

Interaction

VOLUME 24, NUMBER 2, FALL 2010

Including All Children in ECE



Child and Family Centres in ECE

Assess Your Program with an Early Childhood
Inclusion Quality Rating Scale



NATIONAL
Child
Day

November 20th

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"A month after my son Ewan's third birthday, my husband and I were informed that our son had more than a speech delay, he had a motor speech disorder called Childhood Apraxia of Speech." (see page 19)



Including All Children in ECE

- 19** Introduction
- 20** My Quiet Boy: My Journey From Practitioner to Parent to Advocate
Robin McMillan
- 22** It's All About Them! How a Child-directed, Play-based Curriculum Facilitates Inclusive Practice
June Scott
- 24** Assessing Inclusion Quality: What Gets Measured Counts!
Donna S. Lero, Ph.D
- 27** Communicating with Children Effectively About Diversity and Inclusion
From the Family Child Care Training Program - CCCF

Departments

OPINIONS

- 2** Behind the Scenes
Claire McLaughlin
- 3** Inside the Federation
- 6** AECEQ-CCCF Co-Hosted National Child Care Conference
- 7** From Where I Sit: Acadians and Francophones Need More French ECE Programs for Child Care
Sue Melanson

PRACTICE

- 8** Child and Family Centres — A part of the vision of an early learning system for Ontario
Kim Hiscott
- 11** Resilient Parents—Resilient Kids: *Reaching IN...Reaching OUT* introduces resilience skills to help families bounce back
Darlene Hall
- 12** One Hundred Years of Child Care and Family Services: Andrew Fleck Child Care Services
Claire McLaughlin
- 15** Family Child Care: Family Child Care Mentorship Program – Alberta Spotlight
Sarah Williams
- 18** Health Watch: Microwaves and Food Safety

NEWS

- 28** Research Updates
- 29** Across Canada and Beyond
- 30** Calendar
- 30** Resources

Two new resource sheets accompany this issue:

#96 – *Preventative Steps When Caring for Children in Your Home*

#97 – *How Do You Know That You Are Moving Toward Inclusion?*



The photo for the front cover was photographed by Katheryn Gordon of Sydney Nova Scotia.

Behind the Scenes

"In watching the 2010 Olympics in February, Rick Hansen, "The Man in Motion" was being celebrated along with four other past Canadian Olympians as they collectively lit the Olympic Torch. A special segment of the coverage throughout the games was created by Rick Hansen which identified the "Difference Makers" for various athletes. Rick speaks about how each person has a story and within that story there are people who have made a difference in supporting the athlete in meeting his or her challenge by being a mentor or providing inspiration.

One such person is named Frédéric Bilodeau, brother of the first Canadian Olympian to win gold in Canada. His brother, Alexandre spoke with honour and respect about the inspiration his older brother has given him to be the best he can be and to reach his potential. His brother believed in him and the ripple effect was that Alexandre saw a possibility and was able to receive the full support of his family, funders, coaches, mentors and his community to embrace and realize his dream."

— Moira D'Aoust – Children's Integration Support Services
Andrew Fleck Child Care Services - www.afchildcare.on.ca

Like Rick Hansen and the two Bilodeau brothers, as early childhood educators we share a passion for fostering environments that encourage children to reach their fullest potential, whatever that may be. We know that by including all children and respecting differences of age, gender, ethnicity, language, ability and disability — we are playing a part in a wider strategy to promote an inclusive society.

The focus of this issue of *Interaction* explores new approaches, tools, and practices to provide truly inclusive child care where all children can attend and benefit from the same child care programs. Learn how you can evaluate your practice for quality inclusion with the SpecialLink Early Childhood Inclusion Quality Rating Scale. Read about how play-based learning scaffolds an inclusive early learning model and how to communicate effectively with children about diversity and inclusion.

Finally, take a look at our photo page highlighting our national conference co-hosted with our Quebec affiliate in Montreal. See snapshots of the people who attended and American early learning author Ellen Galinsky with her newly released book entitled, "Mind in the Making: the Seven Essential Life Skills Every Child Needs."

Claire McLaughlin, editor
cmclaughlin@cccf-fcsge.ca

Interaction

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Email: info@cccf-fcsge.ca; Web: www.qualitychildcarecanada.ca

Editor	Claire McLaughlin
Design	Fairmont House Design
Advertising	Kim Tytler
Translation	Diane Archambault/Min'Alerte Inc. Martine Leroux/SMART Communication
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CCCF is about the value of children. We value children.

In order to protect and enhance our children, to promote their safety and their healthy growth and development, we are committed to providing Canadians with the very best in early learning and child care knowledge and best practices.

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Inside the Federation

Canadian Human Rights Tribunal on First Nations Child Welfare Update: July 2010

Cindy Blackstock

Purpose

The federal government has filed a motion to dismiss at the Canadian Human Rights Tribunal to avoid a full and public hearing on the facts to determine if the Canadian Government (Indian and Northern Affairs – INAC) is discriminating against First Nations children and families on the basis of race and national ethnic origin by providing less child welfare funding, and benefit, than other children.

Parties

Assembly of First Nations, First Nations Child and Family Caring Society of Canada, Canadian Human Rights Commission, Amnesty International and Chiefs of Ontario **versus** the Attorney General of Canada representing the Minister of Indian Affairs and Northern Development

Information

There are more First Nations children in child welfare care today than at the height of residential schools. First Nations children are driven into foster care at 6-8 times the rate of other children by poverty, poor housing and substance misuse. The good news is that these factors respond to services, the bad news is that according to leading experts, the Auditor General of Canada (2008), the Standing Committee on Public Accounts (2009) and INAC's own documents, the federal government provides inequitable child welfare funding to address the problems. According to INAC, its child welfare program effects 160,000 First Nations children including at least 8,000 children in foster care.

This historic case marks the first time that the federal government will be held accountable for its current treatment of First



Nations children and families before a legal authority with the power to make enforceable orders. The precedent could help address other inequalities for children on reserve in areas such as education, health and other social services.

The federal government is trying to avoid a public hearing on the merits using legal loopholes. The federal government argues it only “funds” the child welfare services to the First Nations children while others “provide” the services and

thus their “funding” no matter how inequitable, is not a service as defined in the Canadian Human Rights Act. Fortunately, Canada has already lost two efforts in Federal Court to derail the tribunal on the funding is not a service issue but, apparently desperate to avoid a hearing on the facts, Canada filed a motion to dismiss on the same grounds at the Canadian Human Rights Tribunal and this was heard on June 2, 3, 2010 in Ottawa. People from across Canada came to Ottawa to witness the hearing first hand as Canada has tried to block media from broadcasting the hearing.

You can help

Join over 6000 caring individuals and organizations who have committed to follow the tribunal by registering at www.fnwitness.ca making this case one of the most formally watched legal cases in history. It is free and takes under 2 minutes! www.fnwitness.ca

BC Aboriginal Child Care Society

**Healthy Children, Health Communities - Mind, Body, Spirit 13th Annual Provincial Training Conference
November 18-20, 2010 Coast Coal Harbour Hotel,
Vancouver BC**

We are pleased to announce that our 13th Annual Provincial Training Conference will take place on November 18, 19 & 20, 2010 in Vancouver, at the Coast Coal Harbour Hotel (1180 Hastings Street). Our Conference theme this year is Healthy Children, Healthy Communities - Mind, Body, Spirit.

At ACCS, a primary focus of our training and professional development events is to translate our culturally rich traditions into effective early learning and child care (ELCC) programs and services. We believe that community involvement, leadership, and support are central to the healthy, holistic development of Aboriginal children, and we seek to promote the capacity of ELCC professionals to design and deliver programs and services that are immersed in our cultures and communities. Delegates will receive continuing education credits towards their professions in ECE/ECD. Please check our website in early September for registration details at www.acc-society.bc.ca



INSIDE THE FEDERATION

Launch of the Go Purple for Child Abuse Prevention Campaign

Humber College in Toronto on October 6, 2010 at 10 am at the Rexdale Campus of the college

This is the 6th year the campaign has been held by BOOST Child Abuse Prevention & Intervention to raise awareness of child abuse. This year BOOST is partnering with Humber College and the Canadian Child Care Federation to launch the 2010 *Go Purple for Child Abuse Prevention* campaign. The event will be hosted by CTV reporter, Galit Solomon. We expect that more than 200 students, staff and special guests will attend the event. It is anticipated that it will last 30 minutes followed by a reception. At this time confirmed speakers include: Galit, a graduate of the college, the college president, the executive director of BOOST and a representative from the Canadian Child Care Federation. Other invitees include Mayor David Miller, Chief Bill Blair, Minister Broten and MPP Donna Cansfield.

For 29 years, BOOST has worked effectively with child protection, police, education, child care, children's mental health and other community agencies to improve the response to children and youth who are at risk of, or who have been victimized by abuse and violence. Visit www.boostforkids.org.

Welcome to New Member Council Reps

CCCF welcomes two new representatives to its Member Council table, effective August 1, 2010.

- **Michele Henderson** representing the Manitoba Child Care Association
- **Lyn Brown** representing the Saskatchewan Early Childhood Association

We also wish to thank the outgoing representatives **Karen Ohlson** and **Leanne Friedenstab**, respectively, on behalf of CCCF during their tenure. Their great work over the years to the CCCF has been invaluable.

Prime Minister's Awards for Excellence in Early Childhood Education – Nominations 2010

The prestigious Prime Minister's Awards for Excellence in Early Childhood Education (ECE) program expects to launch a new competition process in the Fall of 2010. If you know an exceptional early childhood educator that deserves national recognition and you wish to receive a copy of the 2010 Guidelines and Nomination Form when released, please complete the online form at www.ic.gc.ca/eic/site/pmaece-ppmepe.nsf/eng/home

You can also obtain hard copies of the guidelines and nomination form by calling 613-946-0651 or by sending an email to pmaece-ppmepe@ic.gc.ca. Your name and contact information will then be added to the PMA program's internal distribution list.

National Child Day 2010 – November 20th

The Right to Freedom of Expression

The Canadian Child Care Federation has selected *Article 13, the right to freedom of expression*, as the theme for National Child Day this year.

Article 13 of the United Nations Convention on the Rights of the Child states:

"The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through other media of the child's choice."

Please contact Kim Tytler, marketing and development manager, about your National Child Day activities so that they can be shared with others. ktytler@cccf-fcsge.ca.





INSIDE THE FEDERATION

Full Day Learning Resource Kit – for ECEs transitioning to School Board Full Day Learning Programs

With the introduction of full day learning programs in schools, many of you will find yourselves working in new environments alongside elementary school teachers. The Canadian Child Care Federation has resources that will assist you in this new setting. We have put together a selection of our top resources which will help to inform, build relationships and empower you in your new role.

The Full Day Learning Resource Kit contains

- *Foundations for Numeracy resources for both early learning environments and the school years;*
- *From Birth to Life Language and Literacy resources;*
- *two Moving and Growing volumes that cover from 2-6 years;*
- *10 of our top Resource Sheets;*
- *Meeting the Challenge;*
- *Physical Activity CD and*
- *Partners in Quality - Relationships resource.*

Start the year off right and make connections with both parents and colleagues. If you are a member of CCCF you can purchase this kit for \$50 (shipping and handling extra). For non-members \$70. Note this is a limited offer so order yours today by contacting Cate Morisset at cmorisset@cccfc-fcsge.ca. To become a CCCF member, visit www.qualitychildcarecanada.ca/membership.



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Mark your calendars to join the conversation from **May 26-28, 2011** in the beautiful, historic city of Saint John, New Brunswick. Visit www.eccenb-sepenb.com often for upcoming details.

Retenez ces dates **26-28 mai, 2011** et soyez de la conversation lors de la prochaine conférence nationale qui se déroulera dans la belle ville historique de Saint John, Nouveau Brunswick. Visitez www.eccenb-sepenb.com pour plus de détails.



AECEQ – CCCF Co-hosted National Child Care Conference 2010 in Montreal Shines



Member council representatives receiving certificates for years of service.

The co-hosted conference of the Association of Early Childhood Educators of Quebec (AECEQ) and CCCF gathered early learning and child care professionals from across Canada on May 27 and 28 in Montreal.

Among the many great ECEC workshops, presentations and keynote speakers was American early learning author Ellen Galinsky. Galinsky just released her new book entitled, “Mind in the Making: the Seven Essential Life Skills Every Child Needs” and has been making the rounds on the US morning television shows promoting the book and her ideas. Her very interactive and fascinating presentation captivated the Montreal ECE audience bringing everyone into overtime, a book signing and

discussions on how to strengthen learning skills in children with evidence-based researched activities. Check out the book and the “vook” (video book) on her website mindinthemaking.org

The 2011 conference, to be co-hosted with Early Childhood Care & Education New Brunswick is May 26-28 in Saint John, New Brunswick.



Sue Melanson - Nova Scotia Child Care Association with CCCF poster.



CCCF President Don Giesbrecht with author Ellen Galinsky.



CCCF Senior Director of Business Operations Lynda Kerr at booth.



FROM WHERE I SIT

Acadians and Francophones Need More French ECE Programs for Child Care

by Sue Melanson

Many Nova Scotia families looking to bring up their children surrounded by their French language and culture are having difficulty finding French programs and child care centres. There are currently long waiting lists of up to three years with some families not being able to access francophone programs for their children at all. Meanwhile, these families may choose to use English programs, or delay returning to the workforce, in order to meet the demands of raising children.

Francophone and Acadian centres are struggling to meet the demands of well trained staff. Centres sometimes have to hire untrained staff that speak the language and encourage them

to follow early learning courses, or operate programs at half capacity with long waiting lists, while many try to recruit throughout Canada and overseas.

To improve the situation, Nova Scotia needs to offer more competitive salary wages, benefits and career advancement that would increase the retention rate of experienced teachers. There is also a need for more Early Learning Education Programs in French to qualify the untrained staff.

Currently, the province offers potential educators funding for the Early Childhood Education Diploma, in the form of grants for full or part time studies, and discussions are under way for online French ECE courses and to revamp the two year diploma program. As well, subsidized spots in child care centers have recently become portable in Nova Scotia for the francophone and anglophone parents. This allows them to relocate and keep their subsidy for their child.

For Acadians and Francophones, access to French child care minimizes the threat of cultural and linguistic assimilation and ensures that children are socially, emotionally, and linguistically prepared to succeed in French language primary programs. They hope this will give their children the opportunity to communicate with their grandparents and extended families, to compete in the workforce, be able to travel anywhere the French language is spoken, and to return to their place of origin and share in the feelings and experiences of their ancestors.

“On veut juste nous sauver une place dans notre francophonie.”

Sue Melanson was born and raised in Nova Scotia and is an Acadian. An ECE graduate since 1991, Sue has been working in the field for 19 years. She has worked in bilingual full time programs and presently works in francophone half day programs for Le Petit Voilier and serves on the Certification Council board and Child Care Connections of Nova Scotia. Presently, she chairs the Nova Scotia Child Care Association and helps to promote advocacy in the sector. Recently she worked on the revision of the standards of practice with the Child Care Human Resources Sector Council.

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CANADIAN CHILD CARE
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À L'ENFANCE





Child and Family Centres – A Part of the Vision of an Early Learning System for Ontario

By Kim Hiscott

June 15th marked the first anniversary of Dr. Pascal's report "With our Best Future in Mind" and what a busy year it was. While the focus of this first year has been on the implementation of full-day learning, many of us have also spent time reading and re-reading the 20 recommendations, identifying how we can assist in the creation of a seamless integrated system to support children and families and considering the question, how we can get there from here?

The report identifies that the current governance, funding and legislative mandates do not allow for true integration and effective sharing of resources. Dr. Pascal challenges us to consider how the children's services sector can transition from a patchwork of well-intentioned independent services to an actual early learning system for Ontario. Recommendation number three states that: The Early Years Policy Framework should also guide the transformation of programming for Ontario's youngest learners. Municipal authorities, with the necessary resources, should be mandated to plan, develop, support, and monitor an integrated network of Best Start Child and Family Centres providing families with:

- flexible, part-time/full-day/full-year early learning/care options for children up to age 4;
- prenatal and postnatal information and supports;
- parenting and family support programming, including home visiting, family literacy, and playgroups;
- nutrition and nutrition counselling;



Imagine being an ECE employed by a full-service agency confident in your awareness and ability to support families, either directly or by identifying additional program options available to them, integrated within your site of service.

- early identification and intervention resources;
- links to special needs treatment and community resources, including libraries, recreation and community centres, health care, family counselling, housing, language services, and employment/training services.

Most of us will agree that within our current structure there are amazing examples of quality programs and successes to be acknowledged; children and families have been accessing



children's services for a very long time and Dr. Pascal urges us to capture and highlight these programs as future models. But in the same breath most of us also question whether it is realistic to sustain and grow what has been created largely based on a community development model. Can we expect volunteer Boards to continue to develop and govern community based programs?

As a full service agency with broad community connections, the Board and management team of Andrew Fleck Child Care Services embraced the recommendations in the report. We were inspired to dream big, to think of the possible and the positive and to move from reflection to action. As a first step we invested time in strategic planning for the Board and management team as well as planning within each program team and service we currently offered. We identified the importance of everyone in the agency understanding the report and developed a shared vision with staff that strengthened our internal communication strategies to support understanding. By engaging the whole agency, including our 100+ staff and Board, in a review of our vision, mission and values, we sought out opportunities to connect with other leaders from the children's services sector. We felt that we needed a starting point to support conversations within our agency. By interpreting the recommendations into a vision and by developing principles identifying what a Child and Family Centre could look like, we were able to share our ideas effectively. With the hope of inspiring conversations, we share our ideas.

Child and Family Centres need to be driven by integration not coordination: we believe that Child and Family Centres (CFCs) should consolidate existing multi services to ensure a full service program approach. This will enable equitable access to a continuum of services that include non-parental care, early intervention, health and family support services. Within a mandated designated service area, based on population, CFCs programs and services will be of high quality, will engage parents in a meaningful and responsive way, will be flexible and recognize the complex needs of families. Most importantly CFCs will improve access to children's services.

The vision is one where every neighbourhood shall have access to a Child and Family Centre that offers one-stop services and supports for children and families.

Imagine being an ECE employed by a full-service agency confident in your awareness and ability to support families, either directly or by identifying additional program options available to them, integrated within your site of service.

Imagine being the administrator, program supervisor or director relieved of multiple, time consuming administrative tasks that you know are being duplicated by other stand-alone programs in close proximity to you. You would now have the time to spend supporting the quality and development of the service you offer through coaching, mentoring and pedagogical leadership.

Imagine a system of integrated children's services based on an understood minimum level of service supportive of each family with additions based on unique community need.

We will know we have successful integration, not simply coordination or co-location, when we have consolidation of resources, governance and mandates of child care and family support services.





Imagine never hearing from a family, “oh I wish I knew about that service when my children were young.”

We will know we have successful integration, not simply coordination or co-location, when we have consolidation of resources, governance and mandates of child care and family support services. To be efficient and effective CFCs should be operated by one employer with a consolidated budget out of single or multiple locations that are linked to a neighbourhood of schools.

Preparing for change:

Most of us involved in the children’s services sector recognize the need for system change; overlapping mandates, funding challenges and administrative responsibilities that affect the ability of agencies to offer high quality services are ongoing frustrations. The harder part is seeing ourselves, our agencies and programs as a part of the changing system given that we all have a vested interest in our communities. A common question posed by staff at Andrew Fleck is “will there be a role for me in the new system”. Our response as an agency has been

“absolutely”. We believe that there will be changes; programs may amalgamate, alter mandates, or expand. Individuals may work for different employers but the need for our individual skills and talents will continue, and there will be new opportunities to apply them.

In Ontario there has never been a better time to be an ECE. The professional recognition we achieved through the College of ECEs and the expected creation of 20,000 new positions for those interested in working in school board full day learning programs is practically a guarantee of interesting employment. We feel that the time we have spent as an agency identifying our strengths, communicating our ideas, identifying potential partnerships and linking with our local Best Start Planning Tables has been well spent.

As Andrew Fleck Child Care Services prepares for our 100th anniversary next year we have been spending a lot of time reflecting on where we have come from and where we are going. We have identified that the only consistency in our history is change. Once again, exciting times are ahead!

Kim Hiscott is the Executive Director of Andrew Fleck Child Care Services.

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Resilient Parents —Resilient Kids

Reaching IN...Reaching OUT
introduces resilience skills to
help families bounce back

by Darlene Hall

Building on five years of training more than 3,500 professionals and paraprofessionals who work with young children, **Reaching IN...Reaching OUT** (RIRO) and its sponsor, the Child & Family Partnership¹ have launched a new initiative designed to address the feedback heard most often: *parents need to have direct access to resilience information, training and skills to help them cope with stress and to pass along those skills to their children.*

Canadian families continue to face economic pressures and social upheaval leading to increased stress and reduced ability to cope with daily challenges, change and adversity. These challenges are multiplied for vulnerable families. No matter what the particular circumstances, children feel the effects of their parents' burdens—how parents handle adversity and stress has an impact on how their children fare. Fortunately, skills that promote resilience to deal more effectively with stress and adversity *can be learned by children and adults.*

“From hearing the other mothers speak, I learned I’m not the only one dealing with certain issues.”

With three-year project funding from the Government of Canada’s Social Development Partnerships Program², **Resilient Parents – Resilient Kids** has begun to establish Community Resiliency Hubs in Canadian communities to support families with skills training, information and resources to help them pass along resilience skills to their children. Over the next three years, RIRO and its trainers will be working with sponsoring organizations and parents to pilot the newly adapted resiliency skills training program and offer community information sessions. For the first time, parents will be able learn about the importance of promoting resilience in their children and a new video showing parents and children in resilience-building activities is being created. Families participating in the pilot sites include those most vulnerable to multiple challenges—Aboriginal and other families in northern and remote communities, families led by lone and teen mothers, families with special needs children and families living in poverty. Participants are already starting to share their feedback:

“From hearing the other mothers speak, I learned I’m not the only one dealing with certain issues. I learned not to jump to conclusions or think negative. I can teach my children how to deal with their problems by dealing with mine positive.”

Fortunately, all Canadian families will be able to get access to the resources being developed by visiting RIRO’s brand new web space for parents launched in June (<http://www.reachinginreachingout.com/resources-parents.htm>). Featuring videos, activities, and parent success stories,

RIRO is also inviting parents to contribute their stories directly. To learn about the resources as they become available, professionals and parents alike are encouraged to sign up to receive ResilienC, the e-newsbrief delivering resilience news, four times per year.

In the spring issue of *Interaction*, we will be ready to report on the first results coming out of the pilot sites. We’re looking forward to sharing in-depth parent feedback and stories about participating in the skills training and trying out new resources and strategies at home with their children.

1. YMCA of Greater Toronto, Child Development Institute, University of Guelph and George Brown College

2. The opinions and interpretations in RIRO resources are those of the authors and do not necessarily reflect those of the Government of Canada.



One Hundred Years of Child Care and Family Services

Andrew Fleck Child Care Services – Early Pioneers in Caring for Children and Parents

By Claire McLaughlin

When you don't have child care, you can't work. If you need those wages to buy the groceries and pay rent, the lack of child care isn't an inconvenience. It's a crisis. It's one of the biggest challenges a parent ever faces. How do you find safe, reliable, affordable care for your child? To whom do you turn to look after your baby or toddler while you look for work? And who supports you to look for work if you are a single parent or cannot yet speak English or French as a newcomer to Canada? Sadly, many people do not have family or community networks to help them through these complex realities.

Andrew Fleck Child Care Services (AFCCS) has responded to these needs continuously since 1911 in Ottawa. Its roots began as a settlement house where two rooms were set up with rows of clothes baskets serving as cribs in a day nursery. A group of spirited women worked tirelessly to create a place for children to have a second home during the day so their mothers could work – hence establishing the *Ottawa Day Nursery* in 1920.

After several incarnations and residences, Helen Gertrude Fleck donated a building on George Street in Ottawa in the name of her deceased husband, Mr Andrew Fleck. It is at this location today where AFCCS head operations still resides, complete with a child



care centre, K5 programs, preschool, parent and resource lounge, group play rooms, kitchen and support services.

And today Andrew Fleck operates 10 programs in five locations, providing child care, information, support, and early years services to over 3,200 children and 16,000 families each year. AFCCS created the first centralized child care waiting list in Canada, were leaders in Canada in coordinated licensed home child care, operate French programs and child care within French schools to meet the Francophone population, and support child care and language learning opportunities for new immigrants, children and families with special needs.

While much has changed over the years in the details of how the care to families is delivered, Andrew Fleck has, and still remains a natural hub of integrated child and family services that meets the changing needs of family and children.

In fact, the original "Letters Patent" that incorporated what was then called the *Ottawa Day Nursery* in 1920 reflect the same core purpose of what Andrew Fleck is today:

"(a) TO provide a home during the day for children whose mothers have to go to work: (b) TO assist in securing day work for the mothers in need of it:



(c) TO encourage habits of thrift among the parents and children; and (d) TO do such other things as the corporation may deem to be advantageous to such mothers and children."

And it is with this last item, (d), that if we were to elaborate on "TO do such other things as the corporation may deem to be advantageous to such mothers and children" it would fill up volumes and volumes – perhaps a library – with empathetic deeds over the 100 years. The positive impact to families, though immeasurable, is captured anecdotally in the many dusty boxes of thank-you letters Andrew Fleck has received from parents over the decades:

"Thank you very much to you and your staff for everything you do for my two sons Paul and Robert. You are doing a wonderful job. I was very depressed during the month of August, following the death of my dear wife. I did not know what to do because I was unable to find a good place for my sons. Since then I find life interesting again with my sons although I miss my wife very much. You and your staff are really saving my life. Thank you very much."

And then there are the countless number of parental testaments to how their child has 'flourished' and improved in well-being due to their loving care and programs:

"May I express my appreciation to all of your staff for the terrific program, the good care and the love you give to all the children . . . I have noticed a big difference in Patrick since he started to attend the centre . . . he seems happier, has learned a lot . . . I thank you so much."

So many families, children, single parents, new immigrants, new mothers and fathers have put their lives and livelihoods on more solid footing due to an unwavering commitment from staff and care providers of Andrew Fleck. The staff, home child care consultants and providers truly connect with families at all levels and in all languages to support them. When possible and where needed, they will connect parents and their children to the proper service or resource within the community.



It is with this same resourcefulness and spirit in the early century that the founding women created what Andrew Fleck is today. Before these women even had the right to vote in Canada, the ladies sat down to formal silver tea service, rolled up their sleeves and got to work at their annual general meetings. Amongst them, they set up sewing committees to make clothes for the children, organized the handing out of Christmas trees and food hampers to families at the holidays, planned community and city wide fundraising campaigns such as their lucrative flower stalls in the nearby Byward Market, appointed nurses and educators to care for children during the day and oversaw the property maintenance and all associated finances.

In these 1920s AGM reports we find several pages listing the names of well-to-do women from the Ottawa community who donated everything from sacks of flour, meat and corn meal, to clothing, bedding, toys, and furniture for the children and day nursery. No deed was too small to record and print on those pages.

To this day, it is those "small" details that staff, caregivers and home child care consultants never miss. And it is the complex human dilemmas that AFCCS programs respond to so readily and with such flexibility to each individual family. In the decidedly messy realities of everyday family life, AFCCS can provide short term child care for when home child care providers fall ill or for the women's shelters for women running from abuse.

Like the staff, the programs and integrated services at Andrew Fleck go above and beyond the call of duty. From



highly inclusive special needs programs (Children's Integration Support Services) to child care information for families to know their child care options, and coordinated supports for both licensed home child care providers and the families so that the right caregiver is matched to the right child and family.

From day one, the model of Andrew Fleck has been focused on strengthening ties with other social agencies in the community. Children's Integration Support Services (CISS) for example provides support services to licensed nursery schools, child care centres, school age and home child care programs that integrate children who have special needs between the ages of six weeks and ten years of age. This includes integration advisors to work on team plans for the special needs child with consultative and training support to child care programs, funding to child care programs for the hiring of program assistants, training for parents of children with special needs, and lending resources and equipment. In short, these children with special needs can participate fully in many early learning settings where otherwise they may not have without this integrated support.



Innovative programming is another hallmark of Andrew Fleck, it is what has allowed the organization to thrive in all political climates and rising and falling economies. They were leaders and firsts in many programs now common practice across the country. Innovative programs will surely steer AFCCS into the future as full-day Kindergarten gets adopted, province by province across Canada.

Who will be responding to the children and families for much needed after school programs, help for children with learning disabilities, language barriers, inclusion? Who can map out the fully integrated early learning system in the new full-day learning model that the Pascal report crafted earlier this year? Will Andrew Fleck continue to be the hub of integrated early learning services in the community and rise to these new challenges? Indeed they will. It's all they know how to do. It's all they've ever done. Here's to 100 years and beyond! Visit the AFECS centennial website at www.afchildcare.on.ca.





FAMILY CHILD CARE

Family Child Care Mentorship Program – Alberta Spotlight

by Sarah Williams

With the help of Alberta government space creation funding, the Southgate Medallion Family Day Homes Agency staff have been able to develop an expanded mentoring program for all new providers joining the agency. This mentorship program was designed to support new caregivers as they are set up and get their homes ready for children and families. The intent of the project was to give new providers a clearer vision of how family child care functions. Providers could see first hand what quality interactions, sound like and how children respond. Providers could experience the daily routines of an operating day homes and observe what appropriate



programming and child centred physical environments look like. Further, Providers would see how provincial standards and requirements for safety and supervision could be met in a home setting. As an agency we have offered a mentor visit option for providers for many years. However, with so many new providers joining the Agency in such a short period of time we made it an expectation for all new providers to have





a mentoring visit as they were being oriented and as they were setting up their play spaces.

New providers tell us that these mentoring visits have been helpful to them. Their day home set ups reflect their increased awareness of the importance of the environment in quality care. These providers have caught a broader vision of what a Family Day Home can be. Agency staff are seeing providers set up differently right from the beginning. Providers are purchasing better quality toys and equipment (particularly gates). Over all new providers are setting up more proactively for safety.

In short we are seeing providers setting up stronger, child friendly environments with individual children's needs in mind. These mentoring visits have become a key component of the screening process for all new providers. During the past 2 years the Agency staff have worked with one key mentor to



develop a process to train other mentors. It has enabled us to expand the number of mentors from one to six. These additional mentors are experienced providers who are currently offering strong programs and are willing to further develop their leadership skills as they share their expertise and daily experiences with other providers. It has turned out to be an excellent recruitment strategy and an effective retention piece for the Agency.

We have used a core training model for orienting new providers for about 5 years now and it works very effectively for us.

We have tried various approaches over the years but this 6 month core training model has really helped us in documenting the orientation process with each provider so we know when the key components have been covered with each provider.

Sarah Williams is Director of the Alberta Family Child Care Association and is on CCCF's member council. She has extensive experience in family day home agency training and coordination.

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HEALTH WATCH

Microwaves and Food Safety

Microwaves are often used as a quick way to cook, reheat or defrost foods. However, as with all other ways of heating food, it's important to remember that foodborne bacteria can only be killed by proper cooking.

It is estimated that there are approximately 11 million cases of food-related illnesses in Canada every year. Many of these illnesses could be prevented by following proper food handling and preparation techniques.

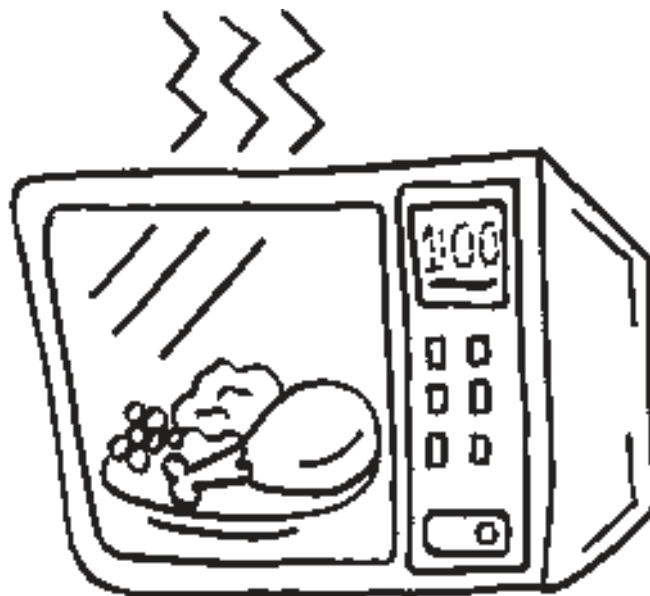
To minimize the risks of food-borne illness, here are some steps to follow when cooking food in microwaves.

Defrosting:

- Make sure to cook foods immediately after defrosting. Never re-freeze the foods that you have defrosted in the microwave.
- Remove foods from non-microwave safe containers and wrappings, freezer cartons, and styrofoam trays before defrosting and cooking. Only use containers or plastic wraps that are labelled as microwave safe.
- Food should never be left out at the danger zone (between 4°C to 60°C or 40°F to 140°F) for longer than two hours. Bacteria can grow rapidly in this temperature zone.

Cooking:

- Make sure to defrost foods completely before cooking them in a microwave. Frozen and thawed portions in the same food can lead to uneven heating.
- Cut food up in small portions and evenly arrange the food to minimize overlapping.
- Make sure you use a microwave safe cover or microwave safe plastic wrap to cover the food.



- Follow any cooking instructions for your recipe or instructions on the food packaging and observe the standing times for the food.
- If you are cooking meat in the microwave, make sure to use a digital food thermometer to check the thickest part of the meat and each individual piece. Make sure to also wash your digital food thermometer with warm, soapy water after each temperature reading to avoid cross-contamination.
- Cooked foods are safe to eat when internal temperatures are:
 - all ground beef products should be cooked to 71°C (160°F).
 - food mixtures containing poultry, eggs, meat and fish should be cooked to 74°C (165°F).
 - leftovers should be heated to 74°C (165°F).
- Never cook whole poultry, including turkey, in the microwave.

Reheating Leftovers:

- Make sure to reheat any leftovers until steaming hot. Use a digital food thermometer to check if the center of the food reaches 74°C (165°F).
- Only reheat smaller portion sizes that you may want. Avoid placing reheated leftovers back in the refrigerator.


For more information on food safety tips for microwaves, please visit www.hc-sc.gc.ca for these articles: *Government of Canada's Food Safety Tips for Microwaves*, *It's Your Health on Microwave Ovens and Food Safety*



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Including All Children in ECE

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A month after my son Ewan's third birthday, my husband and I were informed that our son had more than a speech delay, he had a motor speech disorder called, Childhood Apraxia of Speech (CAS). For reasons not yet fully understood, children with Apraxia of Speech have great difficulty planning and producing the precise, highly refined and specific series of movements of the tongue, lips, jaw and palate that are necessary for intelligible speech. As an early childhood educator I had big plans for my son when he reached preschool age. I had spent my front line years working with children aged 2 to 5 and I was really looking forward to those talkative years with my son. Little did I know that my background of working in early learning and child care would be helpful, but in a totally different way.

— Robin McMillan, mother to Ewan has worked 17 years in early learning and child care



INCLUDING ALL CHILDREN IN ECE

My Quiet Boy

My Journey from Practitioner to Parent to Advocate

By Robin McMillan

As an early childhood educator I had big plans for my son when he reached preschool age. I had spent my front line years working with children aged 2 to 5 and I was really looking forward to those talkative years with my son. Little did I know that my background of working in early learning and child care would be helpful, but in a totally different way.

Days after my birthday and a month after my son Ewan's third birthday, my husband and I were informed that our son had more than a speech delay, he had a motor speech disorder called Childhood Apraxia of Speech (CAS). For reasons not yet fully understood, children with Apraxia of Speech have great difficulty planning and producing the precise, highly refined and specific series of movements of the tongue, lips, jaw and palate that are necessary for intelligible speech. Apraxia of Speech is sometimes called verbal Apraxia, developmental Apraxia of Speech, or verbal Dyspraxia. Research shows that 3 - 5 percent of speech-impaired preschoolers have CAS and the majority of those who have it are boys.

The diagnosis was a bit of a double edged sword. At last we knew what we were dealing with. We had a name of something

we could research and seek out the treatment for. On the other hand, to know that his lack of language was not a speech delay which would be quicker and easier to overcome, was devastating. As a trained early childhood educator I did feel validated by the fact that I knew all along that his lack of verbal language was a more significant issue than the experts had been telling me up until that point. It was one of those occasions where it didn't feel great to be right.

The difference between a speech delay and a speech disorder is that in a delay, the child follows a typical path of speech development but at a slower pace. For the child with CAS there is a significant gap between their receptive language abilities and their expressive language abilities. In other words, the child's ability to understand language (receptive ability) is broadly within normal limits, but his or her expressive speech is seriously deficient, absent, or severely unclear. The outlook is promising however and most Apraxic children overcome this speech disorder if they receive the appropriate, intensive speech therapy early on. That was something I could get my head around. I knew the earlier he received intensive speech therapy with professionals who understood CAS, the better the long term outlook. Here is where my knowledge of child

development, and specifically, brain development in young children, was so helpful.



The question that kept popping up for me was why hadn't I ever heard of this? I have worked in the field of early learning and child care for almost 20 years. While working in child care settings, I had taken a keen interest in language development and worked with a lot of speech and language pathologists in order to better serve the children and families in my care. During my work with the Canadian Child Care Federation, I had

also managed projects dealing with language development that created resources for the field. Taking this into account, I decided that I would have to begin to inform and build awareness about CAS. Not only with those individuals who were in contact with Ewan each day but with others including the community at large. I knew early on that my husband and I would be the best advocates for Ewan. It was our responsibility to inform ourselves, find him the best in speech therapy and inform others about this speech disorder.



Looking back on this journey, I recall the many times I heard, “he will be fine” or “just wait and see, he will talk when he is ready” or “he doesn’t feel the need to talk because you are talking for him”. I don’t think people were trying to be insensitive, but these comments were really hard to hear over and over again. I knew from working with children for so many years that he wasn’t fine and that he wasn’t going to just start talking suddenly, nor was the fact that I am a talkative person making my son silent. My mother’s intuition and my ECE knowledge were telling me something else was going on.



I needed to find the strength to push the experts around me for more of an explanation. I had to become more assertive, which is not an easy thing to do when your profession by nature makes you a nurturing and co-operative type of person. The first step was finding the right speech-language pathologist.



Kathleen has provided Ewan and our family with endless amounts of support and information which has eased the journey significantly.

I also knew that key to Ewan’s success in the all important early years was to have him in a high quality early learning and child care setting. This quality environment would take the time to learn about CAS and work with me and the speech-language pathologist to ensure that we were working towards the same goals. When he was first diagnosed he was in his last few months at a family child care. We loved our care provider. Vyann was knowledgeable, willing to learn about CAS and apply that learning into activities of the stimulating program that she provided in her home. It was a sad day when we said goodbye to Tots’ Spot but we all agreed he needed to be with peers his own age.

From the first day at the Algonquin Early Learning Centre we knew it had been the right move. The preschool program has been a great fit for Ewan. Mike and John, his educators, have been very supportive as well as the centre manager, Lisa. We also have the added support of an integration support advisor, Julie, who provides insights and advice to the staff at ELC.

I know Ewan still has a long road ahead but my heart sings when I see his smiling face and I feel reassured that with continued speech therapy and attendance in a high quality early learning environment, his expressive language will continue to improve by leaps and bounds.

Robin McMillan is the Senior Consultant for CCCF. She worked as a front line practitioner for 8 years before joining the staff at CCCF in 1999. Robin and her husband have started a parent support group called Ottawa Parents of Children with Apraxia. For more information, contact Ottawa.apraxia@gmail.com. In July 2010, Robin accepted the Community Advocate of the Year Award from the Childhood Apraxia of Speech Association of North America. For more information on the award and CAS visit: <http://www.apraxia-kids.org/>



INCLUDING ALL CHILDREN IN ECE

It's All About Them!

How a Child-directed, Play-based Curriculum Facilitates Inclusive Practice

by June Scott

Imagine a place where the creativity of a child is paramount. In this place, the child is a master of his or her domain where senses are stimulated and minds are challenged. Imagine strong relationships being formed among children and the trained educators who support the play and learning of these children. Step into our YMCA which has embraced *The YMCA Playing To Learn Curriculum* and imagine no more. It is here that you will witness the positive influence of play on a child and the *Playing To Learn Curriculum* at work.

Approximately five years ago, our National YMCA introduced this new curriculum which encourages our educators to build upon and plan for activities that engage children. The curriculum is designed to capture spontaneous play opportunities based on the interests of children. This is carried out in settings where the natural pace of individual and group learning takes precedence over the time on the clock. *The YMCA Playing To Learn Curriculum* supports the varied learning styles of all children and is based on the belief that true play is the way that children learn best. Play provides children with the foundation for skills required in literacy and numeracy, science, technology and the arts. It is important to follow the children's lead, because they will let us know what interests them most. As children's interests grow, their play will enhance their knowledge and skills.

Having been an Early Childhood Educator for over 27 years, 22 of which have been spent at our YMCA, I was most comfortable



with the “teacher as the director of all activities” approach, especially for children with special needs. Our YMCA has always been centre-based; however the centres were created by the educators alone. *The YMCA Playing To Learn Curriculum* takes the opposite approach in that it allows the children to create or help to create the centres and a learning environment that is conducive to small group play. Educators are afforded the opportunity to observe and listen to the types of play and social interactions among the children as they are invited as a play partner into the child's world of imagination. This is a new and dynamic way of looking at learning, but one our centre has embraced enthusiastically.

Our *Playing To Learn* setting provides opportunities for self-directed peer interaction as opposed to an educator-directed interaction. Educators are conscious of being a part of the child's play experience rather than the director of it. The educator becomes involved and takes on a role in the child's play and serves as a model for behavior. Children learn as a result of their own doing through their opportunities and repetition of actions, relationships and inquiries. Our educators become play partners, researching with children, seeking answers to their questions and supporting their investigations. Educators become responders to the children as they answer and ask questions, always following the play lead of the children they are observing. To be a true play partner, the educator needs to expand on a child's interest, adding props and asking questions to the child at play. Educators also find time to be involved in student-led expeditions and inquiry-



based learning. Our centre is the children's laboratory, offering the materials and tools to inspire each child.

Each child is observed as he or she plays with materials and associates with peers. This information is invaluable to the educator as they plan for future learning opportunities for the children. Suggestions for new play interactions are offered to the child, adding to their original interests and extending the learning experiences, allowing the small group to take the lead and including children who are less likely to take on roles by themselves. Play, when allowed to flourish through imaginative and thoughtful provision, can facilitate both the process and the product. Children enjoy a rich and diverse range of opportunities to discover, create, communicate, take risks, make choices and solve problems.

YMCA *Playing To Learn* Curriculum in Action: Ned's Story

Ned arrived at our YMCA at the age of three. His family struggled to know how to help him developmentally and emotionally. Ned experienced many global delays in his development, had extremely limited comprehensible speech, and did not know how to interact with other children.

That all changed when Ned experienced the YMCA *Playing To Learn Curriculum*.

After a conversation among a group of children about a recent birthday party, one of the children decided to make a cake using various materials at the creative centre. Another child made balloons. Ned, when asked if he liked cake, said, "Yes!" and displayed a welcome smile. Ned was offered a piece of cake. Other children found some balloons and added them to the party atmosphere. Ned's balloon landed near a child who passed it back to Ned and exclaimed, "You have a red balloon!" Ned replied, "Yes, red", and began to name the colors of all the balloons there that day.

To extend this experience, the educator who was the play partner, created a birthday party centre that included a

"Ned arrived at our YMCA at the age of three. His family struggled to know how to help him developmentally and emotionally. Ned experienced many global delays in his development, had extremely limited comprehensible speech, and did not know how to interact with other children. That all changed when Ned experienced the YMCA *Playing To Learn Curriculum*."

tablecloth and some paper for invitations, napkins, hats, and more balloons. Ned was very interested and was given the job of passing out napkins. One child made invitations and when Ned received his, the impact of the creativity and socialization involved in that play experience was realized. Ned built relationships he needed to support him, and was given wings to fly that day. Soon, he learned how to sit beside other children and after that, he increased his listening skills. During the next week, Ned received a real invitation to a classmate's birthday party. He was being included!

When the children's interest in the birthday theme decreased, the educator scaffolded this play and learn experience by creating a restaurant with menus. In turn, the children created a reception desk and centre pieces, and began to role play as waiters, cooks and receptionists. Ned was very interested in the restaurant centre and had the opportunity to be a cook, waiter and customer. One girl took Ned under her wing and showed him how to make spaghetti. Ned listened patiently and then created a dish to include noodles, corn and ketchup.

Ned's journey was challenging and often frustrating for him, but as he turned a corner and accomplished each goal, his world began to open up. This is only one example of how the YMCA *Playing To Learn Curriculum* provides an environment that is safe and supports the emotional and developmental needs of children. Ned is now able to carry on a conversation and he plays and shares with his peers. He has a keen interest in rockets, so now we are blasting off to the moon!

Children—the YMCA *Playing To Learn Curriculum* is all about them. Educators adapt the curriculum to meet the specific needs of each child. The physical, emotional, cognitive, and social development of the child is taken into account during the play and learn experiences offered, which are based on the interests and needs of children. Our YMCA is a safe and comfortable place where positive relationships and life skills are built, as trained educators share themselves with children through the YMCA *Playing To Learn Curriculum*.

June Scott is the Director of Operations for the YMCA of Prince Edward Island and has worked as an early childhood educator for more than 27 years.



INCLUDING ALL CHILDREN IN ECE

Assessing Inclusion Quality

What Gets Measured Counts!¹

by **Donna S. Lero, Ph.D.**

Centre for Families, Work and Well-Being
University of Guelph

The benefits that result from well-developed systems of high quality early childhood education and care (ECCE) are increasingly recognized for the contributions they make to children's learning and development, and as effective means to promote social inclusion, parenting, and parents' employment and/or participation as adult learners (Canadian Council on Learning, 2008; Friendly & Lero, 2005; OECD, 2006). Research conducted over the last 40 years in North America has demonstrated the value of high quality early childhood programs for all children, with particular contributions to the development of children at risk. Research on the contributors to, and dimensions of quality in early childhood programs has been advanced, in part, by processes such as the development of quality standards in Europe (Starting Strong II, 2006), and the use of tools to assess program quality such as the Early Childhood Environment Rating Scale (Harms, Clifford & Cryer, 1998).

In a parallel fashion, the last 25-30 years has also seen an increase in our understanding of the factors that contribute to how community-based early childhood programs can best serve the needs of children with disabilities and their families. Policies and practices are evolving rapidly as the research and policy communities embrace the idea that children with disabilities (special needs) and their families have the right to participate fully in their communities and that community programs and public services should meet the needs of all children. Both the United Nations Convention on the Rights of the Child and the more recent UN Convention on the Rights of Disabled Persons (CRPD) provide additional legal and moral impetus for governments



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to ensure that young children with disabilities have the opportunity to participate in community-based programs that support their development and full participation. These values are also reflected in the Canadian Child Care Federation's National Statement on Quality Early Learning and Care and in the Occupational Standards developed for Child Care Practitioners and for Child Care Administrators by the CCCF and the Child Care Human Resources Sector Council.

A particularly valuable resource for early childhood professionals is the joint position statement on early childhood inclusion developed by the (U.S.) Division for Early Childhood of the Council for Exceptional Children and the NAEYC (DEC/NAEYC, 2009). This statement includes a definition of early childhood inclusion and identifies the defining features of inclusion to encompass access, participation, and supports. Access refers to a wide range of learning opportunities, activities, settings and environments that facilitate the involvement of all children. Participation is enhanced when adults intentionally promote belonging, participation and the engagement of children with disabilities with their typically developing peers. Supports refer to the



system-level supports that are necessary to ensure that individual and program efforts are successful, including access to ongoing professional development, collaboration among key stakeholders (families, practitioners, specialists), program policies, and coordination with specialized services and therapists. Funding policies and quality frameworks/standards and guidelines are additional critical supports to ensure that early childhood professionals and programs can successfully address the needs of young children with disabilities and their families.

In both the U.S. and Canada, our understanding of factors that contribute to inclusion quality (capacity and effectiveness) comes from studies that identify both the barriers to successful inclusion and research on factors that support inclusion. In particular, Irwin, Lero & Brophy (2000, 2004) have contributed to a growing consensus about the factors that program directors, early childhood educators, resource consultants and parents regard as particularly important to provide and sustain effective inclusion. These researchers note that early childhood programs that are effective in including children with special needs require a mix of resources and supports within the centre (e.g., an accessible environment with specialized equipment and materials as needed; staff who are knowledgeable and committed to inclusion, who are given time to plan and participate in the development of individual program plans (IPPs) with community specialists and who form an effective team; and support and leadership provided by the program director) and supports provided to the program by specialists and therapists in the community, and through funding to reduce adult-child ratios with staff who have specialized training.

Irwin et al. (2000) also observed that inclusion quality is affected by more general policies and funding arrangements related to ECCE that can affect program quality and staff turnover. In effect, program quality and the factors that contribute to it are necessary, but not sufficient for inclusion quality. The latter requires additional resources and commitment to ensure that all children are welcome and that the resources are in place to ensure that children's individual needs are met in an environment that promotes their development, supports their parents, and ensures their full participation with other children.

To date, evidence-based research on inclusive programs has been hampered by the lack of measures to assess inclusion

To date, evidence-based research on inclusive programs has been hampered by the lack of measures to assess inclusion quality in community-based programs that are reliable, valid, and relatively easy to administer by trained early childhood professionals.

quality in community-based programs that are reliable, valid, and relatively easy to administer by trained early childhood professionals. Such a tool is imperative if policy makers and early childhood professionals are committed to ensuring that effective inclusion will be accessible across Canada, and for using it to benchmark progress in improving capacity and effectiveness.

The main purpose of this study was to examine the internal reliability and structural properties of the SpecialLink Inclusion Principles Scale and Inclusion Practices Profile, recently combined in the SpecialLink Early Childhood Inclusion Quality Scale (2009) to assess inclusion quality, and to provide initial evidence of its validity. The technical report (soon to be available from the Canadian Council on Learning website) provides strong evidence for the utility and reliability of

the SpecialLink Inclusion measure. Furthermore, scores on both the Inclusion Principles and Inclusion Practices components predict centre directors' global ratings of their centre's effectiveness in including children with special needs.

Inclusion Principles and Practices scores were available from almost 600 classrooms drawn from a voluntary sample of 216 child care centres and preschool programs across Canada. The data were obtained often as part of ongoing initiatives to improve program quality and enhance inclusion effectiveness, with observations scored by assessors who were trained for this purpose. Analyses supported the following conclusions:

The SpecialLink Inclusion Principles items assess the extent to which early learning programs have consciously adopted a set of principles that reflect a strong commitment to include all children in the community, to ensure their full participation in the program, and to support their parents as full partners. Significantly higher scores were obtained on each Principles item and on the average Principles Scale score for classrooms located in inclusive centres compared to classrooms in centres that did not enrol any children with special needs. The largest difference between these groups was evident for the principle that reflects leadership, proactive strategies and advocacy for inclusion, confirming the importance of the director's role as an inclusion leader for programs adopting and maintaining a strong mandate in this area.

The SpecialLink Inclusion Practices items assess the extent to which physical and human resources are in place and parents,



staff, and external professionals work together to ensure that each child's individual needs are met, while promoting full participation and positive social interactions within an early learning program. Inclusive classrooms in this sample evidenced particular strength in three inclusion practices: Therapies (the provision of therapeutic interventions and collaborative involvements between staff, parents and therapists); Parent Involvement; and the Involvement of typically developing children with children with special needs, but scores on other practice items indicated room for improvement.

Factor analysis indicated that the items reflect three dimensions of inclusion quality. When used in inclusive classrooms, the measures assess 1) Practices that confirm the use of explicit, written principles that support full inclusion in environments that are accessible and have materials to support the inclusion of children with different abilities; 2) Practices that reflect individualized attention to the needs of children with disabilities and their parents, including the collaborative development and use of individual program/education plans, support from therapists, planning for the transition to school, parent involvement, active efforts to promote social interactions among children, and staff support; and 3) Practices that illustrate the centre director's active role in providing leadership, mentoring and support for inclusion and support for those efforts by a Board of Directors or parent advisory committee.

Evidence for the external validity of the SpecialLink Early Childhood Inclusion Quality Scale was evident by the fact that scores on both inclusion principles and inclusion practices correlated significantly with directors' own ratings of how well they feel their centre is doing in providing inclusive care in the community.

Implications for Research

There are a variety of important research questions that could be addressed in studies using a reliable and valid measure of inclusion quality including further research on the factors that contribute to and sustain inclusion quality. Secondly, it is important to assess the effects of participating in high quality, inclusive programs for children with special needs to inform evidence-based practice. Research could also explore the effects of participating in high quality, inclusive programs for staff and for parents. On a community level, assessments could also be made of the effects of higher inclusion quality on the number and nature of children with special needs who are referred to and supported to participate in such programs. In any of these research activities, it is recommended that the SpecialLink Early Childhood Inclusion Quality Scale be administered in combination with other well-recognized

measures of program quality and that consideration be given to exploring the experiences of individual children with different needs and different requirements for support.

Implications for Policy and Practice

Reliable and valid measures of inclusion quality can also be used to assess the effectiveness of interventions aimed at improving inclusion quality and as useful tools to develop program standards for the profession. Furthermore, policy makers at the local, provincial, and federal levels require tools to determine if early learning programs are providing the quality of programs young children need and deserve and to ensure public accountability for investments in programs. The data can also be used to determine if current policies and methods of supporting inclusion in child care programs require improvement and to suggest what kinds of additional supports are needed. Finally, programs that provide high quality inclusive education and care should be used as exemplars for others, providing opportunities for mentoring and further model development.

Professor Donna S. Lero, Department of Family Relations and Applied Nutrition at the University of Guelph, is the inaugural holder of the Jarislowsky Chair in Families and Work in the Centre for Families, Work and Well-Being, where she leads a research agenda that focuses on Public Policies, Workplace Practices and Community Supports. Since 1990 she has conducted research in partnership with SpecialLink on factors influencing inclusion quality in child care programs. Most recently she chaired the Best Start Expert Panel on Quality and Human Resources for the Ontario government and was a member of the Expert Panel for the Labour Market Information Research Agenda (LMIRA) project for the Child Care Sector Council.

Endnote

1. The author and SpecialLink gratefully acknowledge support from the Canadian Council on Learning for this study and the cooperation of many child care directors, staff and local researchers who provided the data on which this research is based.

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INCLUDING ALL CHILDREN IN ECE

Communicating with Children Effectively About Diversity and Inclusion

From the Family Child Care Training Program - CCCF

Children who are exposed to diversity in their daily lives from a very young age grow up to be more knowledgeable about other cultures and ways of life, as well as more accepting of them. Below are some examples of how to create an all-inclusive atmosphere into your child care home with your communications:

- Maintain a consistent positive attitude about who the children are, where they come from, what they look like, and what they learn and achieve. For example:
 “What cool curly hair you have!”
 “I really like your outfit!”
 “Thanks for telling me how your day was!”
- When teaching children about diversity, help children see people’s similarities first and then move to their differences. For example: if you ask the children what they did last night, chances are everyone will have eaten supper and spent some time with their families. There will be differences about where they ate and what they ate and how they spent time with their families. Another example: Everyone has a family. Each family is unique. Derrick’s family lives somewhere else and he lives with his foster parents. Sheena has two moms.

- Help the children think about what is “unfair” and “untrue”. For example, ask a child “How would you feel if you were not allowed to play the game just because of how you look or what you wear or how you talk?”
- Teach children their rights. Children should be encouraged to stand up for themselves. When someone calls them a name or hurts their feelings, teach them to respond, e.g., “Tell Richard he was wrong to call you names. He shouldn’t do that. If that happens again or if it happens to someone else, get a teacher to help.”
- When a child makes a discriminatory comment, respond to it immediately. Depending on the age of the child, do not assume that the comment was said to deliberately hurt the other child’s feelings. Sometimes children just repeat what they have heard elsewhere. Comfort the child who had the discriminatory comment directed at him. Assure him that that kind of remark is wrong and that you care about his feelings. If the child is old enough to understand what he said, tell him firmly but calmly that such remarks are hurtful and will not be tolerated in your home. Turn the incident into a lesson for the children. After everyone has calmed down, open a discussion about feelings. Have each child give examples of things they have heard that would hurt their feelings and things they have heard that would make them feel good about themselves. Continue to listen for discriminatory comments. When they arise, make sure to point them out and deal with them calmly.

This excerpt was taken from the Family Child Care Training Project Level 3 - Unit 5: Inclusion





RESEARCH UPDATES

Linking economic development and child care

This Cornell University research project “aims to better identify the economic linkages of child care from a regional economy perspective”. The project’s website provides research reports, copies of state studies, advice on economic analysis, and a database of economic impact studies. Items of particular interest include:

- *Why early care and education deserves as much attention, or more, than pre-kindergarten alone.* Morrissey, T. & Warner, M., 2007
- *Recession, stimulus and the child care sector: Understanding economic dynamics, calculating impact.* Warner, M., 2009;
- *Database of economic impact studies*

Visit: the Economic Development and Child Care web site at www.economicdevelopmentandchildcare.org



Meta-Analysis of the Effects of Early Education Interventions on Cognitive and Social Development

by Gregory Camilli, Sadako Vargas, Sharon Ryan, and W. Steven Barnett, 2008

Designed to synthesize preschool outcomes from the broadest set of comparative studies collected to date, the conclusions of this meta-analysis are based on the results of 120 studies carried out over five decades. The authors found that there are substantial positive cognitive benefits for children who attend preschool education programs prior to entering kindergarten. Positive results were also found for children’s social skills and school progress. The article can be found at *Teachers College Record* at: www.tcrecord.org

Canada Not Such a Nice Place to Grow Up?

The World Health Organization (WHO) Ranks Canada in Bottom Third of Developing Countries When it Comes to Bullying

According to WHO’s latest survey on Health Behaviours of School-Aged Children (CNW, 2010, May 26), Canada is ranked in the bottom third of the 40 developed nations studied. In late May leading Canadian and International researchers gathered with community organizations and educators of Canada. They examined the most current research and findings in a quest to advance solutions and strategies that can protect children and create a world where everyone is able to live, learn, play, and work in safe and healthy relationships. Go to the Promoting Relationships and Eliminating Violence Network web site at www.prevnet.ca.





ACROSS CANADA AND BEYOND

International

More than a third of parents relying on childcare say they will be forced to quit their jobs if the cost of care is pushed up. Another third say they will delay having more children if the cost is increased by measures to improve standards in the industry. The survey, conducted by the Childcare Alliance Australia, found the situation was worsening for those families who already found care so expensive they were experiencing financial stress. In those families, 51 per cent said one parent would quit their job if childcare costs increased and one in two families said they would withdraw their child or children from their current long-day childcare centre.

Alberta

Edleun Group Inc., a new company run by Texas businessmen, has raised a significant amount of money on the TSX Venture Exchange, and has announced plans to purchase 6 more centres in Alberta (for a total of 17 Centres). Their financial prospectus reveals they plan to takeover more than 800 childcare centres across Canada in the next six years.

The Alberta government has cut \$7.5 million dollars out of this year's childcare budget (a cut of 3.6%). This cut ranks the province as one of the lowest child care budgets in Canada.

British Columbia

B.C. will soon build hundreds of new classrooms to accommodate a flood of five-year-olds expected next year when full-day kindergarten is offered province-wide, the government announced yesterday. The construction, worth more than \$140 million, will include a new Langley school, 21 school additions and 133 modular classrooms. Full-day kindergarten is being introduced this fall for half of the eligible children, with full implementation in September 2011, when 40,000 five-year-olds are expected to become full-time students. Now, kindergarten is offered on a half-day basis only, except for students who are aboriginal, special needs or have English as a second language.

Manitoba

Although the provincial government has committed to creating 650 more child-care spaces this year, eight new centres and new initiatives such as an online waiting list, there is no new money for existing programs. The province made the decision to freeze the child care operating revenue for 2010. Ongoing demands from the Manitoba government to provide quality enhancement initiatives such as Early Childhood Environment Rating Scales (ECERS), Safety Charter compliance, and the province's mandated locked door/visitor control monitoring system are expected without an increase to the operating grant. The budget 2010 also announced the government will launch a pension plan for early childhood educators in support of recruitment and

retention this fall. This initiative would be the first province wide plan for child care outside Quebec.

New Brunswick

The New Brunswick Child Care Coalition is pushing the need for a universal child-care program in the run up to the fall provincial election. The coalition issued a report, funded by Status of Women Canada. A spokesperson of the child care coalition, said the provincial government should move toward a publicly-funded daycare model that would be a universal, free program, similar to kindergarten. The report, cited four common complaints about the current daycare model: cost, quality, lack of spaces and lack of infant spaces. It also cited many daycares do not respond to the needs of seasonal workers, long waiting lists that are poorly managed and a lack of French services in minority settings. The child care coalition also said that only one in five New Brunswick children have access to daycare.

Newfoundland

The province of Newfoundland and Labrador announced the second reading of a new bill to better safeguard the province's most vulnerable children and youth this spring. The *Children and Youth Care and Protection Act* will replace the *Child, Youth and Family Services Act*. The Minister of Child, Youth and Family Services announced that the new *Act* will ensure the best interests of the child will be paramount in any decision made under this act while still recognizing the importance of the family and significant others in a child's life. The proposed new legislation contains significant updates and child-focused amendments in providing services to children and youth in the province. Overall, the new legislation will serve to better protect children and provide greater clarity to staff, community, clients and the courts.

Nova Scotia

Community Services Minister of Nova Scotia, Denise Peterson-Rafuse, announced the province is investing another \$5 million to make child care more affordable for hundreds of low-income families. The \$5 million translates into 400 new child-care subsidies, a new grant for child-care providers for staff salaries and benefits, professional growth, general operating expenses and the elimination of a fee for families, saving those with subsidies up to \$1 a day. These 400 new subsidized spaces are still portable, which means they can be used in for-profit as well as not-for-profit centres. While they have simplified the grants for child-care providers, there is still no guarantee the money will actually be spent on wages for early childhood educators."

Ontario

All-day kindergarten is being introduced this Fall in nearly 600 schools across the province,

and by the 2011-12 school year, an additional 200 schools, bringing the full-day option to about 50,000 students. But the vision of Charles Pascal, who developed the model for the program, was to provide continuous care throughout the day, combining childcare and education. But that model is becoming a challenge to maintain, since parents won't commit to before- and after-school programs without a firm price tag. GTA Schools have not confirmed costs for before and after school care. As such, interest in extended-day programs has been low and many GTA schools set to introduce the full-day program next fall won't be offering before- and after-school care. The province has planned for all-day kindergarten to be available everywhere, to about 240,000 students in 4,000 classrooms, by 2015.

PEI

The province of PEI announced that it is moving forward with a plan to revitalize its early childhood system by increasing funding to the early childhood sector by 63 per cent, from \$5.35 to \$8.7 million, and plans to "build an accessible, sustainable and quality-driven system - while recognizing the importance of parental choice.

The Preschool Excellence Initiative represents Prince Edward Island's largest ever increase in investment in early learning. It provides support to children from birth to age four, their parents and their educators. The plan aims to ensure access to early learning in local communities across the province, provide a curriculum framework through Early Years Centres and address human resource priorities, including better wages, training and professional development.

Quebec

The Quebec government is changing the way privately operated daycare permits are awarded in response to opposition charges of favouritism to generous Liberal donors in the allocation of spaces. The Parti Quebecois had raised allegations that daycare spaces were being allocated preferentially to Liberal supporters. Some permit owners were alleged to be selling them for huge profits. The new overhaul states that publicly funded private daycare centres will be prohibited from charging more than the standard \$7-a-day rate. If they fail to comply, government subsidies will be suspended or cut-off. The number of daycare-centre inspectors will grow from 18 to 58 to enforce compliance with health and safety standards.

Saskatchewan

While the Province of Saskatchewan's 2010 budget announced money to boost the number of child care spaces and pre-kindergarten (pre-K) programs, some groups advocate for a more universal public system of early learning and child care. The province's new budget provides for 235 additional child care spaces and 18 new pre-kindergarten programs. The total number of licensed child care spaces will grow to 11,650



by the end of the 2010-11 fiscal year. Pre-kindergarten programs will number 230. But the \$2-million cost of the additional child care and pre-K programs will be found through reductions in other training and education supports for child care workers, as well as local programs to assist with family supports or seasonal child care needs.

CALENDAR

OCTOBER

6

Toronto, Ontario

Launch of the Go Purple for Child Abuse Prevention Campaign

This is the 6th year the campaign has been held by BOOST Child Abuse Prevention & Intervention to raise awareness of child abuse. BOOST is partnering with Humber College and the Canadian Child Care Federation to launch the 2010 *Go Purple for Child Abuse Prevention* campaign. The event will be hosted by CTV reporter, Galit Solomon. Speakers include: Galit, a graduate of the college, the college president, the director of BOOST and a representative from the Canadian Child Care Federation. Visit www.boostforkids.org

18 -19

Thunder Bay, Ontario

Best Start Resource Centre 2010 Northern Conference

The conference will focus on prenatal and child health issues and explores sessions specific to the North. Acquire the latest information, learn innovative strategies and programs, and meet new colleagues. Keynotes: Annie Wilson, Nicole Kenton and Marilyn Junnila. Option to participate by Video-Teleconference or Webstream. To find out more about the conference visit: www.beststart.org

NOVEMBER

1 - 5

National

National Media Literacy Week 2010

This year marks the fifth anniversary of Media Literacy Week. This year's event is hosted by Media Awareness Network (MNet) and the Canadian Teachers' Federation (CTF). The purpose of the week is to raise awareness of the importance of media and digital literacy in the healthy development of Canadian children and youth. Go to the Media Literacy Week Web site www.medialiteracyweek.ca.

12-14

St. John's, Newfoundland

18th Annual Conference of the Association of Early Childhood Educators of Newfoundland and Labrador

Headline speakers are Bev Bos and Rusty Keeler. For more information visit: www.aecenl.ca.

17-19

Toronto, Ontario

Current Issues in Sexual Assault, Domestic Violence and Child Maltreatment Conference

The Ontario Network of Sexual Assault/ Domestic Violence (SA/DV) Treatment Centres and The Suspected Child Abuse and Neglect (SCAN) Program, SickKids invite you to attend this 3-day conference designed for an interdisciplinary audience including health care practitioners, social workers, child welfare workers, police, legal & mental health professionals. Register by November 1, 2010 and receive an early bird discount! Visit www.sickkids.ca for more information.

18 -20

Vancouver, B.C.

BC Aboriginal Child Care Society - 13th Annual Provincial Training Conference

The BC Aboriginal Society's conference theme this year is Healthy Children, Healthy Communities - Mind, Body, Spirit. Delegates will receive continuing education credits towards their professions in ECE/ECD. Please check our website in early September for registration details at www.acc-society.bc.ca.

20

National

National Child Day

The Canadian Child Care Federation has selected Article 13, the right to freedom of expression, as the theme for National Child Day this year. Article 13 of the United Nations Convention on the Rights of the Child states: "The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through other media of the child's choice." Visit www.qualitychildcarecanada.ca/nationalchildday for ideas and activities to celebrate the day.

MAY 2011

26-28

St. John, New Brunswick

National CCCF Conference with the Early Childhood Care & Education, New Brunswick

The conference theme is "Valuing Children: a Canadian Conversation". Please join us at this wonderful event and visit www.eccenb-sepenb.com for more information on conference workshops and highlights!

RESOURCES

Shortlists for the 2010 CLA Book Awards Announced

To find a good read for a younger person, check out the shortlist of candidates for the annual Book of the Year for Children 3 Award of The Canadian Association of Children's Librarians available on the Canadian Libraries Association website www.cla.ca.

2010 CLA Book of the Year Award for Children (alphabetical order by author)

- *Faery Rebels: Spell Hunter, Book 1* by R. J. Anderson (HarperCollins)
- *Walking Backward* by Catherine Austen (Orca Book Publishers)
- *Watching Jimmy* by Nancy Hartry (Tundra Books)
- *Zoobreak* by Gordon Korman (Scholastic)
- *Dragon Seer* by Janet McNaughton (HarperCollins)
- *Blue Mountain Trouble* by Martin Mordecai (Scholastic)
- *Vanishing Girl* by Shane Peacock (Tundra Books)
- *The Hunchback Assignments* by Arthur Slade (HarperCollins)
- *Puppet* by Eva Weisman (Tundra Books)
- *Rex Zero, The Great Pretender* by Tim Wynne-Jones (Groundwood Books)

Full-day early learning kindergarten program for four- and five-year-olds: A reference guide for educators

Companion document to Ontario's draft curriculum, this reference guide is designed to facilitate discussions among principals, teachers and ECEs on the implementation of the full-day early learning program. What are the necessary conditions for successful implementation of the core and extended-day programs for four- and five-year-olds?

How can we build effective partnerships that bring out the best in us as principals, teachers and early childhood educators, and in parents and community partners, for the benefit of students? Visit the Ontario Ministry of Education website at www.edu.gov.on.ca to get the guide.

Tool to Promote the Health of Pre-school Age Children (available in French only)

Réseau franco-santé du Sud de l'Ontario has developed a tool will help the Francophone community to build its capacity to promote the health of children. It is designed to promote healthy eating and healthy physical activity in children and their parents. www.franco-santesud.ca and look for *Trousse: Promotion de la santé de la petite enfance*

"Reztoze Pride" Hip Hop Album Of Songs About Diabetes

The music CD is an education tool for service providers to help them spread the message about preventing and lessening the negative effects of diabetes in Aboriginal people. <http://www.rezstorepride.com/>

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