



# Cowichan Valley Child Care Resource & Referral

## Summer 2022 Newsletter **WHATS INSIDE**

### Office Hours

Monday - Friday  
8:30am-4:00pm

### Late Night Openings

Closed for summer -  
after hours  
appointments available  
by request

### Closed

Friday, July 1 -  
Canada Day

Monday, August 1 -  
BC Day

Monday, September 5 -  
Labour Day

- Professional Development Opportunities
- Updates and Websites
- Playgroup
- Toy Lending Library
- Activities
- Early Childhood Pedagogy Network
- Heat Preparedness

**Contact: 250-746-4135**

Program Coordinator ext. 231:

Heather Kelm

[hkelm@clementscentre.org](mailto:hkelm@clementscentre.org)

Consultants ext. 235:

Liz Manraj

[لمانraj@clementscentre.org](mailto:لمانraj@clementscentre.org)

**The CCRR is a program of Sundrops,  
funded by the Province of B.C.**



Ministry of  
Education and  
Child Care

Clements Centre acknowledges that our services  
are delivered from the Traditional and Unceded  
Territories of the Coast Salish Peoples.

Huy ch q'u



**clements centre**  
for FAMILIES

Sundrops | Child Development | Adult  
Community Living

# Summer 2022 Newsletter

## PROFESSIONAL DEVELOPMENT OPPORTUNITIES

### First Aid Course



When: Saturday, August 27th

Time: 8:00am-4:30pm

Cost: \$100 per participant

Lunch will be provided

Call or email the CCRR to register

Space is Limited

### UpComing in Fall

ECEBC Meetings and short Presentations - Starting in September

Monique Gray Smith: Caring Connections - October 27th

Make & Take Networking Evenings - Starting in October

*More information Coming Soon*

### Ideas



See training you would like offered in Cowichan Valley?

Let CCRR know what Professional Development your interested in and we can look into providing it, We would love to hear from you!



PARTNER TO  
PRESENT

# ECEBC BRANCH MEETINGS COMMUNITY PRESENTATIONS MAKE & TAKE EVENINGS

CERTIFICATES OF PARTICIPATION WILL BE  
PROVIDED FOR PRESENTATIONS AND MAKE & TAKE

## Save The Dates

SEPT.15TH 2022 - CHILD CARE LICENSING  
OCT.20TH - MAKE & TAKE  
NOV.17TH -REGISTERED DIETICIAN  
DECEMBER 15TH - MAKE & TAKE\*  
JAN.19 2023- GUEST SPEAKER TBD  
FEB. 16TH - MAKE & TAKE  
MARCH 16TH - MAKE AND TAKE\*  
APRIL 20TH - GUEST SPEAKER TBD  
MAY 18TH - APPRECIATION  
JUNE 15TH - GUEST SPEAKER TBD

- The starred evenings we will NOT have an ECEBC Branch meeting (Dec & March)

**5:30pm-6:00pm**

Executive ECEBC Branch Meeting and Votes

**6:00pm-6:30pm**

Open to all child care providers, open discussion, light dinner

**6:30pm-7:30pm**

Either guest speaker or Make & Take

***Please contact CCRR to register***

Contact: CCRR for more information:  
250-746-4135 ext.235

hkelm@clementscentre.org

Clements Centre, 5856 Clements Street, Duncan



# Summer 2022 Newsletter

## UPDATES AND WEBSITES

**The goal of Appetite to Play is to build the capacity of early years providers to promote and encourage physical activity and healthy eating with children in the early years (birth to 5 years old) by providing recommended practices, self-assessment tools, training, ideas, games, activities recipes and other resources that can be used in a variety of settings including: daycare centres, family based childcare, preschool and parent participation programs.**

**[Appetite to Play](#) link**

**SmartParent is an evidence-based text messaging program developed by maternal and child health experts that sends you information timed to your baby's age to help support you as you care for your baby during the first year of life. SmartParent is also your local and online guide to resources and services available to you and your growing baby.**

**<https://www.smartparentcanada.ca/>**

### **Early Years Professional Development:**

**A portal to search for Early Years Training across BC**

**Clements Centre for Families  
[CCRR Website](#)**

**[ChildCareBC](#)**

**Follow us on Facebook  
[Cowichan Valley CCRR Facebook](#)**



# We are Hiring

## CCRR Consultant

## Join us

We are looking for an addition to our  
CCRR team, for the full job description  
please visit our website at  
<https://www.clementscentre.org/jobs>

## Contact us

For more information contact  
Heather at  
[hkelm@clementscentre.org](mailto:hkelm@clementscentre.org)







**clements centre**  
for FAMILIES

JULY  
2022

# CCR PLAYGROUP

Everyone Welcome, Activities will  
be provided for 2-5 year olds



FREE  
DROP IN

## FUN INTERACTIVE PLAYTIME

5814 Banks Rd, Duncan

July 13th and 27th

Every second Wednesday  
9:30am-11:00am

For more information please call  
CCR at 250-746-4135 ext.235

**ccrr**  
Child Care Resource & Referral







**clements centre**  
for FAMILIES

**AUGUST**  
**2022**

# CCR PLAYGROUP

Everyone Welcome, Activities will  
be provided for 2-5 year olds



**FREE**  
**DROP IN**

## FUN INTERACTIVE PLAYTIME

5814 Banks Rd, Duncan  
August 10th and 24th

Every second Wednesday  
9:30am-11:00am

For more information please call  
CCR at 250-746-4135 ext.235

**ccrr**  
Child Care Resource & Referral



## RESOURCE AND TOY LENDING LIBRARY

### Lending Library Update

The lending library will be closed from July 4th till August 19th for inventory and updates, sorry for any inconvenience this may cause. Its also time to renew library contracts and registration forms, emails with new forms will be out soon, so check your inbox!

When using the library if possible please call ahead to ensure a CCRR staff is available to assist you.

### *Feature Items*

Design Builder #0483



Woodland Village #0701



View the full Lending Library Catalogue on this link

[Toy Lending Library Catalogue](#)



## EARLY LEARNING ACTIVITIES



### BIRDS, BEES & BUTTERFLIES



#### Learn about our pollinators

To build food literacy in the 0-5 age group, children can learn about the importance of certain creatures and their role in our food system. We depend on these creatures! Honey bees, for example, pollinate approximately one-third of the food we eat.

#### What is pollination?

Creatures like hummingbirds, bees, beetles and butterflies travel from one flower to another. When they are on a certain part of the flower, called the stamen, they pick up pollen on their legs and bodies. When they land on the next flower, some of that pollen falls off and fertilizes the next flower, allowing it to produce fruit and seeds. They don't do this on purpose; they are after the sweet nectar (like a juice) in the flowers, which bees then use to make honey.

#### Here are some activity ideas to learn about pollination:

- **Go on a nature walk.** Search for bees, beetles and butterflies. Get children to look for flowers that attract bees, especially purple ones like lavender and foxglove.
- **Create a pollinator-friendly garden.** Plant species of plants that attract butterflies to create a magical outdoor space.
- **Play pollinator tag or relay race.** Divide the group into bees, birds and/or butterflies and have them collect pollen (use yellow construction paper) from one flower (use sidewalk chalk) and deposit it in a different one.
- **Honey taste test.** For this test children must be older than 1 year of age. Bring in a few types of honey and give children the opportunity to taste.
- **Arts & crafts.** Create pollinator masterpieces, drawing or colouring pictures of colourful gardens or beautiful butterflies.

#### For more ideas and resources

Learn more about pollination: <http://cwf-fcf.org/en/resources/for-educators/educational-units/pollinators-from-flowers-to-food-to-our-future/>

Create a pollinator-friendly garden: <https://davidsuzuki.org/queen-of-green/create-pollinator-friendly-garden-birds-bees-butterflies/>



### ONE PIECE OF CHALK, 8 ACTIVE GAMES



## EARLY LEARNING ACTIVITIES

### BIRDFEEDERS



Food literacy for children 0-5 is not just about learning about the food we eat, but also what other creatures eat. What better way to engage them than to create bird feeders so they can witness first-hand how and what birds eat! These could be made for outside the care centre or sent home with the children, maybe as a gift for a family member. Best of all, they only require buying bird seed and a couple of other items, some materials are even upcycled or free in nature, depending which of the three methods you choose from below.

The pinecone method:

- Collect large pinecones while on a nature walk. Then an adult should thread a needle with fishing line or ribbon and string it through the top of the pinecone to create a loop for hanging.
- Spread the pinecones with peanut or another nut or seed butter (this part is messy so cover the table and children with protective gear. Make sure that no one has an allergy to the type of butter you are using).
- Roll the pinecones in bird seed. Spread the bird seed out on plates or trays for children to be able to roll them.
  - If taking home, place in a parchment, paper or plastic bag.

The cookie cutter method:

- Lay out a tray with parchment or wax paper and large cookie cutters of desired shape.
- Mix 2 packages (14g) of gelatine with  $\frac{1}{2}$  cup of boiling water to dissolve then add 2 cups bird seed. Continue to mix until all the bird seed is coated.
- Fill the cookie cutters very full with the bird seed mixture. Press down firmly with a top layer of parchment. This is very sticky! Then insert a straw near the top to create a hole for stringing.
- Refrigerate overnight until set. Pop carefully out of the cookie cutters. Remove straw and string with fishing line or ribbon.

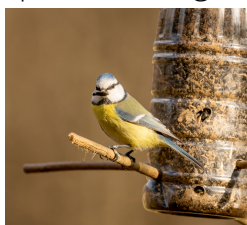
The recycling method:

- Collect clean, plastic bottles with lids from recycling. Remove labels.
- Collect old wooden spoons (or purchase new ones). An adult should use a knife to carefully cut two holes in the bottle to allow the handle of the spoon to pass through both sides, leaving the flat part of the spoon sticking out of the bottle as a shelf for the bird. Enlarge the hole by the shelf enough to allow the seed to spill out slowly.

- Decorate the bottles if desired then fill with bird seed.

Source:

Nicole Fetterly, RD





# ECPN Island Imaginaries

## Thinking Collectively with Drawing

[ECEBC's recent position paper](#) notes that while today's children are living in a time of positive shifts in societal values, such as human rights, technology advancements, and artistic movements, they are also experiencing a world that includes such challenges as climate crises, systemic racism, war, and displacement. Educators are called upon to co-construct ethically responsive curriculum that has the potential to enact transformative change in the name of just and equitable worlds ([ECEBC, 2022, p. 3](#)). As ECPN pedagogists, we are committed to supporting educators with this call and believe that we – educators, education, society - cannot address the complexities of our times by relying on the same Eurocentric (developmental) theories that systems of education were (and continue to be) predominantly grounded on (see [Common Worlds Research Collective, 2020](#)).

This year [we are engaging in drawing](#) through various “living inquiries” we are co-constructing with children and educators ([BC ELF, 2019](#)). We have invited programs to engage with drawing as an avenue for thinking and exploring together in a sustained and collective way, and to discover what is made possible by doing so ([Vintimilla & Kind, 2021](#)). How might thinking collaboratively about everyday practices, such as drawing, create opportunities for dialogue that make visible ways of knowing and being, collective intentions, and pedagogical commitments?



For example, at one centre the children and educators have been drawing with pastels on a large canvas for a couple of months and paying attention to what emerges through these encounters. This centre's pedagogical commitments toward *knowing place* is shaping what is noticed and how we respond to the pastel-canvas-children-educator moments from week-to-week. Space is being created for the children and educators to slow down, observe, ‘see’ through drawing, and generate theories together.

We invite educators to activate a *pedagogy of listening* “to really attend to another” wherein “we must stretch ourselves; we must really strain to listen, to see, to feel – it is not a casual process” ([BC ELF, 2019, p. 48](#)) and we offer the following questions for your consideration. What happens when we choose to draw together, collectively, on shared materials? What is revealed by staying with the same materials over time and attending to relational processes rather than developmental outcomes? What is required to nurture collaborative curriculum making? How do we wish to move through the world together and how do our practices shape/reflect that vision?

*Chivonne Graff, Ildikó Danis, & Karen Rodden*

### ECPN Community Stream

*PacificCare CCRR - Oceanside*

[Shirley-Ann Royer](#)

*Cowichan Valley CCRR*

[Karen Rodden](#)

*Victoria CCRR & ECEBC South Island*

[Chivonne Graff](#) & [Ildikó Danis](#)

### ECPN PSI Stream

*NIC - Courtney/Comox & Port Alberni*

[Lesley Henderson](#) & [Vicky Roy](#)

*VIU - Nanaimo & Cowichan Valley*

[Antje Bitterberg](#) & [Cheryl Cameron](#)

*Camosun - Victoria*

[Lindsay Lichty](#) & Sarah Russ

### ECPN School District Pedagogists

*Port Alberni & Nanaimo*

[Carrie Nahoney](#) & [Aimee Blow](#)

### First Nations Pedagogies Network

<https://fnpn.ca/>

### Métis Nation BC Pedagogists

<https://www.mnbc.ca/>

Interested in learning more? Click on a name to email a pedagogist in your area or visit [ecpn.ca](https://ecpn.ca).



Early Childhood  
Pedagogy Network



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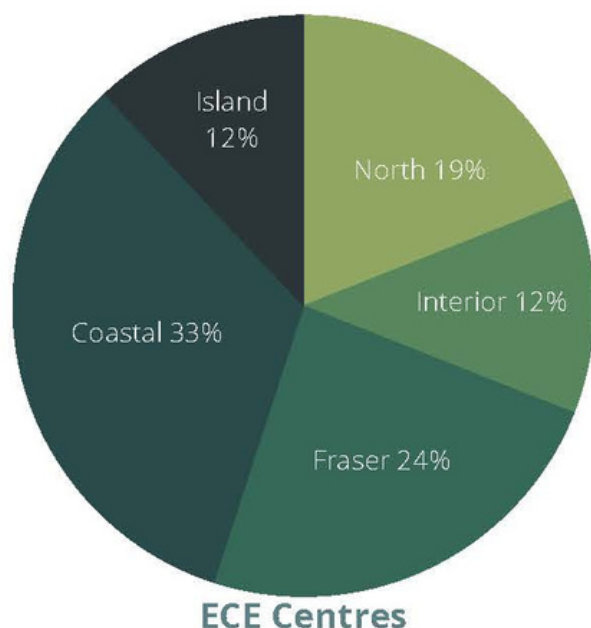


# Early Childhood Pedagogy Network

## *Pedagogies Responding to the Conditions of Our Times*

BC Early Childhood Pedagogy Network's pedagogists support early childhood educators

### 2020-2021 School Year Participation



**218**

Hours of Learning  
Circles with  
Educators

**2440**

Hours of Visits at  
ECE Centres

**347**

Hours of  
Community ECE  
ProD Events

"The feedback, insight, perspective and wondering allows me to look at my practice as an ECE in different ways. It pushes me to reflect, wonder and take a step back to think about what I am doing with the children."

(Educator, January 2021, Fraser Region)

**41**

**Pedagogists**

**345**

**ECE Centres**

**1052**

**Educators**

**171**

**ECE Students**

**44**

**Communities**

The pandemic has infused every aspect of life now and our pedagogist has been absolutely incredible in her supports and versatility at continuing to engage with us despite the pandemic restrictions.

(Educator, January 2021, North Region)

**3184**

ProD Certificates Issued to  
early childhood educators

**767**

For working with a Pedagogist

**616**

For attending Pedagogist  
Community Events

**1178**

For attending ECPN-ECEBC  
Partnership Events

**623**

For attending ECPN-CCRR  
Collaboration Events

"Our pedagogist has been challenging me to think differently about the ways we collaborate and create curriculum. I have been working through concepts of connectivity, collaboration, and context. Our work with the pedagogist has generated deeper thought on these concepts and a reworking of the way I practice. The individual is no longer at the forefront of my practice; rather I seek out opportunities for collaborative work."

(Educator, January 2021, North Region)



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Pedagogy Network



ecpn@uwo.ca



www.ecpn.ca



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# Early Childhood Pedagogy Network

## *Pedagogies Responding to the Conditions of Our Times*

2021-2022 School Year

### In the words of a participating director:

"We are working with our pedagogist in all of our programs, and I can see a difference in staff excitement around project work and the inquiry-based learning as well as making the learning visible. We have realized it is great to make this visible for the parents but even more so for the staff, it gives a real look into what they have been doing (and it is A LOT), it provides a sense of accomplishment and pride for staff to look back on these documentations while at the same time creating more questions about where to go next and why." I feel that this highlights the hope for this wonderful collaborative work to continue.

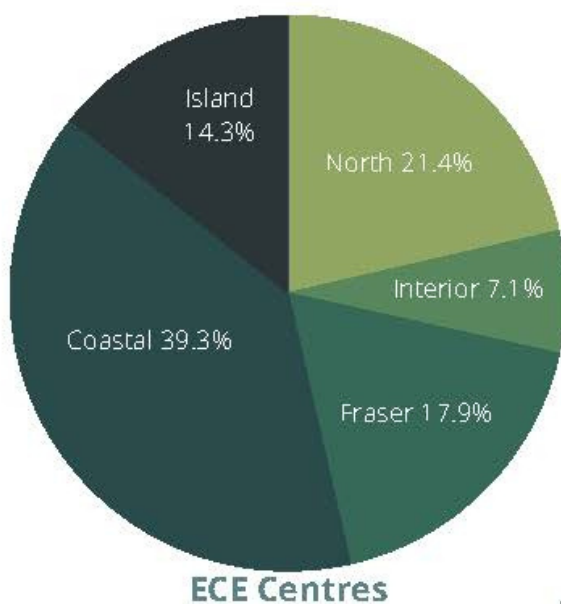
(CCRR Staff, January 2022, Interior Region)



This term my pedagogical engagement with educators revolved around pedagogical conversations with children, and very thorough reflection and thinking about what concepts will carry on long-term projects with children. For all programs, I began in-person visits, which allowed us to practice more of thoughtful questioning, initiating pedagogical thinking with children, and figuring out where to go next with children's ideas and drawings. Curriculum creation, in this way, is beginning to shape and form in a way that allows us to work through and figure out bigger concepts that children currently live in.

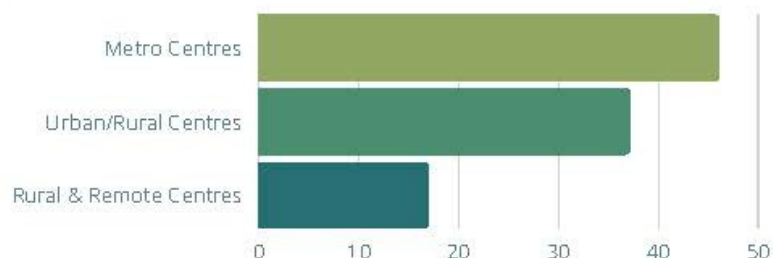
(ECPN Pedagogist, January 2022, Interior Region)

### Community Stream Participants *(as of April 2022)*



**28** Pedagogists  
**301** ECE Centres  
**1019** Educators  
**55** ECE Students  
**38** Communities

**121**  
 Hours of Learning Circles with Educators  
**3503**  
 Hours of Visits at ECE Centres



Early Childhood  
Pedagogy Network

✉ [ecpn@uwo.ca](mailto:ecpn@uwo.ca)

🌐 [www.ecpn.ca](http://www.ecpn.ca)



@EcpnBC



ECPNBC



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# HEAT PREPAREDNESS

Is Your Facility Prepared?



## Summer Is Approaching...

In the summer of 2021, Environment Canada issued multiple heat warnings throughout the province of British Columbia.

The Island Health region experienced daily temperatures of over 40 degree Celsius causing serious health and safety risks within our communities.

Community Care Facilities Licensing is committed to ensure Licensees are proactive and prepared for the upcoming summer heat.



## Watch for symptoms of heat illness

dizziness or fainting  
nausea or vomiting  
fatigue and weakness  
extreme thirst, heavy sweating  
pale, cool, moist skin  
muscle cramps, headache, rash  
rapid breathing and heartbeat  
decreased urination with  
unusually dark yellow urine

## Getting Prepared in Child Care

To ensure your site is prepared to respond to heat emergencies, it is important to have a plan in place. Please see below for some important points to consider as you develop your preparedness plan.

- Create a Heat Preparedness Policy and ensure all staff are trained and knowledgeable;
- Provide staff training on extreme heat emergency measures;
- Increase frequency of checks on children during hot days;
- Increase frequency of rest and water breaks;
- Drink plenty of water; ensure access to water; create shade/cooling stations (fans, air conditioners);
- Ensure fans, air-conditioners and HVAC systems are regularly maintained and in working order ahead of time;
- Continue to monitor indoor temperature to modify preparedness plan when necessary;
- Block direct sun with blinds and shutters; increase air flow where possible;
- Have popsicles on hand; have parents pack appropriate foods that won't spoil in hot temperatures; have parents place an ice pack in lunch kits; avoid using the oven; store and prepare food with extreme heat in mind;
- Ensure children are wearing light-colored, loose fitting, breathable clothing; wear hats;
- Wear sunscreen on all exposed skin and reapply frequently;
- Plan physical activities for cooler parts of the day;
- Never stay in a parked car on a hot day.



## Resources

- ✿ BC Heat Impacts Prediction System (BCHIPS), BCCDC
- ✿ Heat Safety, Island Health
- ✿ Heat-Related Illness, HealthLinkBC
- ✿ Health Facilities Preparation for Extreme Heat: Recommendations for Retirement and Care Facility Managers, Government of Canada
- ✿ Wildfire Smoke, BCCDC



# Heat Preparedness Considerations

To ensure your site is prepared to respond to heat emergencies, it is important to have a plan in place. Please see below for some important points to consider as you develop your preparedness plan.



Create a Heat Preparedness Policy for your facility



Monitor indoor temperatures regularly and modify preparedness plan if necessary



Ensure staff are trained and knowledgeable on facility policies, responding to emergencies and identifying heat responses for person in care



Block direct sun with blinds, shutters or reflective material; increase air flow where possible



Increase frequency of checks on children during hot days



Have cool refreshments available such as popsicles, fruit and veggies with higher water content



Increase frequency of rest and water breaks



Wear light-coloured, loose fitting clothing and hats; wear sunscreen on all exposed skin and reapply frequently



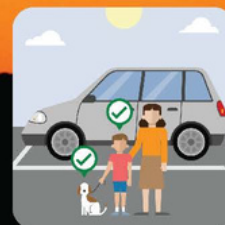
Drink plenty of water and ensure access to water; create shade and cooling stations with fans or air conditioners



Plan physical activities for cooler parts of the day



Ensure fans, air-conditioners and HVAC systems are regularly maintained and in working order ahead of time



Never stay in a parked car on a hot day

