

Sunshine Coast Child Care and Community Connections



Fall 2018 Newsletter



Children at Little Scholars Child Care celebrating after completing their Helping Hands poster!

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Facebook page

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Sunshine Coast
Community Services
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Happy Fall!

As we transition from the warm, sunny days of summer into the cooler days of fall, CCRR has been busy planning our fall schedule. If you haven't already registered for "Exploration and Discovery Conference", there are still spaces available. We are excited about our line-up of speakers including keynote Emily Gawlick of ECEBC who will address the Province's child care plan and what it means for child care providers.

We are also offering three more Infant Mental Health webinars. Join us for an informative presentation plus a light dinner. Please see inside the newsletter for further details.

Work is ongoing on the Sunshine Coast's very own Children's Charter of Rights. The charter will be based on local children's own voices including children in schools, drop-in programs and child care centres. Please note that CCRR is available to assist child care centres in this project. Training for child care providers is scheduled for Saturday, September 15th at Gibsons CCRR. Please see inside for more information.

Thank-you to everyone who participated in the CCRR's annual client satisfaction survey. Your input is invaluable as we review our procedures and plan our future offerings.

We hope you all have the opportunity to enjoy the fall colours and breathe in some fresh, non-smoky air. Please note that CCRR offices will be closed Monday, October 8th for Thanksgiving and Monday, November 12th for Remembrance Day.

Catherine, Tracy and Katie

In the
news_{oc}

Early childhood educators (ECEs) who provide vital services to B.C. children will be better supported by a new recruitment and retention strategy as part of the **Province's Child Care BC plan**.

The B.C. government is investing \$136 million to support quality child care, and its new Early Care and Learning Recruitment and Retention Strategy will help support ECEs by providing wage enhancements, on-the-job training opportunities and other measures designed to support professionals at the centre of B.C.'s child care system.

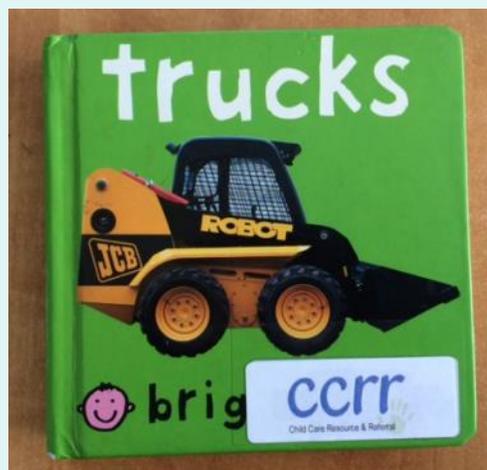
[READ MORE](#)

New to the Lending Library



The CCRR would like so say **thank you** to the folks at the Sechelt Library who donated a bunch of toys and resources to our library!

Pictured here is the Road Mat with Vehicles, plus one example of many new board books.





Setting up a Process-Oriented Classroom

Learning from the Journey in a "Yes-Environment"

By Teresa Gonsoski

When was the last time you took the time to enjoy a drive, not worrying about exactly when you would arrive at the destination? Focusing on the journey instead of the finish line allows you to enjoy the scenery, make stops when you feel like it, and take inspiring detours. Ultimately, you will reach your final destination feeling less stressed and more fulfilled.

Focusing on the process allows children to get the most out of their "journey".

As an early childhood teacher, it is your task to ensure that the children in your classroom have the opportunity to get the most out of their "journey", without pressuring them to achieve particular end results. Focusing on the process instead of the product can give them this experience.

Providing ample time for unstructured and open-ended activities allows children to explore and develop at their own pace. As a result, they build confidence in their abilities, become comfortable with making mistakes and trying things multiple times, and feel accomplished in the work that they've done. When the adults don't demand a particular end result, and when the child doesn't hear "no" as he is working on his process, the child is allowed to be successful in his decision-making. (Read more about setting up a "yes-environment" here.)

It is important to provide open-ended materials without an adult always dictating how the materials should be used. Art media, such as paint, crayons, and clay, are some examples. Loose parts, such as egg cartons, craft sticks, ribbon, and spools, are others. Sensory activities, such as playdough, cornstarch and water, or sand, can be used with cups, funnels, spoons, and other tools for scooping, pouring, poking, and decorating. Blocks of all different shapes and materials are wonderfully open-ended and allow for opportunities to build fine motor, cognitive, and social-emotional skills.

Providing plenty of unstructured time and open-ended materials allows children to develop at their own pace.

At their own pace

When a child is rushed through an activity, perhaps to make room for the next child or to get to the next thing that happens in the classroom, it sets her up for failure. If she doesn't feel like she has enough time with the materials she will never learn to fully explore them and use them to their full creative potential. She will then lose out on an opportunity to learn both more about the materials and about herself. If the activity leaves her feeling discouraged, she may begin to feel that her painting, her structure, or her design isn't as "good" as everyone else's.



Allowing a child the freedom to choose how they use different materials is also important. When setting up a painting activity, remember that some children may not be comfortable with the medium. One child may only want to paint a single line on the paper. Questioning, "Is that all?" or, "Don't you want to do more?" calls into doubt the child's ability to decide when he is finished and may lead him to believe that he isn't capable of making these kinds of choices. Another child may want to cover her paper with several colors and need a refill in the paint cup. Telling her she's used enough paint or that it's time to let another child have a turn interrupts the child's creative process and may stifle the joy she experiences in painting freely.

This isn't to say that a child should be able to use materials at the exclusion of other children who might want an opportunity. Be sure to have plenty of materials available so that other children who might want to explore can also

use them. A teacher can create a “yes” environment by having an abundance of paint, paper, and brushes for all children who are interested in participating in the activity.

This is important outside of the art area as well. Giving a child enough unstructured time to use any play material is vital. So is letting the child make choices in how he is using the materials. For example, children are not normally permitted to build structures on the shelving unit that houses the blocks, and one day, a child decides that’s what he’s going to do. The teacher could say, “Why don’t you build on the floor?” But rather than immediately saying, “No, don’t do that,” the teacher could first observe, in order to discover the child’s thought process behind why he’s building on the furniture. Whatever his reason, letting the child expand his concept of where he can build will also grow his creativity and curiosity in how he chooses to construct with the blocks.

Allowing for mess

Messy play is something that not all teachers are comfortable with. We may not feel that it’s useful or necessary to provide these kinds of experiences. We may worry about how much we’ll have to clean up afterward. Despite these misgivings, we need to remember that messes are part of a child’s process, and rather than saying “no,” we should find ways to allow children to make messes, giving them the opportunities to fully explore the various properties of the materials and how they are used.



Allowing for messes means letting go of our own desire to keep everything in the classroom absolutely tidy. A child might be using a marker on a piece of paper attached to a clipboard, then decides to lift the paper to draw on the clipboard. The initial response might be, “Don’t draw on the clipboard,” or, “Paper is for drawing.” The teacher might worry what will happen to the clipboard, that it won’t look “nice” anymore. But when we focus on the process, of learning about how the marker works and where it can make marks, there is less of a need to stop him. The clipboard doesn’t need to look a certain way to be useful.

The teacher’s role is to set up the environment so that the children can learn and experiment freely, even if the play gets messy. This might mean having towels, a bucket of soapy water, and changes of clothing handy. Children will then understand that their explorations are supported by their teachers and go about their play with confidence. The environment needs to be set up so the children can explore messy materials with confidence.

Allowing for mistakes

Children learn much from their mistakes. They need to be given ample chances to make them. Through trial and error, a child can figure out what works and what doesn’t. The disappointment that she may experience won’t become a setback as she comes to understand that it’s only a matter of trying again later or in a different way. Making mistakes helps her to learn to come up with alternate solutions, to develop patience and focus as she attempts to solve the problem, and to reach out to peers or teachers for help if she needs it.

Open-ended activities are key in giving children opportunities for mistake-making. Teachers can support the explorations of children through supporting the choices children make in their play. If an adult tells a child that the materials are meant to be used differently, rather than the way the child has chosen, he does not get the chance to take a risk, experiment, and learn from his ideas. Becoming comfortable with making mistakes means a child becomes more confident in his skills and feels accomplished in what he can do. That is what the process is all about. Through trial-and-error, a child will figure out on their own what does or doesn’t work.

About the Author



Teresa Gonsoski has been teaching in the field of early childhood education for thirteen years and has worked with all age groups, from infants to preschoolers. She has a Master of Arts in Human Development from Pacific Oaks College. Teresa currently teaches in the two-year-old program at the Children’s Center of the Stanford Community, a parent cooperative. She also organizes weekend campouts for families with preschool-age children and volunteers as a leader for backpacking trips. Community Playthings, 2017. <https://www.communityplaythings.com/> Reprinted with permission.



Price Increase for Rental Items on October 1

Due increases in replacement and cleaning costs of our children's rental items, as of October 1 our prices for will increase as follows:

5 pt. harness car seats, infant car seats, high chairs, strollers	\$ 8/week for members \$ 15/week for non-members
Booster car seats	\$ 5/week for members \$ 10/week for non-members

Parenting Classes for the Fall

Thanks to the Sunshine Coast Parent Education Committee, the Sunshine Coast has more new parenting classes taking place this Fall than we have ever had before!

Offerings include:

- Circle of Security
- Happily Ever After Parenting
- Feeding with Love and Good Tastes
- Infant Massage
- Parenting Teens
- Positive Discipline

[Here's a link to the Sunshine Coast Early Years website with all the details.](#)

Children's Activities— Painted Branch Art

Children working together to paint large branches or pieces of driftwood allows them to share ideas, to cooperate and develop important social skills such listening, sharing and turn-taking. The branches can later be used to beautify your room.

To extend the activity: After the paint dries, add collage material and glue.

Branch and twig art resources:

Painted branches: <https://www.artbarblog.com/painted-branch-collaborative-art/>

Chalk painted branches: <http://www.mericherry.com/2015/08/02/chalk-nature-painting/>

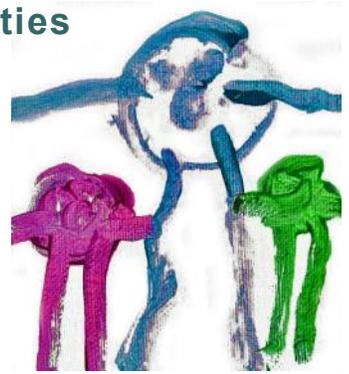
Hanging branches and fairy trees: <https://fairydustteaching.com/category/art/art-projects/>

For school age children: Maple seed dragonflies http://churchstreetdesigns.com/maple-seed-dragonflies/#_a5y_p=5489771





Upcoming Workshops and Training Opportunities



EXPLORATION and DISCOVERY 2018 The Sunshine Coast's own Child Care and Early Learning Conference

Date: October 20, 2018 Chatelech Secondary, Sechelt
Time: 9:00 am 3:30 pm Cost: \$50.00

Featuring Keynote Speaker Emily Gawlick, Executive Director of ECEBC
“The BC Child Care Plan: What does it mean for the Early Childhood Sector?”

Download the full brochure and registration form [HERE!](#)

Register Now! Open to Everyone! Call 604-885-5657 or visit www.coastccrr.ca for more information. 5 hour Pro-D certificates will be issued.

Equitas Training for Children's Charter of Rights

Equitas is an organization that specializes in human rights education. Trainers are coming to the Coast to guide us with our Sunshine Coast Children's Charter. All child care providers are invited to attend.

Date: Saturday, September 15, 2018 11:00 am – 2:00 pm

Gibsons CCRR: St. Bart's Church, 659 North Road

Fee: Free! Early morning refreshments will be served. 3 hour pro-d certificates will be issued.

Training provided in partnership with the Sunshine Coast Early Years Council.

Infant Mental Health Community Training Institute - A Series of Dine and Learn Webinars

A unique web-based lecture series with renowned world experts focusing on promoting early mental health and well-being during the first 1000 days of life.

Suitable for: child care providers and other early childhood professionals, and parents.

2- hour pro-d certificates will be issued., Fee: Free! A light supper will be served.

Executive Functions in the Early Years

Adele Diamond, BA, PhD, FRSC

Monday, September 24, 2018 6:00 – 8:00 pm, Gibsons CCRR: St. Bart's Church, 659 North Road

Cultural Safety/Sensitivity

Debra Stein MD, FRCPC and Priyadarshani Raju, MD, FRCPC

Monday, October 29, 2018 2018 6:00 – 8:00 pm, Gibsons CCRR, St. Bart's Church, 659 North Road

Attachment as the Foundation for Regulation, Resilience and Healthy Development

Mary Rella, B.A., Dip. C.S.

Thursday, November 22, 2018 6:00 – 8:00 pm, Sechelt CCRR, 5520 Trail Avenue

OFF-COAST TRAINING

North Shore Early Childhood Conference: To Learn to Wonder

Saturday, September 29, Capilano University, North Vancouver [Details](#)

Exploring Mental Health: Well-being for Infants, Parents and Support Workers

October 4 – 6, 2018, Westin Vancouver Airport Hotel, Richmond, BC [Details](#)

Vancouver Reggio Consortium Society presents Pedagogical Collaborations: Encounters with a Pedagogista

October 19 – 20, 2018, Coast Coal Harbour Hotel, Vancouver [Details](#)

BCACCS Annual Conference: Our Time, Our Stories, Our Children

November 1—3, Richmond Sheraton Airport. [Details](#)



Child Care Administration Corner

Start-Up Grants For the Creation of Licensed Family and In-Home Multi-Age Child Care

As of June 20, 2018, one-time Start-Up Grants will be available to help eligible unlicensed child care providers – whether Registered Licence-Not-Required (RLNR) or Licence-Not-Required (LNR) – to become licensed child care facilities under the Community Care and Assisted Living Act. Start-up grants will be subject to availability of dollars within the budget, set at \$750,000 per year over the next three years.

By becoming licensed, parents are provided with an added degree of security in the quality and safety of their child care, and providers are eligible for [Child Care Operating Funding \(CCOF\)](#) and the new [Child Care Fee Reduction Initiative](#), as well as higher funding rates under both the existing [Child Care Subsidy Program](#) and the new Affordable Child Care Benefit Program, which will be introduced in September 2018.

You can apply if you fall into any of the following categories:

- Proponents who wish to begin operating a Licensed Family Child Care or In-Home Multi-Age Child Care facility
- Existing Registered Licence-Not-Required (RLNR) or Licence-Not-Required (LNR) Child Care Operators
- Early Childhood Educators (ECEs) who are in good standing with the [Early Childhood Educator Registry](#) (if you hold a valid ECE certificate)
- RLNR child care providers in good standing with their local Child Care Resource and Referral (CCRR) office (if applicable).

For more information and application instructions, [CLICK HERE](#).

NOW HIRING Child Care Job Postings

Sechelt Community Schools is looking to fill two positions:

1. Child Care Support Worker

The Support Worker works in small ratios with children requiring extra support and guidance in order to take part in KIDZ CLUB afterschool care programs.

Casual and part time, Monday to Friday 2:30-5:30pm dependent on child's schedule

Qualifications

- Previous experience working with special needs and school age children
- Some formal training relating to children with special needs

2. KIDZ CLUB After School Care Worker

The KIDZ CLUB Worker initiates activities, helps prepare snack, and supervises children in Kindergarten to Grade 5, in accordance with Ministry Childcare Regulations..

Casual and part time, Monday to Friday 2:30 pm - 5:30pm

Qualifications

- previous experience working with school aged children
- 20 hours of completed courses relating to child development, guidance, health and safety, or nutrition.

For a full job description including remuneration, contact Ted Chisholm at secheltcommunityschools@gmail.com or call 604 989-5365.



Community Clothes Swap

The Community Clothing Swap is hosted by the Bellies & Babies and Parent Tot programs of Community Services. Admission is free! Donations are welcome.

Time: Saturday, September 29, 2017 10:00am—1:00pm

Place: Seaside Centre, Sechelt

Adults' clothing as well as children's. Any clothing being brought to the swap must be laundered and sorted into sizes.

Client Survey Results

Back in June, the CCRR sent out our annual client satisfaction survey. THANK YOU so much to those who took the survey. The vast majority of you responded with incredible enthusiasm for our program, which is always nice to hear! Based on the survey results from our child care providers and general membership, here are some action items our program has taken on:

- Information and support with new Provincial Government initiatives in child care (Affordable Child Care Benefit, Child Care Maintenance Fund, and so on.)
- Commitment to workshops and training for both child care providers and parents.



SURVEY DRAW WINNERS

Congratulations our lucky survey draw winners: child care provider **Rachel Watson** and general member **Denise Lagasse**.

Sunshine Coast Community Services—Get to know our programs!

This issue: COMMUNITY SERVICES VOLUNTEER PROGRAM

Volunteers are the heart of our organization! Volunteers are community members who help others to thrive and reach their potential, while discovering the rewards of giving back. Volunteers give from their hearts, share their skills, teach, work as a team and allow SCCSS programs to increase capacity and enhance participants' lives. By simply donating time and participating, volunteers make it possible for people in our community to access our support systems. Volunteers are offered placements where they feel useful and have a meaningful experience.

What is the purpose of the Volunteer Program?

- To engage, support, inform and connect through volunteer activity
- To promote social change in our community by engaging citizens
- To integrate participants and volunteers as equal members of our programs and community at large
- To offer a safe venue for skill-building and mentorship
- To create space for programs to grow and increase reach
- To provide a sense of purpose, belonging and FUN in a meaningful way, through service



The Volunteer Program at SCCSS provides an initial orientation, a step-by-step registration process, personal and face-to-face interaction as well as space and time to ask questions. Together, we explore your assets, what you would like to share with our community and create a plan to introduce you to a program that suits you.

How to get involved in the Volunteer Program at SCCSS:

Contact: Andrea Hobbs, Coordinator – Volunteer Program Sunshine Coast Community Services Society, ahobbs@sccss.ca | www.sccss.ca, 604.885.5881 ext 243

Outreach and Support

Katie has been busy with outreach and support. Here are some photos and examples of activities from visits. If you would like to arrange a visit to your program please contact Katie at kborowski@sccss.ca.



Serendipity Daycare Colour Scavenger Hunt, activity inspired by Hopewood-Stephens, I. (2015) Outdoor Play for 1-3 Year Olds.



Gnome Village – Outdoor Painting



Little Flower Child Care - invitations to play



Gibsons YMCA - From a pile of sticks we talked about possibilities, made bird's nests and more. Here's a pretend camp fire where we practiced campfire safety!



At Noah's Ark Family Child Care we spent time exploring chalk, and what happens when sprayed with vinegar.