



Early Edition

A publication of ACSI Eastern Canada - Early Education Division

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ACSI News



From the Editor's Desk: Success ...Your Own Recipe for Success



Do you have a specific way of measuring your own success or do you just rate yourself against those

around you? Our professional duties expect us to evaluate and measure the performance success of those around in our organizations, but do we do it for ourselves at the same level of scrutiny? We might even avoid doing it at all costs too! Tim Cork, President of Straight A's Inc. writes the following article on developing your own Recipe for Success: (www.timcork.com)

New ingredients can improve any recipe – including your recipe for success. Most of the time, both consciously and subconsciously, we borrow ingredients. We create our recipes from what we hear and see – after all, very few things these days are original. But we are all unique and can make use of these ingredients in unique ways. We are ever evolving. Depending on our present circumstances, the ingredients we create, choose, and borrow, we may come up with a success that's totally different from other people's.

The three essential ingredients of anyone's recipe for success are the Straight A's of attitude, aptitude, and action. You can't have one without the others. What's your recipe for success?

Here is a great recipe for success in life:

- 3 cups love
- 2 cups loyalty
- 3 cups forgiveness
- 5 tablespoons hope
- 2 tablespoons tenderness
- 4 quarts sharing
- 2 barrels of laughter

Take the love and loyalty and mix it with sharing. Blend it with tenderness, forgiveness, and hope. Sprinkle abundantly with laughter. Bake it with sunshine. Serve daily in generous helpings

The ingredients you put into life make a powerful statement about you.

"My list of ingredients for success is divided into four basic groups: Inward, Outward, Upward, and Onward." David Thomas

My favorite recipe is this:

Start with a huge amount of attitude, created through a combination of dreaming, vision, passion, belief, desire, self-esteem, confidence, and body language. Add aptitude, which is created by a combination of knowledge, learning, education, study, intelligence, books, and CD's. Add action, which is created from a combination of planning, networking, goals, execution, determination, discipline, and polite persistence. Then add a pinch of failure, fear, rejection and change. Sift until it becomes experience. Stir until it's ready to serve....Tim Cork

As role models in a faith based organization, we can learn much from the collective wisdom of others and apply its principles to our own evaluation. Our success is also measured by the way we interact and impact others on an interpersonal level, but can our measurements surpass those expectations in the secular world? This is the ongoing challenge that lies before us all the time; we need to be able to rise to more than just the occasion!

Dr. Stephanie Ling, ACSI Eastern Canada EE Dept.



Seeing yourself as you want to be is the key to personal growth....Anonymous

Fostering Change for Multiculturalism



Leading change takes a lot of courage but we can start with one step at a time. Canada is a country blessed with a diverse population yet how do we embrace multiculturalism in the early childhood environment? The following excerpt from The [Yukon Best Practice Mentorship Program](#) shows how they help children embrace the world in its plurality so that they can become agents of social change themselves. Their curriculum is based on four core values that could be adapted to any early childhood education setting:

- By modeling gentle encouragement and kindness, we promote values of respect, tolerance and genuine caring.
- Healthy child development includes a strong foundation of love for our environment and for our community.
- Encouraging children to make choices is fundamental to their social, emotional and intellectual development.
- Caring for the Earth through creating a garden builds a sense of stewardship that extends to caring for other people.

These values come to life as children explore local and world cultures. Community members of various ethnic and professional backgrounds are invited to be regular visitors to the program. They always bring something special for the children: a greeting in a different language, a song, a dance, a craft project or exotic foods. These gifts not only bring a twinkle to the children's eyes but also spark children's imagination and teach them something about the people around them.

The description above from the Yukon Program can be paralleled with many of our Biblical values as well which teaches our need to love others as we love ourselves. Creative resourcing and an intentional approach towards planning inclusive activities, such as planting a garden, foster a non-threatening way to invite participation from everyone. Modeling these values will help parents understand how to engage their children in being agents of change in the home environment as well. ACSI has great resource books on building Character Foundation in young children.

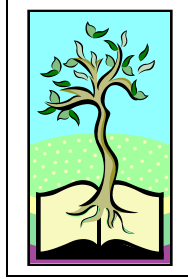
Celebration of Holidays

Aside from celebrating our Christian holidays and special events, knowing how to choose other holidays to celebrate can be a difficult decision as we do not wish to exclude anyone in our school community. NAEYC (National Association for the Education of Young Children), lists some signs of good practice in celebrating holidays:

- Parents and teachers ask themselves why children should learn about this holiday. Is it developmentally appropriate for those in the group? Why is it important to specific children and families?
- Activities are connected to specific children in the group. This helps children understand holiday activities in the context of people's daily lives.
- Children are encouraged to share feelings and information about the holidays they celebrate. This will help them make the distinction between learning about another person's holiday rituals and celebrating one's own holidays.
- Every group represented in the classroom is honored which means that once families and programs have decided on what holidays to celebrate, none should be treated as if they are "unusual". Children should recognize that everyone's holidays are culturally significant and meaningful.
- Activities demonstrate the fact that not everyone in the same ethnic group celebrates holidays in the same way.
- Curriculum demonstrates respect for everyone's customs. If children are observing different holidays at the same time, the values and traditions of each child's culture should also be acknowledged.
- Parents and teachers work together to plan strategies for children whose families' beliefs do not permit participation in holiday celebrations.
- Focus on meaningful ways to celebrate holidays without having the pressure to spend money on gifts.

These suggestions foster a great atmosphere of collaboration and respect for all groups.

Teaching Autistic Children



As educators, we strive to implement best practices for teaching all children but especially for those diagnosed with different abilities. With autism being more recognized and still not well understood, it is important to develop strategies that can be utilized in both the school and home environment. The following are some techniques that have proven successful by teachers who have used them:

- Create an environment that is not over stimulating. The child will do better if there is no loud music playing in the background as it distracts an autistic child from concentrating.
- Create a structured environment with predictable routines. This is where the picture schedule so often used in autistic classrooms comes into play. The daily routine should be the same from day to day, only differing for special occasions. At such times, an appropriate picture representing that event should be placed on the child's schedule.
- Give fewer choices. If a child is asked to pick a color, say red, only give him two to three choices to pick from. The more choices, the more confused an autistic child will become.
- Select repetitive motions when working on projects. Most autistic classrooms have an area for work box tasks, such as putting erasers, pencils or sorting colors into colored cups.
- Keep voice low and clear when teaching. Autistic children become agitated and confused if a speaking voice is too loud. Excess talking between staff members should be kept to a minimum.
- Limit physical contact. While this is a good strategy for all children, some autistic children can not properly interpret body language and touch, so minimal body physical contact is best.
- Allow students to stand instead of sit around a table for a class demonstration or for morning or evening meetings. Many children do better when allowed to stand. Many rock back and forth and this allows them to repeat those movements while still listening to teacher instruction.
- Encourage and promote one to one interactions with students to promote social skills. Since autistic children have a problem with social skills and appropriates social behavior with others, this

is very important. Opportunities for social interaction might have to be structured at first, but with practice, they will start to understand social interactions.

- Eliminate as much stress as possible. Again, the autistic child needs to learn in a calm and quiet classroom. If staff members are experiencing too much stress, leave the classroom until you feel better. Autistic children pick up on emotions very easily.
- For visual learners, be sure to use signs and pictures or any other form of graphic recording symbols and diagrams. This is the beginning of ongoing communication skills for these children.

An effective learning environment for autistic children of all ages needs to have the capacity to limit as much stress as possible. This will enable them to have a more focused environment that can help them take into account their own limitations. Once this self awareness is achieved, then the quality and quantity of learning is exponentially increased over time.

Spring in your Centre...



Spring is here ! There is no faster or easier way to bring this wonderful season

into your room than through bright, vibrant colours. Bombard your school with pinks, yellows, greens and purples! Cover the walls and windows with flowers, butterflies, birds and sunshine! Present the playdough in a variety of colours by adding various tints of food colouring. Let the children experiment on their own. Rainbow coloured tissue paper makes great light filters - when the sunshine filters through them, it fills your room with light and colour. A practical way to import atmosphere is by using picnic tablecloths for backdrops in your reading and activity centres.

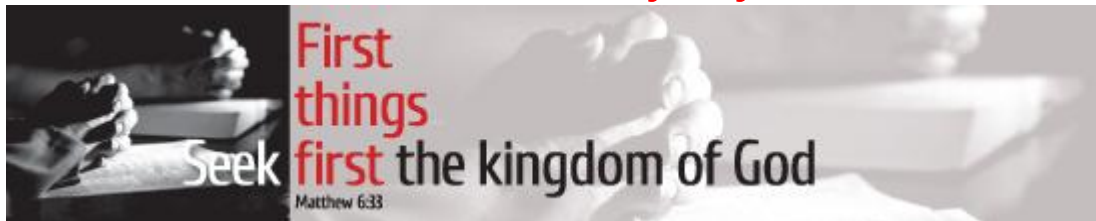
Have the children tend potted flowers along the window ledge and give each flower a unique name. Do not be afraid of experimenting with colour!



Impact Early Education Conference



Date: Saturday May 14, 2011



Have you registered yet? Time is running out as our conference day is soon approaching. With the arrival of full day kindergarten in the public school system, increased quality compliance regulations and government recommended curriculum strategies, our day of professional development will walk you through some of the ways to address these areas in your own setting so that they are manageable and less intimidating.

As our theme indicates, we are going to be led through some practical strategies that will enable you to meet the compliance regulations without forfeiting our Christian perspective and values. We will learn how to address our response to our environment and people around us by integrating pedagogical practices with our faith principles. In addition to learning how to enrich the faith development of the young children in your charge, you will also learn new ways to teach more effectively through music, drama and sports games for all levels:

- Supporting young children with exceptionalities,
- Identifying learning challenges from infancy to preschoolers,
- Exploring and understanding the emergent curriculum,
- Recognizing what to do when you are faced with conflict,
- Graphic recording...a new approach for learning,
- Cyberbullying and internet safety and
- How to develop and implement a Christian World View.



a noteworthy quote...

“Lord, help me to remember that my worth and value are not wrapped up in what I can do. I am not a human doing, I am a human being. Thank you for reminding me that you love me just because I am.”

Heartland Samplers, Inc., 1995