

Child Care Connections

Fall 2015

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Step into new beginnings.....

What's Happening at Investing In Quality?

Since 2008, the Investing In Quality Initiative has been supporting licensed early learning and care in Peterborough City and County. This past year saw the IIQ committee going through a strategic planning process. After so many years it was time to look again the role the IIQ initiative plays in our community. The goal was to develop a plan for the next 3 years and many of you - educators, families and board members – helped tremendously with your feedback through surveys and focus groups. The response helped shape the direction and the plan which emerged.

Over the next 3 years, the IIQ staff will continue to offer and arrange multiple flexible opportunities for professional learning and support for participation in Raising the Bar. They will also each be affiliated with specific programs. All programs will receive a minimum of an annual visit . Susan and Katherine will offer support as well as gathering an understanding of the challenges and successes in the daily life of our early learning community. They will also be supporting programs as they study and adopt How Does Learning Happen?

Locally, Raising the Bar has been our quality assurance tool since 2008 – what we have used to help support programs to offer quality early learning and care. This will continue for at least the next 2 years. As part of the strategic plan the RTB submission has been substantially changed. We hope that the supervisors or RTB leads in programs have shared this with educators and we look forward to seeing the results this fall.

Haven't met the IIQ staff yet ? Here we are:

Katherine



Susan



Peer Dialogue Days
Thursday, October 15
or
Thursday, October 29
9:30 - 2:30

RTB Submission
Thursday, October 8






“If you always do what you always did, you’ll always get what you always got.”

The Power of 'Yet'

One small word with only three letters: how much influence could it have?

Have you ever wondered how some people accomplish the things they do? You may believe that we are born with certain abilities and talents that are largely fixed at birth and stay the same. If so, you may be interested in the work of Dr. Carol Dweck, an American psychologist and professor who has been studying in this field for several decades.

She has developed a theory about what she calls 'mindsets' and she differentiates between 'fixed' and 'growth' mindsets. Mindsets reflect 'beliefs about yourself and your most basic qualities'. How many of us have said something such as "I'm not good at....."? Through her research, Dweck has shown that if we believe ability is not fixed, we can continue to develop our skills and ability.

Research has found effort is more important than ability. Does this mean anyone can do anything? No, but it does mean that we don't know what anyone's potential is. We don't even know what our own potential is. Skill is acquired over time and **everyone can get better** with application and experience.

Think about the child who is struggling with something difficult and says 'I can't do it'. What a gift we can give them by acknowledging their effort and adding the word 'yet'. Babies know this instinctively. When they are learning to walk, they fall down often. But what do they do then? They keep trying and they get better!

That's where the power of 'yet' comes in. When we are trying to do something difficult and we feel as though we are not good at 'it', we can add the word 'yet' to the end of the sentence. We can move in that moment from a fixed mindset to a growth one.

* If you are interested in knowing more, Carol Dweck has written a book called 'Mindsets' and she has also spoken about this. Here is a link to her giving a TED Talk: https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en#t-56573



Updates from the College of ECE

Susan Scoffin RECE

Since the last newsletter I have attended my first College of Early Childhood Educators Council meeting as a newly elected council member. Over the course of 3 days I received orientation, met College staff, the new and returning Council members, and attended the actual Council meeting. All Council members also sit on committees and I am on the Election and the Standards of Practice committees. My decision to run for Council was part of my personal professional learning plan and so far I have not been disappointed with the exposure to new learning! Here is some news from the College.

- Continuous professional learning for RECEs is moving closer towards becoming legislation.
- The College is launching its second Pilot Leadership Project in September.
- As a regulatory body the College is undertaking a review of the Code of Ethics and Standard of Practice. Details to follow.
- There are new case studies posted on the College website. These are excellent to study at staff/team meetings.
- The CPL webpage has been updated to include resources, fillable forms and the Expectations for Practice module. Please see link below.

<https://www.college-ece.ca/en/Members/Pages/CPL-Program.aspx>

Transferring learning to practice: Through these meetings I learned that there is work to be done in making the Code of Ethics and Standards of Practice visible in daily practice. This means that at IIQ we will continue to embed this document in all aspects of our work.



Professional Learning Highlights

Outdoor Learning: Nature Play

A full day with Adam and Jill Bienenstock exploring planning outdoor spaces for children and ways to connect with nature.

Saturday, October 3 9:00 - 4:00
Fleming Campus (Brealey)

Observation and Documentation

This interactive series explores approaches to observing and documenting children's play using the book 'Pedagogical Documentation in ECE'.

Tuesdays: Sept. 29, Oct. 27 and Nov. 24
550 Braidwood Ave
6:30 - 8:30 p.m.

How Does Learning Happen?

This 3 part series will look at the four foundations, reflective practice and connections with programming.

Mondays: Sept. 21, Oct. 19, and Nov. 30
6:30 - 8:30 p.m.
550 Braidwood Ave

Pedagogical Leadership

For staff in leadership roles to prepare for the changes and responsibilities in early learning.

Wednesdays: November 4 and 25
9:00 - 3:00
Peterborough Public Library

Also coming: Baby Doll Circle (September 23), Mind in the Making (October 14) and Dealing with Grief (November 10) which will be offered by Kinark.

Registration required for all sessions.

For information, contact Katherine Orgill: (705) 749-3488 ext. 218

katherine@investinginquality.ca

For full details and registration forms, visit www.investinginquality.ca



Resource Library: Some New Additions

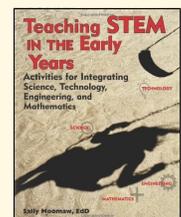
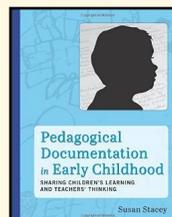
Did you know that Investing In Quality has a resource library with books and DVDs for borrowing? It is available free of charge to all those who work to support children in early learning and care. The resources are listed on the website: [Professional Learning / Resource Library](#). You can also contact the IIQ staff to inquire about or suggest a book for the library. Here are some of the new additions over the past year:

Anti-Bias Education: for Young children and for Ourselves : The authors compellingly invite early childhood educators to learn and reflect and to teach in new and daring ways.

Loose Parts: A book to empower children's creativity, enhance play and encourage problem solving especially for early childhood professionals who advocate for play or are Reggio-inspired.

Pedagogical Documentation in Early Childhood: Susan Stacey's new book is a practical guide providing rich ideas, useful references, beautiful visuals and the framework to get you started.

Teaching Stem in the Early Years: More than 85 activities and learning center ideas help children build a strong foundation for STEM learning as they participate in art, music, cooking, block play experiences, explore the sensory table, go on field trips and spend time outdoors.



Summer Stories

Hiawatha Childcare began creating a natural play space in the spring of 2013. Some wonderful community members built and donated a pergola and two raised garden beds. Since then we have added many other natural elements such as tree stumps, tree cookies, branches and a variety of loose parts. We want the area to be as inviting as possible each day to our children and families so at the end of each day the parts are thoughtfully re-arranged to create a beautifully designed play area. Our children love to play in this area. When the children begin to play, they move the pieces around to suit their own play needs. The results are amazing and beautiful. Some favourites include campfires, birthday parties and building forts/houses. The materials give our children the opportunity to build using independent thought, take risks and to have ownership in the program. The raised beds have also been wonderful additions to encourage independence and ownership. Each spring we look forward to planting, watering and watching our plants grow. Once the fall harvest comes, the children enjoy picking ripe vegetables and of course - eating them!

Our nature yard changes and grows each day; every morning there comes a new adventure, new ideas and new forms of expression. We all look forward to watching both the space and the children grow.

Rachel Paudash and Sarah Gilmore



The boy scoops up some gravel on a shovel, shows it to the girl watching off to the side and empties it onto the slide. It travels down to the bottom, making a noise as it goes. He repeats this action and the girl watches again and then moves over to brush some gravel off the end of the slide. This is repeated several times as he empties more gravel from other heights up the slide. After some time, the girl finds a shovel and also begins to send gravel down.

What happens when you take an iPad onto the playground to notice what the children are doing? Dannielle Blondin RECE, supervisor/owner at **Sunshine Day Care** did this in the spring and the results were rich and rewarding for her and the educators involved. Watching the video afterwards, the educators noticed a period of extended play between two children who often played alone. They were able to see them negotiating challenges, communicating without words and connecting socially with each other. They were able to see these children through a different lens.

The educators watched the video several more times, each time seeing something new. They also began to ask questions..... What is it the children are curious about? Is it the sliding down? Perhaps the sound it makes? How else can this be explored? Taking these questions, they began to think of ways to extend this by planning opportunities over the coming days.

This video supported them in seeing these children as curious, capable and competent communicators. The new documents encourage us to think of ourselves as researchers who are continuously learning and thinking in their daily practice. By using the cycle of inquiry - Notice, Think, Respond - these staff are living into their roles as educators.



Save the Date

Early Learning and Care

Appreciation and Recognition Celebration

Wednesday, November 18



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