

1: SEEDS Membership

Locate Trainings Statewide. The Statewide Training Clearinghouse Calendar is a resource available to the child care community to locate training advertised by approved trainers and training organizations in a variety of subjects.

I was especially pleased to receive an invitation from Mark Mieto to participate in your meeting this evening - and equally pleased to visit Sudbury again. And as you all well know, it does start with a vision. Society bears a great cost if it fails to provide young people with the learning and development needed to succeed - not just at work, in life. We know that learning is shaped by early childhood experiences. Studies, research and the reality of everyday life prove this time and time again. We also know that lack of investment in the early years can contribute to behavioural and learning problems. And all of the associated problems juvenile delinquency, criminal behaviour, teen pregnancy, substance abuse, chronic unemployment, poverty, health risks. All of these can be related to conditions set in the early years of life. All are costs that we share as a society. And if you want to better appreciate the return on investment, consider this. Research also shows that for every dollar spent on quality early education services, two dollars comes back through increased tax revenues, and decreased social, education and health costs. The economic case becomes evident. We looked at ways to prepare children for scholastic, career and social success - from all socio-economic groups, not just at-risk youth or those with special needs. After the McCain-Mustard study, Dr. Mustard and I assembled a group to look further at how the private sector can become involved in the early years challenge. The Partnership for Children and Youth. This Commission, its background, various findings, along with the first sneak preview of recommendations, is the focus of my remarks. While large urban areas are centres of economic and human growth, they have been mainly excluded from intergovernmental discussions on the well-being of children and families. In addition, cities are a hot button right now. The push is on for capital infrastructure investment to revive cities. And the Commission makes a statement about the significant need for a strong social infrastructure that offers the quality of life advantage. It will hopefully be beneficial to communities at large, including the City of Greater Sudbury. This is a message that will likely resonate well with Canadians. The federal government included a commitment to children in its election Red Book and reiterated this commitment in its Throne Speech. Place Rated Almanac ranked Toronto fourth in and seventh in Turning this less than bright forecast around necessitates investments in both capital and social infrastructures. Children learn from birth and the everyday aspects of life are their textbooks. Any attempt to separate development from care is therefore artificial. How ironic that so much of the provincial Early Childhood Development ECD allocations are targeted at compensating children for the inadequate care they receive. Everyone must be involved, but government must lead Canadians deserve and expect accountability for public investments. The provincial government should direct future allocations to implementing the main recommendation of the Early Years Study, i. Aboriginal children are particularly underserved - the City should be working with the community to seek federal dollars under the new off-reserve childcare initiative to expand services here. As a starting point, business needs to recognize that this is an issue where it has a particular stake business needs to make early years development a topic in the boardroom. Canadian business lags behind its U. Investing in children and youth simply makes sense. And we must support partnerships that work towards these ends. I firmly believe that when it comes to making a difference for children and youth, we all have a shared responsibility, and corporations can play an important role. What a great way to build a civic and civil society, plus promote social development. Partnerships involving the private sector are essential. Corporations are part of the community. And the best solutions are community-based. When it comes to the early years, we need to open our minds and think about all sorts of possibilities. I took note of your Week of the Children last October - "happy, healthy families are the foundation" of your community - of all communities. The familiar theme of increasing awareness, education and communication among parents, families and service providers, echoed in the recommendations. With the official opening of the Ontario Early Years Centre in Sudbury on March 18th, the city can now move ahead with more programs, services and information for parents and caregivers of young children. From literacy and interactive learning activities to parenting programs covering all aspects of

early child development, the Centre will likely encourage increased interest and participation. And your "Mapping the Vision" document is also a testament to putting children first. Perhaps we can all learn from the Sudbury model when the Mayor said in his inaugural address, "we want health care and we became the Regional Health Care Centre for the North; we wanted an education centre and it happened; we wanted to be a Retail Centre and we got that too; now what do we want? We want a medical school, we want software companies, we want a film industry and we want jobs, jobs, jobs". Well, you have created the Northern Medical School; you have created new jobs with this spirit, determination and team, does anyone doubt that the City of Greater Sudbury will make its wish list come true and much more, particularly when it comes to putting children first? May the City of Toronto team enjoy a similar spirit and determination in the months and years ahead on the issue of early learning and childcare - supporting early years development. Thanks very much for the opportunity to address City Council tonight.

2: AEM: Early Learning Resources

Find the latest information about ED's work in supporting our nation's youngest learners. Join our Early Learning Newsletter mailing list to receive regular ED early learning updates and the monthly early learning newsletter. The Administration for Children and Families (ACF), in consultation with.

Play is a universal phenomenon and serves both natural and biological functions. Through play, children learn about the ever-changing world Elkind, Teachers and families often view the value of play in different ways. The different descriptions of the value and purposes of play add to the dilemma of what and how classroom teachers can support learning and development for young children by providing carefully planned and supervised experiences. Why does play belong in early childhood classrooms? Play is critical for healthy development and learning. Much has been written about the cognitive, social, emotional, and language benefits of play, as well as the types and stages of play that take place in early childhood classrooms. The theories of Piaget cognitive and physical development and Vygotsky socio-cultural experiences describe play for children as optimal learning times Elkind, Brain research also supports the importance of play during the critical periods of brain growth during the preschool years Healy, What are some of the defining characteristics of play? When children play, they have active engagement with materials. They are intrinsically motivated and have freedom from external rules. Children begin to think symbolically when they play. For example, using a block and pretending it is a telephone, or pretending a pegboard with pegs is a birthday cake. What is important when designing environments that promote play? Teachers should begin by providing opportunities for children to have spontaneous, unstructured child-initiated play experiences. With this in mind, the classroom design must also be conducive to play. Children need a large enough area for playing with two or more peers in an area where they will not be interrupted. When creating interest areas in the classroom, careful attention should be paid to the size of the space for both the dramatic play area and the block area, as these interest areas are frequented by children. The teacher must also provide stimulating materials to enhance and entice children into play. Materials should include loose parts that are open-ended and empower creativity by providing children opportunities to think, plan, and carry out their play. The consistent organization of materials in the space is important so children can be purposeful in selecting and placing materials back when they are finished. With organized materials on shelves and in bins, children can clearly see their choices for the day. Children also need freedom to explore the play environment and the materials in a way that interests them, providing a sense of wonder and encouraging creativity. Large blocks of time minutes in the daily schedule must also be allocated for play so children may develop play scenarios, get organized, and then execute their plan. Teachers must also realize that children will often find their own space for play. For example, children may place materials on top of a low shelf, turn a box over or use a chair “expanding their play space beyond the table and floor. What is the role of the teacher in play? The benefits of play are maximized when teachers facilitate play, as limited learning may take place otherwise. Teacher support is also seen as a necessary component of developmentally appropriate practice. Teacher interventions during play take on many possibilities from assisting with problem solving, questioning, redirecting undesired behaviors, and enticing children into play themes. Teachers must also teach play skills to children who have difficulty entering into a play scenario. By helping children when planning roles, encouraging children to talk to peers, posing open ended questions, and becoming involved in play, the teacher extends and enhances learning. For example, one role of the teacher is developing an understanding of the specific skills and knowledge children need to develop. Teachers should also individualize for children, keeping in mind their current level of cognitive, physical, social, emotional, and language development. For example, the teacher may have the goal of increasing the amount of expressive language a child uses throughout the day. The teacher might invite the child to the dramatic play area with another child who is very verbal and engages easy in play scenarios. Effective teachers build their curriculum upon what the children already know. They offer play experiences in areas where children are familiar with and have prior knowledge and experience. If a child has not had experience with a particular play scenario, he will not be able to expand on the role during fantasy

play. The prop box included many typical things that an office would contain – a keyboard, telephone, calculator, notepads, staple, tape dispenser, paper clips, etc. It was obvious this was a real life play scenario they had experienced. Children often will act out themes they are familiar with such as family roles, doctor, school, fast food restaurants, and shopping for food and clothes. When a child puts on a raincoat and a firefighter hat and rushes to rescue his teddy bear from the pretend flames in the playhouse, he is practicing what he already knows about firefighters. Play and learning should be integrated throughout the day. The facilitation will be the most effective if complemented by a carefully planned classroom environment. The teacher works to minimize conflict and confusion so that children have consistent time and space for play. Children need to be seen as competent individuals who, when given teacher support and interactions with other children, are able to construct knowledge in play settings. Play becomes a springboard for investigating play materials, art materials, the ideas of peers, and the world beyond the classroom. This approach to curriculum focuses on the development of the whole child, with content presented in meaningful contexts. For example, your classroom might visit a train museum and instead of focusing on all of the parts of the train which leads to rote memorization, the teacher might facilitate the focus on the roles of the people who would work on and ride the train: Teachers must be intentional in their planning for play. This includes using their knowledge of growth and development to determine what is age and stage appropriate, individually appropriate, and culturally appropriate for each child in the classroom. Children are also given the opportunity to work out feelings, emotions, and fears they are unable to address or acknowledge overtly. What is competing with play? Children spend an average of 2 hours per day using computers, iPads, and iPhones, and watching television. The more time children are watching screens, the less opportunities they have for play and interaction with nurturing adults – both of which are critical to healthy development and learning. Research also indicates this screen time has a negative impact on attention and self regulation for young children TRUCE, Academic expectations have been pushed down and early acquisition of skills and content knowledge have left little room for play in the early childhood classroom. Structured and competitive group sports have taken the place of playing with neighborhood peers, and children are joining teams as early as age three. Realistic toys and props that do not allow children to use their imagination and be creative have lined the shelves of stores leaving little room for open ended and creative materials. What are the implications for the early childhood classroom? Play allows children to make important discoveries, including what they like and what they do not like. Play is deeply satisfying to young children. We also know that children do not separate play and learning. Although research supports the value of play in the classroom, the jump has yet to be made from theory to practice. Rote and drill activities have replaced providing time for children to construct knowledge and understanding in order for children to arrive at the correct answer. By depriving children of play opportunities, we are also depriving the opportunity to learn critical social skills and develop flexibility and strength to cope with difficult situations. What needs to be changed? Planning for play must be intentional. Teachers must focus on creating opportunities for higher level thinking by incorporating time, space and materials for play. By securing a prominent place in their curriculum planning for play, teachers will encourage fellow colleagues and administrators to support their efforts. Lastly, they must work to educate parents on the value of play, building parent understanding and support for play in the curriculum. Chopsticks and counting chips: Spotlight on young children and play, Tools of the mind: The vygotskian approach to early childhood education 2nd ed. Upper Saddle River, NJ: Developmentally appropriate practices in early childhood education programs. Taking back childhood; Helping your kids thrive in a fast-paced, media-saturated, violence-filled world. Thanks for the memory: The lasting value of true play. Spotlight on young children and play. Brain development and learning from birth to adolescence. From play to practice:

3: Supporting Early Learning and Childcare:

Supporting Early Math Learning for Infants and Toddlers Ervin holds Marshall, his 6-month-old son, in his arms as he bottle feeds him during a home visit. Ervin shakes his head and says, "Marshall doesn't seem happy about drinking his bottle."

By Gaye Gronlund As a parent, you want your children to learn all that they can—to grasp math concepts, to be curious about exploring the world, and to learn to read and write. Did you know that you can help your son or daughter academically by playing with them? Play and learning go together! What kind of play helps children learn the best? Play that really engages children—play that they will focus on and stay with even when problems arise. This kind of play helps children develop their approaches to learning—in other words, the ways they respond to learning situations. Curiosity about the world, initiative and problem solving, and focused attention and persistence are just a few approaches to learning that children develop through play. In the early years, parents can help children develop the skills to be better students by playing with them. Yes, as they enter kindergarten and the elementary years, children need to have some understanding of letters and numbers. However, if they have not developed solid approaches to learning, they will not be as successful in school settings. Encouraging Toddlers at Play Joey is 20 months old. He has a basket full of toys, including rattles, soft plastic blocks, a set of stacking rings, stuffed animals, and cloth and plastic books. This is typical toddler play behavior. Joey is curious about the world and is looking at it another way—through the slats in the basket! Joey loves to shake the rattles to hear the different sounds or to stack two or three blocks and knock them down. His attention to each might be up to five minutes or so, which is just right for his age. He may solve problems as he tries to place the rings on the stacking post or to add more blocks to a tower. He comments about what he is doing: Do you see it hiding behind the chair? Does everything look different from under there? Can you try to put just one on top of another gently? Encouraging Preschoolers at Play Alicia is 4 years old. Through her pretend play Alicia learns to think abstractly. When she holds a block in her hand and uses it to pretend to talk on the phone, she is using the block as a symbol for something else. And, since letters and numbers are abstract because they are symbols of what they represent, pretend play is one way a child develops her understanding of letters and numbers. They give her paper and crayons so that she can pretend to write grocery lists. They encourage her to count how many items she has placed in her toy shopping cart. They accept her scribbles and letter-like shapes as her writing just right for 4-year-olds and help her when the numbers get a little mixed up. Alicia will work with puzzles for long periods of time, too, especially if her dad joins her. Together, they figure out strategies for putting the pieces together. She may turn the pieces around, trying out different ways until she is successful. She is developing problem solving and persistence as she does so. Your Role as Your Child Plays Playing with your child helps keep your child engaged in the kind of play where learning occurs. Your interest, questions, and comments as you play alongside will help your child use toys productively. And the two of you will have lots of fun together! She works with teachers, families, and programs across the country and writes books and articles about play, standards, assessment, and curriculum.

4: I Support Early Learning Providers | Washington State Department of Children, Youth, and Families

Support for Early Learning & Families (SELF) Fast Facts from the State of Our Children and Families Report Children. Minimum Wage - the impact on families and programs.

5: Early Learning NH

Very simply, the Early Learning and Child Care Commission for the City of Toronto was established as part of a communication and advocacy strategy to influence national/provincial policy and funding support for early learning and childcare.

6: SELF - Support For Early Learning & Families - Support for Early Learning and Families

Supporting Teaching and Learning Level 3 Certificate. Unit - Support Learning Activities Outcome 1 A TA's role within a school is to provide support during learning, with the main objective of broadening a child's knowledge, academically, emotionally and socially.

7: How U.S. Cities Are Leading the Way to Support Early Learning - Early Learning Nation

Early learning is woven throughout the ESSA, as a means of addressing educational equity, supporting students' school success, and bringing greater alignment along the entire education continuum.

8: How to Support Children's Approaches to Learning? Play with Them! | NAEYC

Supporting efforts to incorporate the arts into early childhood classrooms in communities nationwide. Contributing to the national conversation At Wolf Trap Institute, we believe in sharing our experience and learning from each other to advance the role of arts in education across the country.

9: STRETCH Your Storytime! Supporting early learning with yoga and movement | Infopeople

Early learning and support focuses on fundamental policy issues in early education: early literacy and numeracy, early STEM, supports for dual language learners, family engagement, school readiness, strengthening the kindergarten through third grade continuum, among several others.

*Maria Irene Fornes XXXVI-Friends and Foes 237 Essays on some select parts of the liturgy of the Church of England
The Challenge Of The Mystic 3. Gujarat: MSMEs and their Ecosystem 37-48 Jazz piano Bradley County (TN (Images of
America) Our Extraordinary Year in Dads Class If thou canst like a Friend. Ergonomics Desk Reference Pinewood derby
coloring sheets Catherine deMedici (Profiles in Power Series) Delhi by khushwant singh Glow in the Dark Sex Coupons
You can protect yourself and your family from AIDS Thoughts from Dad A belly full of bedsprings Charles Lamb: a
memoir A Prehistory of Sardinia GCSE English classbook Orange fish bath toy We were deadbeats, me and Paul
Traditional Irish recipes Mt John University Observatory Then Came the Liars Then Came the Fools Think and Grow
Rich:A Black Choice Goblin korean drama script Alternating current motors. Ap cs a response 2008 The rest Ill whistle.
Gods church for today Zen and the art of screenwriting Alchemy as a way of life Sex or sensibility? Belwin Master Solos
Flute (Belwin Master Solos) California, Wild Scenic 2008 Deluxe Wall Calendar Snipp, Snapp, Snurr the Seven Dogs
Under Milk Wood: account of an action to recover the original manuscript Twenty-first century issues The dream
numbers*