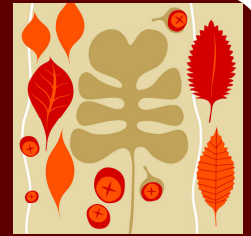


421 9TH AVE. N.  
PO BOX 746  
GOLDEN, BC V0A1H0  
PH:344-4996 OR  
1-866-344-2900  
FAX: 344-4560  
CCRR@REDSHIFT.BC.CA  
WWW.CHILDCARECHOICES.CA

# Golden CCRR Newsletter



SEPTEMBER/OCTOBER 2010

## OFFICE HOURS:

**Monday to  
Thursday  
9am-12pm &  
1pm-4pm**

**Closed on  
Mon., Oct. 11th for  
the Thanksgiving  
holiday.**

## INSIDE THIS ISSUE:

Changes to BC's 2  
Family Law

RLNR Resource 2  
New!

Early Learning 3-6  
and Child Care  
Programs: Deal-  
ing with Transi-  
tions

Community page 4

Fall Activity 7-8  
pages

## September 2010 Reminder!

### Guidelines to remember when using the CCRR Lending Library:

- Inventory the item when you check it out or when you arrive home
- Phone or email the CCRR if there are any discrepancies in the inventory (250-344-4996 or [ccrr@redshift.bc.ca](mailto:ccrr@redshift.bc.ca))
- Count and wash all items before returning (we recommend 1 part bleach:100 parts water, but feel free to use your own type of washing method)
- Call the office if you would like to borrow the item for an extended period of time

If you have any questions please contact the CCRR office.

### Here are some dates for upcoming events, meetings and workshops:

- September 8, 2010: Not for Profit and Community Registration night—Mount Seven Rec Plex 6-8:30pm.
- September 14, 2010: Sticks and Stones Workshop at APES. Free for anyone — 7-9pm.
- September 14, 2010: School Board meeting at GSS. On the agenda: discussions regarding the Early French Immersion Program. GSS library 7-9pm.
- September 13, 2010: A new session of Bubbly Babies at Strong-Start every Monday from 1-3pm.



# ccrr

Child Care Resource & Referral

## Annual Membership Fees:

Parents \$20.00

Associates/Community Partners  
\$30.00

Licensed Family and LNR Child  
Care Providers FREE

## **Changes to BC's Family Law Helps Kids**

*From the BC Council for Families July 26th e-newsletter, "Healthy Families"*

On Monday, July 19th, 2010, BC's attorney general released a white paper on Family Relations Act Reform, containing proposals for a new Family Law Act. The Family Relations Act, which has not been revised since it was originally introduced in the late 1970's, has been under review for four years, and many of the changes are being called "revolutionary". The proposed changes are intended to help the legal framework adapt to the transformation of the family landscape that has occurred over the past 30 years: the growth in numbers of non-marital unions, the increase in divorce rates and the rise of shared custody arrangements, same-sex marriage, and increase of usage of reproductive technologies and surrogacy.

While some changes are minor – for instance, the terms "custody" and "access" will be replaced by "guardianship" and "parenting time," others are more far-reaching. In particular, the law proposes to make separation and divorce less adversarial and more collaborative, putting a new emphasis on resolving issues without going to court, and calling for more options to resolve conflict through co-operation and mediation. The Attorney General hopes the changes will discourage couples from seeing the courts as the first stop in resolving divorce and custody disputes.

One proposed change meant to keep families out of the court system is Parenting Coordination, which calls for the appointment of Parenting Coordinators to help manage high-conflict families who have ongoing difficulties implementing parenting arrangements. Disappointingly, no changes are proposed to the provincially mandated "Parenting After Separation Course" which if strengthened, could assist in lowering the number of disputes.

The proposed legislation will also make the best interests of the child the only consideration when it comes to settling parenting disputes, including asking children for their views. Determining "best interests" will now include considering whether there has been a history of family violence, how children have been cared for in the past and whether there have been any civil or criminal proceedings relevant to their safety.

Still more radical are the proposed "parenthood" changes in the government's report. While currently only a child's biological parents are recognized as parents at birth, the new law could recognize same-sex couples and a biological mother or father as legal parents. Family law experts have described the proposal as "groundbreaking."

You can read the Family Law White Paper online: <http://www.ag.gov.bc.ca/legislation/pdf/Family-Law-White->

### **Best Practice Resource Sample for Registered License Not Required (RLNRs) Providers **NEW!****

*"RLNRs own older children having friends visit"*

The following guidelines should be considered when an older child of the child care provider has a friend over to the house for a visit.

On occasion a RLNR provider's child may have a friend visit their home during regular child care hours. In order for the visiting child to be considered "not in care", and thus not counted in the child care ratio, the following must be adhered to:

- These visits do not occur on a routine basis
- These children need minimal care and supervision
- Someone is readily available to pick up the friend or they can be sent home on their own at any time

If these visits occur on a regular or ongoing basis, these children would need to be included in child care numbers, which may place the child care provider in non-compliance with Licensing.

## Eliminating Transitions

By Barb Gallick & Lisa Lee (Exchange, July/August 2010)

Imagine a day when you planed to spend some time organizing photos and scrapbooking. You have just spread out all the photos and supplies when your husband asked you to help him plant the garden. You clean up and head outside. After the tomatoes are planted and you are digging holes for pepper plants, your daughter reminds you that her soccer practice starts in ten minutes. Again, you clean up, switch gears, and grab that new book you've been meaning to read. You've just settled in to your lawn chair when the cell phone rings. It's your son saying he really needs you to take him to the store to get supplies for his science fair project. Off you go once again and think to yourself, "Has it only been two hours since I pulled out those scrapbooking supplies?"

Many of us can relate to this hectic lifestyle, but how many of us would prefer to have taken those two hours to focus on just one project? As adults, we often find ourselves transitioning from one activity to another in a short time span. Most of the time, we don't feel we have a lot of control over our schedule, but wish that we could carve out extended time to relax and focus on one project.

If we relate this scenario to the way a daily schedule unfolds in an early childhood setting, we might begin to see how young children feel each time we ask them to transition from one activity to another. Picture a group of children in the block area who have spent 15 or 20 minutes building an elaborate car wash. They have just gotten to the point where they will be using cars to develop a story and act it out when the teacher says it is time to clean up for snack. Of course, after snack there's group time and then the class will be heading outside. Are these children also wishing that they could have had an extended time to relax and focus on enjoying their car wash and the dramatic play possibilities? Do they also feel like they have no control over their schedule?

Having a daily schedule that creates routines for young children is an essential part of an early childhood classroom. Evaluating the daily schedule on a regular basis is an integral part of creating a quality program that meets the needs of both the children and adults who "live" in the classroom each day. We would suggest that you look (with a critical eye) at your daily schedule once a year to determine whether it works for the group of children currently enrolled in your classroom. One of the most important things to consider when reviewing your schedule is the number of transitions that occur throughout the day.

Transitions tend to be some of the most difficult and stressful moments in an early childhood classroom. At these times teachers often find themselves dealing with more challenging behaviours and feeling more like police officers than nurturing caregivers. If you are feeling uncomfortable or frustrated during transition times, that is a sign that your current schedule may need to be revised to better meet the needs and developmental levels of the children in your care.

As you begin to evaluate your daily schedule, the following questions may guide your thinking.

How much time do children spend in transition?

*Count the number of transitions that occur throughout a day:*

- Optimally a half day setting would have 6 or fewer transitions
- In a full day setting, aim for 8 or fewer transitions

*Determine how many minutes it takes for each transition (Hemmeter et al., 2008):*

- What percentage of your day is actually spent in transition?

**Continued on page 5.**

The Knowledge Network has many programs you can watch online.

You can go to the Knowledge Network website ([www.knowledge.ca/programs/online](http://www.knowledge.ca/programs/online)) and choose from one of many programs to view.

Below are a few examples:

- Autism: The Road Block
  - FASD: Finding Hope
  - Deciphering Dyslexia
- Beyond the Blues: Child & Youth Anxiety
- Wipe Out: Stories of Brain Injury



### Child Care First Aid Course

Saturday, September 25th, 2010

9am-5pm

\$100 (includes book)

St. Andrews' United Church

Facilitated by: Judith Hardcastle

**Registration required! Please call or email CCRR to register:**

(250) 344-4996

[ccrr@redshift.bc.ca](mailto:ccrr@redshift.bc.ca)

### J.J.'s Circle Solutions

Hand made felt products to use during your program Circle are now available by contacting CCRR. The story and rhyme visual aids are perfect for story time!

Prices range from \$5 to \$20 for a kit depending on the amount of materials in the kit. Each kit comes with a laminated rhyme or story as well as the felt pictures to facilitate the rhyme or story.

Please contact CCRR for more information.

*Are you interested in further child care training that you can complete at your own pace?*

If you have successfully completed Level 1 of the Family Child Care Training (FCCT) Course you can register for Level 2 and/or Level 3 through the CCRR's FCCT Course-Distance Education.

Call or email CCRR for more information.

There is no cost for the training. Funding provided by the CCRR program Regional Professional Development Grant.



*Are there certain transitions that tend to be more difficult than others?*

- How many and what types of challenging behaviours are occurring?
- Are children spending time waiting for others?
- Are the children engaged while waiting?
- What are the adults doing during the transition?

*How often does the entire group transition at the same time?*

*Can you redesign the transition to involve small groups of children at staggered intervals?*

*Will eliminating some transitions help?*

In our program we spent a couple of years revising our daily schedule to decrease the number of transitions that occurred (see page 6). We worked through three schedule revisions before we settled on a schedule that we felt was more child and adult friendly. Our goals were to open up the day to reduce the number of transitions and to provide for longer blocks of uninterrupted play. Henninger (2009) comments, "Quality play experiences can seldom be completed in 10 to 15 minutes. A minimum of 30 minutes (more is better) is needed for creative indoor and outdoor play." We have found many advantages to eliminating transitions and providing extended periods of play in a daily schedule:

- Longer blocks of time provide teachers the opportunity to engage with individual children. Teachers can plan to offer activities, have conversations or engage in one-to-one play with children in order to extend growth and redevelopment, promote deeper relationships, foster language development, or to encourage more appropriate social and play skills.
- A more open schedule allows for small group interactions. Children gather in groups based on their play interests rather than engaging in whole group activities led by the teacher.
- Children become more involved in projects and spend more time planning and implementing ideas. With more time available, children develop more elaborate play themes. Social skills are fine tuned as children share thoughts, negotiate differences, and brainstorm solutions.
- The day begins to develop a smooth rhythm with less stress for both children and teachers. When the daily schedule is less segmented, everyone seems to be more engaged in more meaningful activities and interactions.
- Teachers feel less rushed. There is more time for the teachers to observe and deepen their understanding of the developmental levels and needs of each individual child in their care. Armed with this knowledge, the teacher has the chance to take on the roles of facilitator, co-investigator, and supporter of learning.
- Extended periods of uninterrupted play empower children with more choices about what happens to them and when. Children begin to develop a sense of ownership and become more invested in the group experience. When teachers give up some control, they convey respectful confidence in children's abilities to make important decisions. As children gain a feeling of value they begin to demonstrate responsibility and respect for the classroom environment. Inappropriate and challenging behaviours are seen less often.

Reviewing the advantages to eliminating transitions has made us pause and consider whether there are places that could be tweaked to make our day run more smoothly. As you consider your own classroom schedule, we would encourage you to spend time observing and reflecting before you begin to make changes. You will find that eliminating as many transitions as possible to create a schedule that allows for extended periods of play and work will prove both beneficial and rewarding for all members of your classroom community.

#### References:

- Hemmeter, M.L., Ostrosky, M.M., Artman, K.M., & Kinder, K.A. (2008). Planning transitions to prevent challenging behaviour. *Young Children*, 63(3) 18-25.
- Henninger, M.L. (2009). *Teaching young children: An introduction*. Upper Saddle River, NJ: Pearson Education, Inc.

**Many Years Prior to 1995**

**Spring 1995 to Fall 1996**

**Summer 1998**

7:30-9:30am  
Arrival, breakfast, self chosen play

7:30-9:25am  
Self chosen play

7:30pm-9:30am  
Arrival, self chosen play

9:30-10am  
Choice time

9:25-9:30am  
Clean up & hand washing

9:30-9:50am  
Morning meeting

10-10:30am  
Snack time

9:30-9:50am  
Snack

9:50-11:40am  
Project work, activity time, outdoor play, (open snack available until 10:35am)

10:30-11am  
Small group time

9:50-10:20am  
Story, songs, discussion

11:40am-12pm  
Music, hand washing, lunch prep

11-11:45am  
Outdoor play

10:20-11:40am  
Choice time, project work, outdoor play

12-12:40pm  
Lunch

11:45-12pm  
Music

11:40-12pm  
Music

12:40-1pm  
Toileting, hand washing, tooth brushing, story, self chosen play

12-12:30pm  
Lunch

12-12:30pm  
Lunch

1-2:30pm  
Rest time and nap

12:30-12:45pm  
Toileting, tooth brushing

12:30-12:45pm  
Toileting, tooth brushing

2:30-5pm  
Gradual wake up, toileting, hand washing, self chosen play in indoor and outdoor play areas (open snack is available 2:45-3:30pm)

12:45-1pm  
Story

12:45-1pm  
Story, self chosen play, or movie before rest

1-2:30pm  
Rest time

1-2:30pm  
Rest time

2:30pm-3pm  
Gradual wake up

2:30-3pm  
Gradual wake up, self chosen play

3-3:30pm  
Snack

3-3:20pm  
Snack

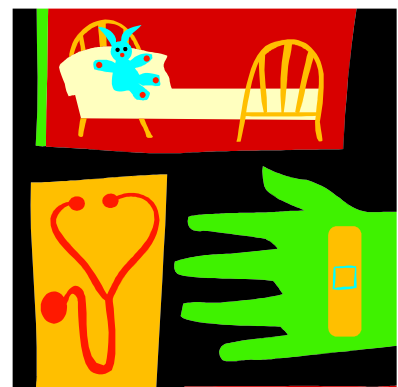
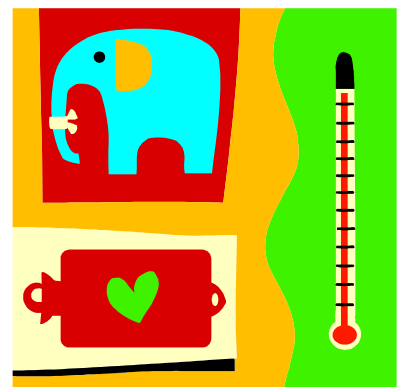
3:30-4:15pm  
Songs, finger plays and choice time

3:20pm-3:40pm  
Language time

4:15-4:30pm  
Job board and clean up

3:40pm-5pm  
Self chosen play

4:30-5pm  
Self chosen play





## PAPER PLATE SCARECROW

**You will need:** Orange and white paint, Paper plate, Scraps of coloured paper, Glue stick

**Instructions:** Mix together some white and orange paint to make a peach shade. Paint the back of your paper plate and leave to dry. Take some yellow paper and cut two arches. Snip either side of each arch into strips (don't cut through the middle). Glue to the top and the bottom of the paper plate as straw. From the rest of the paper cut eyes, mouth, hat, bowtie, and whatever else you would like to decorate your scarecrow and glue them to the plate.

## THANKSGIVING DAY OCTOBER 11, 2010

### What do people do?

Many people have a day off work on the second Monday of October. They often use the three-day Thanksgiving weekend to visit family or friends who live far away, or to receive them in their own homes. Many people also prepare a special meal to eat at some point during the long weekend. Traditionally, this included roast turkey and seasonal produce, such as pumpkin, cobs of corn and pecan nuts. Now, the meal may consist of other foods, particularly if the family is of non-European descent.

The Thanksgiving weekend is also a popular time to take a short autumn vacation. This may be the last chance in a while for some people to use cottages or holiday homes before winter sets in. Other popular activities include: outdoor breaks to admire the spectacular colours of the Canadian autumn; hiking; and fishing.

How about going for a picnic if the weather holds up? It might seem a bit late in the year but often times September and October are beautiful and still warm enough—the Indian Summer is well know in Canada and North America.



## Child Care Provider Profile

This month we are happy to introduce you to our newest Daycare provider—**Chantalle Schacher**.

Chantalle was raised in Golden and is now married to Sean Schacher. They have two girls—Ryla, who is 7 years old and Tia who is 22 months old. Chantalle's Family Daycare was recently licensed and can accommodate up to 7 children (1 year olds and up) per day. The hours of operation are flexible and the Daycare will be open year-round.

Chantalle's Daycare is conveniently located at 1619 Gareb Road - only one house away from the school bus stop. Chantalle's house is large, and the basement has recently been renovated. The large backyard features a wooden play-structure and lots of space to run! Chantalle loves the outdoors, crafts and baking. Chantalle would welcome the opportunity to meet with parents who consider using her Daycare Centre so please give Chantalle a call @ (250)344-5656/home or (250) 344-0960/cell.



### TASTY SLOW COOKER VEGETARIAN STEW

**Cooking time: 5 to 6 hours, plus time to heat peas**

Makes: 6 to 8 servings Prep time: 25 min.

1 (14-oz.) can coconut milk mixed with 1 Tbsp cornstarch,

1 cup chicken or vegetable stock, 1 (28-oz.) can diced tomatoes,

1 to 2 Tbsp mild or medium curry powder,

3 medium yams, peeled, quartered lengthwise and sliced into 1-inch pieces,

2 Tbsp chopped fresh ginger,+ 1 to 2 Tbsp mild or medium curry powder,

2 garlic cloves, minced + 1 med onion, halved and sliced,

20 snow or snap peas, blanched and halved width wise, 2 to 3 Tbsp chopped fresh cilantro or sliced green onions (optional).



Place all ingredients, except peas and cilantro/green onion into your slow cooker and stir to combine. Cover and cook on low setting for 5 to 6 hours or until the yams are tender. When the yams are tender, stir in the peas and heat for about 5 minutes. If desired, sprinkle individual helpings with Cilantro or green onion. **ENJOY!!**