



# Southgate Medallion Tribute

Welcome to June newsletter for our Educators.

## August 2021—Volume 41, Issue 8

CORE	ZOOM
TRAINING	630PM-830PM
Outdoor and Risky play	Aug 5
Standards	Sept 9
Communication	Oct 14

### Information Update Forms

It's that time of the year to update our information forms. Please have all families complete a new Information Update Form. Each child is required to have one. These forms are to be completed by families who started care before May 2021.

Instructions for the forms:

- ◆ Complete in the day home.
- ◆ One form per child.
- ◆ Have spare forms.
- ◆ Remind families of their Emergency Contact and if it is the same person.

Have completed forms ready for pick up by your consultant in August.

Core training is delivered online through Zoom. Please feel free to register by emailing your Consultant.

Core is available for all educators.

Core trainings added are:

- Documentation
- Outdoor and risky play

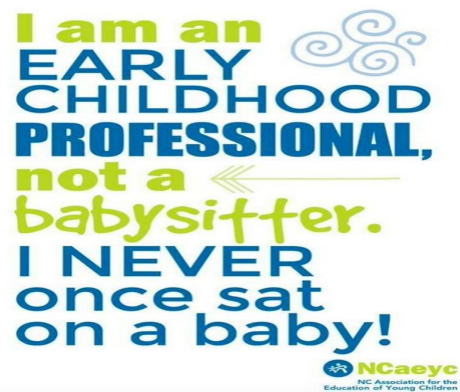
### Out of School Care children

September is approaching fast and schools will reopen soon. If you have any out of school care children, please communicate with their families about pick up and drop off. Complete school information forms and have emergency cards with school information. Please get any field trip permission forms signed if you will be driving children.

If you have any questions, please contact your consultant.

### Insurance Premium

Insurance payments will be charged for the August 2021- July 31 2022. The premium is \$218.00. It will deducted off your check if you have children in care or please make arrangements to pay your insurance. Please contact your Consultant for any further information.



**REMINDER**  
**Attendance sheets are due on Wednesday, Aug 31, 2021.**  
 Please ensure **all information is complete, accurate, and clear.**

Click for more information about Flight Framework

Click below to follow our social media







# Diversity in the Day Home.

Family structure has changed over the years and can be different than a 2-parent household. This can include stepparents, grandparents, caregiver, and foster care just to name a few. As Educators we offer an inclusive environment to children and families, so they feel welcome to share their experiences and family structure.

**Some examples of inclusive practice include:**

For the dramatic play area adding different age character dolls to the area (Grandparents, different skin tones, open ended characters, characters with diverse needs)

Allowing conversations that differences. Acknowledging children's words and what they are sharing.

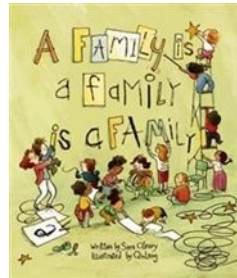
Invite families to share about themselves. This could be art-facts, displays, festival, celebrations and traditions.

**Books which support family diversity**

The Family book by Todd Parr

Family is a Family is a Family by Sara O'Leary

Whoever You Are by Mem Fox



**First Nations and Indigenous Families**

Educators encounter a wide variety of families while operating their day home. Canada has an Indigenous Early Learning and Child Care Framework. This recognizes unique cultures, aspirations and needs of First Nations, Inuit, Metis. "The framework envisions First Nation, Inuit, and Metis children and families as happy and safe, imbued with a strong cultural identity".

The framework is split into:

First Nations Early Learning and Child Care Framework

Inuit Early Learning and Child Care Framework

Metis Nation Early Learning and Child Care Framework

Key concepts include:

Leading by example and engage in community partnerships to be working in harmony

Implement best practice to design and deliver Indigenous ELCC programs and services

Support Indigenous- led collaborations and partnerships.

Books by Indigenous Writers:

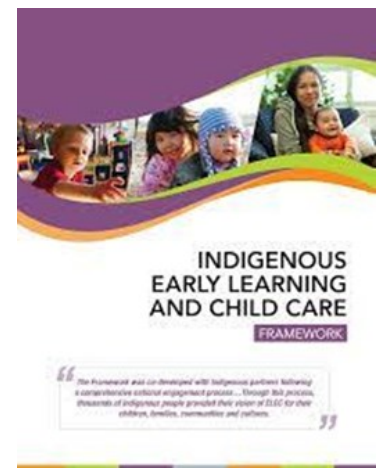
The Moccasins by Earl Einarson

Little you by Richard Van Camp

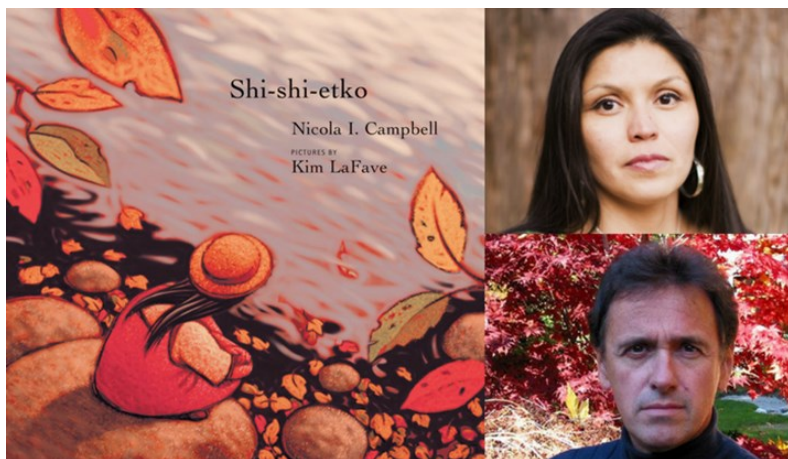
How the Raven Stole the Sun by Maria Williams.

More information can be found in the framework at:

[https://www.canada.ca/content/dam/canada/employment-social-development/programs/indigenous-early-learning/1352-IELCC\\_Report-EN.pdf](https://www.canada.ca/content/dam/canada/employment-social-development/programs/indigenous-early-learning/1352-IELCC_Report-EN.pdf)



Na-



Reference: child360.org.

Happilyeverelephants.com

[https://www.canada.ca/content/dam/canada/employment-social-development/programs/indigenous-early-learning/1352-IELCC\\_Report-EN.pdf](https://www.canada.ca/content/dam/canada/employment-social-development/programs/indigenous-early-learning/1352-IELCC_Report-EN.pdf)

## Recipe Corner

We will be adding a recipe corner in the newsletters that we can help each other in serving healthy and nutritious foods to children. If you have any recipe that children really enjoys, please share it with your consultant and we will share it in the newsletter. Share any recipes where vegetables are disguised in the food in a clever way.

Recipe for this month—Edamame dip

Ingredients: one bag of Edamame, lemon juice, three cloves of garlic.

- Boil Edamame.
- Take all ingredients and add it to food processor until smooth.
- Serve it with crackers



Children flourish in environments that are beautiful, joyful, and rich with opportunities for sensory stimulation, social interaction, language, exploration, manipulation, and representation.

## Back to Normal

The Agency has decided to lift all the restrictions on sensory play, dress up, field trips and play grounds. Please offer regular sensory activities for children. Going to play grounds and spray parks will begin in August. Please inform you parents and ask for their permission to go to play grounds and spray parks.

We will continue to take children's temperature in the morning and asking parents verbally if they have completed the screening questionnaire for the children.

## Welcome educators

Agency is welcoming two educators this month.

- Cindy Chae (Blue Quill)
- Amrit Barmi (Burnwood)



# A Practice of Relationships

This month we will review core concept relationships from Flight Framework.

Your role as co-learner, co-researcher, co-imaginer of possibilities calls for a playful and seeking spirit, a willingness to participate, persist, and care, even when it is challenging. As well, your role is made more dynamic through imagining, creating, and inventing possibilities.

We as educators play an important role of maintaining relationships.

The framework describes your role of educator as a co-learner, a co-researcher, and a co-imaginer of possibilities. The prefix “co” reflects our belief in the importance of you co-constructing knowledge with children, their families, and colleagues.



Families, children, and educators create places of vitality together—strong, active, and energetic communities, fostered by educators who engage in a practice of relationships.

...as co-learner Plays, Seeks, Participates, Persists, Cares Alongside children and families, educators openly seek to learn about children and their families. This learning informs curriculum planning and is foundational for a practice of relationships. Educators use their knowledge and learning to create places of vitality with children and families

...as co-researcher Questions, Investigates, Reflects, Interprets, Shares Educators actively engage children, families, and colleagues to investigate, make meaning of, and communicate about what children are doing and thinking. They engage with families to learn about how children engage in their world. Interpretations reflect an understanding that learning is socially and culturally constructed

...as co-imaginer of possibilities Wonders, Imagines, Creates, Invents, Risks in the Spirit of Learning The role of the educator is to value the questions that can lead to possibilities created along with children, families, and colleagues, rather than have all the answers. Possibilities begin with wondering, imagining, and taking risks in the spirit of creating authentically shared places of vitality with children and families.

When you participate with children and families as co-learners, co-researchers, and co-imaginors of possibilities, you create responsive environments for children’s care, play, learning, and development that reflect an image of the child as a mighty learner and citizen—strong, resourceful, and capable.



Caring for children and their families, you take on many roles while keeping in mind an image of the child: a strong, capable, and resourceful learner and citizen.



References: Flight Framework Document F.pdf

[co - learner with children - Bing images](#)