

#### What's Inside?

Pg. 1:

Contact & Hours

Pg. 2:

**First Nations** Acknowledgement

Pg. 3:

**Government Links &** SCG COP Training

Pg. 4:

Training Opportunities

Pg. 5:

Toy Lending Library

Pg. 6 & 7

Literacy Corner

**Monique Gray Smith** 

Eric Carle

Pg. 8:

Nutrition & Activity

Pg. 9

Pedagogist Update

Pg. 10

**Colouring Contest** 

#### **CCRR & ECPN Websites**

**Cowichan Valley CCRR:** www.clementscentre.org

Provincial CCRR: <u>www.gov.bc.ca/ChildCareResourceReferralCentres</u>

Early Childhood Pedagogy Network: www.ecpn.ca





Adult Community Living Sundrops Child Development

The CCRR is a program of Sundrops, funded by the Province of BC

Clements Centre Society, 5856 Clements St, Duncan, V9L 3W3



**Cowichan Valley Child Care Resource and Referral** 

**SUMMER 2021** 

Coordinator's Message...

One was too many!

We stand in grief and solidarity with Indigenous families across Canada. I encourage those who do not know about Canada's

dark history to learn about it. We hold our hands up to Indigenous friends and families during

this difficult time. Please see page 2 for support and resources. Huy ch q'u - thank you. Seems like change is the one constant in life... please welcome our newest Program Consultant, Leanne English, to Denise Gray all the best in her future endeavors.

Winners of Spring Colouring Contest: 1st Thea, 2nd Megan, 3rd place tie Lyla, Riley, Ella. All

other participants received a sweet treat as a consolation prize for their awesome entry.

Everyone expressed a lot of joy so we decided to host another colouring contest, see page 10.

Make space for joy and love in your lives this summer,

Together we can make positive changes,

Carmen Barclay Hamm MA

Clements Centre acknowledges that our services are delivered from the Traditional and Unceded Territories of the Coast Salish Peoples. Huy ch q'u

#### **Cowichan Valley CCRR**

Coordinator:	Phone: (250) 746-4135 Ext.231
Carmen Barclay Hamm, MA	Email: cbarclay@clementscentre.org
Consultants:	Phone: (250) 746-4135 Ext.235
Liz Manraj, MA, ECED	Email: Imanraj@clementscentre.org
Leanne English, BA, CYC, ECED Email: lenglish@clementscentre.org	

#### **Office Hours:**

faceboo

8:30 AM-7:00 PM W-Th

8:30 AM-4:00 PM M-T-F

## Like us on Facebook!

"This newsletter contains information relevant or of interest to child care providers, parents and community . The information is not advice, and should not be treated as such."

### **CCRR Closed Statutory Holidays:**

July 1—August 2—September 6

Phone: 250-746-4135 Ext 235





#### First Nations Acknowledgment and Support

First Nations Health Authority Main Contact Information

Phone: 604-693-6500 Toll-free: 1-866-913-0033 Fax: 604-913-2081 Email: info@fnha.ca Web: https://www.fnha.ca/

BC Aboriginal Child Care Society General Contact Information Phone: 604-913-9128 Fax: 604-913-9129

Email: reception@acc-society.bc.ca Web: https://www.acc-society.bc.ca/

#### Hiiye'yu Lelum House of Friendship Cowichan Contact Information

Phone: 250-748-2242 Email: <u>ArleneSam@hofduncan.org</u> Website: <u>https://www.hofduncan.org/</u>

Support change and educate your self with Truth and Reconciliation Calls to Action <u>Calls to Action English2.pdf</u> (trc.ca)

Reconciliation Canada, each person has an important role to play in reconciliation. Reconciliation begins with oneself and then extends into our families, relationships, workplaces and eventually into our communities. <u>About</u> Us | <u>Reconciliation Canada</u>

Talking to Kids about Residential Schools? Watch this video message from Monique Gray Smith <u>Talking to kids</u> <u>about Residential Schools - YouTube</u>

#### **Cultural Supports**

**KUU-US Crisis Line Society**: a 24-hour provincial Indigenous crisis line. Adults call 250-723-4050; children and youth call 250-723-2040. Toll-free 1-800-588-8717.

**First Nations and Inuit Hope for Wellness Help Line**: Phone toll-free 1-855-242-3310 or chat online at <u>hopeforw</u> <u>ellness.ca</u>.

The Métis Crisis Line: available 24 hours a day at 1-833-MétisBC, 1-833-638-4722.

**Tsow Tun Le Lum**: Phone 1-888-403-3123 to access the following cultural supports: Levi Martin, James Quatell or Mike Kelly.

**Indian Residential School Survivors Society (IRSSS)**: Phone 1-800-721-0066 or 604-985-4464 to access the following cultural supports: Sadie McPhee, Gertie Pierre or Yvonne Rigby Jones. Mental health and counselling services are also available from the IRSSS Resolution Health Support Workers.









#### **Government Information Links**



For Current Information Click on Links Below

MCFD Information for Child Care Providers

BC Centre for Disease Control Child Care, Schools and Camps

**BC COVID RESTRICTIONS** 

MCFD Family and Child Care Information

#### Sasquatch Clan Gatherings Community of Practice

#### **Collaborative Learning in Your Child Care Centre**

#### **Early Learning Framework**

Module 3 - Communication and Literacies	<b>Dates:</b> October, November, December (12 hours )
Module 4 - Others, Materials and the World	Dates: January, February, March (12 hours)

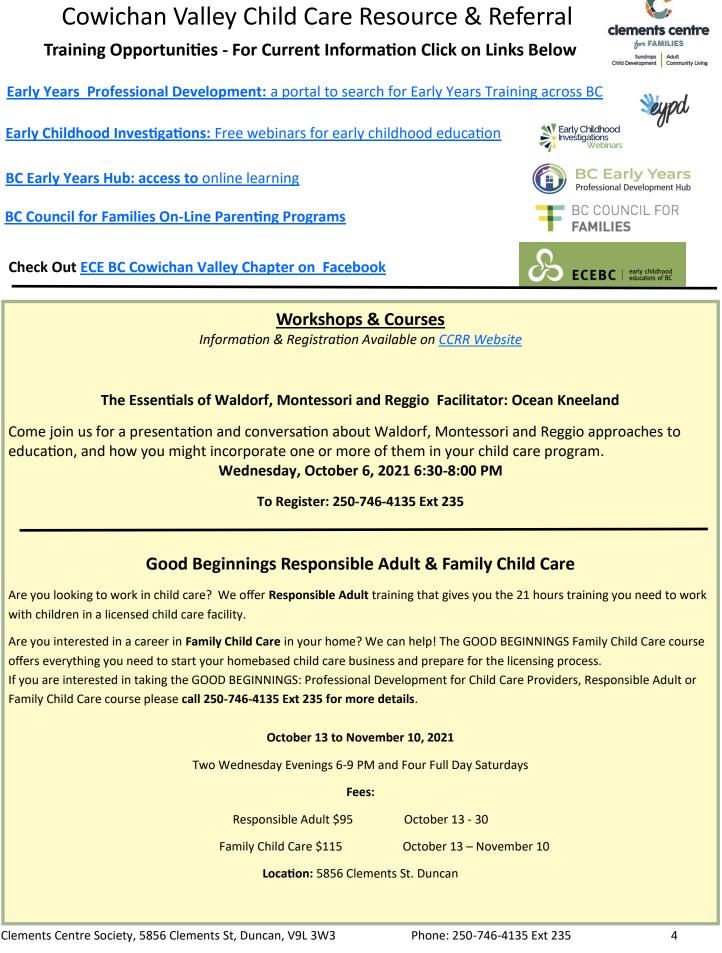
Expressions of Interest Open - Register Your Centre for this FREE Collaborative Learning Opportunity!

Learn with your team, become deeper thinkers, implement the Early Learning Framework in your daily work using the Collaborative Activity Guide. We have limited room, put your name forward if interested.

Attend our Information Session Wednesday September 15, 2021 6:00-7:00 PM

#### Call to Register 250-746-4135 Ext 235







**Toy Lending Library** 

## CCRR Is Open Wednesdays & Thursdays to 7:00 PM!

Woodland Village #701

Dinosaurs # 649

**Indigenous Peoples #687** 



We are excited to offer new items in our library! The above items are ready to lend out. Check out CCRR Toy Catalogue.



My magic breath : finding calm through mindful breathing / written by Nick Ortner and Alison Taylor ; pictures by Michelle Polizzi

Breathe like a bear : 30 mindful moments for kids to feel calm and focused anytime, anywhere / Kira Willey ; illustrated by Anni Betts

Joy / Yasmeen Ismail ; illustrated by Jenni Desmond

PASMEEN LEMALL JENNI DESMONE

#### Litkit 484 [litkit] : Art and creativity Includes: The dot -- Windblown -- Beautiful oops! --Beautiful hands -- Art -- Andrew drew and drew -- Art & Music: sensory wonderland.

VIRL also has litkits on Yoga, Feelings and Anxiety!

"How can connections to Elders, Knowledge holders, families, and community members enhance children's pride in identity?" BC Early Learning Framework p. 87 (Contact CCRR for a copy of the ELF)



#### Vancouver Island Regional Library

**Click Here to Check out the Literacy Kits Today!** 

#### Litkit 539 [litkit] : Mindfulness

Includes: Master of mindfulness -- Sitting still like a frog : mindfulness exercises for kids (and their parents) (book and CD) -- The lemonade hurricane -- Take the time -- I am peace : a book of mindfulness -- Planting seeds : practicing mindfulness with children (book and CD) -- Planting seeds with song : practicing mindfulness with children (2 CD set) -- Mindful movements : ten exercises for well-being (book and DVD).

#### **Care Provider's Literacy Corner**



The team at CCRR Cowichan loves books and wanted to share some of their favourites. You may find these books from CCRR or purchase online on <u>Monique Gray Smith</u>. We hope you like this selection and invite your feedback!

Visit us at <u>CCRR Facebook</u> or phone 250-746-4135 Ext 235.

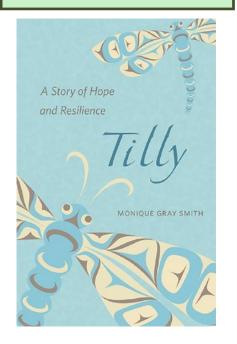
## Thank you to local author, Monique Gray Smith, her passion and commitment to sharing the journey towards reconciliation is notable!



# My Heart Fills With Happiness

#### **CCRR Books Suggestions**

- Speaking Our Truth-A Journey of Reconciliation
- When We Are Kind
- My Heart Fills With Happiness
- Tilly– A Story of Hope and Resilience



Monique Gray Smith Video "Talking to Kids about Residential Schools" <u>https://youtu.be/</u> <u>ebOJ\_IMCVvk</u>

"What opportunities do children have to express opinions and values?

<u>BC Early Learning Framework</u> p. 78 (Contact CCRR for a copy of the ELF)



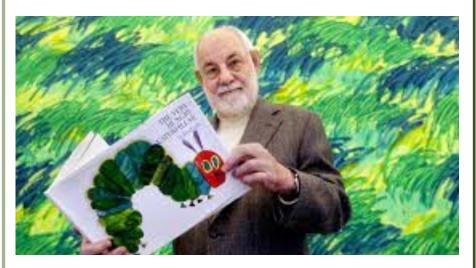
MONIQUE GRAY SMITH ILLUSTRATED BY NICOLE NEIDHARDT

When We Are Kind

#### **Care Provider's Literacy Corner**

The team at CCRR Cowichan remembers what a great icon Eric Carle was and will continue to be in the lives of children and families. We recognize his significant contribution to inviting children to acquire a love for books through stories they could relate to and we are grateful for Eric Carle!

**Eric Carle** (June 25, 1929 – May 23, 2021) was an American-German author, designer and illustrator of children's books.





"With many of my books I attempt to bridge the gap between the home and school. To me home represents, or should represent; warmth, security, toys, holding hands, being held. School is a strange and new place for a child. Will it be a happy place? There are new people, a teacher, classmates—will they be friendly?

clements centre

for FAMILIES Sundrops Adult Community Living

I believe the passage from home to school is the second biggest trauma of childhood; the first is, of course, being born. Indeed, in both cases, we leave a place of warmth and protection for one that is unknown. The unknown often brings fear with it. In my books, I try to counteract this fear, to replace it with a positive message. I believe that children are naturally creative and eager to learn. I want to show them that learning is really both fascinating and fun."

Taken from https://en.wikipedia.org/wiki/ Eric\_Carle

"What opportunities do children have to listen to the opinions and values of others? <u>BC Early Learning Framework p. 78</u> (Contact CCRR for a copy of the ELF)





**Nutrition & Activity** 



#### **EATING THE RAINBOW**

When it comes to consuming fruits and vegetables, young children are unlikely to understand their nutritional benefits so making it fun can really help children develop their love for them. Try introducing children to an activity called "eating the rainbow" by having them pick one or two produce items of each colour every day of the week to include in their meals or snacks. Not only can this motivate children to eat their fruits and veggies, but it provides them with options, allows them to feel involved, and helps them learn about different produce.

One strategy for structuring this activity is to create a simple worksheet or a wall mural for children to complete each day. This could be a blank rainbow image that children can colour and draw the fruits and veggies they selected under each colour heading.

#### Foods of Every Colour of the Rainbow:

- Red: apples, beets, onion and watermelon
- Orange: carrots, oranges, squash and sweet potatoes
- Yellow: bananas, lemons and yellow bell peppers
- **Green:** broccoli, kiwi, leafy greens and zucchini
- Blue: blueberries
- Purple: eggplant, cabbage, and prunes

Source: Olivia Dodsworth, Nutrition Student (Camosun College)

**Songs with Actions:** Music and songs are an awesome way to get kids moving in creative and innovative ways. Below are some songs that have actions embedded within the lyrics:

#### Song

#### Artist

- Wiggy Wiggles Freeze Dance Tiptoe, Gallop or March Let's Go to the Zoo Action Dance The Exercise Game #1 Cha Cha Slide Shake Your Sillies Out Run Baby Run Cupid Shuffle (Radio Version)
- Hap Palmer Andrew Holdsworth Super Simple Songs Kate Kuper and Neal Robinson Mark D. Pencil DJ Casper Raffi Caspar Babypants Cupid Shuffle



HEALTHY EATING & PHYSICAL ACTIVITY IN THE EARLY YEARS





## Early Childhood Pedagogy Network

How do pedagogical narrations invite us to (re)think curriculum in Early Childhood Education? Part four: How pedagogical narrations act on us to keep conversations and inquiries alive

By Sara Ashley and Samantha Wylie, ECPN Pedagogists

This newsletter piece is a continuing invitation to early childhood educators in the Cowichan Valley to engage in thinking about pedagogical narrations and curriculum making in early childhood education. We invite you to revisit the ideas we introduced in our <u>first</u>, <u>second</u>, and <u>third</u> pieces, which wondered what the work of creating curriculum through pedagogical narrations might do to generate openings for questioning assumptions.

In this offering, we consider how pedagogical narrations act on us to keep conversations and inquiries alive. When engaging in the co-creation of pedagogical narrations, the <u>BC Early Learning Framework</u> invites us to "let go of predetermined outcomes and to remain curious, open, inventive, and respectful of children's thinking" (2019, p. 51). It

is through this process of slowing down and coconstructing pedagogical narrations alongside children that educators are able to question their own assumptions of what is *true* and *known* about childhoods. This resists the notion of educator as expert, and rather, imagines them as co-researcher alongside children, families, and communities. While practicing as co-researchers alongside children and asking questions (which let go of predetermined outcomes and predictable goals), we witness the creation of spaces where thinking and learning can flourish, and where practice becomes a continual process of unfolding, questioning, rethinking, and experimenting with otherwise possibilities.



As pedagogists, we acknowledge that it is through these processes that conversations and inquiries do not end through the visiblizing of pedagogical narrations, but continue beyond their edges. In other words, pedagogical narrations don't ask us to provide answers, but instead are continuous inquiries of learning processes. We think through and with pedagogical narrations as not ever ending, but inviting us into ongoing dialogues with children, families, and communities, and to question the ways in which we are considering ethical practice and liveable futures. This is because pedagogical narrations cannot live alone but are in themselves *becoming* with us as active agents in curriculum making (Taguchi, 2010). In *becoming* with the traces, we collectively enter the unknown by taking risks, experimenting, researching, and evolving in our thinking and practice. By constantly questioning, experimenting, taking risks and challenging what we believe to "know" we keep learning alive in the classroom that responds to the situatedness of each early childhood context.

For questions related to the Early Childhood Pedagogy Network, visit <u>www.ecpn.ca</u> or email <u>ecpn@uwo.ca</u>

#### References

- Province of British Columbia. (2019). British Columbia early learning framework (2nd ed). Ministry of Education, Ministry of Health,

Ministry of Children and Family Development, & British Columbia Early Learning Advisory Group.

- Taguchi, H., L. (2010). Going Beyond the Theory/Practice Divide in Early Childhood Education: Introducing and intraactive pedagogy. Routledge.





Artist: Hawlii Pichette—Mushkego Cree

