

Spring 2016

## Child Care Connections

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*Step into new beginnings.....*

*“As safe as necessary, not as safe as possible....”*

Children learn by doing. They learn about themselves and their abilities ....what they already know and what they are still learning. As educators we can find ourselves in a dilemma. We know the importance of allowing children to challenge themselves, but we also have professional responsibilities to protect children from injury. How do we strike a balance? How do we communicate this with families? What are our own comfort levels with allowing children to take risks in their play? These conversations are happening around the world.

The idea of safe risk can be one way to consider this challenge. We can differentiate between 'risk' and 'hazard'. We can focus on eliminating hazards while allowing and incorporating opportunities for some risk. Children need opportunities to test their abilities and develop their own individual comfort levels .

There is also research suggesting that this supports both healthy physical and mental development. Emerging research suggests that “imposing too many restrictions on children’s outdoor risky play may be hampering their development”. As educators, we can share information such as the following: " organizations, such as the U.K.’s Royal Society for the Prevention of Accidents and Play Safety Forum promote the idea of keeping children **as safe as necessary, not as safe as possible.**" [Risky Play and Children’s Safety: Balancing Priorities for Optimal Child Development](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3499858) / <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3499858>

In a culture that sends the message that children must be kept 'safe' at all costs, we need to think critically about the ‘risk of no risk’. In the fall workshop on Nature Play, Adam Bienenstock spoke about bumps and bruises as **‘learning injuries’**. They help children learn about their environment and their own skills and abilities. What would happen if we started to use this language? Would we look at those bumps and bruises differently? How might this language guide us and families to appreciate the learning that happens when children are supported to challenge themselves? Perhaps we can support families and children by making **‘learning injuries’** part of our everyday language.



*“Do the best you can until you know better. Then when you know better, do better.”*

*Maya Angelou*

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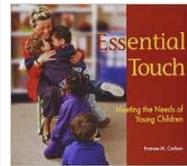
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Investing In Quality   
Early Learning and Child Care Peterborough

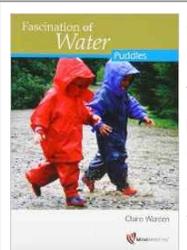
## New Resource Library Books.....

Here are some newer additions to the resource library. We have added 1 or 2 copies of these books to offer a wider range of books for the community.

Remember that you can also see these on the website under [Professional Learning / Resource Library](#).



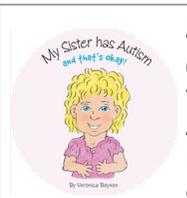
**Essential Touch: Meeting the Needs of Young Children (Carlson)** Some early childhood programs have adopted no-touch policies, and others allow only a very minimal level of physical contact between teachers and children. Yet touch in all its' forms is essential to high-quality early care and education.



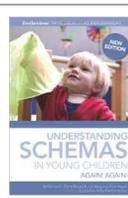
**Fascination of Air / Fascination of Water (Warden)** Two inspiring books that surely take away barriers to teaching and learning in the natural world. Simple, clear and easy to use for anyone working with children from 3 to 11 years old.



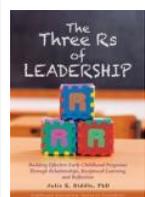
**How Does It Feel? (Stonehouse)** 'Through their eyes' acknowledges that trying to see situations from the perspective of another person helps in any relationship. The aim of this book is to share some ideas about how it might feel to be a parent using child care.



**My Sister has Autism - and that's okay! (Beynon)** A loving sister finds a positive way to look at her sister's diagnosis of Autism while providing unconditional love and support to her. (to read with children)



**Understanding Schemas in Young Children: Again! Again! (Louis, et al)** This book provides an introduction to schema play in young children and how practitioners can understand what schemas are and how they develop.



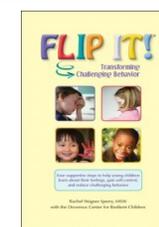
**The Three R's of Leadership (Biddle)** The Three Rs of Leadership redefines the concept of leadership in early childhood education, proposing a model of shared responsibility among school stakeholders. There is a focus on relationships, reciprocal learning and reflection.



**Learning Stories (Carr & Lee)** This groundbreaking book expands on the concept of Learning Stories, the philosophy behind it and includes examples from practice in both New Zealand and the UK. They also refer to research projects they have led with teachers on learning dispositions.



**What you Need to Lead an Early Childhood Program (Bruno)** Early childhood directors manage through relationships. This book guides a director through the steps to build respectful, dynamic and welcoming relationships with families and staff.



**FLIP IT! Transforming Challenging Behaviour (Sperry)** This book is not new but well worth revisiting. This guide explains FLIP IT's four simple steps to transform challenging behavior and support social skills for children, 3 through 8 years old.

Curious about Continuous Professional Learning? Participation in CPL was introduced as voluntary. In September 2016 it will become part of membership expectations as RECEs renew . The first year involves completing an online module which takes approximately one hour. Members will also begin to think about what their professional learning goals might be. For more information see the College of [ECE website](#).

## Professional Learning Highlights

### ECERS-R

An introduction to the ECERS-R rating system for use in child care settings.

Wednesdays: April 6 and 27

6:30 - 8:30

IIQ office / 550 Braidwood

### Teacher Talk A

Encouraging Language Development in Early Childhood Settings.

Wednesdays May 18 and 25

6:00 - 9:00

Location: Five Counties Children’s Centre

### Enterprise Talk

A two part series to explore how we speak with children.

Mondays: May 9 and June 6

6:30—8:30

IIQ office / 550 Braidwood

### Playgrounds and Nature Play

Join Adam and Jill Bienenstock for inspiration for your outdoor learning spaces and programs.

Keynote: Friday May 27 (7:00 - 8:30)

Workshop: Saturday, May 28 (8:30 - 12:00)

More information still to come.

## ELCC Conference Name Change Contest

The 5th annual spring early learning and care conference is coming up soon. This conference has a long history going back close to 25 years. The current format began in 2012 when it replaced the Four Counties Child Care Conference.

There is currently at least one other conference in southern Ontario with the same name and the Conference Committee is looking to our community for inspiration!

### Do you have an idea for a name?

- For the month of April we will accept your ideas by email or
- At the conference itself will be a ballot box where you can submit your idea with your name.
- All names/ideas will be considered until the end of April.

**The winner of the contest will receive free registration to next year’s conference!**



## Volunteering

Are you interested in getting involved with the conference and supporting your community? We are looking for **volunteers to join the Conference Committee** for 2017. The time commitment is mostly at one monthly meeting between September and June.

If you are interested or would like more information contact: Katherine Orgill  
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