

## Robson Valley Binder

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**COMMUNITIES OF LEADERSHIP INNOVATION – 2011 CALL FOR PROPOSALS**

*Robson Valley Support Society – Key Proposal Contact Person – Beth Frederick*

*Please briefly describe your project. How will it build ECE leadership capacity? How will it help increase public understanding of ECEs work? What community groups will you work with or reach out to? What outcome or change do you hope to achieve?*

**Our Project is to support and build the leadership capacity of ECEs in our rural region, by developing and delivering advocacy related presentations to the community and promoting the ECE field to Grade 11 and 12 students. This would include an interactive children's fair for families, daycares, and early childhood environments, promoting the importance of play, how play is essential to development and how it contributes to the cognitive, social and emotional well being of children and the importance of Early Childhood Education field.**

**Our goal is to increase awareness of the Early Childhood field and how it has a positive impact on children and build capacity in the field.**

*Please share your Project Leadership Team's motivation for being involved in this leadership program. How have you been involved in developing this proposal? Why do you want to develop your leadership capacity? How will you play a leadership role in implementing this proposal?*

**We want to develop leadership capacity in the ECE field locally because quality in early childhood environments is critical to the well being of children. Through the development and recognition of Early Childhood Education and the impact of early learning on a child's ability grow and learn across their life span, improves our communities and society.**

**Through learning, engagement, networking, mentoring and collaboration, leadership skills of every Early Childhood Educator is enhanced and strengthened. By involving students in Early Childhood Education we are building leadership capacity, having a huge impact on the ECE field in the long term. Quality Early Childhood Education, ensures that the domains of development can be built upon, creating success for each child.**

**In rural communities like McBride and Valemount, ECEs are hard to come by. ECE training is only attainable through colleges in bigger centres, or by distance education, (see geographical description in Community of Leadership Innovation) and students tend**

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to go away to school and then relocate in that area. We want to increase the ECE capacity by educating potential students and local families how important Early Childhood Education is in rural communities as well, keeping ECEs here in small towns, and how having trained professionals in early childhood environments is critical. It is also important to educate families about how important play is to a child, and how it impacts their development.

As an ECE from a bigger centre, in Ontario, and then coming here to BC in a small rural area, I know first hand how hard it is to train and then retain educators in small rural areas. It is important to me, that society takes seriously early childhood education and really understands the value and profession of Early Childhood Education.

As an advocate for Early Childhood Education, and a Supported Child Development Consultant, I will take on the leadership role in implementing this proposal along with my colleagues. We not only will take leadership but will mentor leadership to our newer ECEs, and our ECE assistants, in involving them in this project.

*Please name and briefly describe the community you will involve in this project.*

We will be delivering this project in the Robson Valley, including the communities of Valemount and McBride, and the surrounding area.

#### **ABOUT THE VALLEY:**

The extends 216 kilometers from one boundary to another. The region covers an area of 14979.94 square kilometers; within this region are the communities of McBride and Valemount, as well as several, small rural communities. According to the last census, the region's population is approximately 3600.

The region's population is geographically isolated. The nearest larger centers are and , 340 or 214 kilometers away respectively. Should a resident of the require assistance not found locally, they must travel to one of these communities. This travel is required for medical and outpatient appointments, and to access supportive services, such as child resource centers, and agencies only found in urban centers.

The reality is that the valley's health and human services are rudimentary. The availability of X-ray service is limited, microbiology is sent out for processing, and various medical and alternative therapies do not exist at the local level. On-call doctor coverage is shared between the two communities, causing gaps in service in each community on a rotational basis.

Other existing supports, such as counselling and crisis intervention, are also shared between the communities, causing a delay in response time when the need is at the other end of the valley. Additionally, as the communities are small, there is no option of private clinics, resource centers, or multiple service providers to turn to for assistance. What cannot be provided locally within the constraints of our agency, a small, rural hospital, and an emergency treatment clinic is sought out in or .

The residents of the face additional challenges. The verities of geographic isolation are compounded by a heavy reliance on resource-based industry and the staggering truth that a third of the valley's population have not completed high school. Furthermore, the average household income is well below that of the province, a fact that is also reflected in the higher number of homes

supported by government initiatives. 1

**About The Agency:**

Robson Valley Support Society is a non-profit organization that was incorporated under the Societies Act in 1980, and granted charitable status in 2003. The agency provides a variety of human and health services to residents from Penny to Albrede, with the majority being in the two communities of McBride and Valemount. Services are provided to the elderly, disabled, children, and individuals or families in crisis. In total, the agency offers twelve programs and coordinates two services.

As a contract-funded organization, the agency receives program funding from:

- the Ministry of Public Safety & Solicitor General;
- the Ministry of Human Resources;
- the Ministry of Children and Family Development;
- BC Housing;
- the Ministry of Housing and Social Development; and
- Canadian Women's Foundation.

Along with being governed by a volunteer Board of Directors, the agency adheres to regulations laid out by the Community Social Services Employers' Association (CSSEA) and is bound by two collective agreements: United Food and Commercial Workers (UFCW) and Health Sciences Association (HSA). Since its inception, the agency has provided a variety of health and human services to the residents of the . These services have ranged from the traditional – home support – to the more contemporary – shelter for battered women.

The agency's name has become synonymous with help, support and assistance. When in crisis, people invariably turn to the agency for assistance. Within the offices, clients find compassion and empathy, knowledgeable and skilled staff, and a link to other services or programs that they may need to access.

The agency's association with other community service providers is strong. The advantages of a rapport built over a long period of time are passed along to the clients served.

The multi-faceted nature of the agency allows the provision of a broad range of services, which often fills the gaps in service that would exist if the programs were delivered through separate organizations. This diversity also broadens the benefits to the community, which include:

- supporting the safety of the elderly and disabled by providing basic home maintenance;
- identifying and building upon strengths within clients and families;
- assisting families in building a stable foundation for their home environment;
- maintaining a safe and supportive environment within a client's home;
- fostering improved coping skills;
- working with identified families to prevent apprehension of children at risk;
- encouraging growth in physical, intellectual, and social skills;
- providing assessment and recommendation of treatment;
- promoting a violence-free lifestyle within a supportive community network;
- teaching job readiness skills and fostering employability;
- promoting inclusion of children with additional needs in group, social, or day care settings;
- debriefing groups that have been impacted by tragedy;
- engaging youth to develop healthy relationships and empathy;
- supporting and empowering families and clients; and
- acting as a liaison or referral source to other local, regional, or provincial health and human services.

The agency holds as its mission statement the following:

"Robson Valley Support Society is a charitable organization dedicated to strengthening individuals, families, and communities by providing programs and services, and developing partnerships within a rural environment."

**There is one daycare in each community and several early childhood environments, such as Mother Goose, Play and Learn, and Ready Set Learn.**

# ECEBC Leadership Initiative

Community Project Work Plan #1 – June – November, 2011



ECEBC | early childhood  
educators of BC

Sponsoring Society's Name Robson Valley Support Society

Community Name McBride/Valmont - Robson Valley

Name of Project Promoting the ECE field

Key Contact (From Sponsoring Society)

Name \_\_\_\_\_

Position Manager

E-mail \_\_\_\_\_

Phone \_\_\_\_\_

Mailing address McBride, BC

City McBride Postal Code \_\_\_\_\_

Name of Lead ECE's

1. Beth Frederick 2. Ashley Desormeau 3. Elizabeth deVries

Project Description (1 paragraph that updates or refines the short project description you initially submitted)

A project to build leadership capacity of ECEs by increasing students and community about the ECE field, going into the schools, educating about Early Childhood development and having an interactive children's fair to promote the importance of play

Three domains of change this project seeks to make are:

1. ECE's wire the brain for learning
2. ECE is a professional field
3. Children learn through play

# ECEBC Leadership Initiative

## Community Project Work Plan #1 – June – November, 2011



**ECEBC** | early childhood  
educators of BC

The 3 or 4 key activities we will focus on from June to November 2011 are

KEY ACTIVITIES	WHO	WHEN	DOMAIN OF CHANGE ACTIVITY ADDRESSES	HOPED FOR LEADERSHIP CAPACITY DEVELOPED
1. Submit Work Plan #1 and Project Budget	Community ECE Team and Rep from Sponsoring Society (budget)	June 30, 2011	Leadership Capacity	Project Development and Management Skills
2. Prepare display for November Showcase	Community Team	Materials ready for Nov. Leadership Institute	Raising Profile of ECE work Leadership Capacity	Public education material development Public presentation skills

# ECEBC Leadership Initiative



## Community Project Work Plan #1 – June – November, 2011

**ECEBC** | early childhood  
educators of BC

KEY ACTIVITIES	WHO	WHEN	DOMAIN OF CHANGE ACTIVITY ADDRESSES	HOPED FOR LEADERSHIP CAPACITY DEVELOPED
3. Ground work with schools	Principals Career advisors	September	importance of work in ECE field	Raising profile of ECE field
4. Public presentation skills	Community Team		presentation of knowledge + awareness	Public presentation skills
5. Activity of pictures - developing powerpoint	Community Team			
6. Brochures		Materials ready for Nov		knowledge + awareness



**ECEBC Leadership Initiative  
Community Project Report #1  
April – November 2011**



**ECEBC** | early childhood  
education of BC

Sponsoring Society's Name Falcon Valley Support Society

Community Name McBride

Name of Project Promoting the ECE field

**Key Contact (From Sponsoring Society)**

Name \_\_\_\_\_

Position Manager

E-mail \_\_\_\_\_

Phone \_\_\_\_\_

Mailing address \_\_\_\_\_

City McBride

Postal Code \_\_\_\_\_

**Names of participating ECE's**

1. Ashley Desormeau 2. Elizabeth deVries 3. Beth Friederick

**Project Description (repeat or update the short description you are using to describe your project)**

**A project to build leadership capacity of ECEs by**

- talking to 11/12 students about the ECE field
- the importance of play through an interactive children's fair

**Key domains of change your project focuses on**

- educate students
- educate families
- educate communities

# ECEBC Leadership Initiative

## Community Project Report #1

### April – November 2011



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education of BC

#### Key project activities Update

List and comment on 3 key project activities & events from April – November 2011. Include key activities from Work Plan #1 and any new ones. In the last column, comment on the leadership capacities you used and developed through this activity.

Key Activity/Event	Completed (or if not, why not)	Leadership Capacities Developed
going into high schools to educate students of the ECE career	job action power pt presentation student volunteer program	Student volunteer program developed through word of mouth Flexibility, change direction Communication skills increased time management
Interactive children's Fair	June 2012 -small community -piggy back w different event to make most impact	creativity, open to other ideas leadership, creating other partnerships that support us.

# ECEBC Leadership Initiative

## Community Project Report #1

April – November 2011



ECEBC | early childhood  
educators of BC

### Most Significant Change Story

From amongst the changes you are experiencing through the leadership project, share your most significant change story...

- questioning my own leadership <sup>skills</sup> in June through first leadership institute
- struggling in daycare w/ staff
- not meeting children's needs
- warm bodies
- coming home, new take, new perspective
- went into action
- enrollment decreased talked to staff re issues
  - union issues
- August - got so bad - sending staff home
- laid off employee
- stepped up myself - sometimes working 60hrs a week
- September until now - gone from a day with 4 preschoolers → 16.
- children are getting the program they need
- behaviours have decreased by 80%.
- Communities / families are really now understanding why its important to have trained, education, quality ECEs and why it plays a huge role in children + their development.

PS I just  
7/2/15

# ECEBC Leadership Initiative



**ECEBC** | early childhood educators of BC

## Community Project Work Plan #2 – Dec 2011 – May 2012

Sponsoring Society's Name Robson Valley Support Society

Community Name McBede

Name of Project Permitting the ECE field

Key Contact (From Sponsoring Society)

Name \_\_\_\_\_

Position Manager

E-mail \_\_\_\_\_

Phone \_\_\_\_\_

Mailing address \_\_\_\_\_

City McBede Postal Code \_\_\_\_\_

Name of Lead ECE's

1. Ashley Doremson 2. Elizabeth deVries 3. Beth Frederick

Project Description (1 paragraph that updates or refines the short project description you initially submitted)

A project to build leadership capacity of ECEs by - talking to 11/12 about the ECE field  
- the importance of play through an interactive children's fair

Three domains of change this project focused on are:

1. educate students  
2. educate families  
3. educate communities

# ECEBC Leadership Initiative

## Community Project Work Plan #2 – Dec 2011 – May 2012



The 3 or 4 key activities we will focus on from December to May 2012 are

KEY ACTIVITIES	WHO	WHEN	DOMAIN OF CHANGE ACTIVITY ADDRESSES	HOPED FOR LEADERSHIP CAPACITY DEVELOPED
1. Submit Community Project Report #1	Community ECE Team and Rep from Sponsoring Society (budget)	Nov 30, 2011	Leadership Capacity	Project Development and Management Skills
2. Complete and submit Community Project Work Plan #2	Community ECE Team	Nov. 30 2011	Leadership Capacity	Project Development and Management Skills
3. Prepare submission/ proposal for ECEBC Conference	Community ECE Team	Dec. 9 <sup>th</sup> 2011	Sharing the Learning	Public Presentation Skills

# ECEBC Leadership Initiative



**ECEBC** | early childhood educators of BC

## Community Project Work Plan #2 – Dec 2011 – May 2012

KEY ACTIVITIES	WHO	WHEN	DOMAIN OF CHANGE ACTIVITY ADDRESSES	HOPED FOR LEADERSHIP CAPACITY DEVELOPED
4. going into schools to talk to students -adding- talking to career counselors	January students/ career counselors		Leadership Capacity	more ECE's in field more professionalism
5. Interactive fair	community families	June 2012	Sharing the Learning	-more knowledge of importance of play
6. Selling goods (+shirts)	community other agencies Northern Health	continuous	Sustainability	creating sustainability.
7.				

# ECEBC Leadership Initiative

## FINAL PROJECT REPORT

May 2012



ECEBC | early childhood  
education of BC

Sponsoring Society's Name Robson Valley Support Society

Community Name McBride

Name of Project Promoting the ECE Field

We have submitted a written request and plan to carry over unspent funds until Oct. 31, 2012

Yes    
Will submit soon.

No

### Key Contact (From Sponsoring Society)

Name \_\_\_\_\_

Position Manager

E-mail \_\_\_\_\_

Phone \_\_\_\_\_

Mailing address \_\_\_\_\_

City McBride

Province BC

Postal Code \_\_\_\_\_

### Names of participating ECE's

1. Beth Frederick

2. Ashley Desormeau

3. Elizabeth deVries

Initial Project Description (the paragraph that you used to describe your project )

# ECEBC Leadership Initiative

## FINAL PROJECT REPORT

May 2012



ECEBC | early childhood  
education of BC

### Key project activities and events

Provide a summary of key project activities and events in each of the following 2 time periods.

Include comments about any significant differences between project plans and what actually happened.

#### March – December 2011

- created a 30 minute powerpoint presentation to show to grade 11/12 students in the McBride & Valemount high schools, to showcase the career of Early Childhood Education.
- Contacted School principals to set up a date to present the powerpoint
- Presented to Village Council to gain awareness & support for our Interactive fair event.
- Created material for the event (+shirts, banners etc)
- Created the volunteer program.

#### January – June 2012

- met with co-ordinators of the Adventure Weekend / 75<sup>th</sup> committee to pitch our event and plan the details
- Planned the event (June 16<sup>th</sup>)
- Continued to connect with school administration to present our powerpoint (May - June dates penciled in).
- Implemented the volunteer program in the childcare center.
- contacted "local" collages for information to give out at presentation.



# ECEBC Leadership Initiative

## FINAL PROJECT REPORT

May 2012



ECEBC | early childhood  
education of BC

### Most Significant Change Story

*From among all the significant changes you experienced during this leadership project, what was the most significant change of all?*

Leadership has built huge confidence in each one of us, both personally and in our professional lives. It has increased our sense of pride in our field and how we articulate that when we speak to others.

### Sharing your Leadership Capacity

At the May 2012 Leadership Institute participants agreed to continue sharing their leadership gifts in their communities and beyond. Please share your plans for maintaining the momentum of your project and your leadership capacity.

Activity	Date/Timeline	Responsibility (who will do what?)	Hoped for outcome



June 27, 2012

RECEIVED JUN 27 2012

To: ECEBC Early Childhood Educators of BC

Early Childhood Educators of BC

2774 East Broadway

Vancouver, BC V5M 1Y8

P (604) 709-6063 ext. 3 F (604)709-6077

Toll Free 1-800-797-5602

Attn: Emily Mliczko

Dear Emily,

I am writing to you for a bit of an extension to get the project funding report to you. Although our project was completed on the weekend of June 17<sup>th</sup>, due to the timing of our year end (June) all of our books had to be sent to the auditor.

We expect them back very soon, and although I have copies of most of the receipts, I'm just gathering up a few more.

I would like to ask for an August 10, 2012 extension. I hope that this is satisfactory.

Yours in Child Care

Beth Frederick ECE

Elizabeth  
deVries  
- McBride  
(Robson  
Valley)

Now, after over a year on our leadership journey, we define our ECE Culture of Leadership as....

- strength in my own abilities; knowing that I truly do have a lot to contribute.
- ~~the ultimate measure of a man is not where he stands in moments of comfort, but where he stands in times of challenge and controversy.~~
- "the ultimate measure of a man is not where he stands in moments of comfort, but where he stands in times of challenge and controversy."  
Martin Luther King Jr.
- grew stronger as a team.

Beth

Robson Valley

Now, after over a year on our leadership journey, we define our ECE Culture of Leadership as....

We are small in numbers but our voice matters

We find strength in a team.

One key to successful leadership is continuous personal change. Personal change is the reflection of our inner growth and empowerment.

Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek.

# EARLY CHILDHOOD EDUCATION

*Making a difference in the lives of children*

“Children are like sponges. They soak up everything we do, everything we say. They’re learning from us all the time, whether or not we realize we are teaching them.” Dorothy Law Nolte

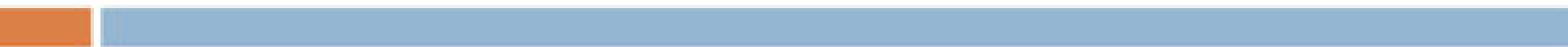
## Early Childhood Education is:

- Infant/Toddler Daycare (birth - 36 months)
- Preschool (30 months -5 years)
- School Age Care (5-12 years)
- Multi-Age Care
- Family Day Homes

Early Childhood Educators make a profound impact on the lives of children.







□ Almost **one-third** of BC children eligible for kindergarten are not developmentally ready. Such children are described by Dr Clyde Hertzman as having “developmental vulnerability.”

- “There are nearly 223,700 children under the age of 5 living in BC” BC Stats, 2010
- “Research clearly shows that the early years of a child’s life directly affect long-term health, behaviour and learning outcomes which in turn impact society”





“Today only 71% of BC children arrive at kindergarten meeting all the developmental benchmarks they need to thrive both now and in the future.” Clyde Hertzman

“Children who participate in  
**high-quality**  
**pre-kindergarten**  
programs fare better in school,  
have better home lives, and are  
less likely to engage in criminal  
activity than their peers who do  
not attend such programs”

Robert G. Lynch, Economic Policy Institute





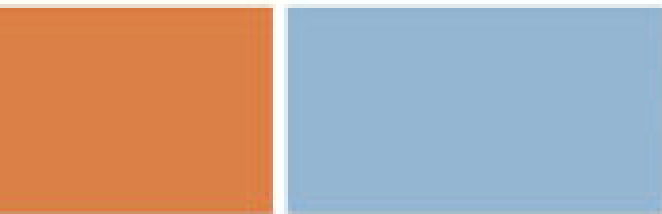
Group  
experiences  
such as daycare  
and pre-school  
teach  
kindergarten  
readiness for  
children





Kindergarten readiness does not mean  
reading and writing . . . it means things like

Taking turns  
Waiting in line  
Listening



**Children** learn through their experiences in the world. Their number one job is to

**play.**

**PLAY** is the beginning of knowledge





# What children learn through play:

## **Why Play in Sand?**

There is no right way to use sand. It invites participation; it permits children to make and test hypotheses; it stretches the imagination; it provides a potentially soothing sensory experience; and it is an excellent avenue for children to learn physical, cognitive, and social skills.



Outdoor play is important because kids really gain a sense of mastery and competency of skills from outdoor play. When they do something like climb up a little dirt hill and maneuver their way down, they learn they can do this, which really adds to their sense of confidence.



Sometimes  
people think  
**daycare**  
workers and  
**pre-school**  
teachers are just  
babysitters.

They couldn't  
be **MORE**  
wrong!



# Early Childhood Educators teach . . . .

## SCIENCE

When children play with sensory things like shaving cream, sand, water or finger-paint.



# MATH

When children count, sort and group toys



# LITERACY

When they are exposed to  
book and songs



## DEVELOP THEIR IMAGINATIONS



When they play dress up!



# PROBLEM SOLVING SKILLS

When they play with others





# INDEPENDENCE

By doing things for themselves





It's not always easy caring for children . . . .

**Sometimes they cry.**



And cry . . .



And cry!



But then . . . .

A simple HUG can make it all better!

# We need more ECE's

- There are only approximately **90,000** licensed childcare spaces in the province. The government provides subsidies for **50,000** children (MCFD, 2009)



# How to become an Early Childhood Educator

- College or on-line Distance Education are two options

CERTIFICATE

DIPLOMA

DEGREE



# Where can you go from here . . .

- A diploma or degree in Early Childhood Education can be a stepping stone into other careers.

Such as:

- Child and Youth Care Worker
- Counsellor for Children and Youth Exposed to Domestic Violence
- Infant Development Consultant
- Supported Child Development Consultant





# It's not just for WOMEN!!!

There are  
male Early  
Childhood  
Educators  
too.



BY BECOMING AN  
**EARLY CHILDHOOD  
EDUCATOR,**  
YOU CAN MAKE A HUGE IMPACT  
ON THE LIFE OF A CHILD.

Are you up for the challenge?

# This project is funded by:

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**ECEBC** | early childhood  
educators of BC

**Vancity**  
Community Foundation

# EARLY CHILDHOOD EDUCATION

Learning is different for the likes of children.

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*"We do not see things as they are, we see things as they are, we see things as they are, we see things as they are, we see things as they are, we see things as they are, we see things as they are, we see things as they are."*

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## Early Childhood Education is:

- It is the education of children from birth to age 5.
- It is the education of children from birth to age 5.
- It is the education of children from birth to age 5.
- It is the education of children from birth to age 5.

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an estimated 30% of children age 5 are not prepared to enter kindergarten




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Almost **one-third** of BC children eligible for kindergarten are not developmentally ready. Such children are described by Dr. Clyde Ferguson as having “developmental vulnerability.”

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The main reason for this is that many children are not ready to enter kindergarten because they lack the basic skills and knowledge needed to succeed in school.



• Many children are not ready to enter kindergarten because they lack the basic skills and knowledge needed to succeed in school.

• This is often due to a lack of early childhood education and care, which is essential for children to develop the skills and knowledge they need to succeed in school.

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Early childhood education programs are essential for ensuring that all children have the opportunity to learn and thrive. High-quality early childhood education programs provide a strong foundation for children's future success.

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Encourage your children to use full words reading and writing... it covers things like...

To learn  
language  
write

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Children learn through their experiences in the world. Play is the best way to do this.

play.

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**PLAY** is the best way of learning to do things



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**What children learn through play:**

**Play: Play or pretend?**

Play is a child's natural way of learning. It is through play that children learn about the world around them and develop their social, emotional, and cognitive skills. Play is not just a pastime; it is a vital part of a child's development. Through play, children learn to solve problems, share, and cooperate with others. They also learn to express their emotions and develop their imagination. Play is a fun and engaging way for children to learn and grow.



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**Children play to invent for us**

Children play to invent for us. They learn to solve problems and develop their imagination through play. Play is a child's natural way of learning. It is through play that children learn about the world around them and develop their social, emotional, and cognitive skills. Play is not just a pastime; it is a vital part of a child's development. Through play, children learn to solve problems, share, and cooperate with others. They also learn to express their emotions and develop their imagination. Play is a fun and engaging way for children to learn and grow.



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Lesle Children and Families Center

**SCIENCE**



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**STATE**



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**LITERACY**



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**DEVELOP THEIR IMAGINATIONS** **Storytelling**



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**IMPROVE SOLVING SKILLS** **Problem Solving**



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**INDEPENDENT** **Self-Directed Learning**



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It's not always easy racing for children . . .

Sometimes they cry.

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And cry . . .

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And cry!

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**But then...**

A simple HUG can make it all better!

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**We need more ECE's**

• 100,000 children  
 • 100,000 jobs  
 • 100,000 lives  
 • 100,000 futures  
 • 100,000 smiles  
 • 100,000 dreams  
 • 100,000 hopes  
 • 100,000 futures




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**How do we become an Early Childhood Educator?**

• Complete a 2-year  
 • Complete a 4-year  
 • Complete a 2-year  
 • Complete a 4-year




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**Where can you go from here . . .**

• Higher education – to New York and other states for teaching certification options.

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- Employment opportunities
- Graduate programs
- State licensure
- National organizations



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**It's not just for WOMEN!**



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**BY BECOMING AN  
EARLY CHILDHOOD  
EDUCATOR,  
YOU CAN MAKE A HUGE IMPACT  
ON THE LIFE OF A CHILD.**

Are you up for the challenge?

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This project is funded by:

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**BMBWF**

Name: \_\_\_\_\_

\_\_\_\_\_

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Ashley and arts  
and crafts



*Making a picture.*







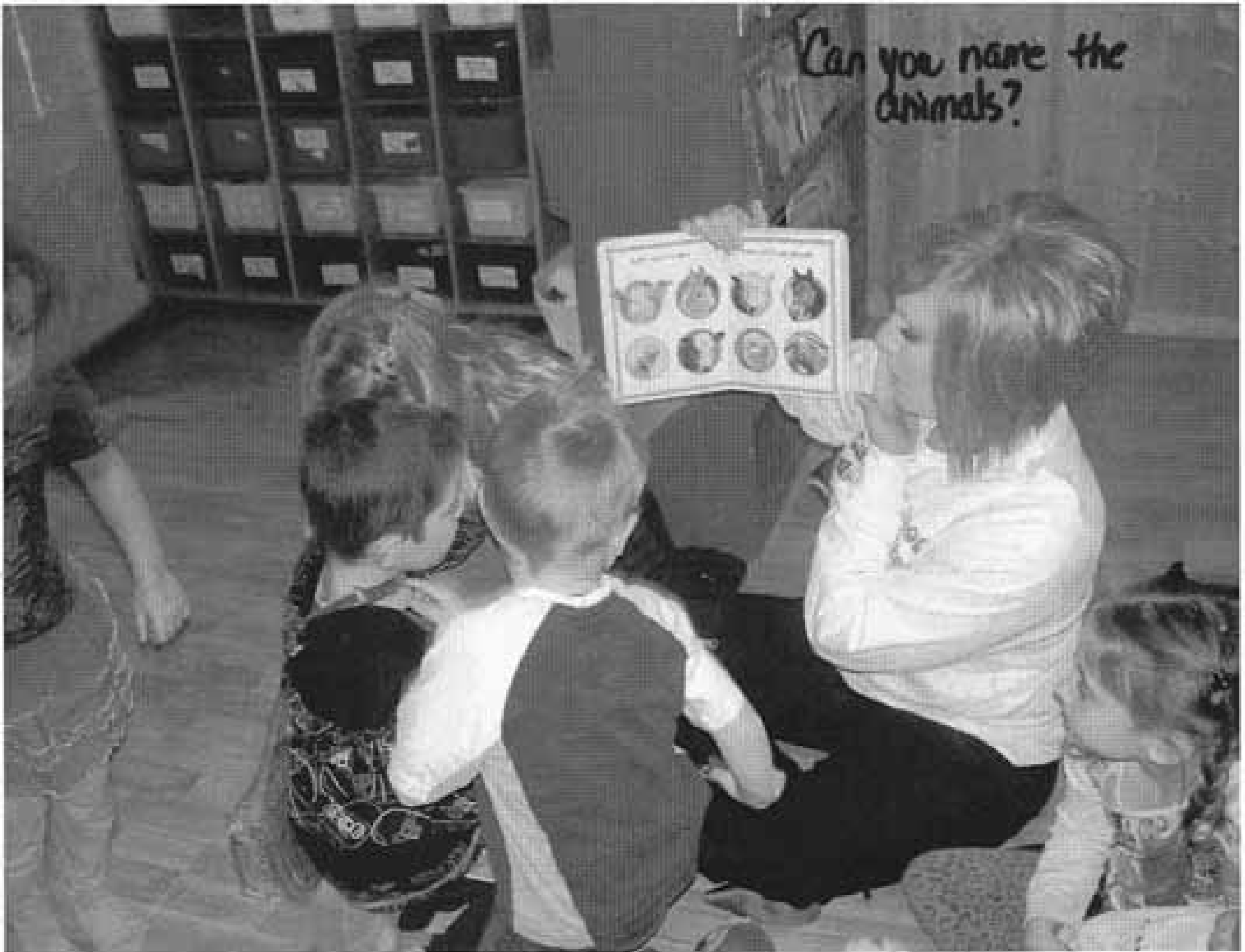
Art time!

Let's...  
...  
...

Let's...  
...  
...

Let's...  
...  
...

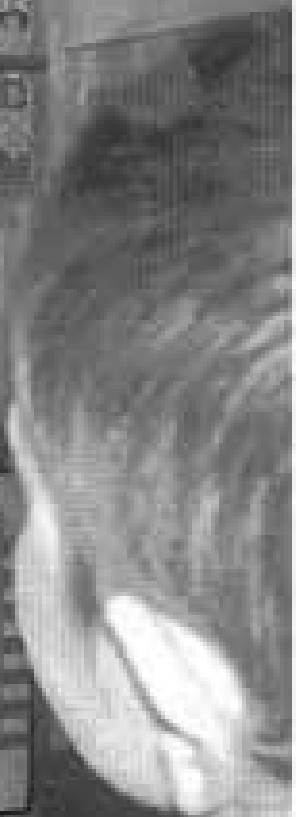
Can you name the animals?





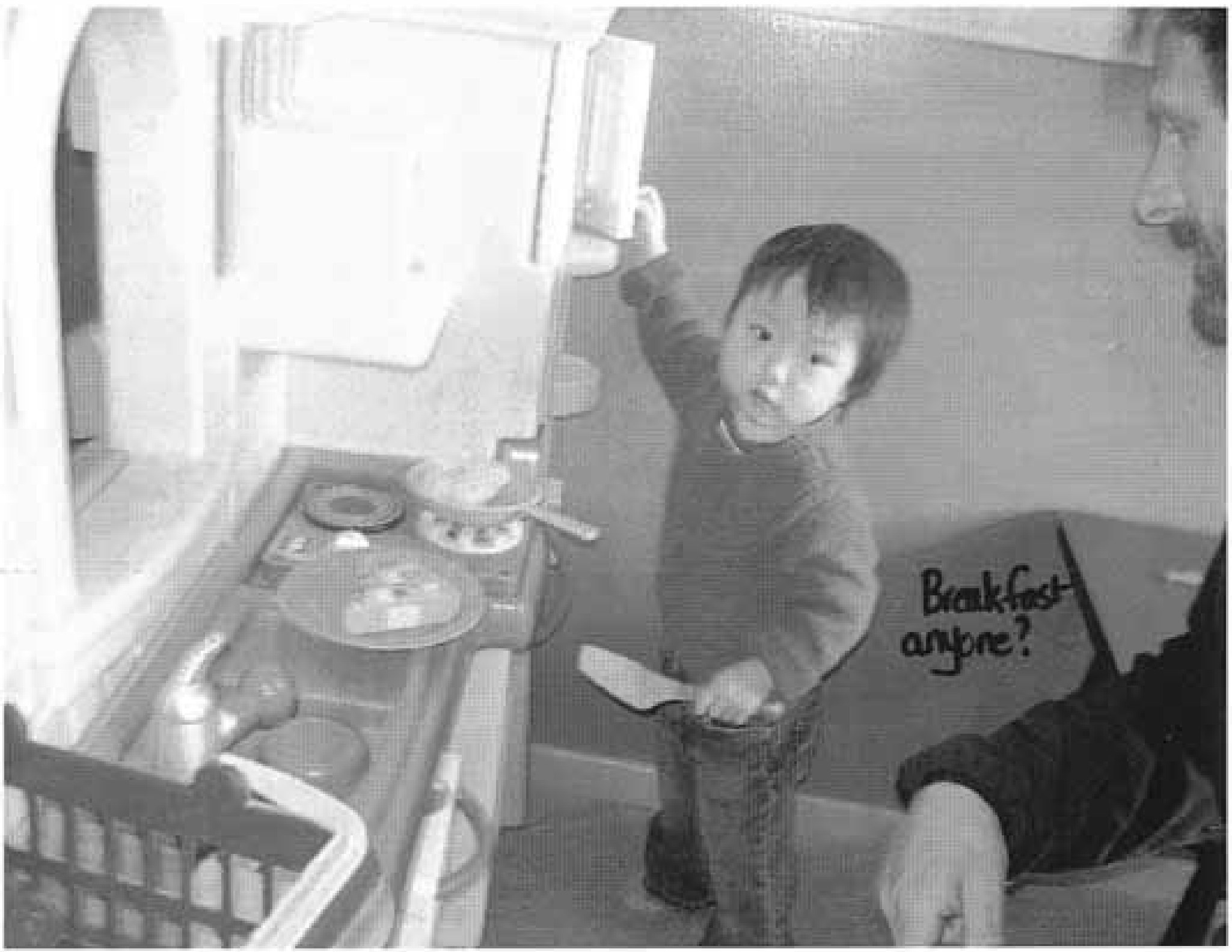
Early Childhood  
Intervention makes  
a difference!

Storytime with  
Liz!





Painting!



Breakfast  
anyone?



Parents play too!

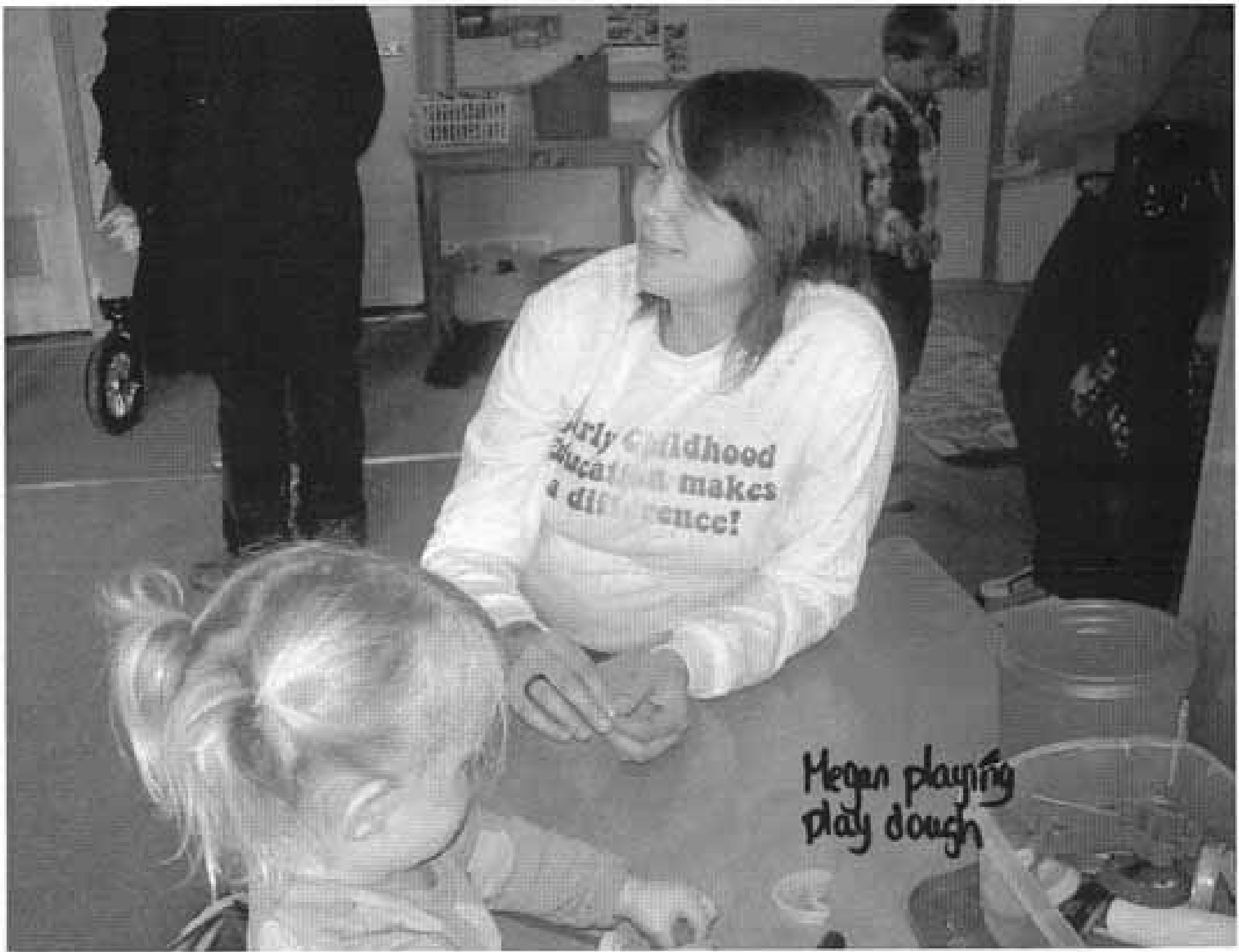


Choo! Choo!

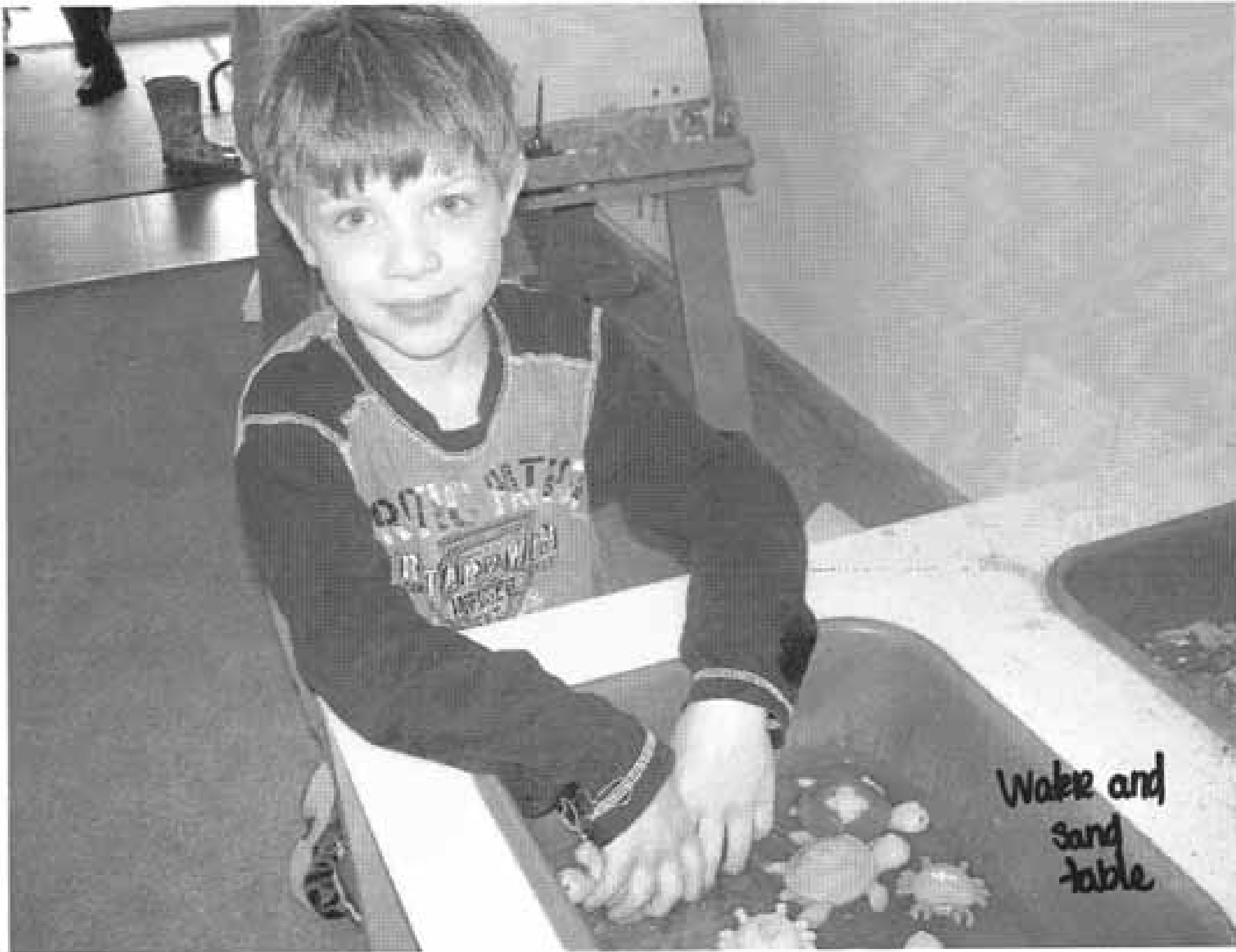


Lindsay playing  
dressup





Megan playing  
play dough



Water and  
sand  
table



Musical Instruments



Ashley reading society



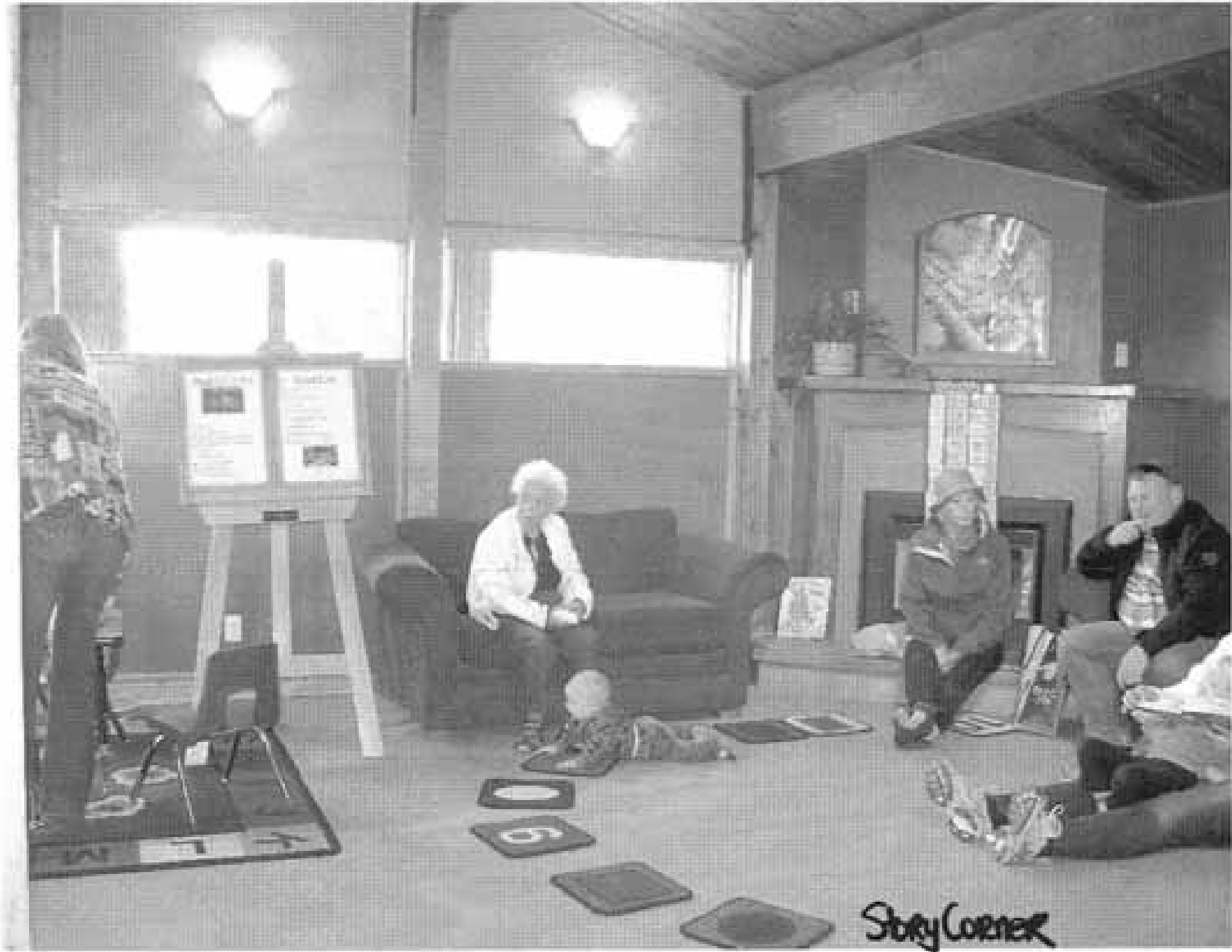






Grate





Story Corner

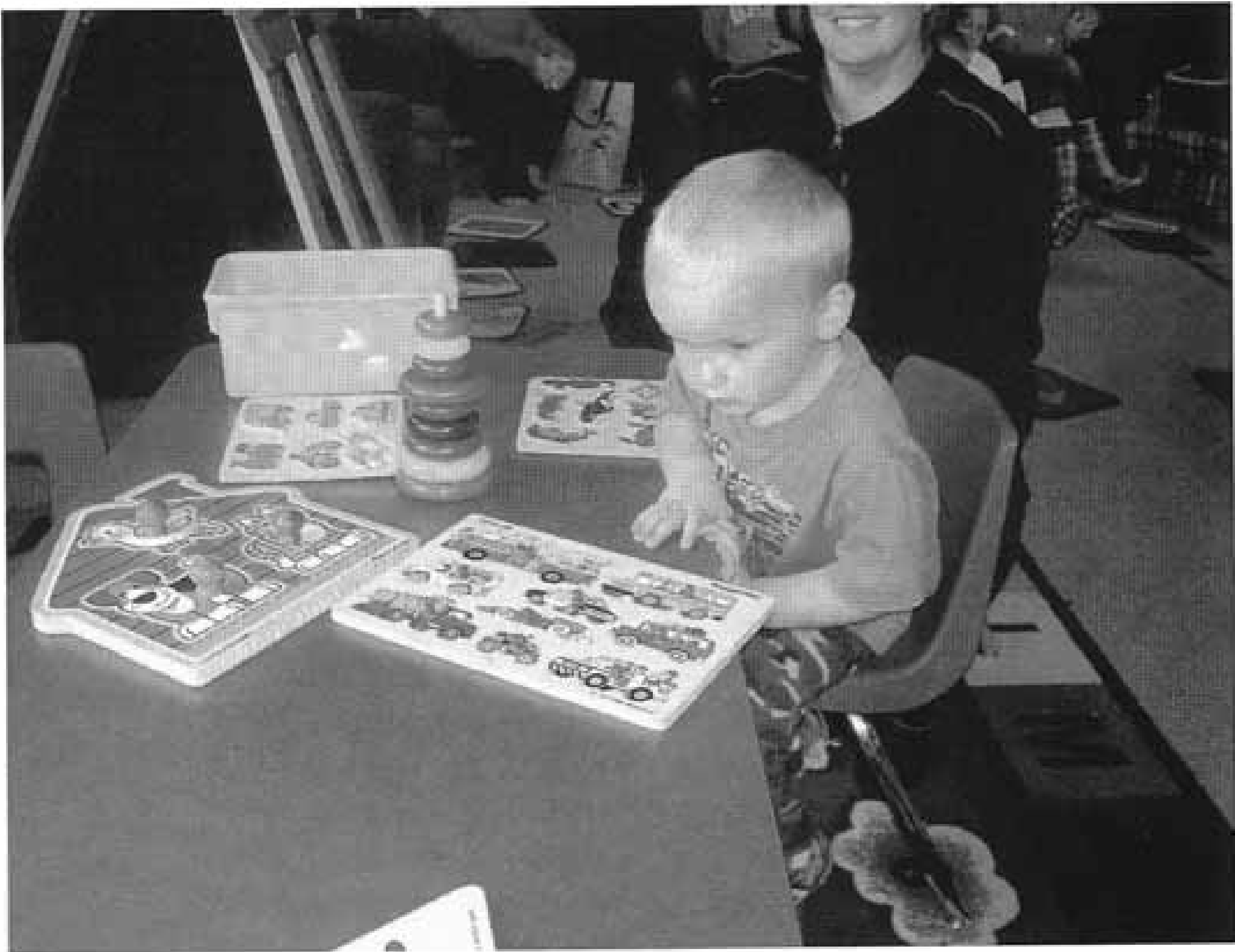


Grace in Fine Motor skills























Painting a mural!







**PLAY**  
is the beginning  
of knowledge



**Early Childhood  
Education makes  
a difference!**



**PLAY**

**is how I learn**



**PLAY**  
**is how I learn**





## Play Dough Recipe

- 1 cup of flour
- 1 cup of water
- 1 tablespoon oil
- 2 tablespoons cream of tartar
- $\frac{1}{2}$  cup of salt
- 1 tablespoon vanilla
- Food colouring

Put all ingredients in a pot and cook on medium heat, constantly stirring until the consistency of mashed potatoes. Turn onto floured board and knead until smooth.



# Play Dough Recipe

1 cup of flour

1 cup of water

1 tablespoon oil

2 tablespoons cream of tartar

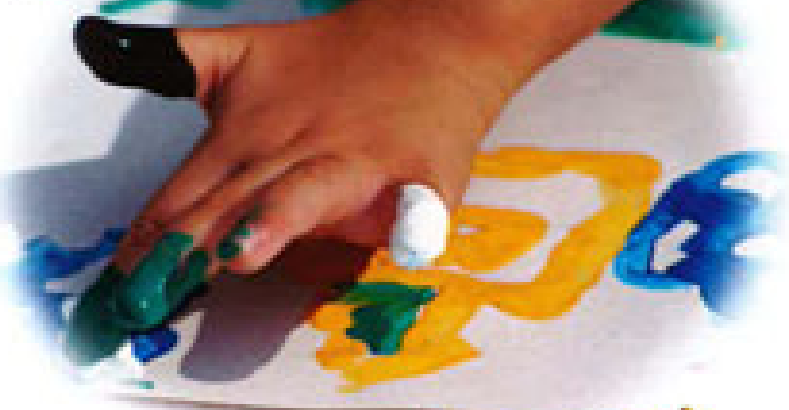
1/2 cup of salt

3 tablespoons vanilla

Food coloring

Put all ingredients in a pot and cook on med low heat, constantly stirring until the consistency of mashed potatoes. Turn onto floured board and knead until smooth.

# play



## at the heart of learning

This booklet is designed for parents, caregivers and educators to support young children's learning through play.

Each page shows what children learn when they play with different materials at a variety of activities .



Decoda  
DECODING READING

# Library

When I use our library, I am learning to . . .

- listen to stories
- talk about my ideas
- create pictures in my mind
- imagine
- ask questions
- recognize some letters and words
- make connections to what I already know
- tell a story from the pictures
- hold a book and turn the pages correctly



# *Dramatic Play*

**When I play dress-up and pretend to be someone else, I am learning to . . .**

- play cooperatively with others
- make decisions and solve problems in peaceful ways
- be responsible
- be creative and use my imagination
- experience and gain understanding about my world
- share and take turns
- speak and listen
- role play



# Puppets

When I play with puppets, I am learning to . . .

- work cooperatively with others
- plan, organize and practice
- be creative
- express my ideas
- communicate through creative storytelling
- role play to explore character and emotion
- take risks
- perform



# Drawing and Writing Centre

**When I am drawing or writing, I am learning to . . .**

- experiment with print
- represent my ideas in a variety of ways
- use literacy related materials
- recognize some letters and words
- explore the purpose and function of written language
- take risks





# Sand/Water Exploration

When I play with sand/water, I am learning to . . .

- use and control my hand muscles
- explore texture
- ask questions and solve problems
- estimate, measure and compare
- share my ideas and cooperate with others
- experience and gain understanding about my world



# Science Exploration

**When I engage in scientific exploration,  
I am learning to . . .**

- predict and observe
- ask questions, explore and compare
- solve problems and make conclusions
- experience and gain understanding about my world
- discover how things work
- take risks



# Puzzles

When I play with puzzles, I am learning to . . .

- problem solve
- pattern and sequence
- recognize colours
- concentrate
- use my fingers to develop my fine motor skills and hand-eye coordination
- explore spatial orientation
- be patient and persevere



Decoda  
AN EARLY INTERVENTION

# Blocks

When I build with blocks, I am learning to . . .

- build with my hands to improve my gross and fine motor coordination
- compare sizes and shapes
- sort, classify and count
- share and work cooperatively
- try out my ideas and problem solve
- use my imagination



# Listening Centre

**When I listen to music and recorded stories,  
I am learning to . . .**

- listen attentively
- appreciate music, literature, and poetry
- read, left to right and top to bottom (concepts of print)
- develop auditory memory for sounds, letters, and words
- track words (point with finger)



**Decoda**  
AN EARLY EDUCATION COMPANY

# Games Centre

**When I play with games, I am learning to...**

- strategize and problem solve
- recognize patterns and sequences
- count and develop number concept
- concentrate
- play cooperatively with others
- be patient and persevere
- take risks



# Play Dough

When I use play dough, I am learning to . . .

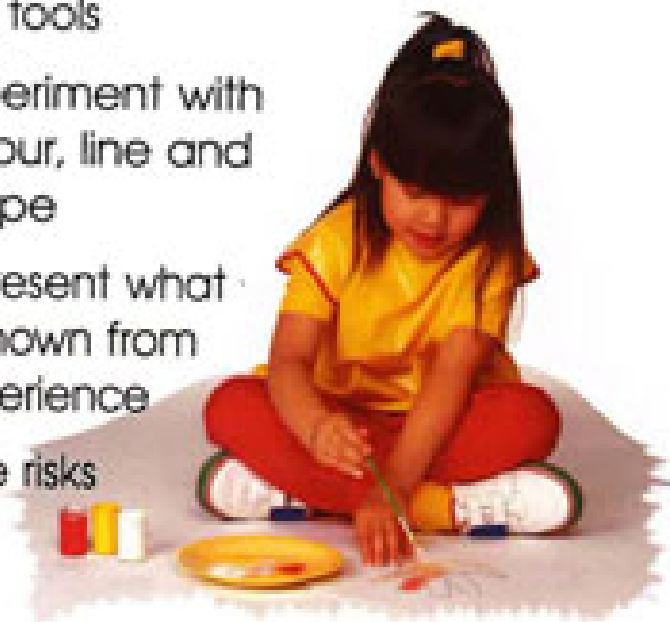
- experiment
- share
- handle different textures and tools
- build strength in my hand muscles
- create different sizes and shapes
- develop hand-eye coordination



# Art

**When I create art projects, I am learning to...**

- be creative
- problem solve independently and with others
- explore and handle different textures, shapes, sizes and materials
- use my fine motor skills
- appreciate art work
- use tools
- experiment with colour, line and shape
- represent what is known from experience
- take risks





## **What Does Being an Early Childhood Educator Mean to Me?**

When I first contemplated about going into the Early Childhood Education field, I thought I wasn't good enough to do the job. Through my training and practicums I realized that I really enjoyed being with the children, and watching them grow as individuals. Now being in the field for several years, I realize that I am good enough and that I have a special talent and really enjoy being a key part of a child's life, in their growth, development and early learning experiences.

Ashley Desormeau



## **What I gained from the Leadership Initiative**

Through the Leadership institute, and networking with other ECEs I have been able to find the confidence in being a leader. Talking with other Early Childhood Educators has allowed me to have a voice in my growth not as an Early Childhood Educator, but as a young woman. This experience has been of a great benefit, and I am so fortunate to have been part of it.



## What I gained from the Leadership Initiative

Through the Leadership Innovation project, I have tried to focus on the vision that I practice and believe. I believe in providing a rich and stimulating educational environment for children that support and foster a child's development. As a manager, I am using this vision also to focus on my team mates and staffs goals, recognizing and building on their strengths. I am using this process to engage other Early Childhood Educators and moving them from an ordinary task to achieving a magnificent performance. As a member of the Early Childhood Educators of BC, I strive to be a strong voice. We need our society to recognize and value children, and to recognize that we are those professionals that "wire the brain for learning". I look forward to bringing my knowledge about Early Childhood Education to others and help them understand the importance and value of our profession.



## **What Does Being an Early Childhood Educator Mean to Me?**

I believe in the standard of quality care and learning for our children. Seeing them grow as individuals and develop their own uniqueness is special and such a privilege to share their triumphs and milestones in their lives. I believe that early childhood education is the key to building a great foundation for a child's education success. I also believe in advocacy in the Early Childhood profession and now that becomes my role.

Beth Fredrick



## **What I gained from the Leadership Initiative**

The most important thing I took away from being part of the Leadership Project was when a Native Elder called me a sacred woman. I will never be able to articulate the impact that made in my life.



## **What Does Being an Early Childhood Educator Mean to Me?**

Being an Early Childhood Educator is an honor. We have a huge responsibility to help mold and shape children. The things we teach them and the role we play in their lives helps foster the adults they will become. It is an amazing career and I am very proud to call myself an Early Childhood Educator.

Elizabeth de Vreis

