

60th Annual Provincial Conference Workshop Schedule

Please note that the following schedule is subject to change

FRIDAY, MAY 28, 2010

Morning Sessions

10:00am – 12:00pm (2 hour)

IS IT TIME TO RE-CONCEPTUALISE APPROACHES TO PROFESSIONAL DEVELOPMENT?

Ryan Campbell, Karen Chandler

With the establishment of the College and the pending transition to full day learning for Kindergarten-aged children, our emerging Early Childhood profession has increased expectations and accountability for providing quality services for children and families. It is time to make leading and development of staff a priority. Currently, many practitioners approach professional development in an ad hoc manner. This session determines that administrators should be considering a more systematic approach for professional development, aligning it with program goals and meeting standards of practice.

USING THE EARLY LEARNING FRAMEWORK'S CONTINUUM OF DEVELOPMENT IN INFANT AND TODDLER CLASSROOMS

Lisa Bellardini

Participants will be introduced to the ELECT document and the six guiding principles, will gain an understanding of the continuum of development as a resource for observing child development, and will use observations of continuum development to plan play based experiences.

INVOLVING PARENTS & COMMUNITIES IN EARLY LEARNING PROGRAMS: THE BETTER BEGINNINGS, BETTER FUTURES PROJECT

Dr. Mark Pancer

Participants will learn parent involvement strategies, community involvement strategies, and gain more knowledge about context and Early Learning.

SUPPORTING CHILDREN AND FAMILIES DURING THE TRANSITION TO FULL DAY EARLY LEARNING: A COMMUNITY BASED MODEL

Karen Rallis, Valerie Sterling

Participants in the workshop will gain an understanding of how the Welcome to Kindergarten program can be used to complement and support Ontario's early learning initiatives.

TEACHING MATH SKILLS WITH FAVOURITE BOOKS

Jan Smith

Come and explore how to use picture books to enhance math learning. Review the 5 strands of math as outlined by the Ministry of Education and take home ideas to support each strand. This workshop will target JK-Grade 1 learning.

DIFFERENTIATED INSTRUCTION AND ITS CONNECTION TO THE ELECT DOCUMENT

Minodora Grigorescu

Participants in this workshop will receive an overview of the meaning, become aware of the implementation and the benefits for children/staff with connection to ELECT, and gain understanding in planning that supports full day learning and diverse learners.

SUPPORTING SOCIAL-EMOTIONAL DEVELOPMENT WITHIN THE EARLY LEARNING CURRICULUM

Angela Hayes, Cathy Teixeira

The participants in the workshop will gain a better understanding of the social-emotional milestones based on standardized assessment tools, information regarding introversion/extroversion as it applies to the students and educators, general strategies based on case studies and present literature regarding introversion and extroversion, through an interactive and informative presentation.

CREATING A NEW VISION FOR FULL DAY EARLY LEARNING

Dr. Pat Dickinson, Karyn Callaghan

The Full Day Early Learning Initiative has the potential to transform the lives of children and families in Ontario. Participants will have an opportunity to discuss the meaningful change in our view of children, teaching and learning that would be required for this to happen. Strategies for respectful collaboration that are essential to the change process will be investigated and modelled.

CHILD DEVELOPMENT AND EDUCATION THROUGH PLAY

Dr. Barbara Corbett

Participants at the workshop will further understand the significance of play for early learning and child development, that playing

children are creative, the importance of family and community involvement, and the importance of advocacy for children and of the foundation years.

STRUCTURING DAYCARE SETTINGS TO SUPPORT LEARNERS WITH AN AUTISM SPECTRUM DISORDER

Wendy Arscott

Children with Autism need to be taught to play whereas typical children play spontaneously. This difference impedes social relations and impacts every other aspect of quality of life. Participants at the workshop will be provided with assistance in helping children with Autism learn to play and to more effectively interact with peers, thus enhancing inclusion.

INTEGRATING “KIDS HAVE STRESS TOO” INTO THE ECE CURRICULUM: A PARTNERSHIP BETWEEN FANSHAWE COLLEGE AND THE PSYCHOLOGY FOUNDATION OF CANADA

Claire McDerment, Jan Blaxall

Participants will increase their knowledge of KHST and learn strategies to reduce stress.

Afternoon Sessions

3:15pm—4:15pm (1 hour)

STEP BY STEP: A FULL DAY OF LEARNING PILOT PROJECT IN LONDON, ONTARIO

Diane Gordon, Lori Wilson, Stephanie Howard, Erin Porter, Sue Bruyns, Steve Hemming

Participants will gain an understanding of the roles of each member of the Step by Step team and how they have come together to share their areas of expertise and backgrounds in a seamless “Full Day of Learning” pilot. The participants will experience how the pilot project began, how the first year rolled out, including the results, data collected, and second year success stories. The participants will learn how RECEs and Kindergarten teachers have meshed ELECT and the Kindergarten document in an emergent classroom.

CONFIDENTIALITY MATTERS: HOW TO MANAGE CONFIDENTIALITY IN A WORLD OF INSTANT MESSAGES?

Joy Lerman

Join us for this interactive workshop that will look at both sides of the technology issue. How does technology affect our business practices? How do we ensure that our organizations can market the best we have to offer and still maintain the desired level of confidentiality? What steps do we need to take to develop a realistic and workable confidentiality policy? This workshop will provide tips, tools, and sample policies to sharpen your organization's policies and procedures.

TRANSITION TO KINDERGARTEN – MEETING THE EXPECTATIONS

Christine Lynd

Participants will learn: how the School's Cool curriculum and pedagogical approaches make direct links with the ELECT framework, Implementing Early Learning in Ontario and the Kindergarten curriculum.

SUPPORTING PARENT-CHILD ATTACHMENT

Louise Choquette

Participants will develop an understanding of how to support parent-child attachment.

THE POWER OF CHILDREN'S DRAWINGS: MAKING MEANING OF CHILDREN'S EXPERIENCES WITH TEASING

Dr. Debra Harwood

Participants will be actively engaged in constructing an understanding of what constitutes teasing and how this form of behaviour can be differentiated from other behaviours such as bullying. Other goals of the workshop include: highlighting strategies to address teasing within early years' programs; methods of using children's drawings as a means of communicating and understanding their experiences with teasing.

THE COMMITMENT TO EARLY CHILDHOOD EDUCATION IN AUSTRALIA

Carol Burgess

The content will cover the current status of early childhood in Australia. It will examine the commitments the Australian Federal Government has made to early childhood education e.g. workforce commitments and the introduction of a National early childhood curriculum and the impact these will have on the early childhood profession. These commitments recognise both the importance of investment in the early years and the significance of high quality provision of early childhood services. One of the key determinants of quality in early childhood education relates to staff qualifications: the better qualified the staff, the higher quality of educational provision. The Government committed \$126.6 million dollars to workforce investment, part of which are plans to deliver workforce initiatives that will increase the numbers of early childhood professionals, provide workers with opportunities to upgrade their qualifications and create incentives for early childhood teachers to work in areas of disadvantage. A commitment to universal access to 15 hours-a-week, 40 weeks-a-year of affordable, quality early learning programs, delivered by a four-year university-trained teacher for all Australian children in the year before school will also be discussed.

USING THE EARLY DEVELOPMENT INSTRUMENT DATA TO INFORM EARLY LEARNING PRACTICES – EDI

Dr. Magdalena Janus, Ashley Gaskin

Participants will become familiarized with the EDI data and how that data can be useful in informing practice.

TEACHING PLAY TO CHILDREN WITH AUTISM

Wendy Arscott

Children with Autism need to be taught to play whereas typical children play spontaneously. This difference impedes social relations

and impacts every other aspect of quality of life. Participants at the workshop will be provided with assistance in helping children with Autism learn to play and to more effectively interact with peers, thus enhancing inclusion.

ADVOCACY, PROFESSIONAL OBLIGATIONS & THE NEW EARLY LEARNING PROGRAM

Tracy Saarikoski, Andrea Calver

Participants will understand the importance of advocacy in keeping everyone accountable, gain confidence in using advocacy tools, use tools to motivate others to mobilize and join professional organizations like the AECEO and OCBCC

SATURDAY, MAY 29, 2010

Morning Sessions

9:00am – 10:00am (1 hour)

A MENTORING APPROACH TO LEADERSHIP IN CHANGING TIMES

FULL DAY TRAINING SESSION – ECCDC

For information please see conference brochure

CHILDREN'S MENTAL HEALTH

Jackie Belisario

Participants will receive an overview of children's mental health in 0-6 population, as well as information on risk factors, resiliency, and prevention strategies for caregivers.

RAISING LittleCounters™

Dr. Donna Kotsopoulos, Evan Branidis, Dr. Joanne Lee

While most children enter schooling with some knowledge of rote counting, mathematical learning is typically viewed in Western cultures as beginning with formal schooling. As Dr. Charles Pascal points in his report on implementing early learning in Ontario, counting alone is insufficient preparation for engaging in mathematics. Indeed, studies show that very young children are capable of engaging in complex mathematical tasks – beyond rote counting. One challenge facing Early Childhood Educators is a lack of formal education about early mathematical cognition. While literacy is often emphasized in ECE degree programs, mathematics has been shown to take a lesser role. Yet, research suggests that a mathematical rich home, preschool, or kindergarten program has lasting impact on a child's mathematical ability – thus, an increased emphasis would be appropriate. The purpose of this workshop is to explore early mathematical cognition and to demonstrate, through facilitator-participant engagement in play-based learning activities from LittleCounters™ program, ways in which mathematical learning can be encouraged and supported. LittleCounters™ program is an early mathematics learning program developed jointly by Dr. Kotsopoulos and Dr. Joanne Lee, a developmental psychologist at Wilfrid Laurier University.

THE TRANSITION TO SCHOOL FOR CHILDREN WITH SPECIAL NEEDS

Debbie Hughes, Dr. Magdalena Janus

Participants will gain an understanding of the family perspective on the transition to school for children with special needs. Present literature and research on the transition issues will be discussed, and encouragement to ECE staff will be provided.

GENDER DIFFERENCES AND LITERACY: HELPING BOYS AND GIRLS LEARN BASED ON THEIR DIFFERENCES

Evette Sauriol

Participants will gain a better understanding of how boys and girls develop differently; examine gender appropriate practices and how we can create a better learning and literacy environment to support the needs of the child.

ADVOCACY: DO YOU BELONG?

Tracy Saarikoski, Andrea Calver

Who do you belong with? How to feel empowered and motivate others while finding that sense of belonging.

GROWING UP IN A NEW LAND

Louise Choquette

Participants will learn key points related to research, strategies and promising practices related to ECD and Diversity.

BECOMING AN ECE: WHAT IT MEANS AND WHY YOU NEED TO GET YOUR CERTIFICATION TODAY!

Trisha Gray

This workshop will speak to the everyday questions one may have about entering the world of Early Childhood Education and the importance placed on obtaining your ECE certification as well as the roles of an ECE and the factors affecting the profession.

Morning Sessions

10:15am – 12:15pm (2 hour)

ON TRACK IN DEVELOPMENT – ON TRACK IN SCHOOL

Ruth Doherty, Louise Choquette

The On Track guide is a new online resource to support healthy child development through early identification and referral. The use of the On Track guide will assist service providers to promote school readiness and identify early if children need added interventions. Participants will learn to support strength-based early learning and care settings to promote healthy child development and school readiness through universal support and early identification.

HELPING PARENTS UNDERSTAND THE IMPORTANCE OF PLAY

Debra Swan

Participants will be better able to make the connections for parents between early play experience and later academic success. Participants will be better able to answer parent's questions and address the concerns parents may have regarding curriculum.

SETTING THE STAGE FOR PROFESSIONAL PRACTICE

Joy Lerman, Terri Carr

Developing successful professional practices begins with critically assessing our attitudes, behaviours, personal standards, communications, interactions with others and the relationships we create. It is about understanding the importance of taking responsibility for our own professional reputation both as an individual and as a member of a team. Working with families, colleagues and other professionals means remembering that the "bar is set higher" and that our behaviour must be congruent with the way we wish to be perceived. Join us for an interactive workshop which will explore our own professional practices, and look at strategies to setting the stage in developing collaborative relationships with our clients and fellow staff and protect our professional reputations.

INTRODUCTION TO THE EARLY LEARNING FOR EVERY CHILD TODAY DOCUMENT

Richard Stronach

Participants of this workshop will receive an introduction to the contents of the ELECT document through an interactive game. Participants will also learn ways to implement the ELECT into child care programs.

TRAINING THE EYE: OBSERVING THE STORIES OF CHILDHOOD

Marc Battle

"The secret is not seeing new landscapes, but having new eyes." – Marcel Proust. It has been well noted that observation is the foundation of our work with children. Yet as Early Childhood Educators, finding rich video observations to enhance our understanding of children will be difficult. The ECE program at Red River College, armed with video equipment, has produced a series of vignettes that will foster understanding of children, their development, and our observation skills. Each observation is constructed as a small story that highlights one child's experiences over a period of time in an early childcare centre. In each of these stories, we will witness the germination of play idea and watch it unfold or see the drama that arises during conflict, or just remember what it means to be a child. This workshop will present a sample of the vignettes and include how these can be used by educators who work and live with children.

A DOORWAY TO A COLLABORATIVE APPROACH TO LEARNING

Kelly Massaro-Joblin, Wanda Collins

Participants of the workshop will see an Early Learning Kindergarten program begin the process of making connections with a school's Kindergarten programs to benefit the children, family, and staff. Participants will become aware of the possibilities to join a Reggio inspired Kindergarten program following the Ontario Kindergarten curriculum with little or no funding. The workshop will encourage understanding of how two professions can collaborate and provide skills that will make a quality Early Learning program for 4 and 5 year olds.

RELATIONSHIP BASED CARE IN INFANT/TODDLER PROGRAMS

Shannon Sveda

Through this workshop, participants will learn how to structure their infant and toddler settings to optimize relationship development. This will be dealt with in terms of both the child/caregiver relationship as well as the caregiver/parent relationship. Participants will examine this as it relates attachment theory. Janet Gonzalez-Mena's principles of respectful Infant/Toddler care will also be examined. Participants will learn strategies that can be used to apply these relationship building principles in practice, specifically through the transition into child care and through daily routines. There will be opportunities for participants to brainstorm and discuss both in small groups as well as in the larger group setting.

BUILDING A COMMUNITY THROUGH A SOLUTION-FOCUSED APPROACH

Christine Lynd

Participants will take part in discussions and activities that will assist them in creating a more active, positive centre where even the shyest child or most reluctant parent feels safe to participate. They will participate in solution-focused thinking and methods, as taught in School's Cool training, which will build a productive community. Activities will include how to: set goals for the program, achieve open communication between parents and colleagues, identify strengths and address challenges, create a supportive team, and celebrate successes.

YOUNG AUTHORS

Shelley Stock, Jan Gaudet

Participants will gain a deeper understanding of children's storytelling and emergent writing.

ADAPT A TOY SO EVERYONE BELONGS!

Susan Musgrave, Nadia Zazzarino

Participants will be introduced to a method created by the Bloorview team that can be applied when any activity or toy needs to be adapted. Examples of adapted classroom materials will be included in the presentation. Participants will have a chance to practice the method in small groups.

SATURDAY, MAY 29, 2010

Afternoon Session

1:45pm – 3:45 pm (2 hour)

FOOD GLOURIOUS FOOD

Heather Potoma, Lisa Paladino

Participants will learn about how proper nutrition in early learning programs is important to the healthy development and well-being of all children. Participants will learn to use local resources to explore organics, childhood obesity, whole grains, vegetarian menus, and using the seasonal harvest to plan menus.

SENSORY ENRICHED EARLY LEARNING EXPERIENCES

Stacey Adams, Sandy Matos

Participants will explore how to create literacy rich environments for children. A focus of the presentation will include adapting and creating materials for children experiencing vision loss (small degree of visual difficulties to no light perception). Participants will participate in an introduction to Braille and simulation activities.

QUALITY OUTDOOR ENVIRONMENTS – (POEMS) PRESCHOOL OUTDOOR ENVIRONMENT MEASUREMENT SCALE

Sheri Spriggs

The outdoors is an extension of the classroom, where children should have the opportunities to learn about natural environments, themselves and each other. Discover how the Preschool Outdoor Environment Measurement Scale (POEMS) can assist in creative outdoor planning, modeling curiosity and responding to children's innate sense of wonder. This workshop will affirm current research regarding the importance of outdoor play and using the outdoor environment as an extension of the classroom. An overview of the structure and administration of the POEMS scale will be shared. Participants will have the opportunity to work in small groups to create Outdoor Program Improvement Plan worksheets. They will leave with concrete ideas on how to use the assessment tool in their centres and motivate their colleagues to enhance outdoor play spaces.

APPLYING THE EARLY LEARNING FOR EVERY CHILD TODAY

Richard Stronach

Participants will identify ways to apply the ELECT document, specifically the Continuum of Development in documentation and program planning.

AN ACCIDENTAL REVOLUTION: MEN IN CHILDCARE

Marc Battle

"There is no such thing as accident; it is fate misnamed." – Napoleon Bonaparte. Although historically, men have been actively involved in the child care movement, today they only make up to 3% of the child care workforce. Why are our children in day care getting less male involvement in their lives? Is it as simple as to blame low wages for this problem, thus painting men as only interested in their bottom line. Or are there other factors at play? This workshop will look at what draws men into the field and the workplace issues that drive them out. It will look at what men bring to the profession and how if we ever hope to be recognized then that massive gender gap will have to be closed.

MEANINGFUL MISTAKES

Janis Webster

Participants will become more familiar with topics of leadership vs. management, navigating change, evaluating process, and maintaining service delivery.

MAKING LEARNING VISIBLE

Karyn Callaghan

Participants will further engage in reflective practice, meaningful collaboration, co-learning with children, gain more respect for children, become aware of pedagogical documentation and pedagogy of relationships.

OCCUPATIONAL STANDARDS FOR CHILD CARE ADMINISTRATORS

Maureen F. Hall

Participants will learn about the process implemented to develop the Occupational Standards for Child Care Administrators across Canada. The standards will be reviewed and discussed.

“THE HAMILTON STORY” – BUILDING A COMMUNITY CULTURE FOR MENTORING TO SUPPORT A HIGH QUALITY CHILD CARE SYSTEM

Lois Saunders, Liz Soyka

Participants will become more aware of strategies to promote quality, principles of mentoring, community collaboration, engagement strategies and professional education.