

ARCQE Workshop Offerings 2020-2021

Register online at www.arcqe.ca

3/31/2020

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ARCQE has prepared a line-up of workshop series which are aligned with the current Accreditation standards. Specialized workshops are also available to meet your program needs. Should you have any questions, please contact our Professional Development (PD) Coordinator Joyce Li via joycel@arcqe.ca or 780-421-4930 / 1-866-429-4930 ext. 222.

PD Funding is available to eligible registrants to cover the costs of all ARCQE workshop registrations. For more information, please visit <https://arcqe.ca/services/funding/>.

Thank you for your interest in our training!

WORKSHOP DESCRIPTIONS

Behavior & Unique Needs Series:

- Meeting the Challenge Workshop (3 part series)**
 This Canadian Child Care Federation workshop is divided into three sessions and recommended to be offered intermittently to enable participants an opportunity to internalize information and apply it to practice between sessions. In determining delivery of sessions it is important that the process of delivery for the three sessions be determined based on level of education and experience of participants.
 - Session One** will focus on exploring the whys and wherefores of children's behavior, understanding what children may gain from challenging behavior and your role in assessing the function that challenging behavior plays and examining the effects that challenging behavior may have on the other children in the program and on the practitioner.
 - Session Two** will identify strategies that prevent or minimize challenging behaviors, recognize anxiety and other early warning signs of challenging behaviors, examine and where necessary, change the practitioner's approach to challenging behavior and use observation techniques to gain more information about challenging behavior.
 - Session Three** will identify appropriate behavior strategies, develop, implement and evaluate a plan of action for coping with challenging behaviors, including determining when outside intervention is necessary, working with parents as partners around challenging behaviors, help other children and their parents cope with challenging behavior and reflect on your practice as it relates to challenging behavior.

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Relates to Accreditation Standards: 1, 2 and 4

- Creating Smooth Transitions with Young Children** – Explore a variety of strategies to ensure that transitions become an unhurried, less stressful learning adventure. In this three hour interactive workshop, participants will explore a variety of strategies to ensure that transitions become an unhurried, learning experience. Beginner workshop.

Relates to Accreditation Standards: 1 and 2

- Enhance Pro-Social Skills in Young Children** – This interactive workshop will explore the stages of Social Skill development in young children and offer strategies for encouraging and supporting goals with Social Skill development in Early Learning and Care settings.

Relates to Accreditation Standards: 1 and 2

- Enhancing Pro-Social Skills (Part One): We have the Power** – Are you looking to support more positive behaviors between children, development friendship communication skills. This unique delivery is a combination of adult facilitator training complete with adult guide and accompanying children’s reflective journal. The session focuses on the adult’s emotional intelligence and how to use that understanding to enhance children skills and understanding related to interactions with their peers.
Relates to Accreditation Standards: 1 and 2
- Enhancing Pro-Social Skills (Part Two): Stop That Bully – Strategies to Support School Age Children** – This interactive workshop focuses on strategies to support children’s use of pro-social skills when interacting with others. The strategies are taken from the “Eyes on Bullying – What Can You Do?” toolkit. The information explores the roles of the bully, victim and bystander in creating a more progressive environment for children to support themselves and others. It also explores the role of the caregiver to reflect on strategies that promote confidence, independence and self-awareness while reflecting on their own beliefs in guiding those behaviors.
Relates to Accreditation Standards: 1, 2 and 5

Program Planning Series:

- Observing and Recording** – Building a case for effective observation, keeping anecdotal records and creating child development profiles. This session reflects on how to generate useful observations related to environment, process and behavior involving young children. It reinforces the professionalism related to observing and recording as it is the evidence related to the work we do with young children.
Relates to Accreditation Standard: 2
- Using Media & Technology in your Program** – This workshop focuses on the ELC Professional’s role in creating awareness related to media consumption in children, and utilizing modern technology platforms to enhance the experiences that guide children’s development and critical thinking skills. Because technology advances so rapidly, children will enter adulthood doing jobs that currently don’t even exist today; this makes it critical that they have the skills to discern the value of the media in their lives and how to use the technology appropriately. Media literacy is the skill of experiencing, analyzing, interpreting, and using media products and tools. This workshop shares strategies to integrate modern technologies into your daily program, and passes on some hands on activities to support the use of media technology as well (older preschool/school age care).
Relates to Accreditation Standards 1 and 2
- Intentional Teacher** – This session is set up to support early learning teachers in identifying what motivates them to be an excellent teacher and how emergent curriculum supports quality practices. This workshop explores:

- Characteristics of an Excellent/Intentional Teacher.
- Using Developmentally Appropriate Practices to Develop Quality Curriculum.
- Description of Emergent Curriculum using Plan • Do • Review.
- Methods of Professional Documentation of Curriculum and Learning.

Relates to Accreditation Standard: 2

- Reflective Program Planning** – Introduction of Plan, Do, Review programming and Child Portfolios. This workshop looks at a variety of documentation strategies that as a professional validate the immense learning that happens for young children by recording the individual growth of each child.
Relates to Accreditation Standards: 1 and 2
- Inclusion Practice** – The role of the ELC Practitioner is key in balancing the needs of the overall group with those of our exceptional children. In this session we will focus on how we as Child Care Professionals accommodate for all our children through an Inclusive approach to ELC Programming and Child Guidance. Along with a topical review of typical special needs issues facing young children in an ELC setting, we will delve into practical strategies to set up and implement a program that promotes optimal interactions, minimizes behavioural issues, and promotes optimal learning for all the children in our care. This workshop is geared to front-line practitioners, programmers and administrators.
Relates to Accreditation Standards: 1, 2 and 3
- Rough and Tumble Play** – Join us for a session about types of play, the use of an emergent curriculum in early learning settings, and documenting learning using the process of pedagogical documentation. This workshop focuses on an exploration of rough and tumble play and how this form of play can be supported using an emergent curriculum framework, following examples of child led projects using an emergent curriculum approach.
Relates to Accreditation Standards: 1 and 2
- Investigating Inquiry: The Process of Discovery Learning with Young Children** – According to Ogu & Schmidt (2009), "By listening carefully to children as they ask questions and talk together, teachers can incorporate children's questions into an inquiry-based curriculum that supports various type of learns." Come explore how to support the moments with young children when real "magic" and powerful learning takes place! During this workshop you will learn about the inquiry process that include Questioning, Organizing, Interpreting, Evaluating and Communicating skills that support young children in the development of critical learning skills.
Relates to Accreditation Standards: 1 and 2
- Power of Learning Stories: Capture Moments of Wonder!** – According to Innacci & Whitty (2009), "documentation invites teachers to carefully and deliberately gather the children's stories and their own; to offer expansive opportunities for expression of those stories; to follow the tracks children leave,

and to present those stories of learning in more public ways. Through the process of documented learning stories, educators are able to support and extend children’s learning through regular review of information gathered; revisit questions of query that children share curiosity about, and reflect and consider planning forward based on knowledge that has been gained and shared together. Come learn how to capture the “ordinary moments” that reveal the “extraordinary” and powerful moments of wonder taking place everyday with young children!

Relates to Accreditation Standards: 1 and 2

- **Back to Nature: Promoting Nature Education in ELCC Settings** – As Albert Einstein (1951) once noted, “Look into nature, and then you will understand it better.” Come learn the great benefits of connecting with nature, and how to encourage and implement creative play and learning in natural environments. This session will explore:

- The importance of connecting with nature
- Topics/subjects that can be taught in natural environments
- Tips and guidelines for learning in natural environments
- Barriers and risks in nature play
- Strategies for incorporating nature to your space & daily routine

Relates to Accreditation Standards: 1, 2, 3, and 5

- **NEW! Environment as the 3rd Teacher: Creating Responsive Environments in ELCC Settings** – According to Loris Malaguzzi, founder of the Reggio Emilia approach, “There are three teachers of children: adults, other children, and their physical environment.” Come learn how to thoughtfully creating responsive environments that continue to invite, provoke, and enhance learning, and to encourage communication, collaboration, and inquiry. This session will explore:

- The importance of the environment as the 3rd teacher
- Key elements of responsive environments
- Ideas and insights relatives to designing responsive environments

Relates to Accreditation Standards: 1, 2, 3, and 4

Practical Programming Series:

- **New Waves – Sand and Water Play** – Participants will review areas of development enhanced through sand and water play. They will become familiar with requirements of ITERS and ECERS as they relate to sand and water play. Participants will explore creative materials and props to use with sand and water, discover other mediums and substitutes for sand and water and be provided with criteria for evaluating sand and water experiences. Beginner Level Workshop.

Relates to Accreditation Standards: 1 and 2

- **Children love Science – So Can We!** – Children have a natural curiosity about the world around them, we as caregivers have the opportunity to be children’s first introduction to many natural and scientific concepts. This workshop focuses on the early childhood professional’s role in supporting science through interactions, materials and interest based planning. Bring your protective eye wear!

Relates to Accreditation Standard: 2

- **Numeracy - Fun & Simple** – This workshop combines current research from the “Who’s Counting” (2009) Study and the theory on how a child understands the world around them according to groupings and patterns which provide the bases for more advanced math skills. The participants will engaged in hands-on activities and brainstorming related to how to use everyday routine and materials to support developing math skills. Relates to Accreditation Standard: 2

- **Open Ended Art** – Based on the book “Beautiful Stuff” (Topal & Gandini, 1999) this hands-on workshop supports strategies and ideas to implement open-ended art with young children. Open-ended art supports exploration, choice, and problem solving opportunities. There are no right or wrong ways of creating artwork. Samples or models are not provided. Children are provided with the materials and what they choose to create it up to them.
Relates to Accreditation Standard: 2

- **Exploring Forms & Patterns through Block Play** – “Children have always built, testing their theories about the physical and social world. They stack units, knock them down, enclose spaces, bridge gaps, and repeat and refine ideas—often without the intervention of adults or the introduction of commercial materials.” (Hewitt, 2001) Block play is a staple in all early childhood classrooms. This interactive workshop takes a look at the stages of block play and materials that support whole child development using this type of play.
Relates to Accreditation Standard: 2

- **Learning to Cook – Cooking to Learn** – “Cooking activities are intrinsically appealing to children as well as being rich in opportunities for learning. With a well-planned cooking program, teachers don’t have to sacrifice developmentally appropriate practices to help children achieve important learning outcomes.”(Colker, 2005) This workshop supports hands-on strategies to include cooking in the early childhood classroom. This workshop explores:

- Setting up a Developmentally Appropriate Cooking Environment
- Putting Health and Safety First
- Cooking with Families
- Using Recipes with Young Children

Relates to Accreditation Standards: 2

- **Quick Portable Activities in Out of School Care** – Many times Out of School care programs require flexibility in their storage and program delivery. The process of development and inclusion of curriculum ideas will be explored and relevant to the front line delivery of meaningful activities with children. This session includes the development of a “Construction” prop box to be used with the children the next day.

Relates to Accreditation Standards: 1 and 2

- **Loose Parts Play** – According to Early Learning Champion Dr. Jane Hewes: “The developmental literature is clear: play stimulates physical, social, emotional, and cognitive development in the early years.” In order to promote meaningful

play based experiences, we must provide fun and engaging activities for the children in our programs. One way to do this is “to provide loose parts for play, both indoors and out, and encourage children to manipulate the environment to support their play.” This type of play stimulates creativity, problem solving and enhanced peer interactions. Through discussions and fun hands-on activities, participants in this workshop will learn about strategies to make use of everyday materials to create activities, games, and projects that will pull the children in, and keep them engaged.

Relates to Accreditation Standards: 1 and 2

Children’s Developmental Series:

- ❑ **Brain Play** – This workshop focuses on the affects of positive play experiences on the development of a child’s brain. This session answers the question... Is it JUST playing... it is just playing and gives evidence as we why “just playing” is so important. This interactive workshop gives concrete ideas to implement to support healthy brain development with young children.
Relates to Accreditation Standard: 2
- ❑ **Supporting Children’s Language and Literacy Development** – This workshop is designed to support professionals in gaining a deeper understanding of the way in which young children develop language and literacy skills. Learn about environmental influences that affect children’s language and literacy development. Reflect on how to enhance practice in support of children’s language and literacy skills. Consider ways to work in partnership with families to support this development. Review types of evidence of best practice on this theme for the accreditation process.
Relates to Accreditation Standards: 2 and 3
- ❑ **Supporting English Language Learners in ELCC Settings** – According to Ballantyne, Sanderman, & McLaughlin (2008), "Programs that provide research-based, age-appropriate instruction in early language and literacy skills can ensure that English language learners (ELLs) enter school equipped with the tools they need to be successful learners in kindergarten and beyond." Come learn how to develop effective programming that enhances English language learning for young children who are ELLs. This session will explore:

 - How young children learn a 2nd or 3rd language
 - The importance of developing and maintain the home language
 - Tips for communicating with and engaging families and communities
 - Strategies for creating supportive learning environments and developing language-rich activities

Relates to Accreditation Standards: 2, 3, and 5
- ❑ **Supporting Multiple Intelligences in School Age Children** – Ever wonder how to use the same activity to meet a variety of needs and interests? This workshop uses the Multiple Intelligences (Howard Garner) learning styles to look at developing activities and setting up environments to meet a variety of needs. This hands-on workshop will give strategies and ideas that can be used the next

day to support a variety of different interests and learning styles.
Relates to Accreditation Standards: 1 and 2

Enhancing Play Spaces:

- **Let's Take a 2nd Look at Your Play Space (Child Care)** – Explore guidelines for arranging play space both indoors and out aimed at enhancing play and effective adult supervision. The workshop explores how tools like the ITERS/ECERS/FDCERS can be a support when developing play spaces for children. This workshop includes many pictures to support development of location, boundaries, storage and mood when creating play spaces. Beginner Level Workshop.
Relates to Accreditation Standards: 1 and 2
- **Let's Take a 2nd Look at Your Play Space (Family Child Care)** – Explore guidelines for arranging play space both indoors and out aimed at enhancing play and effective adult supervision. The workshop explores how tools like the Family Day Care Environment Rating Scale (FDCERS) can be a support when developing play spaces for children. This workshop includes many pictures to support development of location, boundaries, storage and mood when creating play spaces. Beginner Level Workshop.
Relates to Accreditation Standards: 1 and 2
- **Enhancing Outdoor Play Environments** – This interactive workshop will focus on creating fun yet challenging outdoor activity experiences and provide practical ideas that can be used to extend formal program planning in outdoor play experiences.
Relates to Accreditation Standards: 1 and 2

Physical Literacy:

- **Moving and Growing** – Bringing back physical activity play in childhood. This workshop was created in partnerships with Canadian Child Care Federation and focuses on the value of active play in the development of children. The information focuses on the benefits of physical play including brain development, as well as strategies to assess your own physical environment. This workshop comes with the handouts from FRP Canada “Why play” from birth to age 6. Beginner Level Workshop.
Relates to Accreditation Standards: 1 and 2
- **Physical Literacy for Children** – How do we contribute to providing children with physical development strategies to positively energize and influence children's optimal development and well being? More and more we are learning about the significance of being "fit for life" and the values of engaging children in regular daily physical activity early in life in combating health, wellness and obesity issues. Join us to learn more about how you can support healthy active lifestyles and enhancing increased healthy development outcomes for children in your care!

Relates to Accreditation Standards: 1 and 2

Family Focused Snippets Series:

The following workshops can be presented at your centre (On-site) in 3 hour blocks or in a condensed 90 minute format.

- Family Friendly Screening Tools** – Introduction and review of the Ages & Stages Questionnaire and Nipissing Tools.
Relates to Accreditation Standards: 2 and 3
- Supporting Father Involvement** – Explore a variety of strategies to promoting involvement of fathers in Early Learning and Care Environments.
Relates to Accreditation Standards: 1, 2, 3 and 5
- Building Partnership with Families** – “The goal in creating relationships with families is to build respectful and mutual partnerships. Partnerships enrich both teachers’ and families’ relationships with children and bring together their mutual expertise for the benefit of the child.” This three hour workshop assists in identifying elements of a partnership and ways to document the evidence related to that partnership.
Relates to Accreditation Standards: 3 and 5
- Weaving Cultural Sensitivity into your Play Environments (CC & FCC)** – Participants will explore the guiding principles that support cultural diversity in programs for young children, examine their own values, and become familiar with the Consciousness Continuum model – one that encourages participants to become “unconsciously competent.” Participants will have the opportunity to examine concrete ways to weave culture sensitivities into the child’s play environment so that each child and his/her family see themselves reflected in the program.
Relates to Accreditation Standards: 1, 2, 3 and 5

Staff Development Series:

- Promoting Sensitive Interactions With Children** – Why are interactions between caregiver and child so important? This session answers that questions and takes a closer look at the sensitivity indicators identified by the Caregiver Interaction Scale (J. Arnett). This interactive workshop is a resource to support techniques and strategies for front line professionals enhancing quality child care particularly Adult/Child Interactions.
Relates to Accreditation Standards: 1, 2 and 4
- Team Building “From Me to We”** – Working with Multi-Experienced Teams- Understanding the characteristics and personalities of those we work with and how it impacts effectiveness, of working together.
Relates to Accreditation Standards: 4 and 6

Administration and Governance:

The following workshops are appropriate for those with Child Care Supervisor Certification.

- **Building Resiliency in Young Children Series: RIRO: Reaching In, Reaching Out** – RIRO is designed to reach young children from **birth to seven years**, RIRO works by laying a strong foundation of thinking and coping skills that support resilience in the adults who care for and work with them. RIRO teaches "**3Rs of Resilience**"– skills to help Relax, Reflect and Respond effectively to life's challenges.

The resiliency skills help adults and children develop several **critical abilities** associated with resilience:

- being in charge of our emotions
- controlling our impulses
- analyzing the cause of problems
- empathizing with others
- believing in our competence
- maintaining realistic optimism
- reaching out to others and opportunities

RIRO training gives professionals skills and theory to support a **relationship-based reflective practice** and provides a **framework for creating a "culture of resilience"** in programs serving young children.

How the training is delivered:

Consisting of **12 hours** of content in two or four parts, the program is flexible and can be successfully delivered through a series of modules designed to meet local needs.

Part 1 (one full day or two half days) helps adults build their **own foundation** of the critical resiliency abilities described above. Participants **learn resiliency skills** they can model with children and families. Specifically, they learn to:

- Identify and strengthen critical abilities associated with resilience
- Use strategies to stay calm and focused in stressful times
- Identify how their thoughts can affect their ability to cope with stress and challenges
- Challenge thinking habits that hinder resilience
- Generate alternative ways to handle conflict, problems and stress.

Part 2 (one full day or two half days) of the program, participants learn to **apply the skills with children**. They learn to:

- Model the skills and foster resilience in the children around them
- Use their own resiliency skills to increase their understanding of children's behavior
- Incorporate resiliency skills into their work setting by using child-friendly approaches such as children's literature, puppets, and play-based activities.

Please note based on RIRO's formal testing of training delivery models, the 12 hours of program content can be successfully delivered in 2 specialized professional development days or 4 single site specific 3 hour sessions.

Relates to Accreditation Standards: 1, 2, 4 and 6

- Best Choices: The Ethical Journey Part 1, 2, 3 and 4** – This series workshop is developed to help professionals to - Understand the relationship between beliefs, values and ethics - Learn how to identify personal beliefs, values and ethics - Understand how beliefs, values and ethics are reflected in your actions - Understand and respect the beliefs, values and ethics of others. **(Note: This is a 4-part series of 3 hour workshops which must be taken in sequence – subject to presenter availability)** Relates to Accreditation Standards: 4 and 6
- Enhancing Leadership Skills in Early Learning and Care** – Leadership begins when management leaves off. Early Childhood Professionals continue to strive for excellence in the learning and care of young children it's important to self reflect and make conscious choices to enhance relationships between other professionals, parents and children as the key to longevity and true change. Accreditation Standard 6 directly addresses the importance of leadership within program. This three hour workshop gives tangible strategies for working within every level of service to young children.
Relates to Accreditation Standards: 4 and 6
- Administration in Early Learning and Care** – This session discusses key skills of Administration in Early Childhood Setting such as: Motivate & Retain Staff, Staff Qualifications, Wages & Compensation, Child Assessment & Inclusion, Business & Financial Practices, Planning Quality Programs, Collaboration between Program & Families Community Relations, Technical Resources.
Relates to Accreditation Standards: 4 and 6
- Professionalism in Family Child Care** – Explore Characteristics of the Continuum of a Family Child Care professional. Determine specific practice related to Family Child Care related according to the FCCC Code of Ethics. Discuss Communication guidelines related to Family Child Care (This workshop is a basic introduction to ethical practices.) Relates to Accreditation Standards: 4 and 6
- Professionalism in Practice Child Care** – Professionalism is the ability to plan knowledgeably and competently to make a sustained difference; to diagnose and analyse experiences; to select the most appropriate interventions, to apply them skilfully, and to describe why they were selected. Creating “Evidence” of Ethics in practice for portfolios (Follow up to Ethics: The Journey). This workshop explores creative strategies for actively implementing Ethics in action.
Relates to Accreditation Standards: 4 and 6

- **Policies & Practice: Laying a Foundation for a Journey towards Quality** – All too often policy development is looked upon as a necessary but not always the most exciting task early learning administrators have to tackle. While typically most programs / agencies put dedicated time aside to creating these when they open, frequently policies are not regularly reviewed or updated which can lead to tremendous challenges such as inconsistencies of policy to what is modeled in practice. Come explore how and why policy development can be empowering in the journey towards quality and when done well, can reduce administrator time and stress!

Relates to Accreditation Standards: 4 and 6