witnessed, and in collaboration with his primary educator we came to understand that the vehicles were just the tools through which he could explore his interest in space and containment.

"A schema is a pattern that a child loves to repeat in their play."

(Harper, 2008).

<https://www.dorsetforyou.com/schemas>



Professional Learning Highlights

Get Out and Play

An interactive workshop that will invite attendees to explore the benefits of outdoor play with staff from Kinark.

Wednesday February 25
6:30 - 8:30
IIQ office / 550 Braidwood

Exploring How Does Learning Happen

This 3 part series will allow time to explore the foundations, reflective practice and programming.

Mondays: February 2, March 2 and March 23
6:30—8:30

IIQ office / 550 Braidwood Ave

Continuous Professional Learning

Wondering about the new Continuous Professional Learning (CPL) program with the College of Early Childhood Education? Join other RECEs for an evening to learn more with a speaker from the CECE.

Tuesday, March 31
7:00 - 9:00

Location: to be decided

Save the Date

Early Learning and Child Care Conference

Mark this date on your calendars. The annual spring conference returns with a wide range of workshops.

Saturday, April 18
9:00 - 3:30

Reflections on Pedagogical Documentation *Nancy Doherty RECE*

On October 25, more than eighty Educators came together to learn and reflect on using pedagogical documentation in their practice. As an RECE who has several years experience, I am new to using documentation and was excited to learn more about the process. It was obvious from the number of participants that this is a hot topic!

Carol Anne Wien shared that there are *many* entry points to documentation and everyone could be at a different place. She also discussed why documentation is important:

- it allows us to think in many different directions
- it supports taking the time to observe, study pictures or videos
- writing about what you see and then talking with other educators helps us make children’s thinking and their theories visible
- so children can see their experiences
- so families can see the learning
- to provide a subject for study to educators.

Documentation may seem difficult because we often feel overwhelmed in our work with young children. This day encouraged us to start thinking a little more deeply about the children and what they are experiencing in our early learning centres. Remember, “Children are the experts”.

If you want to read more, take a look at:

‘Making Learning Visible through Pedagogical Documentation’ <http://www.edu.gov.on.ca/childcare/Wien.pdf>



For information on professional learning events, contact Katherine Orgill :
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For full details and registration forms, visit www.investinginquality.ca

Bill 10 passes into legislation

The legislation passed third reading on December 2, 2014 and received Royal Assent on December 4, 2014 will:

- 1) Provide the government with greater authority and enforcement tools to strengthen oversight and enhance safety
- 2) Increase access to spaces in licensed home child care settings
- 3) Clarify programs that do not require a licence
- 4) Improve safety and quality
- 5) Amend the Early Childhood Educators Act, including changes to Continuous Professional Learning (CPL)

Taking care of ourselves

The holidays can be a time of wonder and joy. Along with that can also come stress and over-extending ourselves. Many people take time at the beginning of the new year to look ahead and make plans and renew.

Here are some tools for taking care of ourselves as the new year begins.

- *Self Care Worksheet from NAEYC:*
<https://www.naeyc.org/files/tyc/file/SelfCareWorksheet.pdf>
- *Devereux Center: 7 Tips for Bouncing Back:*
<https://www.youtube.com/watch?v=wgVBoFNtNF4&feature=youtu.be>
- *The Happy Secret to Better Work:*
<http://ed.ted.com/lessons/the-happy-secret-to-better-work-shawn-achor>



Child Care Exchange Connection

Amanda Camacho RECE

An example of linking practice to RTB Standards (17: Professional Involvement) and CECE Code of Ethics and Standards of Practice (Standard IV Professional Knowledge and Competence).

We are RECEs who support licensed home child care and have heard comments from our Early Learning and Care Providers that they would like to see more “real interactions with Educators and children” so they can see the process and listen to the way the educators solve problems with the children. As we all know, everyone learns differently - some are visual learners, some are kinesthetic learners, some logical. We know about the Ministry of Education and what they have on their website for Professional Development. It makes it a little challenging, however, when all the resources are geared towards Centre Based Care.

When we received the Exchange Everyday email on November 17, we were so excited to see what an amazing resource we had at our fingertips. Not only “real interactions”, but some taken from inside homes, which the Early Learning and Care Providers can obviously relate to better. It was also done in 13 different languages, which was fitting as we have some providers who could watch the video clips in their own language and have a deeper connection to what messages were coming out of the video clips. I immediately saved the link and began an email to our Early Learning and Care Providers, sharing with them this wonderful resource.

We have had quite a few who have enjoyed watching the clips. They have come away with new ideas and most importantly, they had the chance to reflect on their way of being with children and their growth in their knowledge of Early Learning and Care.

Learning Opportunities for Children Up to Age Four: <http://www.kinder-4.ch/en/landscape>

