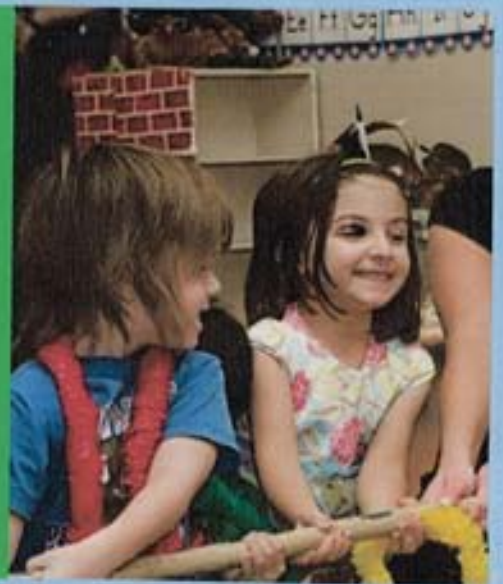


Southern Gulf Islands Binder

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"In play a child always behaves beyond his average age, above his daily behavior. In play it is as though he were a head taller than himself." - Lev Vygotsky



A project to support the leadership capacity of early childhood educators by creating a visual display that would celebrate and showcase the unique and innovative work of ECEs in our community that can be used to inform, enlighten and educate our larger community.

Our project has 4 components

Part One

We will visit Early Childhood Education settings in our community. Our criteria will be any facility that employs an Early Childhood Educator with a licence to practice. We will photograph and interview the ECEs, focussing on unique and innovative practices that may be unknown in our broader community.

For example, Salt Spring Daycare is situated beside a senior's home where the children visit regularly. Treefrog Daycare has an innovative gardening program where amongst other things; they plant indigenous plants and have built a willow 'wigwam' playhouse. On Saturna Island, the lone ECE offers a parent and child program that operates one day a week out of the community centre. She lights a fire when she arrives to warm the building and bakes bread with the families. At our Early Learning for Families (ELF) centre, high school students who are interested in ECE as a career get work experience by volunteering during school hours in the program. We have managed to get one ECE course at the high school and students can receive a high school or college credit.

Part Two

We will create a visual display with captions that will travel to public spaces; library, pool, hospital, grocery stores, schools, senior's centre to showcase and promote the work of our ECEs and to increase the understanding of what we do. Through our liaison with the high school, we also hope to attract young people into the field.

Part Three

With the materials garnered as described in part one, we will create a power point presentation of "Who We Are and What We Do" that we will present to the Rotary, Probud, Lions Clubs, School Board, Hospital Board, Seniors Centre etc. By doing this we hope to achieve a broader public awareness of the value and the importance of the work ECEs are doing in our community. We hope to create some excitement showcasing the creativity and innovation of the ECEs in our community.

Part Four

Professional Development

Through our Early Childhood coalition, we will reach out, sharing leadership at all levels by offering a leadership seminar (one to two days) that would be available to all ECEs in our community.

We would attend a conference on early learning and brain development, (Adele Diamond?) and bring back that information to our coalition. We want to really know the science behind early learning, so that we are able to explain it to others, as part of our presentations to ECEs and the larger community.

We'd like to look at the Early Learning Framework, developed by the Ministry of Education and share that information with other ECEs in our coalition as well as the community, so that growth and development of children is seen as a continuum through the childhood years.

As for our team, some aspects of this project push us beyond our comfort zone. None of us are comfortable or practised at public speaking. None of us have ever put together a power point presentation. We want to learn this skill, as it is a professional method of communicating our ideas. We work in different settings, and are excited about working together as a team, supporting each other. We see this as an opportunity to share leadership, building confidence and working together to find those words to get the message out, and asking questions (i.e. how are we unique?)

Our project will build capacity by supporting and honouring the work that our ECEs do. In implementing this project we will be collaborating and developing leadership skills that can be shared and fostered at all levels. We hope to provide inspiration, create trust, listen and learn from our colleagues, as well as honour the work being done.

Our goal is to heighten awareness of who the ECEs are on the Gulf Islands and the work that we do. We want to showcase the unique and innovative work that is being done, as well as the connections that are being made to the broader community. We want to educate others about the importance of early learning and raise the profile of ECEs in our community. We want to address the isolation of ECEs on the Gulf islands, strengthen our connections, and offer support. We hope to develop leadership skills in our group and share, foster and support the development of these skills in our ECE community.

We hope to strengthen our ties with the school, medical and business communities. We hope the broader community will see the value in the work we do. We hope that we can use the visual displays and power point presentation for future advocacy work. Our wish is that this work will help to support a healthy community for ECEs, families, students, seniors, and the broader community here on the Gulf Islands.

We are excited to think that we can be part of a project that would act on what we've been talking about for years. Now, we can 'walk the talk'!

Involvement in this project enables us to celebrate the work of ECEs in our community. We would like our community to see and understand what is happening for young children here and to see young children as an essential part of our community. Participation in this project gives us an opportunity to share, celebrate and acknowledge our strengths as professionals. Given the small number of ECEs on the islands and geographical distances between us, we often feel as though we're working in isolation. We want to make our connections to each other stronger, to pull together the ECEs and to celebrate our uniqueness and our successes. We want to strengthen our relationship with our schools and community so that learning and development is seen as a continuum from birth right through to childhood, adolescence, adult hood and into the senior years. Involvement with this project enables us to be recognized and valued through connections with other professionals in the broader community (health care, school, business) raising our profile. We want to establish liaisons with other professionals and to share a mutual respect. We believe that this can be done through education, by spreading the word about what is going on in our community in early childhood education and what is happening in our field.

Our group came out of our Early Childhood Coalition on Salt Spring. We have met, emailed, talked on the phone, discussing and throwing around our ideas to come up with a project that would suit and be beneficial to our community.

We want to support and honour the work of ECEs on the Gulf Islands. We're excited about working together, collaborating and supporting each other. The opportunity to meet with like-minded people with a shared vision, and having the gift of time for that deep discussion of ideas and beliefs we hold true and are passionate about, in the field of early childhood is both inspiring and challenging.

We will play a leadership role in implementing this proposal by planning, implementing and presenting our project. We want to learn how to use the technology that will enable us to spread our message. We hope to develop leadership skills through practising and learning public speaking and presentation methods. Through working together, we hope to develop communication skills of listening, learning and sharing the leadership.

Community of Leadership

Our community is the Southern Gulf Islands: Mayne, Pender, Galiano, Saturna and Salt Spring, a group of small islands between Vancouver and Victoria in the Strait of Georgia.

We would work with ECEs on each island, discovering and portraying the unique features of their programs, and showcasing their creativity and innovation to the broader community.

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ECEBC Leadership Initiative

Community Project Work Plan #1 – April – November, 2010

Sponsoring Society's Name SD #64 Gulf Islands

Community Name S. Gulf Islands.

Name of Project GULF ISLANDS ECEBC

Key Contact (From Sponsoring Society)

Name _____

Position Superintendent

E-mail _____

Phone _____

Mailing address _____

City SALT SPRING ISLAND Postal Code _____

Name of Lead ECE's

- Andrea Hollingsworth
- Kathryn Akehurst
- Janet Hoag

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

A project to build leadership capacity of ECEs by Show casing and honouring our Early Childhood Educators through a power point presentation of them, and their work in their unique settings and then presenting this 'show' to the broader community.

Three domains of change this project seeks to make are:

- Raising the profile of ECEs in our Community
- Creating an ECE culture of leadership
- Building leadership capacity.



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ECEBC Leadership Initiative

Community Project Work Plan #1 - April - November, 2010

KEY ACTIVITIES	WHO	WHEN	DOMAIN OF CHANGE ACTIVITY ADDRESSES	HOPED FOR LEADERSHIP CAPACITY DEVELOPED
3. Planning meetings - send invitations out to participate.	Janet Andrea Kathryn	May and June 2010	Creating a culture of ECE Capacity.	~ Visiting plan - acceptance of the invitation to participate. Enthusiasm for our Project
4. Visiting photography centres, interviewing	Andrea Janet Kathryn	Summer and fall of 2010	Raising the profile and respect of ECE's in our community.	Having our interview skills photography skills, Confidence building
5. Building - Creating the Power Pt. Presentation.	Andrea → Janet All of us	November 2010	Building Leadership Capacity.	Building technical skills Reviewing, editing info gathered.
6.				



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ECEBC Leadership Initiative

Community Project Work Plan #2 – Dec 2010 – May 2011

Sponsoring Society's Name : School District 64, Gulf Islands

Community Name: Gulf Islands Name of Project: Early Childhood Educators of the Gulf Islands

Key Contact (From Sponsoring Society)

Name _____ Position Superintendent

E-mail: _____ Phone _____

Mailing address : _____ City Salt Spring Island Postal Code _____

Name of Lead ECE's _____

1. Andrea Hollingsworth 2 Janet Hoag 3. Kathryn Akehurst

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

A project to build leadership capacity of ECEs by showcasing and honouring our Early Childhood Educators through a power point presentation of them, and their work in their unique settings and then presenting this 'show' to the broader community.

Three domains of change this project focused on are:

1. Raising the profile of ECE's in our community.
2. Creating an ECE culture of leadership.
3. Building leadership capacity.

Do you expect to have spent all of your Project Budget by June 30,2011? Yes _____

If not, please project when you expect to have spent your Project Budget _____

The 3 or 4 key activities we will focus on from December to May 2011 are



ECEBC Leadership Initiative

Community Project Work Plan #2 – Dec 2010 – May 2011

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, 2010	Leadership Capacity	Project Development and Management Skills
2. Complete and submit Community Project Work Plan #2	Community ECE Team	Nov. 30 2010	Leadership Capacity	Project Development and Planning Skills
3. Prepare submission/proposal for ECEBC Conference			Sharing the Learning	Public presentation skills
KEY ACTIVITIES	WHO	WHEN	DOMAIN OF CHANGE ACTIVITY ADDRESSES	HOPED FOR LEADERSHIP CAPACITY DEVELOPED
4. Complete E.C.E interviews	Janet, Andrea, and Kathryn	By February 15, 2011	Leadership capacity	Building confidence and interview skills



ECEBC Leadership Initiative

Community Project Work Plan #2 – Dec 2010 – May 2011

5. Complete Power Point presentation	Andrea, Janet and Kathryn	By March 30, 2011	Leadership capacity	Continue to develop technical skills. Reviewing, editing.	
6. Presenting Completed Power Point	Andrea, Janet , Kathryn	By June 30, 2011	Leadership Capacity Sharing the Learning	Confidence in public speaking, sharing the information, public presentation skills.	
7. Celebrate our accomplishments	All of us.	By June 30, 2011	Creating a Culture of Leadership	Raising the Profile of ECE's in our community	

Salt Spring Island,
June 14, 2011

RE: ECEBC Leadership Initiative Extension

Dear Emily,

We are writing to request an extension of the Gulf Islands ECE project. In doing this project, we found that the process of interviewing ECEs and documenting programs took much longer than anticipated and became more the focus of our project. Through this process we were able to extend the leadership capabilities of our local ECEs.

We completed our power point presentation and presented it to some groups this spring but our hopes were to present it to other groups. June is a very busy month for educators and other groups that we had in mind. We have also been asked to present in Victoria but were unable to make the dates available because of other commitments.

We would like to be able to extend the project so that we are able to present to more groups in the fall and have other ECEs who are interested, take our presentation, and show it to their boards or parent groups.

Expected costs would cover travel, snacks at the events, photocopying, CD purchase, as well as some wages and benefits to cover presentation times.

Sincerely,

Andrea Hollingsworth,
Janet Hoag,
Kathryn Akehurst

ECEBC Leadership Initiative

FINAL PROJECT REPORT

JUNE 2011



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educators of BC

Sponsoring Society's Name: School District 64, Gulf Islands

Community Name Southern Gulf Islands Name of Project Early Childhood Educators of the Gulf Islands

We have submitted a written request and plan to carry over unspent funds until Oct. 31, 2011 Yes

Key Contact (From Sponsoring Society)

Name: _____ Position: Superintendent

E-mail: _____ Phone _____

Mailing address :

City Salt Spring Island Province B.C. Postal Code _____

Names of participating ECE's

1. Andrea Hollingsworth
2. Janet Hoag
3. Kathryn Akehurst

ECEBC Leadership Initiative

FINAL PROJECT REPORT

JUNE 2011



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Initial Project Description

Our project aims to support the leadership capacity of ECEs by creating a display and Power Point presentation featuring innovative practices in local early childhood programs and to take the display and presentation out to the community. Our project will showcase our ECEs in our unique five island community of Salt Spring, Mayne, Galiano, Pender, and Saturna.

ECEBC Leadership Initiative

FINAL PROJECT REPORT

JUNE 2011



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Key project activities and events

March – December 2010

- clarified our project goals,
- identified our local ECEs,
- established our sponsoring agency,
- developed our interview questions and introductory letter,
- established our criteria for interviewees,
- made appt. to interviews and purchased equipment necessary for the project. (projector, digital voice recorder and camera)
- began the interview process.

January – June 2011

- Interviewed the ECEs and took photos of each program (This took considerably longer than anticipated)
- retreat to decide on focus of the power point presentation and recurring themes (synthesizing the detailed information that we received from participants proved to be a very lengthy but extremely rewarding process)
- webinars on project-based learning, self- regulation, Clyde Hertzman workshop
- attended play workshops
- presented two workshops on emergent curriculum and play-based learning to elementary/middle school teachers and ECEs.
- attended tutorial sessions on power point presentations

ECEBC Leadership Initiative

FINAL PROJECT REPORT

JUNE 2011



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- practiced what we learned
- developed criteria for photos to be included and sent out photo release forms
- research study to locate quotes and graphs to include in presentation
- decided which quotes from interviews fit with framework (wealth of information to choose from)
- put together final presentation- power point and commentary (decided on commentary rather than display)
- presented to ECEs first with celebratory dinner
- 2 other presentations completed one to SD 64 school board and one to a mixed community group, as well as at ECEBC conference
- asked to present to PLAY- Early Childhood Coalition for Victoria, Sooke, Saanich and the Gulf Islands
- plans to present to local foundations and community groups, SD 64 employees (teachers, EAs) secondary school, parents of preschool age children, and boards of local early learning centres during the summer and fall of 2011.

ECEBC Leadership Initiative

FINAL PROJECT REPORT

JUNE 2011



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Most Significant Change Story

The most significant change for us was the realization that the process of interviewing our local ECEs became the most important part of our project. By honouring our ECEs and asking them to explore what was important for them in the work that they do, we found that we built local capacity by developing confidence and a sense of individual leadership.

Sharing your Leadership Capacity

At the May 2011 Leadership Institute participants agreed to share their leadership capacity in their communities and beyond. The group agreed to (will be added in) Please share your plans...

Activity	Date/Timeline	Responsibility	Hoped for outcome
Presentation to PLAY –Victoria Coalition	Sept./Oct 2011	Gulf Island ECEBC Leadership group and members of the Coalition for Children and Families of the Gulf Islands	Spread the information of the importance of ECE work and showcase the programs in the Gulf Islands

ECEBC Leadership Initiative

FINAL PROJECT REPORT

JUNE 2011



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<p>Making copies of the presentation available for members of the Gulf Island Coalition for them to show to their boards/interest groups</p>	<p>Sept./Oct. 2011</p>	<p>Local ECEs interesting in continuing the project</p>	<p>Showcase the work of local ECEs and the importance of their work and up their profile in our communities.</p>
--	------------------------	---	--

“The future of the world is in
very small hands” — Ellen Galinsky





1st Day of School

Leadership Institute Apr. 2010



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Project Invitation's
to Community ECEs

September 20, 2010

Greetings Early Childhood Educators,

We are working on a project with ECEBC called Early Childhood Educators of the Gulf Islands. We would like to include ECEs working in the field on all of the Southern Gulf Islands and are hoping that you will participate.

This initiative spoke to us, as we wanted to create a project that would showcase the work of ECE's by honouring them more visibly in our communities. This project is timely for us, as our education system is moving toward full day K and a more play based emergent curriculum in all grades. We feel that this is a time when ECEs who have been teaching this way can come forward and share what they know is best for children's learning. We hope that by highlighting the unique settings and programs we have to our broader communities, we can also spark an interest in advocating for our youngest members of society and the professionals who work with them.

Three Salt Spring Island Early Childhood Educators make up our team. We have all worked in the field for 20 or more years and are members of the Coalition for Children and Families of the Gulf Islands.

Andrea Hollingsworth is currently working with preschoolers and their families for the Salt Spring Island Daycare Society as well as mentoring new ECEs and students.

Janet Hoag has worked in preschool, daycare, and Kindergarten through Grade 2. She is currently the Strong Start facilitator at Salt Spring Elementary School and works with children 0-5yrs. old and their families as well as student volunteers, seniors and ECE practicum students.

Kathryn Akehurst has worked in daycare, Kindergarten, grades 1-4 and is currently the Early Years coordinator for the Gulf Islands School District, helping to provide support, resources and professional development for Strong Start program facilitators and the community ECEs.

Please join us in our project to advocate for young children and their families and those who work with them.

We would like to visit you in your centre, interview you and photograph you working with your children. We are then planning to create a power point presentation for community organizations such as service groups, school board trustees, health care providers (i.e. doctors, public health nurses) high school students and other interested parties.

Who will we present to?



Rotary Club

Lions Club

Probus Club

ECE Coalition

Kiwanas

Salt Spring Foundation

University Women's Club

School Board Trustees

Medical Professionals

High School Students

Superintendent, Principals and Teachers
Of the Southern Gulf Islands



Salt Spring Literacy

Salt Spring Community Services

Parks and Rec

Politicians

Salt Spring Island Women's Institute

Seniors for Seniors

Early Learning Parent/Guardian Permission

I hereby give my consent to the participants of the Gulf Islands ECEBC Leadership Initiative, to the employees or agents of School District #64 ("District") and the employees or agents of the Province of British Columbia ("Province") as represented by the Ministry of Education, to record, photograph or film myself in connection with ECEBC's Leadership Initiative Project.

As the parent or legal guardian of the minor named below, I hereby give my permission for the Minor to be photographed in connection with this project. I understand that these photographs or other recordings may be used in Early Learning, School District, or Provincial publications or websites. I hereby grant ECEBC, the School District, and to the Province, its employees and representatives, licensees and assigns, the right to use, reproduce, modify, publish, or distribute both my own and the Minor's voice, photographic images and likenesses ("Recordings") worldwide for educational or promotional purposes related to Early Learning Initiatives.

I understand that neither I or the Minor will own or be paid for the Recordings. I hereby release and discharge any right, title or interest that I or the Minor may have in the Recordings or in any remuneration for using the likenesses or image.

Signed

_____ (print name)

_____ (signature)

MINOR (person under the age of 19 years)

PARENT OR LEGAL GUARDIAN

(name

signature

date)

If you would like more information, please do not hesitate to contact us.

We look forward to talking to you soon,

Andrea, Janet and Kathryn

Andrea Hollingsworth
(250)537-8848 email hollinga@telus.net

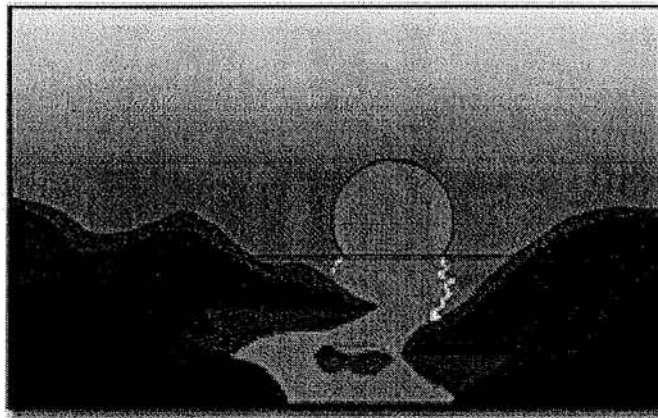
Janet Hoag
(250)537-9678 email jhoag@sd64.bc.ca

Kathryn Akehurst
(250)653-4238 email kakehurst@sd64.bc.ca

This project has been jointly funded by ECEBC and VanCity in partnership with School District 64, Gulf Islands.

Vancity Community Foundation

School District 64, Gulf Islands



CFSI 107.9 FM - SALT SPRING ISLAND RADIO



Interviews with Janet Hoag

Self Regulation What is it? How can you help to develop these skills in your child?

Selecting Quality Child Care.



The Beanstalk

with **Janine Fernandes-Hayden** thebeanstalk.cfsi@gmail.com

If you are a parent or caregiver of young children, then this is the show for you. Planting seeds for thought with current research and information, personal reflections and practical strategies for the daily travails of childrearing. Plus, songs and story time for kids to enjoy.

Friday starting at 10:00 am

Interview Questions for ECEs



What do you love about your practice?

What is important about what you do?

What is special about this place?

How is the place where you work different from many early childhood settings?

Why did you enter the field of Early Childhood Education?

Is there anything about your centre that you'd like to let us know about?

Is there something unique about your practice ?

What would you like to see incoming ECEs bring into our field of practice?

What qualities are important in an ECE?

Why is all this important?

What would you like politicians to know about early learning and care?

What would you like parents to know about ECE's

What do you think parents need to know about early learning?

What would you like parents to notice about your program.

Is there a question we should have asked ?

Who cares?

Who are the important people in our community who need to hear this message?

-watch kids grow- infant to grads
learn to understand and be empathetic

What do you want parents to know?

- what we put into this centre
- unfortunately all about time
- a lot of parents work all day and have to pick up children and go
- have to have time to talk philosophy-
- not just because it is fun
- sensory in the morning calms them
- observing, planning, time to sit and talk
- plan together- roles and discussions and monthly meetings

What do you love?

everything

- huge benefits and assets
- worked with private families -always worked with children- part of me
- you need an amazing amount of patience for this job-best thing in the world to have waited for a child to discover

ECEBC INTERVIEW WITH SUSAN DAVIDSON

Why did you enter the field of early Childhood ?

Because I was teaching in a special school for kids who had fallen through the cracks. 10-12 year olds couldn't read or write. Wondered how did this happen. In Tswawassen in 1970s. I wanted be able to help at the beginning.

Four years of education at UBC was nothing compared to the one year of ECE training at Kwantlen.

I didn't think, I couldn't live on it but I need to learn it .

I wanted to become an advocate

It isn't until now that I can look at the advocacy when I can look back.

There are different connotations between day-care and pre-school

It wasn't until I came to Salt Spring and heard Melanie say I am an early childhood educator not a pre-school teacher, not a day-care worker.

Teaching K-12, 3-5 yr. old was the hardest

you can't plan your teaching in pre-school, you have to think whatever this is, is.

Set up the environment and let it happen (teacher, get out of the way)

The best is story time I have the book and right in the middle of my best story child said

you have old hands- we stopped and looked and looked at their feet and hands and veins
quote from Andrea- don't just say something stand there

Listen and when they look at you, then you can engage.

Why do you love the field of early childhood?

Teacher no, Learner

I was a learner- the good stuff and the bad stuff about me and about the kids.

It is the amazing joy of wonder that was there everyday. Some child would say something

Some child would say something.

"Spider is building a web

She's Fall cleaning"

Joy of wonder- you can't capture

They lose it when they enter the school system- how do we keep it?

That wonderful innocence

Beware of wonder

Joy of discovery. this is the age of discovery

"my feet are the same age"

Janet - child looking around at people in a mall

"Mum are you saying that all these people were kids once?"

What would you like to see ECEs bring to the field?

A real sense of professionalism
and I am so old fashioned - you don't chew gum
you are a role model - they know that
it isn't just -I like kids- that it takes a lot to be good- it can't be taught in a course
there are some that just have it
it is that respect for kids that they have
you know when the students come through - she's a keeper or maybe she should try
something else

This is me and it comes from an older person place

What would you want parents to know?

"Count yourself you're not so many, you know" (Susan's Dad)

The adults need to be adults
but you need to see the world through children's eyes
the children have become too powerful
I see parents- just say no
some balance between being the parent and adult , and honouring the child.

Uniqueness of Places I've worked

Salt spring Day-care

was all day no time limits - whole day, whole week
start and set up our own program
working with the grandmas and grandpas at Greenwood best thing is catching another's
ECEs' eye and watching the kids. Every week you see something that is so wonderful.
Andrea- a gentlemen with Alzheimer's. "this is a good thing you've got going here does it
happen in other places - what you do here is great it is beautiful- with the kids coming"
it is magic some of these kids don't have grandparents esp ones that old
"Okay Andrea, I've said hello to all the humans"
Andrea stresses that the importance of eye contact you can stroke their hands, wave

Tree frog

I had been working in Kids in General in Vancouver- so structured), then moved here
Ann Holman taking the kids out in the rowboat
Tree frog day-care was a time warp- whole thing was back to nature-
Kids -fairy wings - mismatched
flowers on their lunches
tahini and molasses sandwiches-

Co-op

four hours - intense and then the children left
like the intensity
working with parents was incredible- watching some do so well and others dreading when
they were coming in for their 'duty' days

What should politicians know?

should be part of the education system.

ECE INTERVIEW

S.M.

-long term staff here- \$12.00 assistant, ECEs \$15.-\$18. -\$20.

-all bring different things to the table
-respect
-have philosophy of centre- outdated

-play-based centre
-values of children-virtues through modelling
-all children have virtues in them- teachers job to bring them out
-have academics ready when they're ready for them
-working with a team is great, esp. with ECEs who love children
-set up and take down

Why did you enter the field?

-daughter (now 22) with Aspergers and other complications, fascinated by child development- 19 when had 1st child
-day care integrated special needs
ECE at Douglas college
ECEs coming in to field-online more people in but come from 'teaching college', online seems odd- ones with children more understanding about child development
-needs hands on -learn through children teaching teachers
-see them go to school -otherwise have a lot of catch up to do

What do parents need to know?

-importance of the early years- all strive to but all so rushed
few see us in action- why we do things
worry- level of choices- hope they know we're doing a good job
-have limited spaces available but never full, full
-37 families avg. have had 50

emergent not really theme-based

-never would have thought of doing it without an ECE
-Licensed Group care and Family Child Care- same licensing except for the staff

What's unique?

-rural area- lots of opportunities for visitors- lambs, weavers, -wish we had transportation

-Greenwoods -weekly visits to Seniors

people wouldn't even know what an ECE is

family potluck every season- doesn't have to be preachy but some info.

-Mandy- slide show

-parents don't have a lot of choice here- are they here because they want to be

-parents get a sense of what's happening here started when they pick up

-communication with parents

-if you stand and speak to things, not everyone is listening- needs to be more visual and active

Connection to Greenwoods on a regular schedule- is bittersweet stuff seniors really look forward to it - Heritage wants us to come too.

E.C.E INTERVIEW

T.F.

- currently working at ELF- Strong Start program- which is a program for 0-40 yr. -working with the whole family
- things arise spontaneously
- oblivious to own child's potential
- special to be there with parents
- want them to interact with their children

unique?

- program is art based
- art is a very loaded idea
- intimidating for some adults
- developmental process
- children growing as 'makers'
- kids absorbed by making
- some given opportunity
- Linda Berry- expert- drawing is experience of what is happening
- product evidence of what they are seeing/ of what's happening while they're drawing painting etc.
- leaping into representation
- can recognize some kids work a mile away
- love to watch 1st time painters

- wish that my personality wasn't so important
- relationships with adults is difficult-criticised because I haven't had my own kids, 'dumped' on as is I were their own mother
- neutral, warm and supportive- try to be
- wish parents there could be more 'child-centred instead of gossip-centred

language of art is so important- don't insist- leave room for more to happen

- drop in topics -offer words- try to notice where they put the red
- often praise too much- acknowledge the amount of time
- difference between crafts and art- crafts have a specific outcome
- parents sometimes can't handle kids using scissors

- available for all of them
- hard being the 'only game in town'
- people come because they know it is good for their kids but they're not particularly social people

Why did I go into ECE

- as an 11 yr. old was fascinated by a 2 yr. old- baby sitter
- Mum's field too. -recall my nursery school and loved it
- practicuum at my own school
- raised in the belief that ECE is a deeply meaningful occupation
- lucky with my training- new program at the time-cutting edge
- meaningful and important- all took it seriously
- asked to examine own motivation, think about our work
- then went to Art School
- all 30 yr. ago
- work as an artist and ECE intersected-good fit
- worked at Burnaby Art centre
- influenced by John Holt, Sylvia Ashton Warner
- emergent curriculum- dev. vocab
- here - support from school and ECE community- interact with peers
- understood by others- strength of vision and openness
- wish we were better paid as a profession and that the training was more rigorous
- our ELF programs have so many resources, so much space and a sense of community
- I love to create an environment, rearrange the environment
- there is a refreshment of spirit with with children
- when we can enter together a discovery, I feel more alive than at any other time
- I am awake, I am paying attention
- seeing, anticipating opportunities-pushing the game, seeing an exciting story- think of a song, a story,
- wonderful, joyful, openness, availability

Ideally

- would be great to have a pre-school program one day per week
- Politicians need to know that there must be support for families- in a very tangible way-need resources to thrive
- Highlights- pleasure in the company of the young, live long learning all part of it
- don't need to know everything, learning, curiosity and pleasure-ask for help

T.H. -ECEBC

in the field since 2003 as a volunteer
and then after that felt compelled to find a program- Northern lights took 4 yr. had it for almost 3 yr.-last three altogether- 2 or 3 courses at a time now taking 2 courses Early learning framework - it is finding the balance after this only going to be one course at a time.

What is special about this place
-reaching out to families that wouldn't normally attend other programs in remote places
outreach

What do you love about your practice

building relationships with children families and other people

-part that has come from this position, VIHA , dental vision screening- partnering with other professionals

-really successful partnerships

-cindy

creating those relationships wasn't there before

=being a resource for families and providing families with resources -able to provide any child development info.

Guiding and Caring strategies-VIHA

Guiding Children's Behaviour

creating an early learning environment that is meaningful to children and their families

emergent curriculum- e.g.. parachute request

fire-fighter theme is big

finger-painting

community connections to what is happening

supporting and encouraging learning through play

Politicians

they should know that the early years are critical- should be doing something about it

All families deserve quality ECE and should be a right just like any other rights should have right to quality care

paid maternity and paternity leave

ECEs paid by 20 per hour

programs should be fully funded so that eCE don't have to fund it out of own pocket

Ratio should remain 8-1 in K

K teachers should have EAs and ECE s in classrooms so that it is possible to have quality care and education care

What next for our community?

fledging coalition-A.

What do we advocate for ? as a local coalition? now the next step is advocacy? where do we as a group get that time from ? when you're spending time on your program

family time is a factor?

How do we decide where to go next?

E.C.E. INTERVIEW

B.A.

Most important thing about being an ECE was being part of a team focussed on young children

-teacher first, then had own 3 kids with me so went into ECE

Where my 'real education' came from:
working with my ECE supervisor, Ruth
working on Kuper Is.
working at Phoenix

Ruth was an amazing teacher- had a holistic way of working with kids
-community to raise a child
seeing children as a whole, as complete beings and seeing the magic
-look at kids with issues first -"all boats rise on the rising tide"
-worked in day-care in Vic. first- wanted me to sponsor one on Salt Spring- decided to move here and do it myself
- all team work
-there is a joyfulness to it- the ebb and flow of it
-learned- don't grip your power-shared leadership-that's what helped me most in education-consensus model and moving on
-critically important that whoever is doing FDK, has ECE

J.H.

What do you love about your practice?

that everyday is full of watching kids and how they discover concepts their reactions
developing through art
discover their

I have been a small part of their discovery
anything tactile if they can be in charge of all their senses.
when they see something
they're learning science

Anything that you would like parents to know
Parents need to step back. All about process - not product general way of how to do it
set them up for success
kid will see if from a completely

unique about being
not a consistent number everyday is very different
have to be completely flexible
very different than the school system
want to facilitate what the kids want to discover
might end up with a completely different focus
might have babies-excitement of watching them
did her first drawing here!

What would you like politicians to know

Loaded question
getting the idea
need to pay eCE equitably - see it as a career
esp. in day-care- can't just have young women who then leave the field
working with families- you're a part of raising a child
sustainable- equitable with teachers

what do parents need to know?

all about process
kids will try things over and over again
try same
learn through trial and error

Shoe books

Little Lizzy 2 shoes
Cynthia Newans

19 kids this year- not doing if next year
next year -
morning program- full 8 spaces- 3-5 3 spaces for under 3's
afternoon program- no sleepers skating on Wed. afternoons, really loved it

freedom to relax

wanted a place for toddlers but then I realised that multi-age is the way to go
older kids would staple and then youngsters follow

all little boys in the morning- high expectations
when you see them as competent and able to do what they are supposed to do.

gets messy because of toddlers love to move to things around - cleanup is a productive
play

I absolutely love it I loved little red but this is

toilet trained all come to watch others - mirror in the bathroom
little ones 8 registered

What would you love parents to notice about
come in and watch and see what you think
it is so hard to get parents to do that
how do you get them to do them
what questions do you ask
ask the questions
how to
maybe the lack of spaces available
nothing to do with our license
do you run a pre-school program
what happens here has nothing to do with how it is licensed
families are probably going whatever do
we run pre-school program if we are licensed as a day-care kids can stay more that 4 hours

know your child and what they like to do what

as families you get to choose

I support options

if you're not coming back
lots of options available -I am glad to help you find what suits your child
would really like to see that component
I refer people to whatever
letting families know.

ECE INTERVIEWS

J.S.

-it's amazing what's happened on the island for families in the last 12 years
-so much more available now.

-when S. was young, there was a play group run by the church ladies-they made us tea, played with the children- felt pampered.

-parent ed. -community wide- all programs

divisiveness of programs- if the system were supported more we would not need to be competitive

-if you're happy and you know it

-gut feeling that as a society we don't support child care but if it was under education maybe we would

Naming programs - all Early Learning Programs

Strong Starts have raised the profile of the profession

Just the bringing together of us ECEs to these discussions, interviews and dinner celebrations is a starting point.

ECE Interview

L.B.

ECE and admin.

Not really based on set questions, mostly conversation

you get used to your own centre and
our board honours what we do. when you hear about other centres around the province
you realize that right here I am really fortunate
our two most recent hires came from the city so we hear.
one of the strong parts of who we are
naive to the broader scope of the profession
as the co-ordinator, I want our team to have the same level of comfort and ability- don't
aspire to be the 'boss'
I want to spent the time with the children
I really like the spontaneous nature of our program
redecorating of the christmas tree over and over again-learning

What makes Treefrog unique?

it came out of parent initiative
was originally Fulford Harbour childcare- with little Red School house
parent movement to get day-care
got funding
here we are 17 years later
Sept. ground broken -opened in Jan.
fit was my first job after college
started subbing at Little Red
Janet in interviewing Lisa said "When I heard you laugh, I knew we needed you"
two original staff Celine and Lisa

might possibly the only licensed four spots for infant toddler
continuous wait list for that program
unique -connection to school next door- two gym days combined with ELF -kids that go to
both
walk through the woods to get there
demystified the going to school for young children
we go to performances, active relationship there- last year revitalized connection

we were in a financial crisis
we hired a consultant and restructured -more successful now
What changed? Not sure, really. More stability. At the end of the day we 're here for the
children- predictable days for gym and other activities .
where did the shift come from? Not sure. Jennifer ECE moved to the island and then we
saw a few more resumes coming in
changed in the criteria
how do you keep it appealing to people? Job security.
most day cares don't have benefits, we do.
Most people go into the profession for love of the kids but they have to know job security
enrolment Sept. drops and then by Jan. busier and then summer busy- Artist driven?
Government cuts subsidy cuts, FDK will also change our enrolment
how do you do cope with changes?
not involved in the conversation?
what about after school?

curious about how it is in other places.
Is teacher training going to reflect ECE learning's
why is it children go from ratio of 1 to 8? 1 to 22?

What's Important about Early Childhood/ want politicians to know?

recognising how much learning happens before kids leave us
gearing them up to learn
recognize. it for the value it happens.
Let ECEs decide how to spend the money. We're not going to squander it
trust the profession
when we are spending time with the children, we know what will help their experience

grant type funding is project specific not a lot of \$ will go into running the program- like to
build new playground, new equipment- see something

value in buying

it is the dream to make your centre what it could be.

trust, care for and educate our children- Andrea

Interview Questions for ECE's

What do you love about your practice?

What I absolutely love and have always loved about my time with children is how much I learn from them; how much I am reminded to be in the moment, to enjoy life, to live life to the fullest every moment, to notice the details of life around me and to cherish them.

I love watching, and sharing in, young children's eagerness to grow and learn and understand and interact with the environment around them.

I love noticing the teaching moments that occur daily and watching the gleam of excitement they exude as they learn in these moments and enjoy their experience of life.

What is important about what you do?

What is important about early childhood education is that it is in these earliest years of life that a child's character is developed; that a child's sense of self and how he fits into his world is formed.

In being a caregiver who acknowledges and supports the inner awesomeness of the individual child, and allows and encourages each child to develop their own unique strengths and passions, I believe I am helping, in my small corner of the earth, to make the world - and our common future - a better place.

What is special about this place?

What is special about this place is the strong sense of community we feel, and that that sense of 'community' is a virtue that we choose to live by. We know that others are here for us should we need support. We know that people are here cheering for us when we go through arduous times. We know that there are many here who celebrate our successes and overlook our short-comings. Our community fosters the feeling of "belonging" and satisfies, to a large extent, that basic human need.

Why did you enter the field of ECE?

Since I was bigger than other children around me I have loved carrying them around, caring for them and being with children in many capacities. It is what I have always done, and part of what I was born to do. Since a very young age I have been aware of the deep learning I experience when I am in the company of the very young. I gain so much in the giving, and that is a beautiful, happy, reciprocal thing!

ECEBC INTERVIEW

M.B.

Parents need to know:

- SFU was on strike and parents learned about the ECE profession
- need to educate parents about pay, education level and how much it costs to run a centre
- \$16-\$18. per hour (senior management)
- costs \$5,000.+ to get certified
- do course work and practiciums
- not a baby-sitting service
- parents didn't even ask about their kids' day-we wanted to talk to them
- parents shocked that I was getting an education in programming/ structure
- this is at SFU- 12 centres, non-profit-hot lunches- well-funded- large, beautiful environment, walkways,trees, towers
- working at other centres now -see what it looks like-
- left big centre- too much politics so many staff have left- grew so much
- communication is so huge- it is the key
- here now
- friendly understanding relationships

- we're preparing them (children) to be independent
- the way we interact with children now impacts how they are later
- seeing them grow

- different approach here-more gentle -boundaries but consider the children-each child-what's happening for them
- all meld together- connections- being open and accepting of other people
- how you work with other people, with families makes a positive environment
- everyone see things differently
- explains, communicate differently
- some of us don't but we communicate reasons behind it
- like a puzzle-pieces fit together- each child is completely different
- change from the environment we're in
- only guide someone
- positive understanding and empathetic person who is comfortable
- emotional comfort is just as important as academic- how things work for toddlers
- figure out who you are before you can figure out others

here small community- accountable for who you are and what you do
-same people in the grocery store

-to meet child care regulations

Interview Questions for ECE's:

What do you love about your practice?

I love honouring every child's journey. As an educator, I witness the incredible evolution of each individual's strengths, struggles and accomplishments over many years. Living in our small community, family connections can last the duration of each child's passage into adulthood. I feel fortunate to be part of that journey.

What is special about this place?

What is different about it?

Port Washington Montessori is special for many reasons. It is housed in a little cottage surrounded by orchards and a view of the sea. There are trees to climb, fields to run in, rocks to scramble over and gardens to nurture. There is love here; enough for all, and more. There is a sense of responsibility and pride in this place created for children, and there is a shared responsibility among the children to uphold the preciousness of their ties to one another; I to them, and them to me.

We live on a small island, away from many outside influences, but not too far away. We make this a part of the pedagogy. Weekly trips to Victoria are a part of our program. Swimming lessons, gymnastics class, skating, museum visits...all provide opportunities for the children to experience the world around them.

Is there something unique you bring to your practice?

I think I bring a broad base of experience to my practice. I have been a parent and teacher for over 25 years. I have home schooled my own children, and I'm also a step-mother, and now, a step-grandmother. Throughout my many years of observing, and caring for children, I truly believe they have an innate desire to self-create, and that the environments and experiences made available to them is of critical importance. Simplicity is key. I believe children look to confirm a natural order, and are essentially a self assured, peaceful community when given guidance, love, the room to explore, and the opportunity to make choices and carry responsibility. Their connection to the natural world and its teachings is essential. In my environment, the materials available to the children inspire a sense of endless possibility.

lot of families base it on knowing me and what they've heard

lot of off-island trips families need to know- isn't an option to not pay for that day

**take the bus go to ELF , go to town
spontaneous or go to gymnastics**

there has to be that trust

Help families who feel insecure eg. help know what to do worried about development ex. speech hear about other kids - when they're toilet trained how much they're talking

Why did you enter the field?

91-92

was the administer of an non-profit agency for children with Autism and others 75 contracts
I need my ECE if I wanted to continue to work in the field of supported child care but then decided to work in the field of ECE

Why is this all important

this is the foundation

how they should be treated how they should be talked to

how they should treat others

it is their classrooms

it is little blue's stuff

start to take care of things that

way they treat each other, talk to each other

knowing what is going to happen no rush to take things nice down time respect knowing

what Steph needs to do now knowing that she will following through

if something breaks , I won't get mad but I need to know so tell me

if it was deliberate , then we'll talk about it.

we're doing the set up for kids to come to school

when you were doing K we had great communication about kids and what they needed
that has slowly disappeared

when I think of these kids going into K and what that looks like

Little Red is running longer days

what do we do for four year olds

full days for 4 and half days for 3's

take the day and expanded the day not keep the mornings the same and have centres all afternoon

it 's the pace that is important

when our kindies come in it is the pace - they love to just play in a relaxed manner

subsidy is so much easier now families can get subsidized

lunch and two snacks

missing out on having to work together with their friends
having to take directions from another adult
waiting for your turn
hasn't really talked because
I always know what he wants

parents think they're missing out on ABC's and 123's
when parents ask

Andrea

From: "Andrea" <hollinga@telus.net>
To: <hollinga@telus.net>
Sent: November-01-10 5:57 PM
Subject: Fw: Reminder: Oct. 12, The State of Children's Development in BC

Begin forwarded message:

Subject: Reminder: Oct. 12, The State of Children's Development in BC

Hello,

This is a gentle reminder to that you have registered for the Human Early Learning Partnership (HELP)'s presentation: The State of Children's Development in BC.

If you were on the waitlist, please accept this email as a confirmation that you are on the registration list and are eligible to attend the presentation in Victoria

This is your opportunity to delve in-depth into B.C.'s 2010 child vulnerability data. Dr. Clyde Hertzman will introduce new and exciting research directions that, in the future, will provide an increasingly in-depth picture of our children's well-being and provide the basis for innovative and comprehensive early child development solutions.

- Date: Tuesday, October 12, 2010
- Time: 1:30 pm – 3:30 pm
- Location: James Bay Community School Centre, 140 Oswego Street, Victoria, BC
- Suggested Parking: There is a small parking lot adjacent to the school, next to the playground. There is also unlimited parking along Dallas road, only 3 blocks away from the school.

In an effort to be environmentally friendly, we encourage you to bring your own nametags. Thank you again for your interest and we look forward to your participation next Tuesday. Sincerely,

Human Early Learning Partnership (HELP)
UBC UVic SFU UNBC TRU UBCO
Website: www.earlylearning.ubc.ca



2010 Leadership Initiative Project
Submission to Fall 2010 ECEBC Leadership Journal

Early Childhood Educators of the Gulf Islands

Salt Spring Island, British Columbia

Three Salt Spring Island Early Childhood Educators make up our team. We have all worked in the field for 20 or more years and are members of the Coalition for Children and Families of the Gulf Islands.

Andrea Hollingsworth is currently working with three, four and five year olds and their families for Salt Spring Island Daycare Society as well as mentoring new ECEs and students.

Janet Hoag has worked in preschool, daycare, Gr. 2, Gr. 1, Kindergarten. She is currently the Strong Start facilitator at Salt Spring Elementary School and works with children 0-5yr. old and their families as well as student volunteers, seniors and ECE practicum students.

Kathryn Akehurst has worked in daycare, Kindergarten, grades 1-4 and is currently the Early Years coordinator for the Gulf Islands School District, helping to provide support, resources and professional development for Strong Start program facilitators and the community ECEs.

Our project aims to support the leadership capacity of ECEs to create a display and power point presentation featuring innovative practices in local early childhood programs and to take the display and presentation out to the community. Our project will showcase our ECEs in our unique 5 island community of Salt Spring, Mayne, Galiano, Pender and Saturna.

In 2009, Janet attended the ECEBC conference and heard Rita Chudnovsky speak about the Leadership projects. Janet came home inspired and continued to check the ECEBC website until she saw the new application requests.

We have a fledgling Coalition for Children and Families of the Gulf Islands and saw this leadership possibility as a 'gift' to strengthen our leadership capacity and showcase the wonderful ECEs on all our islands. This initiative spoke to us as we felt that our ECEs are not as visible in our communities as we would like them to be. We would like to honour the work they do for our children and families. The three of us have worked on Salt Spring for many years and were very excited to have the opportunity to work together and learn from each other. We are in very different roles and are very passionate about our work. We can carry on professional conversations for hours (even days). This project is very timely for us. As our education system is moving toward full day K and a more play based emergent curriculum in all grades, we feel that this is a time when ECEs who have been teaching this way forever can come forward and share what they know is best for children's learning. We hope that by highlighting the unique settings and programs we have to our broader community we can also spark their interest in advocating for our youngest members of society and the professionals who work with them.

During the Leadership Institute and in our subsequent discussions we became stronger in our commitment that is not enough to work in our own little 'bubbles'.



We want to get out and inform/educate the community and advocate for young children and families and those who work with them.

What has come out of this? so far

- Discussions of Advocacy goals for our community
- Discussions of closing closing the gap?) between programs / competition / professional + / parent d.
- Discussions of ECD Coalition goals / focus
- Discussion about EYC consultant.

Slides

- see HELP powerpoint
- How do we support (K-5) families? ...
- parental leave Time
- employment standards Resources
- Income
- Employment Supports.
- Community Supports - ECE + Care
- Coalition.

Time

Resources

Community Supports

How Do we Reduce Vulnerability.
(Time)
Parental Leave

"Employment Standards"

~~Income + Employment~~

Community Support

o ECE education + Care

- o Health + Prenatal
- o Special Need
- o Local ECD Coalition

Brainstorms (cont.)

Learning
is
Social

Learning takes
place when
humans interact
with one
another.
That means
.....

Kids
with
kids

Kids
with
teachers

teacher
with
teache

teachers
with
parents

parents
with
kids

20% text
40% graphics
40% empty space

left Align
Double space
one font
no italics
Coloured font text should
bullet point support graphics,
not vice versa

Title 96 pts.
Authors 72 pt
Affiliations 36-48
Headings 36
Text 24
Acknowledgement 18pt

What is our role as ECE's
in nurturing new ECE's?
in our community?
- coalition
- "building leadership capacity"

Photos we want to see.

~ Minimum # of pictures
for representing each
program

~ one picture of each
ECE
- email ahead of
time. *

~ Sense of place i.e.
where we are in relation
to BC.

Dickens - best of times...
Interaction magazine

~ Andrea

Ideas for

• Individual Slides

~ Acknowledge sponsors/
Supporters

• Van City

• ECEBC

• SD64

~ Volunteers

~ individually name
centres? ECE's?

Slide ideas

→ one from
each ECE.

Direct quotes are
the slide i.e. Susan

1) "joy + wonder..."

Speech to the quote

2) "it is amazing what's happened
in last 12 yrs or so for parents"

Janice - "things they have learned"

Mandre "thing that you have taught them"

Quotes

Brainstorms

Math - Design for living
and learning - re:
Children and Miracles ~
Anitz Rui Oldp.

Inspiring Spaces - re:
growing
a beautiful environment.

Slides we would like to
see ~

- Bar graph on language
development re: program
@ licensed E.C.E.'s.

* Early years study 2 (p. 79)

~ \$ public expenditures
(p. 116) Early years study *

- 5 islands / 20 ECE's / ?
Early learning centres.

2010 Communities of Innovation Showcase



ECEBC | early childhood
educators of BC

October 15, 2010.

ECEBC invites you to a Showcase of Communities of Innovation Projects.

Tuesday November 16th, 2010

**Holiday Inn Hotel - Arbutus Room
711 West Broadway
Vancouver**

**3:30pm to 5:30pm
Formal Presentation at 4:00pm**

Light refreshments will be served

In January 2010 ECEBC, in partnership with VanCity Community Foundation, launched its second Leadership Initiative. With funds the Foundation received from BC's Ministry of Children and Family Development, we continue a multi-year initiative to develop the leadership capacity of BC Early Childhood Educators.

This year we are supporting teams of ECEs from nine Communities of Innovation to undertake projects that raise the profile of and respect for their work. The projects are as diverse as the communities – but at the core, each project is creating culture of ECE leadership that empowers early childhood educators to take our way of knowing and being to the broader community. The richness of the projects and our collective learning is amazing!

From November 15 to 17, participants from the Communities of Innovation are gathering in Vancouver for our 2nd Leadership Institute. As part of the Institute, each community will be showcasing their project and learning. We invite you to see their displays and meet the emerging generation of BC's early childhood educator leaders.

Please RSVP to Maria L. Mejia at leadership@ecebc.ca or call (604) 709-6063 ext. 3.

We look forward to seeing you.

Regards,

Emily Mliczko
Executive Director

2774 East Broadway,
P 604 709 6063

Vancouver BC
F 604 709 6077
www.ecebc.ca

V5M 1Y8
TF 1 800 797 5602

Intro - About our Project.

Slideshow Layout

①

Early CH
Ed - of
Gulf Is

Early Learning
Framework

Tree
to 4
branches

slides.

②

5 island.
10' Early L. Prog
2st ECE's

stories, - dancing - Gpao.

Volunteers, art, dinosaurs

③

Sensory
Pencils

Belonging

Laos - Ut

Soc. Resp

Explanation / Gear

Parent Slide.

quote - Families will
always be the ultimate
experts

④

(Did you know?)
14% - of BC ch.
have access to a
Licensed space

• occed.

• Wage of ECE's. We have work to do

- Child Care Crisis in Canada.

⑤

Who are they?

post ind. trans

ECE photos

Education + Experience

⑥

What Do They have to say?

⑦

PLAYBASED

⑧ Advocacy.

⑧

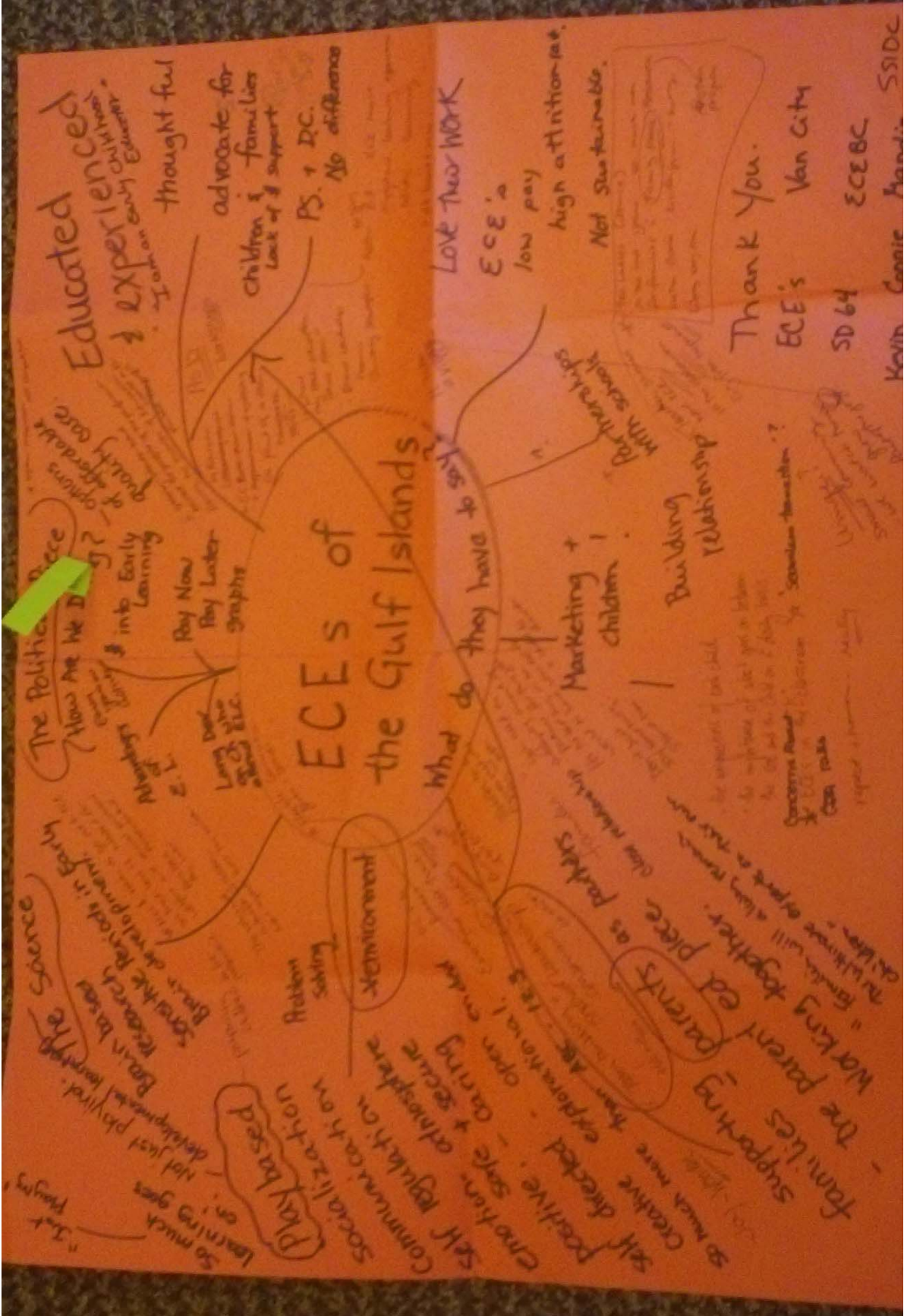
- Science

The Future
Hands

Parent Ed.

Prof
D.

Thank-you
Karin Mui
Andrew Junit



ECEBC to do list

figure out the LCD projector
buy speakers
borrow screen for Janet's
buy another flash drive
back up on computer.
burn disc of final

To Do List
(One of many!)

practice and time it

Rental stop pickup. after noon.
Chef Al confirmed

notice out re May 9th and guest list- 7 pm.
invitations
time and appies?

booklet of interviews
photos of process
photos of dinner
photos of Tina and Anne arriving

book water taxi

Book flights -May 11th me coming back on the 12th afternoon maybe to Pat Bay

daffodils
sparkling water
juice
wine

1st Day of School

Notes about the
Process

Leadership Institute Nov. 2010

ECEBC Conference 2011

Leadership Institute Apr. 2010

* ECEBC Journal Submission

* Interview Questions Drafted

* Letter of Invite to ECE's

Create a project name

1st Power Point Presentation

Attend Clyde Hertzman, Victoria

* Edit list of Org.'s for Presentation

Who Cares ?

Compile Interview Data

Superintendent's Conference

Digital Technology Learning Curves

- Power Point
- New camera/Video editing
- Projector usage


Process Notes (cont.)

Weekly Team Meetings

Develop 'Take aways' for Power Point


Include Scientific Research

Complete (25) Interviews



ECEBC Leadership Initiative

Evening of Celebration
Invitation to ECE'S



April 7, 2011

We are pleased to invite you to a celebration dinner in your honour to thank you for participating in our project as well as acknowledge the valuable work you do in this community.

Please mark your calendars for Thursday April 28th 2011 at 6:30. The dinner will take place at Janet's, 1190 Beddis Road.

We are planning to wine and dine you before sharing the power point presentation that we have created for the ECEBC Leadership Initiative.

Please RSVP to let us know of any dietary restrictions as well as how many dinners to have catered.

We look forward to seeing you there,

Andrea Hollingsworth email: <hollinga@telus.net>

Kathryn Akehurst

Janet Hoag

The funding for this project has been generously provided by ECEBC and the Van City Community Foundation.

ECEBC dinner list

1. Sandy
2. Tina- no longer able to attend
3. Janice
4. Barbara
5. Kate
6. Susan
7. Melanie
8. Trish
9. Sherry
10. Barb Aust
11. Lisa Sig.
12. Anne
13. Lisa Dodd
- 14/15/16/ you/me/Janet
17. Mandie
18. Stephanie
19. Joelle
21. Heidi
20. Lisa B.
22. Jennifer B
23. Debbie B.
25. Danica
26. Lisa Taylor

Julie (not for dinner)

To: "Kathryn Akehurst" <kakehurst@sd64.bc.ca>; "andrea hollingsworth" <hollinga@telus.net>; "Janet Hoag" <jhoag@sd64.bc.ca>
Sent: April-28-11 10:40 PM
Subject: thank you

hi -
i had to dash off to tend to a sick critter, but i wanted to take a moment to say thank you- not only for a great evening, but also for doing such a lovely job representing what we do and why we do it. i left janet's home this evening feeling a renewed sense of value as an ece and a deep gratitude for the opportunity to work within such an amazing community of educators. thank you for honouring our voices in such a great well... we could not have asked for a better, more skilled or knowledgeable team of people than the three of you! thanks for thinking of this project and for bringing it to reality- and for bringing us all together, what a great thing you have done!

xoxo
lisa

oh, it also occurred to me on the way home that ~~Andrea Hollingsworth~~ is an ece too, though not currently working in the field.

To: "Janet Hoag" <hoagjanet@yahoo.com>; "Kathryn Akehurst" <kakehurst@sd64.bc.ca>; "Andrea Hollingsworth" <hollinga@telus.net>
Sent: April-30-11 9:21 AM
Subject: Thursday Night

Hi Ladies,

Thank you so much for the other night, it was very inspiring to see a fantastic group of 20+ ECE's together! It was a lovely meal as well. I really enjoyed your slide show, and wish you all the best in presenting it elsewhere.

Thanks again,
xo Kate=

To: "janet noag" <hoagjanet@yahoo.com>; "Andrea Hollingsworth" <hollinga@telus.net>; "Kathryn Akehurst" <kakehurst@sd64.bc.ca>
Sent: April-28-11 10:55 PM
Subject: thank you!

Wow you Gals! What a lot of work went into that!
And what a beautiful way to feel this stage of completion for your project;
bringing together community and awareness and conversation and connectedness;
thank you!

Feedback from ECE's

Feedback Letters

So, what strikes me the most is that the three of you have something valuable beyond what is immediate for kids on the gulf islands.

You have a presentation that hallmarks what is good for kids everywhere.

You are all of an age where doing the face to face with kids is coming to an end but your days of doing "the work" is not yet over.

I see the three of you as advocates for something bigger than just our kids. I see you as having a tool that can be an advocate for all kids.

You got your act together now I think it would be a great idea to take it on the road.

Ministry of Ed, Children and Families, conferences....

I would happily talk to you about it if you want.

You have done a great thing and if it ends here then it is to be celebrated.

But, if you dream big, it can go further and help even more children to have a great start.

Thank you, I think the three of you have done a beautiful job of honoring our community and the amazing work that our ECE's do here. It was trully a presentation worth staying up for!

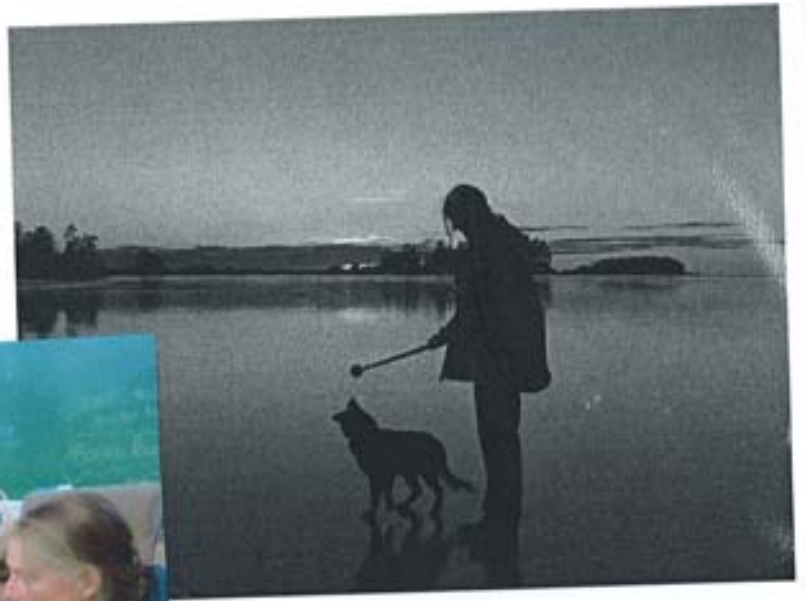
Well, you did a great job and each time you do it you'll get even better!

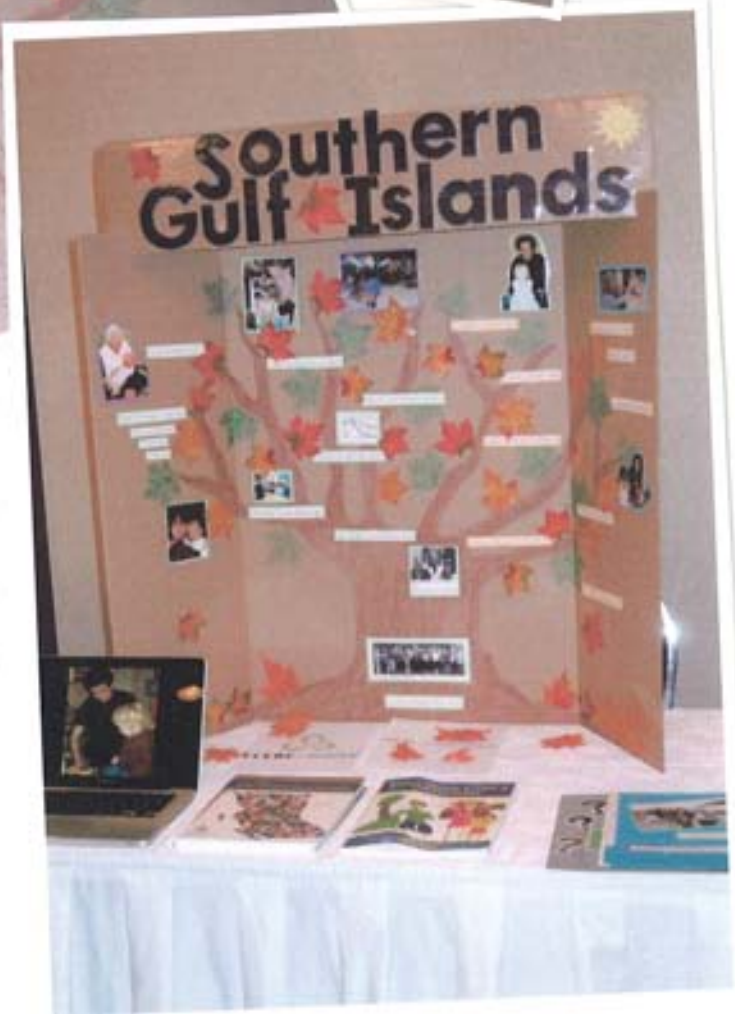
The most important message I heard was that kids in our community are lucky to be very well-served by qualified caring people in programs with a lot of integrity and heart. And that's an important message to be spreading around!

Good luck in the next presentations!

I think it's good in that you can gear the presentation to your audience. At first I felt it is missing the political piece but upon reflection the \$\$ piece is not closely linked to our community. It truly gives the importance of the Early Years and that is the message most ECE's are passionate about.









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