

VOICE

Valuable Outlook In Child Care Educators

The Power of Documentation in the Early Childhood Classroom

What is documentation?

“Documentation typically includes samples of a child’s work at several stages of completion: photographs showing work in progress; comments written by the teacher or other adults working with the children; transcriptions of children’s discussions, comments, and explanations of intentions about the activity; and comments made by parents” (1996, 2).

Documentation tells the story and the purpose of a event, experience, or development. Regular documentation of individual children and group settings can offer significant information for curriculum planning based on current needs, abilities and interests of children.

Considering different levels of education and experience for child care professionals, documentation can follow several different formats according to the skills offered by the individual (s) involved. Bulletin boards, presentation board containing artifacts and/or evidence, class books, portfolios, slide shows and movies are just a few creative

ideas for documentation.

Why should we document?

Documentation of child growth and development is an essential component in meeting the standards of Accreditation and maintaining quality child care programs.

By documenting information on individual children and program reflection, child care professionals develop a professional moral with co-worker, families and community members; in turn building a foundation for positive relationships and successful teaching techniques.

“When teachers document children’s learning in a variety of ways, they can be more confident about the value of their teaching” (1998, 24).

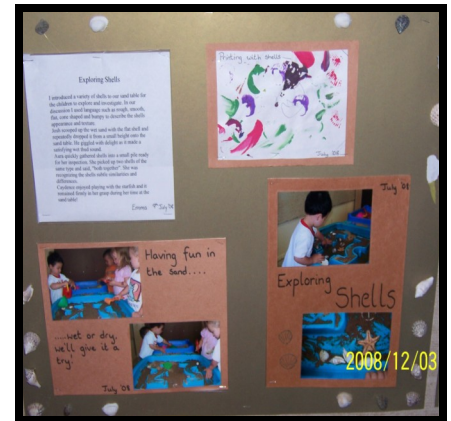
Methods for Observing and Recording

Narrative observations record as much information as possible in a given amount of time and may include a diary description, anecdotal record, running record, log

or journal. Although narrative observation require a lot of time and objectivity they provide a wealth of information for reflection of child development and program assessment.

Developmental checklists offer accurate information that can be used as a guideline for typical development for ages and stages of child development.

Several considerations need to be made to avoid displaying private or confidential information.



Inside this issue:

Debbie Chilton	2
Worthy of Recognition	2
Professional Development Grant	2
Resources for Infant Educators	3
Sarita Anand, R.I.E. Student	3
Anita Copper, R.I.E. Instructor	3
Upcoming ARCQE Workshops	4

Possible Topics to Document

- Individual child growth and development.
- Families and relationships.
- Curriculum ideas or events (field trips, presentations, special events/celebrations)
- Behaviours observed (transition time, quiet time, group/individual play, new behaviours not previously observed).
- Interaction and communication.
- Progression of classroom projects and development.
- New interests, abilities or milestones.

Debbie Chilton: Children's House Family Day Home Program



Debbie has been a provider with Children's House Family Day Home Program for 16 years. Before opening her day home Debbie worked for the same organization for 3 years as a child care professional. Opening a day home allowed Debbie to stay in her profession while having the opportunity to stay at home while raising her own children.

Debbie has a Child Development Worker certification (level 2) and continues her education

through workshops and agency training meetings. "There are always new things happening, I feel it is important to stay fresh, learning new ways to do things. I am passionate about children, and providing opportunities for them to learn and grow. It is so wonderful to see them progress from infancy to school age."

"To me, quality child care is knowing the different developmental stages of children and being able to provide them

learning opportunities in these stages. It is being able to provide a safe, healthy and happy environment for the children."

"You have to be passionate about children, have a love for them, and be able to dedicate yourself to learning all the stages and developmental milestones they will go through. You need to be flexible, and to be able to care for children on your own without continuous adult interaction."

Information collected by Karen MacDonald during a "Coffee Break Interview"

Worthy of Recognition

Leanne Wiebe and Emma Norrif, from Children's World Daycare in Pincher Creek, were both finalists for the Child Care Professional Awards of Excellence.

Both individuals have shown excellence in their day-to-day work by creating quality environments and demonstrating excellence in their innovation and creativity working with children.

Congratulations Leanne and Emma for your nominations!

Accreditation Updates

Effective September 15, 2009, all child care programs (child care centres and family day home agencies) will need to obtain:

Accreditation-A score of 80 percent or higher in each of the following sections of the Self Study Guide: Physical Environment, Interactions & Daily Experiences and Practices and Portfolio Report.

Re-Accreditation -A score of 80 percent or higher in each of the following sections of

the Re-accreditation Review Guide: Standard 1, Standard 2-3, QEP and ACCAP Quality Standards Report.

A total score of 80 percent or higher is now required to achieve accreditation status. This applies to accreditation and re-accreditation.

Accredited or Re-Accredited Programs in Region 1 Since November 2009

- **A Child's Second Look**

Professional Development Grant

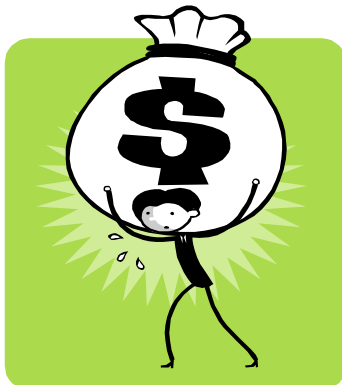
If you are a Child Development Worker or Child Development Assistant, remember to take advantage of the Professional Development Grant. The cut off date for this fiscal year is February 15, 2010.

This grant can be used to obtain higher levels of certification, and to attend approved conferences and workshops.

Eligible staff may choose to use up to 50% of the grant funding to which they are entitled towards registration fees for approved child care conferences and workshops. Approved conferences and workshops are those related to early childhood and school age care.

The Professional Development

Grant is approved for each fiscal year (April 1 to March 31), based on the date the payment was made for the expenditure. It is not based on the date the service/product was received or course was taken.



Resources for Infant Educators

“An infant always learns. The less we interfere with the natural process of learning, the more we can observe how much infants learn all the time.” — Magda Gerber

Resources for Infant Educators (RIE) was founded in 1987 by the late educator and infant specialist Magda Gerber and pediatric neurologist Tom Forrest, M.D.

Based on respect, the RIE Approach helps raise authentic infants who are competent, confident, curious, attentive, exploring, cooperative, secure, peaceful, focused, self-initiating, resourceful, involved, inner-directed, aware and interested.

With financial assistance from Southwest Alberta Child and Family Services, Region 1 child care professionals had the opportunity to participate in a three-part RIE Certification Package.

RIE I Fundamentals, Theory & Observation is an overview of the RIE approach, including psycho-motor development, social-emotional development, designing appropriate environments, planning the curriculum, issues in par-

enting and observation skills.

RIE I graduates practice demonstrating the RIE approach in a RIE accredited program for a minimum of twelve weeks with assistance and guidance from a mentor teacher to obtain the RIE II certification.

For completion of RIE III, students participate as a student-teacher in the RIE I Fundamentals courses.

Sarita Anand: RIE I Student

Sarita has a Child Development Supervisor certification (level 3) with experience working in a child care centre. After completing her training for RIE I, Sarita is opening a day home with Odyssey Child Care Services.

“I took RIE I so I can incorporate the philosophy into my day home environment and with my families. I like the philosophy

of RIE, the respect for the individual, the love and the calmness, the stability, maturity, and consistency of the caregivers environment.”

“It is also my own internal philosophy. In child care, I am passionate about the children, their innocence, their curiosity to learn, and how they interact with society, the environment, the materials, and their peers.”

“To me RIE is quality child care. There is more observing of children than there is of caregivers indulging in their own ideas and activities. To provide a RIE environment is providing a safe and natural environment for children.”

“Anita Cooper inspires me because I can learn new philosophies and give higher quality care to children.”



Anita Cooper: RIE Instructor

“We have come to a point where one individual has completed all levels of the RIE Certification Package through the Lethbridge CFSA and Lethbridge College contract RIE. I, RIE II and RIE III, Lois Jardine. This is a milestone for RIE in Alberta.”

After experiencing parent/infant classes in Lethbridge for

14 years. I believe this will lead to a focus on quality care for infants throughout Alberta because of the teamwork supporting extensions for more connections of RIE principles and methods for all regions.”

“Each student expresses excitement and confirmation that the ideas of RIE philosophy support their understanding of

their values and beliefs about working with infants and children. They express how RIE extends into all their personal relationships in a positive manner.”

“We look forward to seeing more influence of RIE in our early childhood lives in the coming weeks and months.”

June 6, 2010

**21st Annual RIE Infant/
Toddler Conference for
Parents and Professionals**

**Skirball Cultural Centre,
Los Angeles, California**

**For more information
please visit**

www.rie.org

Upcoming ARCQE Workshops

Creatively inspiring professionals to build leadership and capacity by enhancing quality in programs and services that support children and families

Suite 110 Baker Centre
10025 106 Street
Edmonton, Alberta
T57 1G4

Phone: 780-421-4930
Toll Free: 1-866-429-4930
Fax: 780-421-1730

There are limited number of regionally sponsored hours of support available to programs in Region 1. For information on how you can access sponsored services, contact Child Care Coaches.

Karen MacDonald
403-328-5473
karenm.arcqe@telus.net

Lois Jardine
403-329-3515
laj2005@telus.net

Powerful Play Experience—Team Building Opportunity!

Calgary-Saturday, January 30, 2010

Children Love Science-So Can We

February 18, 2010 - 6:30-9:30pm

Lethbridge College TE1202

Open-Ended Art

March 8, 2010 - 6:30-9:30pm

Lethbridge College TE1202

Register early, space is limited! Contact Carla at ARCQE (780) 421-4930 or 1-866-429-4930.

For more information please visit www.arcqe.ca

Meyers-Briggs Evidence Based Leadership & Business Practice Series

A group of 20 early learning professionals will be wrapping up a seven part series related to the utilizing the Meyers-Briggs Typology Indicator (MBTI) as the starting point for communication and leadership within their program. The participants had the chance to work on handbooks & other documents evidencing their use of best practices. If you missed the chance to take in this series the presenter Bunmi Obateru is the keynote speaker at the Heart of the Matter Conference on March 12 & 13.

SAVE THE DATE



Early Childhood Conference

March 12 & 13, 2010

Lethbridge College

Presented By:

The Child Care Directors' Association of Southwest Alberta,
in partnership with Lethbridge College
& Southwest Alberta Child and Family Services Authority

ececonference@live.com :: 403.715.7673

Voice is a quarterly newsletter for child care owners/operators and early childhood professionals in Region 1 produced by the Alberta Resource Centre for Quality Enhancement (ARCQE) with funding provided by Southwest Alberta Child and Family Services Authority (CFSA).

