



CORE TRAINING	ZOOM 630PM-830PM
Communication	Oct 14
Planning	Nov 10
Business Practices	

Core training is delivered online through Zoom. Please feel free to register by emailing your Consultant.

Core is available for all educators.

Core trainings added are:

- Documentation
- Outdoor and risky play

## **REMINDER**

**Attendance sheets are due on**

**Friday, October 29, 2021.**

Please ensure all information is complete, accurate, and clear.

“ A LOT OF PEOPLE THINK THAT WE'RE JUST HERE TO play THEY FORGET THAT WE'RE ACTUALLY HERE TO teach ”

# **Southgate Medallion Tribute**

## Welcome to October newsletter for our Educators.

**October 2021—Volume 41, Issue 10**

## **Coordinator Corner**

As we go into Fall I hope that you are getting outside and enjoying the more comfortable weather with the children. Now is a wonderful time to get out and enjoy the wonderful colours and changes in nature. Even when we have those autumnal showers, it's a perfect time to take your children out for some puddle jumping and some muddy play. Remember, wearing the appropriate clothes for the weather makes being outside all the more fun... both for you and the children. Remind parents that now is the time to be putting together spares, sending rain boots, rain coats and other clothing that is suitable for some cooler days ahead.

### **IMPORTANT! - Changes to Day Home Protocols – Covid-19 – Masking and Isolation**

Mask wearing **is now required** in your day home “except in circumstances where wearing a mask impedes the staff member’s ability to provide care to a child”. This is now required “as a measure to maintain the safety of young children who are not yet eligible to receive the vaccine”.

Individuals are legally required to isolate for 10 days if the test positive for Covid-19, or have core symptoms not related to a pre-existing illness or health condition.

### **Funding**

It was recently announced by the government that Day Home Educators now qualify for PD Funding! This is great news and I am sure many of you are really happy about this. I have included the links to information on the funding guide.

If you find a course that you are interested in attending, please connect with your Consultant to begin the process of getting a funding form to you. *Please be aware that not all courses are approved.* The Agency is hoping to get a list or information on qualifying courses. If/when we get this list we will be sure to pass it on to you. Please see the links below for the downloadable guide and information on the funding program.

<https://open.alberta.ca/dataset/bd3052eb-659c-4779-adae-0c4e667bdcd0/resource/860be993-6a76-4f98-a100-aca86b5f2df5/download/cs-child-care-grant-funding-guide-2021-09.pdf>

[Alberta Child Care Grant Funding Program | Alberta.ca](#)  
[New Screening Questionnaire](#)

As you are aware a new screening questionnaire was recently released. Your Consultant forwarded this on to you and you should have passed this on to parents. Parents should be screening their children prior to drop-off at the day home. If a child has been a close contact with a Covid-19 case, they are required to isolate for 14 days.

I hope you have a wonderful October.

**Emma Dajavs**

**Coordinator**

## Welcome Nicole (Consultant )

My name is Nicole. I graduated from Bow Valley College in Early Learning and Childcare and have over 6 years of experience working with children as an Early Childhood Educator.

I'm excited to be a Day Home Consultant as I enjoy meeting people, sharing my experience with providers, building relationship with parents, so we can all work collaboratively to enhance children's development and to maintain Children's Services standards in our day homes.

## Recipe Corner

### Here's what you need!!!

- vanilla wafers
- Keebler mint grasshopper cookies
- coconut flakes
- green food coloring
- red easy squeeze frosting (or regular frosting colored red)
- yellow easy squeeze frosting ( or regular colored yellow!)

#### STEPS TO FOLLOW:

- ⇒ Put some coconut in a plastic bag and add a few drops of green food coloring. Shake well until the flakes are tinted green, adding more if necessary.
- ⇒ Squeeze a small amount of frosting on the flat side of one vanilla wafer to attach the grasshopper cookie. I've found that applying just a little bit of pressure while twisting them together works well to get them to stick without crumbling ( kind of like reversing the twisting apart of an Oreo! )
- ⇒ Put a smear of red frosting and yellow frosting near the outside edges of the grasshopper cookie. You don't need a lot in the center, but you want it to ooze out a bit on the outside to look like the ketchup and mustard .
- ⇒ Sprinkle a little bit of the tinted coconut on top of the icing for the lettuce, then attach the top vanilla wafer using the same slight pressure and twisting technique. If it looks like your hamburger needs more lettuce, you can "dip" the finished cookie into the coconut flakes so a little more sticks to the oozed out condiments

That's it! I've seen some more ambitious people brush a little corn syrup on the top bun and sprinkle on some sesame seeds, but I've found that they still look super cute without that extra work.

REFERENCES: [Come Together Kids: Hamburger Cookies](#)



## Welcome educators

Help us welcome new educators to our agency:

- Joung Han (summerside)
- Mahmuda Parvin (Allard)

# Interest Based Program Planning

## Why Educators Plan for Children's interest:

Standard 7 on the Child and Family Services checklist list the guidelines for programming. This includes programming for:

Indoor and outdoor experiences

Made available to families, Agency, and Licensing staff

Adapted to meet needs and abilities of children

Ensures children's developmental needs are met including emotional, physical, intellectual, and creative/ social

## Why we Plan for children interests

Children are engaged longer.

It spark the curiosity of children.

It encourages children as a mighty learner.

It builds confidence and Self Esteem.

Learning is more efficient.

It supports the child as an individual.

It builds a good relationship with the child.

## Things to keep in mind:

Highlight or check off completed experiences. See which experience went well and reflect on experiences which can be improved with adding materials, or changing locations times and changing group sizes.

Add daily to the programming form

Include Educator planned as well as children's spontaneous activities. Allow children to lead their play

Be open to being a Co Learner and Co Researcher with children. It is okay not to know all the answers and be beside children as they are exploring. Children will engage better when it interests them and see you excitement

Plan materials you will need and include children in the planning. (Ex if you are doing a cooking-based activity, plan ingredients with children, plan the day, implement, reflect)

Focus on what the children are doing with materials instead of the materials:

Ex "Kyle is playing with the car". VS. "Kyle is **lining up** the cars to go into a building he called a "washy"." (The observation is detailed and goes deep into the child's play).

The interest identified could be **positioning**.

Rotate materials to continue the interest but with different opportunities.

Give time for children to explore.

## References:

<http://www.flyingstart.uk.com/wp-content/uploads/2014/08/Schema.pdf>

[https://www.brucecounty.on.ca/sites/default/files/Loose%20Parts%20By%20Schema\\_0.pdf](https://www.brucecounty.on.ca/sites/default/files/Loose%20Parts%20By%20Schema_0.pdf)

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## The Planning Cycle



# Children's Dispositions to Learn

Dispositions to learn are understood as:

- coming from within each child and emerging over time.
- inclinations that educators and others can nurture, strengthen, or diminish through our everyday interactions with each child in the social context of learning and living.
- inclinations that each child draws upon in both new and familiar learning experiences.
- having culturally specific meanings and value revealed through family, social, and cultural practices and traditions



Dispositions to learn are nurtured and strengthened, or diminished, through daily interactions of care, play, and learning, as well as through the design of the play and learning environment (time, space, materials, and participation).

Educators make this learning potential visible when we recognize the dispositions to learn that young children already bring to every situation.

- I/we are playing and playful: I/we are inventing, creating, and imagining. I/we are creating and testing theories. I/we are telling and directing narratives and stories. I/we are exploring and representing our knowledge using multimodal literacies. I/we are taking risks in/for learning.
- I/we are seeking: I/we are questioning. I/we are exploring with all our senses. I/we are wondering and are curious. I/we are solving problems in our play and learning.
- I/we are participating: I/we are engaging with others. I/we are listening to and sharing ideas, thoughts, and feelings. I/we are negotiating, taking turns, and observing.
- I/we are persisting: I/we are persevering with challenges and/or difficulties. I/we are trying new strategies. I/we are asking for help. I/we are striving to reach our own goals.
- I/we are caring: I/we are helping. I/we are caring about our families, one another, and ourselves. I/we are caring for the world and living things.

What educators do matters! How do you model these dispositions to learn in your everyday practice for children to see? As well, when you notice, name, and nurture each child's dispositions to learn, you cultivate a community that values each child's identity as a mighty learner and citizen.

REFERENCES: [children in play loose parts - Bing images](#)

[Flight Framework Document F.pdf](#)

