



# 2013 Winter Workshops

Workshops are held Tuesdays from 7:00 pm—9:00 pm at 6208 Quinpool Road, 2nd Floor, Halifax (\*\*unless noted as a workshop + tour)

## Guidance Matters – Part 2

As promised we will continue the discussion started in the November 20th workshop. We will examine *instrumental aggression* in children. Using the follow-up article from *Young Children* by Dan Gartrell we'll explore the importance of building relationships to successfully address challenging behaviours and learn some guidance techniques to support ECEs as guidance professionals. Don't forget to bring your Guidance Logs (homework) from session one.

**Shari Ridgewell**, M Ed., BAA ECE, has worked for over 28 years in the field of early childhood. She enjoys facilitating PD opportunities for child care staff on many different topics that support a play based, child centered approach to learning.

January 22, 2013

## Thinking Deeply With Children (REPEAT SESSION)

We will look at small group time – the why, who, how, what and when of doing them. We will play with and discuss the role of loose parts in small group times and examine how adult support can enhance the children's abilities to think critically and more deeply. Come ready to share your ideas, and best of all a small bag of loose parts, e.g. bread tags, buttons, small rocks, shells, stir sticks, wire, pipe cleaners, colourful yarn, etc.

**Elizabeth Hicks** is an independent consultant with *Beacon of Quality* who supports ECEs in thinking about their programs and their goals for children.

**Andrea Hiltz** is an ECE at Point Pleasant Child Care. She is always ready to be amazed by what children can do when given time and opportunity.

January 29, 2013

## Planning a Critical Element in an Emergent Curriculum

Planning for Emergent Curriculum may seem like a contradiction yet it is a critical element if we are to be intentional in responding to children. Participants will explore the terms 'intentional' and 'planning' in order to think about what they mean for this type of curriculum. Using video clips we will practice how to plan for reflective responses to children's play, conversations and ideas. [This workshop is for those who are currently using an emergent curriculum.](#)

**Susan Stacey** has been in the field for over 30 years, as a teacher, director, college professor and writer. She often works with ECEs addressing such topics as, documentation, reflective practice, emergent curriculum, and Reggio Emilia inspired approaches.

February 5, 2013

## Juggling the Key Elements of Infant/Toddler Care and Education

A workshop for current or aspiring program directors, supervisors and administrators. As leaders in centres that care for infants and toddlers we are tasked with creating relationship based programs that support children's development, learning and well-being. Caring for our youngest presents unique challenges that require intentional leadership. Using an article we will examine relationship building, reflect on current practices and explore ways to enhance our programs.

**Shari Ridgewell**, M Ed., BAA ECE, has worked for over 28 years in the field of early childhood. She enjoys facilitating PD opportunities for child care staff on many different topics that support a play based, child centered approach to learning.

February 12, 2013

## Making Sense of the World—Schemas in Early Childhood (REPEAT SESSION)

ECEs have a sense that children construct knowledge by actively engaging with the environment. This understanding often collides with the sense that children learn the things we teach them. Schema theory can help us better appreciate that the seemingly random behaviour we notice in play may in fact be part of a pattern and a child's process of acquiring a particular kind of knowledge or understanding. Workshop participants will be introduced to some easily observed schemas and identify possible ways to grow curriculum based on these interests.

**Elizabeth Hicks** is an independent consultant with *Beacon of Quality* who supports ECEs in thinking about their programs and their goals for children.

**Cheryl Scott** is an ECE at Point Pleasant Child Care. She has been observing and responding to schemas in her preschool room for the past year.

February 19, 2013

## Emotional Development in Young Children

In this workshop we will explore elements of emotional development and how it influences interactions with others. We will examine the concept of temperament and identify the stages of emotional growth from infancy to the early school years as well as some issues that children face at these different stages. Participants will gain an understanding of emotional intelligence and see how we can teach some of the skills that lead to emotional literacy.

**Shannon Harrison** an adult educator who has also been an early childhood educator for over 20 years. She has a diploma in ECE. Currently, she is working in the toddler program at Point Pleasant Child Care Centre and is very impressed with the level of emotional literacy that toddlers can display.

February 26, 2013

**Tuesday workshops are \$40. Resource Centre professional members receive a \$5 discount. The College will accept in-person debit or credit card payments, and cash or cheques. Fees are non-refundable. A workshop voucher will be issued if the College is notified of cancellation a minimum of 7 days before the scheduled workshop date. Non-attendance does not constitute cancellation.**

**Registration is only accepted with a payment. Write down the date and title of the workshop(s) you wish to attend, and forward with payment to NSCECE. You will be notified if your workshop is full or is cancelled for any reason.**

To register, forward payment of \$40 per workshop to:

Nova Scotia College of Early Childhood Education, 6208 Quinpool Rd (2nd Floor) Halifax, NS B3L 1A3, 423-7114 Ext. 227

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### **Teaching Strategies That Promote Peer Interaction**

Do you have children in your room who have difficulty entering or sustaining play with others? In this workshop you will discover how different conversation styles and language skills support and foster positive peer interactions. You will develop strategies to help get socially isolated children involved in peer interactions. You will discuss how to set up your classroom and how to create small groups. This workshop is intended for Early Childhood Educators who work with children from three to five years old.

**Brenda MacKay** is a speech-language pathologist with Nova Scotia Hearing and Speech Centres. She is a trainer for the Hanen program and has worked in early childhood classrooms for over 15 years. She currently consults in classrooms with children who have communication challenges.  
**March 5, 2013**

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### **Walking the Walk – What it Really Means to be Family-Friendly**

It is very common for early learning and child care programs to promote themselves as family friendly in their mission and philosophy statements. Publishing this value is a wonderful place to start but programs also need to clarify what this means in practice for their families, staff and children. During this workshop participants will explore some family-friendly policies and examine the role of the environment and positive relationships in ensuring that policies and practices do in fact welcome and support families in all their diversity.

**Karen Patterson** BA, ECE, is the Inclusion Resource Teacher and Assistant Director of Leeds Street Child Care Centre. She has operated her own home-based program and has worked for the HRSB. Karen and the team at Leeds believe that a family-friendly approach is key to the success of their program.  
**March 19, 2013**

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### **Inspired by Pinterest**

When Debbie started teaching many years ago teachers got their ideas from each other, the children and the idea books they bought at the teacher supply store. Times have changed how neat ideas and inspirations are shared. *Pinterest* is a current source of inspiration for Debbie. In this workshop she'll share favourite pins and describe how she uses *Pinterest* to inspire herself. She'll share her criteria for choosing activities and how her observations of children and her knowledge of their developmental needs and interests continue to inform her teaching choices.

**Debbie Thompson** is an MSVU Child Studies graduate. She is currently working as an EIBI Program Implementer for the IWK. Debbie has offered a number of upbeat and energetic workshops for NSCECE over the past two years.

**March 26, 2013**

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### **Make New Words Sparkle to Build Vocabulary**

Research indicates children with good strong vocabulary develop strong literacy skills as they get older. Teaching vocabulary in the early years is very important. This workshop will discuss the role ECEs play in helping children learn new words and how to select the right words to highlight to build vocabulary. Children's books will be used to teach ways to build vocabulary. This workshop is intended ECEs who work with children 3-5 years of age.

**Brenda MacKay** is a speech-language pathologist with Nova Scotia Hearing and Speech Centres. She is a trainer for the Hanen program and has worked in early childhood classrooms for over 15 years. She currently consults in classrooms with children who have communication challenges.  
**April 2, 2013**

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### **Open-ended Infant Experiences**

Individualized daily routines, responsive interactions and caring relationships form the core of a quality infant program. What role do activities play? Infant teams often feel the downward pressure to plan activities and routines that mimic those found in the preschool room. So we find babies covered in green paint and trapped in their high chairs until they can be washed off and released to wander while their chairs get scrubbed down. Teachers and babies are stressed by this. Come explore some developmentally appropriate, open-ended alternatives!

**Debbie Thompson** is an MSVU Child Studies graduate. She is currently working as an EIBI Program Implementer for the IWK. Debbie has offered a number of upbeat and energetic workshops for NSCECE over the past two years.

**April 9, 2013**

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### **Let's Draw! (REPEAT SESSION)**

Remember when you used to draw, just for pure enjoyment? Ever stop to think about what you actually got from it? Asking children to draw is a frequently under-utilized approach in early childhood. If encouraged and supported appropriately it strengthens and helps grow most developmental domains. We will examine the research on drawing with children, practice our own skills, and learn about how educators can cultivate this expressive art.

**Elizabeth Hicks** is an independent consultant with *Beacon of Quality* who supports ECEs in thinking about their programs and their goals for children. **Angela McNamara** is an ECE and a Teacher. Currently working in child care, she continues to learn and grow from her own teachable moments.  
**April 16, 2013**

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### **Inclusion in Emergent Settings**

How does inclusion work in classrooms that use an emergent curriculum process? Do you have a basic understanding of emergent curriculum but question how or if an emergent curriculum can meet the needs of children with special needs? The presenters will introduce the principles of Reggio Emilia (a source of inspiration for their classroom) and how these apply to children with special needs, routine-based plans and inclusive environments. They will also share stories of the power of this approach for their children and families.

**Jessica Rankin & Jacq Cameron** are ECE's at Wee Care Developmental Centre and have been using an emergent process since 2011. **Jo-Anne Sutherland** is the Resource Teacher at Wee Care. She has worked for many years with families/professionals in providing inclusive, quality care for children with special needs.  
**April 23, 2013**

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### **Open-ended Toddler Experiences**

Toddlers learn by exploring the things they seek to understand and then exploring over and over again. Toddler classrooms function better when teachers keep activities open-ended and relevant to toddler interests and developmental impulses. Anyone who has spent an hour prepping a craft and then watched their toddlers smear the glue without touching the paper shapes they were supposed to use to make "their bear" has bumped up against this reality. Come explore appropriate open-ended activities that have been designed with toddlers in mind.

**Debbie Thompson** is an MSVU Child Studies graduate. She is currently working as an EIBI Program Implementer for the IWK. Debbie has offered a number of upbeat and energetic workshops for NSCECE over the past two years.

**April 30, 2013**