

LEARNING TO BEHAVE:

Policy and Training Supports

Carrie Melsom

There are many changes being made this year as a result of the Amendments to the Day Care Regulations passed by the Provincial Cabinet this past December. One of many areas that will see some small but provocative changes is Section 19 which relates to behaviour guidance.

There is added clarity for the sector in that the licensee, agents and volunteers "...must behave in a manner that does not harm any child who is attending the day care program, and in particular must not do or permit any of the following..." Section 19 (1).

There is also a new stipulation that the licensee must provide training in the behaviour guidance policy for directors, staff, care providers, and volunteers before they begin their employment or volunteering. Section 19 (2a).

While changes in this part of the amendments are subtle they provide us all with an excellent opportunity to revisit and re-evaluate our behaviour guidance policies.

In every classroom, every day, teachers make choices about how to respond to,

and guide children's behaviour. The choices they make profoundly effect the short and long term wellbeing and learning of the children enrolled in their programs.

Behaviour Guidance policies can play a critical role in shaping child care programs and in creating quality early learning and child care environments. When the policies and practices licensees put in place are de-

signed to support teachers and others in making daily choices that lead to quality outcomes for children and



families, the policies themselves become powerful tools for quality.

Policies are only useful tools for guiding adult behaviour if they are current, well understood, regularly referred to, and reflective of the values, beliefs and attitudes of staff and volunteers. This fact suggests

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A Message from the Director

Dear Colleagues,

The introduction of new government regulations often leads to reflection on our old practices and opens doors for development within our programs. These new guidelines provide opportunities to make changes that will enhance the working environments for children, families and teachers.

At the College we are moving forward with the delivery of **Level 1 Training**. The three post secondary courses required for this designation will be offered this spring and summer and we hope to have the guided workplace experience ready for enrolment shortly.

- Child Growth & Development: April to June
- Introduction to Curriculum: June to July

Inside this issue:

- Guiding Behaviour Standards
- In the Resource Centre
- Seeking Alumni Stories

A publication informing the early childhood education community of events, services and professional development opportunities offered by the Nova Scotia College of Early Childhood Education

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this newsletter!**

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to be added to our e-mail list or
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www.nscece.ca**

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that any training offered around the behaviour guidance policy has to address attitudes as well as the knowledge and skill level of the participants. Additionally, the policy and the training process might also be used as a screening tool to help ensure a good fit between staff and program expectations.

The way early childhood educators talk about and understand child behaviour and recommended practices for guiding behaviour has changed significantly in the last twenty years—many of our policies and practices have not.

The Occupational Standards for Early Childhood Educators that were recently published by the Child Care Human Resource Sector Council (after extensive national consultations) clearly defines the

skills, abilities, and core knowledge required by early childhood educators.

As you examine your behaviour guidance



The Teaching Pyramid—Center on the Social Emotional Foundations of Early Learning (vanderbilt.edu/csefel)

policy with an eye to its use as a teaching tool think about whether or not it reflects current standards. Does it offer more than a list of you shall not? We know that telling children what not to do is not a very effective way of getting them to do what we would like them to do. Telling adults what not to do without providing the skills and tools they need to do something different has similar poor results. There is room in good policy design to highlight values and beliefs and to make direct links to how these guide our behaviours and actions.

NSCECE offers two courses in Behaviour Guidance and regularly offers other types of professional development that focus on this aspect of practice. Now is definitely the time to update yourself and your colleagues about current recommended practices.

The new **Level 1** training requirements will help ensure that at least two-thirds of the educators working in a program will have a basic understanding of positive guidance strategies. A well designed behaviour guidance policy and in-service training will supplement and support this. An effective workforce that can support positive outcomes for children—making classrooms more pleasant today and teaching the skills the children will need for tomorrow, is one possible outcome of the new regulations. Let's take this opportunity to make sure that happens.

Director's Message

- Behaviour Guidance June to August

Students who complete these courses will have three full college credits towards the ECE diploma. We would be delighted to meet with any of you individually to discuss options for continuing your studies to obtain a **Level 2** designation. Your academic plan can include day/evening/ weekend classes; PLAR and Independent Study. Please don't hesitate to tell us what you need in terms of professional development.

Jane Cawley

A.6 GUIDE CHILDREN'S BEHAVIOUR

Early Childhood Educators use a variety of behaviour guidance techniques that are proactive and appropriate to the ages and stages of development, recognizing individual competency of children to positively guide behaviour.

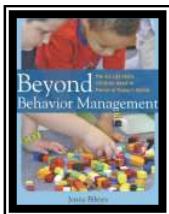
- A.6.1 Establish an environment to foster positive behaviour in the program.
- A.6.2 Guide and observe children.
- A.6.3 Implement positive behaviour guidance.
- A.6.4 Facilitate appropriate language.
- A.6.5 Facilitate conflict resolution.
- A.6.6 Facilitate empathy.
- A.6.7 Use and promote active listening skills.
- A.6.8 Use natural or logical consequences.
- A.6.9 Protect children from physical and emotional harm.
- A.6.10 Facilitate problem-solving skills

Occupational Standards for Early Childhood Educators, Child Care Human Resources Sector Council

www.ccsc-cssge.ca

In the Resource Centre

The Resource Centre has many learning materials and books available to support you in your work guiding and supporting children's appropriate behaviour.

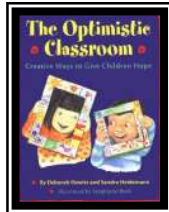


Beyond Behaviour Management: The Six Life Skills Children Need in Today's World (371.4 BIL)

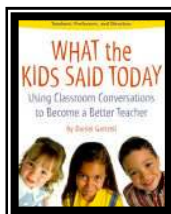
A strength-based approach to guiding and managing young children's behaviour by helping them build and use essential life skills in the areas of attachment, affiliation, self-regulation, problem solving, initiative, and celebration of self and others.

The Optimistic Classroom: Creative Ways to Give Children Hope (375 HE)

Over seventy easy, classroom activities that draw from research on



resiliency. The focus is on developing capacity and strength in the areas of self-esteem and competence, cultural competence, identification and expression of feelings, empathy, perseverance, responsibility, cause and effect, reframing, problem solving, and optimism and hope.

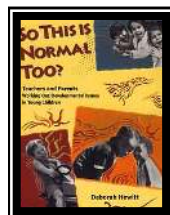


What the Kids Said Today: Using Classroom Conversations to Become a Better Teacher (371.4 GA)

Read 160 anecdotes from more than 60 adults in a variety of child care settings. Each story includes an account of an actual conversation and some reflections on how the conversation can help build an encouraging classroom. The focus of these conversations is supporting skill development in the areas of acceptance and cooperation, creative and peaceful problem-solving, and acceptable ways to express difficult emotions.

So this is Normal Too? Teachers and Parents Working Out Developmental Issues in Young Children (371.4 HE)

There are many behaviours that while 'normal' in early childhood can still be challenging for caregivers and families. If ignored these behaviours can develop into habits and patterns that are damaging to the child's development and relationships. This book offers easy-to-understand child development information that can help parents and caregivers talk through these issues and develop strategies to help children acquire the skills they need to move through a difficult stage.



Meeting the Challenge: Effective Strategies for Challenging Behaviours in Early Childhood Environments (371.4 K)

An easy to read and understand approach.

Related Materials in the Resource Centre

- Out-of-the-Box Training Packages (374 EX)
- Developing Dialogue (374 CA-D)
- The Challenging Child (371.9 CR-C)
- Ants in Their Pants (371.9 CR)
- You Can't Come to My Birthday Party (371.4 EV)
- Magic Capes Amazing Powers (371.4 HO)
- 50 Early Guidance Strategies (371.4 BE)
- Please Don't Sit On The Kids (371.4 CH)

Resource Centre services are offered with support from the Nova Scotia Department of Community Services, Early Childhood Education Training Initiative.

Resource Centre Professional Development Opportunities for Centres or Groups

- Reaching In ... Reaching Out - Promoting Resiliency in Young Children in Child Care (2 day training)
- The Encouraging Classroom: Social Problem Solving for Preschoolers (full day workshop)
- Magical Environments (1/2 day workshop)
- Meeting the Challenge: Effective Strategies for Challenging Behaviours (full day or 3 sessions)
- What are we doing here? Reconnecting with your vision (documentation visit + workshop)
- Tumble Bugs Active Play (1/2 day leader training)
- The Affective Curriculum (five, 3-hour workshops focused on cultural competence, self-esteem, optimism, problem solving, and emotional intelligence)
- Hold a Staff Meeting or Work Bee in the Resource Centre

Have a professional development need you don't see listed here? Call Carrie Melsom, NSCECE Resource Centre Coordinator at 423-7114 Ext. 227 to discuss the possibility of a workshop designed for your centre or group.



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www.nscece.ca



First and second year NSCECE students had an opportunity to meet with representatives from over 20 child care centres at the annual job fair hosted by NSCECE. (March 2011)

At the Nova Scotia College of Early Childhood Education, we provide an opportunity for students to study and gain experience in Early Childhood Education through a diverse range of courses and practical settings.

We are proud to lay a foundation for the personal and professional growth and development of our students. It is our hope and goal that NSCECE graduates continue to learn, practice and reflect throughout their years in early childhood education.



Join the crowd—become a member today!

Take advantage of the many services provided with a NSCECE Resource Centre membership

Resources for the early childhood community



To download an Information Brochure or Membership Form visit www.nscece.ca

E-mail: resourcecentre@nscece.ca

Tel: (902) 423-7114 Ext. 227



ALUMNI NEWS!

ALUMNI MAKING A DIFFERENCE...

For over 40 years NSCECE has graduated quality, trained professionals into the ECE field. These alumni are shaping the future—an accomplishment NSCECE wants to celebrate with you! You can help us by sharing your story with us...

WANT TO SHARE YOUR STORY?

If you are an NSCECE (or St. Joseph's College of ECE) alumni please let us know where you are and what exciting things you are doing so we can **share your story** in our NEW Alumni Newsletter. The Alumni Newsletter will now be published online quarterly—the next issue will be out in June 2011.

You can submit your story (approximately 250 words in length) to:

E-mail: alumni@nscece.ca.

GET YOUR NSCECE PIN!

This year we are graduating approximately 35 ECE students, and each of will receive a beautiful NSCECE pin. If you also graduated with a diploma we would like to send you one in the mail.

Please email the following to the address below:

- Full name upon graduation
- Year of graduation
- Mailing Address

E-mail: info@nscece.ca