

EARLY YEARS NEWSLETTER



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For many families all around BC, finding adequate child care is a challenge. We here at the CCRR are aware of these challenges and are working hard to address this issue. There is no simple solution and being a small community we need to be creative as our resources are limited. We do have some great centres and drop-in programs that already exist, and we thank all our ECEs and Early Childhood staff for their continued hard work.

There have been small steps made towards improving wages for ECEs and we hope that is one positive step in the right direction. If you know anybody who is interested in completing their ECE, but not quite sure where to begin, please have them contact us - we are more than happy to help recommend programs and assist with applications.

Take note of our new office hours. Although reduced, we would like to assure you that we are very flexible with appointment times, so call or email to be sure we will be in the office.

- Winnie Tsai, Family & Resource Consultant

NEW Office Hours
Thursday - 9:30am - 5:30pm
OR by appointment

204 Oceanview Drive
Daaing Gids, BC

Follow us on Facebook!

Haida Gwaii Child Care Resource
and Referral



CCRR Lending Library

The Haida Gwaii Child Care Resource
and Referral Program is Funded by the
Province of British Columbia

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Child Care Resource & Referral

 ISLANDS
WELLNESS
SOCIETY

Supporting Good Eating Habits in Childcare Settings

Lise Luppens, MA, RD, Population Health Dietitian, Northern Health



There are many resources to assist childcare providers in creating nutritious menus for their programs. In the cases where kids bring food from home, we might be able to gently encourage nutritious options by sharing meal and snack ideas with families (see below for some resources). However, it is important to always be respectful of the foods that families provide.

Another thing to keep in mind is that healthy food environments are about more than just food choices - food is only one piece of the puzzle. Even in situations where the food is not provided by your facility, care providers can still:

- Show respect for all foods
- Set regular meal and snack times
- Turn off any screens, put away books, games and devices, and minimize other distractions
- Gather everyone together and eat at a table or on a "picnic blanket"
- Eat together with the kids
- Keep meal and snack times pleasant
- Role model eating skills and good table manners
- Help kids listen to their hunger and fullness cues (e.g.

"Do you want more", "Are you all done?")

- Show a positive attitude about food and eating
- Follow a Division of Responsibility in Feeding:
 - * Adults decide what to serve, and when and where to eat
 - * Kids decide how much to eat from the food that is provided, or whether to eat at all at a specific meal or snack

What is one small step you would like to take to help build a healthy food environment in your program?

Resources:

[Nutrition for Toddlers and Preschoolers](#) (Northern Health Webpage)

[Meal and Snack Ideas for your 1-3 Year Old](#) (HealthLink BC)

[Peanut and Nut Aware Lunches and Snacks](#) (Northern Health)

[SnackMaster](#) (Northern Health)

[Re-Fresh Your Drink](#) (Northern Health)

Guides for Enterprise Talk

Tom Drummond | <https://tomdrummond.com/app/uploads/2016/01/Enterprise.pdf>

A Handrail to Authenticity

Below is a brief summary of the guides for Enterprise Talk. A full article linked on the left explains the background for these reminders. I promise that if you do this work, your life changes forever, and if you are raising your own children talking this way, they will naturally talk this way to their children. They won't have to rely on power and authority, because their first thought will occur in a space of connection with others, so the benefits pass down through generations. The goal is to simply communicate authentically as one person relating to another person on equal

terms and act with integrity as a person who acts in accord with evolving beliefs. Who could ask for more?

So, I invite you to consider stopping what seems natural and reconsidering what you are doing. You wouldn't have hit this page if you were not looking for something different. So here is Enterprise Talk as a consideration.

These three caveats are the foundation of Enterprise Talk. I invite you to glance through them.

THREE PROHIBITIONS

No directions — No questions — No praise

To be replaced with these new practices, which do take a bit of time to invent on-the-spot. Habits like these cue one to pause before speaking.

SIX GUIDES

DESCRIPTIONS

Conveying in language what the child can perceive presently—what the child is now seeing, hearing, feeling, touching, and smelling. This is about input to the child — what the child takes in.

NARRATIONS

Putting the child's actions in words as the child is doing it—like a sports announcer delivering play-by-play coverage of events as they



occur. This is about the child's output — what the child does.

SUBJECTIVE TALK

Talking about your own actions and thoughts that relate to the child's current situation. Most self-talk statements begin with "I..."

NON-VERBAL RECOGNITION

Communicating that you notice valued behaviour by facial expressions and body language; reacting especially when children take positive initiative, when they act courteously and cooperatively with each other, and when they persevere at difficulties.

INTRINSICALLY-PHRASED RECOGNITION

Highlighting naturally occurring feelings of self-worth and self-satisfaction that accompany competent and socially constructive behaviour. One way to do this is to employ these four

concept clusters in a comment that highlights the internal states of consciousness that may be present.

Enjoyment "It's fun to do, isn't it?"

pleasure ~ delight ~ happiness ~ thrill ~ joy ~ amusement ~ gratification ~ good feelings ~ savour that feeling ~ pride ~ satisfaction

Competence "You did it!"

success ~ mastery ~ have the know-how ~ expertise ~ accomplishment ~ achievement ~ attainment ~ have the skill ~ a talent ~ knack

Cleverness "That's tricky."

a new idea ~ unique ~ brainy ~ smart ~ intelligent ~ bright ~ witty ~ sharp ~ ingenious ~ quick ~ original

Growth and Change "You're sure getting bigger!"

readiness for new challenges ~ being older ~ in a new place ~ more grown-up ~

more independent ~ more self-confident

DESCRIPTIVE CUE SEQUENCE

Signal: Giving a cue "It's time to ____", or ring a bell, or flash lights. Waiting 10 to 15 seconds, recognizing desirable actions by describing, narrating or employing non-verbal recognition. If not working, proceeding on to:

Description: Describing what needs doing or where things are or go. In most cases this works, if given time and continuing recognition of what you value. "Four are in the box." If not, proceeding on to:

Modelling: You do the actions you desire while describing your own thoughts and decisions aloud. This step is most used when the desired action is unfamiliar.

Direction: If, after a time, a child fails to voluntarily join the efforts, issuing a clear direction.

Draw a Line: Specify what must be complete before continuing.

I post this to offer an opportunity. A challenge. A reconsideration deposited at your doorstep.



See the link above for Tom Drummond's multi-page full explanation.

Final Call for Proposals!

Early Learning and Development Grants

Success By 6® envisions a community where all children are healthy, safe and secure, socially engaged and responsible, and successful learners. We are now accepting proposals from non-profits and government programs for Success By 6's FINAL round of grants! Don't miss out!

Funding Streams available:

Indigenous Early Childhood Development
Including cultural resource development, skills training and community building.

Strategic Implementation
Supporting the development of healthy minds through education, programming, and resource referral.

Make Children First
Fostering community development and increasing capacity.

Success By 6
Helping all children succeed for life.



United Way Success By 6® Partner

Apply Now!

For an application, more info, or assistance with your application please contact:

Haley Ball | sb6haidagwaii@gmail.com | 647 554 0327
Application Deadline: Friday, October 12, 2018



Linking the Forest to Self-Regulation

Gail Molenaar, RECE (Shankar Method of Self-Regulation), Forest School Practitioner | <http://childnature.ca/linking-the-forest-to-self-regulation/>



As the school year ends and another torch is passed, I can't help but think about all the lessons the forest has taught us. Looking at Forest and Nature School through a self-regulation lens can be unique and innovative. We look at stress through a 5-step model called the Shankur Method, and put on our self-regulation goggles.

- Reframe the behaviour.

- Recognize the stressors.
- Reduce the stress.
- Reflect.
- Respond. (The Mehrit Centre- www.self-reg.com)

Through this new lens we see what may be the stressors and try to help find ways to deal with them. I am finding that stressors for the students in the

indoor class become virtually non-existent in the forest.

What exactly do we see inside the Kindergarten room that could be considered stressors?

Noise - This could be anything, from the HVAC to the P.A system, transition time bells, children playing loudly, music, blocks banging against the

hard floor, or the teachers singing a clean up song.

Lighting– The harsh fluorescent lights actually flicker and make a humming sound, and can be excessively bright.

Temperature– Sometimes the lack of air movement with the sun beating on the windows creates a rather high temperature. Along with 27 children, it can get hot.

Crowded– With 27 small bodies vying for 2 teachers attention, it can get overwhelming for both teacher and student. We all require some personal space, which can be difficult to procure in a classroom.

Smell– Bodily functions and small children are a given. There is no escape when encapsulated in a Kindergarten room!

Transitions and Dictated schedules– Being swept up in play and then forced to clean up to attend to other classes can be disruptive and not very child honouring.

Bright Colours and Visual Overload– In an effort to make classrooms appealing, they are often decorated with brightly coloured bulletin boards and table tops, painted in primary colours, and items stored in bright coloured plastic totes. Our eyes are never sure where to glance and become overwhelmed.

Overall we are creating a sensory storm that may be

causing our students more harm than benefit. We can consider calming colours, opening windows, turning off overhead lights and using soft glow bulbs in table lamps. Provide headphones, fidget toys, smell jars, yoga cards and a quiet space to calm.

[But what about going out into the forest?](#)

The forest offers hidey holes for quiet reflection. Mother Nature has created the perfect light bulb amongst the trees and she always wears the perfect scent. Sometimes it gets quite hot outside but it's always significantly cooler under the tree canopy. We are never crowded as we frolic on hills and fallen trees. We climb those same trees and make new discoveries about the flora and fauna and ourselves. Our ears hear so many sounds that soothe us and sometimes rock us to sleep. We see such a variety of green and brown that never overwhelms us but instead offers a familiar colour scheme that makes us feel calm and alert. The forest is the best gym class that was never taught.

Self-Regulation is a paradigm revolution. I see it everywhere I turn and with every move that is made. As educators we tend to be driven by management: management of behaviour and management of time. Every minute of every hour must be filled with something new, exciting, educational and

thought provoking. After all without this what would we need teachers for?

We must begin by looking much more closely at what we want to accomplish, where we see the future of education and what our students are missing in their lives. Granted some are missing much more than others, but I believe every public school child would benefit from more time outside in nature. Some are getting more than others, but I feel that collectively, as educators, we are neglecting the lessons that nature can provide and the deep learning that cannot be duplicated inside a classroom. As a Forest and Nature School practitioner, I have noticed that in general children who are not self-regulating in an indoor classroom miraculously can bring themselves to calm, happy and alert within a short amount of time in the forest.

There is no better time than now to be on the lookout for the stressors affecting you and the children in your care, and to go deep into the forest to experience some of the best self-regulating calm.

When you take the time to balance your own well-being, it pays forward to the students under your watch. As Dr. Stuart Shanker might say, "Stay Calm and Self-Reg on." And I add to the sentiment by taking it into the forest!

Learning Opportunities and Events



Workshops on Early Learning

Ongoing
www.workshopsonearlylearning.com

These workshops allow ECEs in BC hours towards their professional development to renew their License to Practice. All workshops are \$15 each and certificates will be granted upon completion. All certificates are numbered and unique to their owners.

BC Ministry of Education

Ongoing
<http://ocr.openschool.bc.ca/course>

This website offers two online courses: Early Learning Framework and Connecting with Families. The courses are module-based with each module duration about 45 minutes. These workshops allow ECEs in BC hours towards their professional development to renew their License to Practice.



Early Childhood Investigations Webinars

Ongoing
www.earlychildhoodwebinars.com

Early Childhood Investigations is a ongoing series of conference-quality free webinars for early childhood educators. These engaging webinars are presented by many of the thought-leaders and experts in the field of early care and education. The webinars explore critical topics that offer new ideas and insights to early childhood professionals, especially administrators.

Post-Partum Doula Training Course

October 18th - 21st | 8am - 3pm (Thurs) and 9am - 5pm (Fri - Sun)
 Skidegate Youth Centre
 Sponsored Spots FULL | \$550/4 days

The CCRR is excited to bring Post-Partum Doula Trainer AJ Hadfield to Haida Gwaii for a 4-day training session funded by Success by 6. This an opportunity to begin a career as a Post-Partum Doula or to gain more knowledge to support pregnant families in your life. All 12 sponsored spots have been filled at this time, but we can take on more students that pay their own way. For more information, please contact Winnie Tsai, Family & Resource Consultant (ccrrfamilyresource@islandswellnesssociety.com) | (250.559.4711)

Living and Learning School Annual Haunted House

October 26th | At dark
 Living and Learning School

Come on out to the annual Haunted House and games at the Living and Learning School.

Christmas Craft Fair

November 25th | 10am - 4pm
 Queen Charlotte Community Hall

An annual holiday favourite - The Christmas Craft Fair. A wonderful place to do your holiday shopping, and the Child Centre usually has a fun activity for the little ones upstairs.



Early Learning Forum 2019

February 1st | 9:30am - 2:45pm
 Sk'aadga Naay Elementary School

The Early Learning Forum is an annual learning and professional development event for parents and people working with young children and their families on Haida Gwaii. Stay tuned for more details about workshops, speakers and presenters.