

CAYC Manitoba Newsletter



Volume 1, Issue 1

June, 2009

*Canadian Association for Young Children
L'Association Canadienne pour les Jeunes Enfants*

CAYC Ballroom Dance at Government House Nov 2008

**A Report by: Judy Fazio
Turtle Island Tots and Families**

Today was Turtle Island Tots & Families first outing. We were invited to celebrate National Children's day at Government House by the Canadian Association for Young Children. They were holding a ballroom dance in cooperation with the Lieutenant Governor of Manitoba the Honourable John Harvard P.C., O.M. and his wife Lenore Berscheid.

Our children and parents were smiling with the biggest smiles I've yet to see. All were singing and dancing and clapping in a room filled with what seemed like a thousand red and white beach balls and helium floating balloons. CAYC takes ballroom dancing literally! Some children squealed with delight as they ran through the masses of rolling balls. Some jumped up and down with excitement while throwing them, while others rolled around on the carpet with them. "Smile" is the word for today!"

We felt proud to have the father in our group drum and sing a song to honour the children and give thanks for our invitation. Everyone loved the music and when Sierra Noble started to play her fiddle there wasn't a still person in the room! I've never seen anyone dance a jig before and the music sounded so upbeat and happy!

After dancing we had story time beside a fire place in an antique filled room. That was followed by some more music and movement.

Soon we were back on the big greyhound type bus that drove us there with a new book for our library, a Sierra Noble CD, a hockey bag of balls, a huge bouquet of helium balloons, snacks and a group of over stimulated and tired children! It was a wonderful day and our gym now has 6 helium balloons stuck on the ceiling! It's hard to capture all the joy I saw but this will give you a sense of it.



Dancing up a jig at the Ballroom Dance



Sierra Noble getting ready to fiddle .

More Ballroom Dance pictures inside.



Children from Turtle Island at the Ballroom Dance with Director Gerrie Prymak

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CAYC MB Donations for 2008 - 2009

Grants to support community programming and/or events were given to support the following:

| | |
|--|--------|
| Earl Grey Ride and Play Children's Program | \$ 200 |
| Art Gallery Program for Saturday Art Classes | \$ 700 |
| Sunshine Camp Fund | \$ 300 |
| Summer Learning Enrichment Program (CSI) | \$ 500 |
| Winnipeg International Children's Festival | \$ 500 |
| Coffey Fund (Early Childhood Development) | \$ 500 |

Professional Development Awards for 2008 - 2009

During the 2008 - 2009 year Professional Development Grants were given to the following CAYC members:

Catherine Kyrkewich-Cross for attendance at the Reggio Inspired Care and Education (RICE) Conference, May 6-9, 2009 in Winnipeg.

Jessica Dilts, Joey Robertson, Catherine Paul-Sawatzky, Leanne Yeo, all of West St. Paul School, for attendance at the Reggio Conference at Bishop Strachan School in Toronto, February 2009.

Please see page 3 for information on how CAYC members may apply for grants to support their professional development during the 2009 - 2010 year.

CAYC believes it is important to support community groups as they provide opportunities for children.



Children from Turtle Island



Children from Polson School listening to Sierra Noble.



Page 2 A new spin on the ballroom dance



Children from Mulvey School having a ball!

Applications for 2009 - 2010 Professional Development



CAYC Manitoba strongly believes in professional development opportunities for its members, and therefore budgets \$2000 each year to support such endeavours.



Application guidelines

1. Applicant must be a current CAYC member
2. Applicant may receive a professional development grant once per school year
3. Application must be made prior to attending the professional development event. A letter of request must include:
 - a description of the professional development information (workshop, course, book club, etc).
 - a statement of anticipated expenses
 - a rationale for attendance or participation
 - the contact information of applicant including, address, phone and email
 - a statement explaining how the event will benefit CAYC, or early childhood in the province

CAYC executive will review requests as they are received and will, within a reasonable time, inform the applicant of the decision made by the committee. In approving any request, CAYC reserves the right to grant a partial amount of the request.

The recipient of the grant is required to provide receipts for the amount granted and to submit a written report and/or journal article following the professional development event. Alternatively, the recipient could offer to make a verbal report at a monthly CAYC meeting, or hold a workshop to share what has been learned.

Applications should be emailed to Gerrie Prymak, CAYC MB Director at gprymak@mts.net.

For more information call Gerrie at 668 1515 or email her.

“Education in India

...or how I used my PD grant” by Heather Graham

Last summer, as part of my post baccalaureate program through the University of Manitoba, and with partial financial support from the CAYC Mb professional development grant, I was lucky enough to travel with a group of teachers to India. The first week and half was divided among Delhi, Agra and Jaipur. From there we were off to Darjeeling in the Himalayan Mountains and our final week was spent in Kolkata, an area that is famous for Mother Teresa’s contributions. At every location we were able to observe and participate in countless incredible programs available to children and families in need. A few of the most remarkable programs that we were able to be part of included:

- **Hayden Hall:** They strive to improve quality of life by enabling women to be involved in their own self-development through skills training and non-formal education. They address families’ needs by offering health, housing, food, education and micro crediting programs.
- **Loreto Day School’s Rainbow Children:** The school is home to more than 200 young girls who live on the roof of the school. They provide shelter, food and education to females who would otherwise be without.
- **The Village Outreach Program:** each week the sixth grade girls from Loreto Day School fill a bus and head out to rural villages to support and teach classrooms of underprivileged children.

Our time in the schools and the community really helped provide a refreshing reminder to us all. It is our responsibility as teachers to ensure that our students are given the opportunity to reach out and connect with the larger community because education is larger than the walls of our classroom. It is a lifelong journey intended to enrich individuals and the community in which they live.

Heather Graham received a professional development grant in the 2007 - 2008 school year.



4 CAYC MB Bursaries Awarded in 2008-2009

In 2008 CAYC MB established a bursary for those studying in the field of early childhood education. This bursary is open to students entering their final year of studies in Early Years Education or Early Childhood Education at a post-secondary institution in Manitoba. The bursary is intended to support a student with professional development activities (workshops, conferences, purchase of books, materials, etc.) which will help to make her or him a stronger, more knowledgeable and confident early years teacher.

The bursary consists of five hundred dollars (\$ 500) and one year's membership to the Canadian Association for Young Children. Up to four awards are given each year.

2008-2009 Bursary Recipients:

| | |
|-------------------------|---|
| Michael Engstrom | Education, University of Winnipeg |
| Maja Aziraj | Early Childhood Education Red River College |
| Renee Jackson | Education University of Winnipeg |
| Jon Bitton | Developmental Studies University of Winnipeg |

Early Childhood Educators - Professionals or Not? Some Thoughts by 2008 Bursary Award Recipient - Maja Aziraj

Whether Early Childhood Educators are professionals or not has been the subject of many debates over the past years. There are many ways Early Childhood Educators can advocate for professionalism in our field, starting with our own philosophies.

A philosophy includes general beliefs and values about a particular topic (ECECC Red River College, 2008, p.10). A child care centre philosophy would include statements on what they believed to be important for young children. A personal philosophy represents what one believes and tells others what they can expect.

Professional behaviours can be represented in a personal philosophy and should be included to represent our commitment to the field of Early Childhood Education and our road to becoming a profession. Communication, commitment, and professional development are all examples of personal values and beliefs that can be incorporated into a philosophy that displays professionalism.

This can also serve as a framework for our behaviours, which will then

represent our goals and objectives. For example, if we include communication in our philosophy, our goal may be daily communication with parents. This behaviour needs to be displayed daily and consistently in order for it to be considered professional. Ethical practice and having a code of ethics is important to help govern moral behaviour and ethical decisions., and can be used as a guide for Early Childhood Educators in making day-to-day decisions (Gestwicki & Bertrand, 2008, p.215). As educators, will be faced with situations where there does not seem to be a right or wrong answer and we will need to maintain professionalism in our behaviour.

In 2004, The Canadian Child Care Federation adopted a code of ethics as part of its occupational standards for child care practitioners (Gestwicki & Bertrand, 2008, p.220). This code of ethics can help set a standard for the field of Early Childhood Education, and when our philosophies represent our ethical practice; our field operates with a common goal, which can display professionalism to society.

As Early Childhood Educators, we need to show congruency between our behaviours and our philosophies. Through our daily actions, we are representing the field of Early Childhood Education and by including professional behaviours into our philosophies, we are advocating for professionalism in our field. All Early Childhood Educators are advocates for young children and we all have our own values that shape the way we interact with children and their families. We need to remember that in Canada there are many different cultures that carry with them a long history of values and beliefs. Early Childhood Educators need to refer to the code of ethics when faced with making ethical or moral decisions.

References

- Gestwicki, C., & Bertrand, J. (2008). *Essentials of early childhood education*. (3rd ed.). Toronto, ON: Thomson Nelson
- Early childhood education curriculum committee. (2008). *5G33 Explore a variety of approaches to program planning*. Winnipeg, MB: Red River College

The Sage on the Stage...OR... Setting the Stage?

Thoughts About Teaching by 2008 Bursary Award Winner - Mike Engstrom

If you were to ask any seasoned educator about this expression, they would probably recall a very traditional view of education. The sage was essentially a wise individual who was able to pour his or her wisdom into the minds of a future generation of students. More recently, this expression has undergone criticism as classroom educators are no longer expected to stand up on stage and deliver intricately planned lessons.

A more child-centered view of education has been entering classrooms. This child-centered philosophy recognizes children as individuals who enter classrooms with more knowledge and skills than educators used to believe. Today, this vision has opened the eyes of many educators who now provide their children many opportunities to self-inquire and self-construct much of their own learning experiences. As innovative as this educational vision sounds, children still need a role model to set the stage for learning to happen.

Throughout this article there is an underlying message that encourages teachers to maintain their on-stage, performance abilities. Teachers are performers and with each performance they have an incredible opportunity to not only motivate but promote rich learning experiences for their children. This ability to perform will, in turn, allow students to develop a passion for learning.

Growing up in a family of educators, I remember going to visit my parents' classrooms throughout the years. I remember feeling confused after watching and listening to how my parents interacted with their students. It was as if my own parents had completely changed their personalities once they entered their classroom. It almost seemed as though my parents were performing for some show. The reality was they were, in fact, performers who could motivate and encourage students to enjoy learning.

Today, as a graduating teacher specializing in early years education, I now look back on this childhood memory through a different set of eyes.

As most early years educators know, when you walk into a classroom full of young learners you are not just their teacher. In most cases you will also be their; nurse, dentist, counsellor, expert scientist, world traveler, renowned storyteller, and, of course, a performer. From my experiences teaching in early years classrooms, I have seen students thrive on a teacher's ability to perform. Over the past few years, I have been actively interested in this area of teacher performance as a form of classroom management but more importantly, as a strategy to effectively engage and encourage students to enjoy their classroom learning experiences.

Students from very young ages are being exposed to television shows, video games, and other types of media that are causing them to enter a school setting expecting to experience similar over-stimulating activities. As this issue becomes a reality for more and more children entering the school system, teachers need to be aware of possible strategies they can use to effectively engage this evolving generation of students.

“you are responsible for setting the stage for learning. “

As an early years educator, I believe that performance skills in the classroom must be dynamic and, whenever possible, novel. This is not to say that you are in charge of performing a Broadway musical within your day to day classroom lessons but rather you are finding strategies to use in the classroom that will hook students.

In some cases, this might be as simple as adjusting the type of ques-

tions you ask children. A common strategy I have seen work very well is using a “Tickle trunk” story time, where the teacher is able to go through a trunk of dress-up clothes in order to find props or costumes to help students better engage with the story.

Another performance strategy I have observed and used when working with young learners is to provide students with authentic opportunities to be surprised. I have seen kindergarten teachers use puppets when introducing the letters of the alphabet. For each letter of the alphabet there would be a new character puppet to introduce the letter. As the teacher on stage, you could change your voice or have students take on the role of each new puppet. The engaging surprise came from students not knowing what the next puppet character was going to be or how it was going to be introduced. Every new character that was dramatically introduced to students was an opportunity for the teacher to set the stage for student learning to happen.

When using performance in the classroom, the teacher is not pouring knowledge into students' heads but is motivating students to ask questions and learn. With any performance-based teaching strategy, teachers need to encourage their students to use their imaginations. When young students are able to use this creative skill, learning becomes much more of an enjoyable experience.

In my opinion, early years educators are in charge of engaging their students in the learning process. Now this does not mean you have to be the “sage on the stage”, but it does mean you are responsible for setting the stage for learning. As a performer, you can effectively do this.

Arts Junktion Manitoba

ArtsJunktion mb is a non-profit community-based organization committed to redistributing recyclable materials for those who work with art and children. ArtsJunktion mb collects manufacturers' off-cuts and "waste" that would otherwise be headed for the landfill, sorts these materials, and makes them available to all Manitobans.

They have over 400 eager community members who access recycled materials for use in art projects and have been saving literally truckloads of useable materials from the landfill every month. ArtsJunktion mb also provides educational opportunities in using recycled materials in art production for teachers, child care workers, and artists.

Since their inaugural meeting in 2006 they have been receiving

overwhelming support in the form of volunteers, material donations, and donations in-kind. They are run entirely by a group of committed volunteers and rely on the generosity of donors.

"Recycling treasures for all who work with art and children."

ArtsJunktion mb has a temporary depot located in Seven Oaks Middle School (800 Salter Avenue), and is open the second Tuesday and fourth Thursday of each month during the school year.

They are actively seeking a larger and more permanent space. The dream of ArtsJunktion mb is to be housed in a 2000-4000 square foot, centrally located, building, with floor to ceiling shelves holding a variety of high quality, recycled and free art materials for our

users. They hope to hire an employee—perhaps an artist—who could work for ArtsJunktion mb in return for studio space. They also plan to house a workshop space for groups and a gallery to display locally-produced art made from recycled materials.



You can contact ArtsJunktion mb at artsjunktion.mb@hotmail.com

CAYC Manitoba has provided financial support to Arts Junktion mb in 2008-2009 and will continue to do so in the upcoming year.

Reggio Inspired Care and Education Conference (RICE)

On May 6 - 9 1200 early year educators from across Canada and the northern United States, attended the Reggio Inspired Care and Education Conference (RICE) at the University of Manitoba, West Kildonan Collegiate, and Red River College. 40 % of the registrants were Early Childhood Educators, 50 % were teachers and 10 % were college and university professors, students and members of the arts community.

The Reggio Emilia approach comes from the Italian city of the same name. Since its development by the parents and community with educator Loris Malaguzzi in the 1940's, the Reggio ideas have spread into a worldwide network of preschools and kindergartens and is moving into elementary classrooms.

The "Reggio approach" has inspired educators around the world to re-think how children learn, how schools function, how the environment impacts on the dynamics of school culture and learning, and has become one of the most exciting developments in early years education in our age.

RICE provided a variety of experiences for educators of young children and opportunities to explore practices inspired by the principles of Reggio Emilia, develop strategies to improve and enhance learning encounters, create opportunities and conditions that engage children, make connections within the broader community and build awareness of the essential role of the arts in learning and living.

The connections that were made

during this conference promise to create more exciting learning opportunities for those involved in the care and education of young children.

Keynote Speaker
Lella Gandini speaking at the final session on Saturday.



CAYC Manitoba provided financial support to the RICE Conference and participated on several of its organizational committees.

CAYC Manitoba Director Elections

CAYC Manitoba requires a director for a two year term beginning in the fall of 2009. The CAYC Provincial Director works with a steering committee of CAYC members to lead the activities of the organization in the province. The Director also participates in twice a year meetings of the National Board either at in person meetings or by conference calls.

An eligible candidate is a CAYC member who has been a member for two or more years and is a Canadian citizen or has landed immigrant status. Nomination papers must be signed by two CAYC members who have been members for at least one year.

Manitoba's current director, Gerrie Prymak, has served as Director for six years (the term limit). She is a woman of vision and dreams who has encouraged CAYC to try new things as it carries out its mission to be a voice for young children and their families. She has stretched us, encouraged us and helped us achieve sometimes surprising things.

She is passionate about education and about helping young children and those who work with young children. We look forward to continuing to work with Gerrie as a member of the Steering Committee.



CAYC Manitoba Director Gerrie Prymak

CAYC MB Director Nomination Form

**NOMINATION FORM FOR THE POSITION OF
C.A.Y.C. PROVINCIAL DIRECTOR for Manitoba
2009 to 20011**

1. (Name of nominator) _____ and
2. (Name of nominator) _____ nominate
(Name of Nominee) _____ for the
position of CAYC Manitoba Director for a two-year term from fall 2009 to fall 2011.

Please note that you must obtain the consent of the nominee in order to nominate her or him. The nominee will be asked to submit a current resume.

Two (2) nominators are required for each candidate. Each nominator must be either

(a) A Canadian Association for Young Children regular or life member in good standing, and have been a regular or life member for at least (1) year prior to nomination. OR

(b) An official group-representative, who may nominate a candidate on behalf of a group which has held a group membership for at least one (1) year prior to nomination.

Nominations must be received by September 15, 2009. Send nomination forms to:

Elections Officer: Marg Smith

Phone/Fax: 254 4509

1051 Porcher Road,

St. Andrews, MB, R1A 3N4

CAYC Manitoba

For more information about CAYC please go to the website www.cayc.ca.



Email submissions to this newsletter to Gayle Robertson at grobertson@gmail.com. The CAYC Steering Committee has the right to decide what shall be published here.

“Do nothing without joy.”
Loris Malaguzzi

Membership Information

CAYC exists to provide a Canadian voice on critical issues related to the quality of life of all young children and their families.

The aims of the CAYC are:

1. To influence the direction and quality of policies and programs that affect the development and well-being of young children in Canada.
2. To provide a forum for the members of Canada's early childhood community to support one another in providing developmentally appropriate programs for young children.
3. To promote and provide opportunities for professional development for those charged with the care and education of young children.
4. To promote opportunities for effective liaison and collaboration with all those responsible for young children.
5. To recognize outstanding contributions to the well-being of young children.

Membership Fees:

Regular - \$55 Full Time Student/Senior - \$30 Association/Institution - \$120
2 Year Regular - \$ 100 International - \$135.

Name: _____; Email: _____

Address: _____

Phone: _____

Send cheques to: CAYC, 539 Clearview Rd., RR#4, Stirling, ON, K0K3E0

See www.cayc.ca for further information re payment with credit cards.

Mark Your Calendars for the 2009 - 2010 year!

CAYC Manitoba generally has one or two major pd events during each school year.

This past year there were three series of visits to schools using the inquiry approach. Classroom teachers hosted visitors in their classrooms and explained how their programs function. Schools involved were: Ecole Constable Finney, Lord Wolseley School, St. John's Ravenscourt School and Wolseley School.

The feedback from these visits and presentations by the classroom teachers was very positive. We thank all those who participated and shared their journeys.

Art Infuses Inquiry Workshops

**Saturday, October 17 &
Saturday, October 31**

9:00 - 12:00

Children's Museum



Watch for more information in September.

Inquiring into Issues of Social Justice

Keynote Presentation by

Heather-jane

Robertson

“A Canadian inquiring mind”

April 16, 2010

Breakout sessions include:

- Inquiry and Social Action
- Thinking Globally Acting Locally
- Developing Socially Responsible Citizens, and more.

More information in September.