



North Edmonton Family Day Home Agency

Parent E-News May 2024



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2024 Statutory Holidays

Monday May 20 Victoria Day Monday July 1 Canada Day Monday August 5 Heritage Day
Monday Sept 2 Labour Day Monday Sept 30 National Day for Truth & Reconciliation
Monday Oct 14 Thanksgiving Monday Nov 11 Remembrance Day
Wednesday Dec 25 Christmas Day Thursday Dec 26 Boxing Day

The office will be closed May 29, 2024 for staff training.



Happy Mother's Day

To all moms, grandmas, great grandmas, step moms, adoptive moms, foster moms, and mother figures, We appreciate all that you do and we hope you a wonderful day!

Provider/Educator Appreciation Day

The Friday before Mother's Day, May 10, is *Provider/Educator Appreciation Day*. You can celebrate your Educator by acknowledging your appreciation for the work she does.

Educators Teach and Care

what we believe in: play, sharing, fun, quality, relationships, movement, cooperation, success, responsibility, variety, music, independence, professionalism, patience, curiosity, opportunity, growing, intention, well-being, hands on, variety, art, acceptance, gentleness, trying.

what we teach: creativity, exploration, kindness, language, nutrition, interest, accounting, curiosity, manners, diversity, problem-solving, numbers, thinking, colors, shapes, persistence, alphabet, skills, friendship, science, ideas, love of learning, confidence, honesty.

what we do: care, help, plan, play, prepare, inspire, encourage, educate, recognize and meet needs, coordinate, explain, create, respond, implement, feed, dance, build, find, understand, guide, support, model, read, hug, rhyme, celebrate.

what we give: time, energy, love, concern, care, experience, passion, resources, skills, experience.

Everything

Why Display Children's Artwork

Debbie Caldwell November 2017



There are many reasons in child development why children's artwork should be displayed, but the one most treasured is... VALUE.

Whether at home on the front of a refrigerator, taped to a bathroom mirror or beautifully displayed on the wall, the feeling is the same—"I am valued for who I am."

They're accepted for who they are. They're visible. They're creative. They're cherished. They're individuals. They are important. They are competent—they completed something. Their imagination is there for all to see, and it's value. They are valued, appreciated and respected.

A Child is never too young or never too old to have their artwork displayed. You're encouraging a list of good things when you encourage a child to do art, and even more good things when it's displayed. And, you are encouraging decision-making skills when you hold up two pieces of art and ask, "Which one would you like to hang on the wall?" As time passes, comparing their growth in a heart also builds great confidence and self-esteem.

Asking questions about the art stimulates the imagination, too. Purple leaves on the palm tree, how cool is that? What made you color it purple? Any little Picasso would be thrilled to see their artwork on display where others can enjoy it too!

Colleen Wettlaufer

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Each month the Agency highlights and reviews a standard in the Educator Newsletter. For May we are highlighting Standard 4A and Standard 5.

Family Day Home Standards for Alberta

Standard 4A: Residence

The residence must be in good repair. Space must be adequate to accommodate the following requirements:

- windows in every room used by children;
- adequate heat, light, and ventilation;
- clean, comfortable surroundings; and
- sufficient space for developmental activities of children in care.

Standard 5: Transportation and Outings

Programs must have the parent's written permission to transport their child.

Parents must be advised in writing of any outings or excursion the program plans for a child, including transportation and supervision arrangements.

Current Family Day Home Standards Manual for Alberta. <https://open.alberta.ca/dataset/ae5d6de9-3a2b-4fb5-abd1-7ad4582a709d/resource/fd7124fe-a3bd-4e08-ac4d-05c1147ec386/download/cs-family-day-home-standards-manual-for-alberta-2022-10.pdf>



Children may need to arrive at the day home with the following items for when they go outside: Ask your educator what children need to bring for the day.

- Extra clothing/extra socks
- A sun hat
- Sunscreen/Bug Spray
- Sunglasses
- Splash pants
- Coat, sweater
- Rain Coat
- Rain boots
- Extra socks

These items will help keep your child comfortable.

Play Equipment Not Allowed in Day Homes



Trampolines and rebounders are not allowed to be accessed by any child in the day home as they can pose a significant safety risk. If an educator has a trampoline or a rebounder it must not be used when children are in care and must be made inaccessible. A trampoline is required to have netting around the trampoline, and the zipper closure must be locked with a lock and key or a combination lock to make it inaccessible.



Wading pools or splash pools or any shared standing water may not be used as there is an increased risk of transmission of GI illnesses and other bacteria when standing water is shared.

A Sprinkler may be used.



Educator Trainings

The Agency organizes or sponsors opportunities for Educators to participate in a variety of trainings. Educators are also made aware of upcoming workshops, webinars, and conferences that are being presented by other organizations.

The trainings further an Educator's knowledge in the field of early childhood and supports their individual programs. Trainings may be delivered online or in person.

Every year Educators must accumulate a *minimum* of 6 hours of training of their choice. Most Educators exceed the minimum number of required hours every year.

Topics :

Indigenous Ways of Knowing in Early Childhood Environments, Health and Wellness for Educators, Health and Hygiene – Cleaning and Sanitizing, First Aid, Programming/observations, Child Guidance, Documentation, Child Development,

Trainings and Opportunities Educators Have Participated In

Curiosity and Wonder of Treasure Baskets – Infant and Toddler Explorations

In this in person workshop, Educators learned about infant and toddler play explorations using Treasure Baskets. Educators learned how to create Treasure Baskets and sensory experiences that are meaningful and relevant for young learners.



Electronic
Treasure Basket
By Rhonda T.



Round - Balls
Treasure Basket
By Laura W.

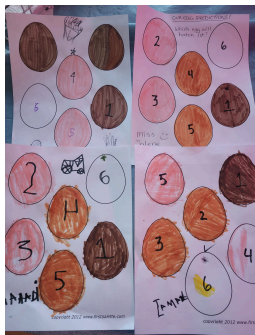


The agency organized an online presentation that gave educators information and a brief demonstration on a user-friendly app called Lillio. The app supports program planning based on children's development and *specific* interests and curiosity by having an extensive library of activities that supports a specific area. Some Educators are using the app.



Chick Hatching Opportunity

The agency organized 3 separate opportunities for Educators to participate in a chick hatching experience. During this experience children learned that eggs are a variety of colours and chicks are also a variety of colours. They learned the life cycle of a chicken. They learned how to care for the chicks, seeing how fragile they are at the time of hatching and they learned what they eat and the sounds they make.





TIME-IN'S

P.E.A.C.E



1. PAUSE:



Ensure you are calm enough to help your child; put the oxygen mask on yourself first. You can't teach your child to swim if you're drowning.

IF NEEDED: deep breathe, take a walk, give yourself 10 min to calm down, tag another adult in



2. EMPATHY:

Validate their feelings: "you're feeling so ----"

Mirror their emotion with your facial expression and tone of voice



3. ACCESSIBLE: (physically)



Stay close (ideally in the same room) and communicate "no threat" with your voice and body language (i.e., get on their level, soften your gaze, use light touch if they'll accept it)



4. CONNECT THE DOTS



Once the dust has settled, and both you and your child are calm (and your child is receptive) you can discuss different ways to get their needs met, other ways of coping with their feelings, or simply review what happened and how they felt leading up to the time-in to help promote neurological integration



5. ENGAGE



Help your child re-engage with their world. Assist them in finding a playmate, do an activity together, get their body moving, give them something purposeful to do (i.e. help you with a household task)



1. Why

Children needed an attuned, physically safe relationship to regulate their emotions: co-regulation comes before self-regulation. Isolation can cause children to numb out and shutdown.

2. Where

A place that is safe and quiet if possible. (i.e. their bedroom)

3. When

A limit or choice hasn't worked, and your child too dysregulated to engage in their world.

4. What

A strategy to promote "co-regulation" and allow your child and you to connect in a safe way without the use of separation or fear-based discipline.

5. How

P- Pause
E- Empathy
A- Accessibility
C- Connect the dots
E- Engage