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# CANADIAN CHILDREN

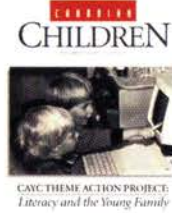
JOURNAL OF THE CANADIAN ASSOCIATION FOR YOUNG CHILDREN

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Autumn '93



Spring '94



Autumn '95



Spring '96



Nov. '75



Spring '97



Autumn '97



Spring '99



Autumn '99

The Canadian Association  
for Young Children



L'Association Canadienne  
Pour Les Jeunes Enfants

2000  
<http://www.cayc.ca>

## THE CANADIAN ASSOCIATION FOR YOUNG CHILDREN

### WHAT IS THE CAYC

The Canadian Association for Young Children (CAYC) grew out of Council for Childhood Education and was officially recognized in 1974 by the granting of a Federal Charter. It is the only national association specifically concerned with the well-being of children, birth through age nine at home, in preschool settings and at school. Members of the multidisciplinary association include parents, teachers, caregivers, administrators, students and all those wishing to share ideas and participate in activities related to the education and welfare of young children.

### MISSION STATEMENT

CAYC exists to provide a Canadian voice on critical issues related to the quality of life of all young children and their families.

### THE AIMS OF THE CAYC

1. To influence the direction and quality of policies and programs that affect the development and well-being of young children in Canada.
2. To provide a forum for the members of Canada's early childhood community to support one another in providing developmentally appropriate programs for young children.
3. To promote and provide opportunities for professional development for those charged with the care and education of young children.
4. To promote opportunities for effective liaison and collaboration with all those responsible for young children.
5. To recognize outstanding contributions to the well-being of young children.

### IMPLEMENTING THE AIMS OF THE CAYC

#### 1. The National Conference:

The National Conference is a highlight of the CAYC. The program includes lectures by internationally renowned authorities on children, workshops, discussion groups, displays, demonstrations, school visits and tours.

#### 2. Provincial and Regional Events:

The organization of members at the local and provincial level is encouraged to plan events to deal with the issues and concerns pertaining to young children. These events may take the form of lectures, seminars or a local conference.

#### 3. The Journal:

An outstanding multidisciplinary journal is published twice yearly. Articles by nationally and internationally known experts in early childhood education and child rearing are presented in the Journal of the CAYC. **Inside CAYC** provides information on Association activities.

### SUBSCRIPTIONS AND MEMBERSHIP

Membership fees are payable on application and renewable annually on an evergreen basis. To be considered a voting member, fees must be paid no later than 60 days prior to the Annual General Meeting.

Members of the CAYC receive newsletters and special rates for national and regional conferences

Per annum: \$40 General, \$25 Student, \$75 Associations.

Please direct all subscription and membership correspondence to:

CAYC  
612 W, 23rd Street  
North Vancouver, BC V7M 2C3  
CANADA

## ASSOCIATION CANADIENNE POUR LES JEUNES ENFANTS

### QU'EST CE QUE L'ACJE

L'Association canadienne pour les jeunes enfants, issue du Council for Childhood Education, a reçu sa charte fédérale en 1974. C'est l'unique association nationale voulée exclusivement au bien-être des enfants depuis la naissance jusqu'à l'âge de neuf ans, dans leurs foyer, les garderies et à l'école primaire. Les membres de l'ACJE - des parents, des enseignants, des employés de garderie, des administrateurs, des étudiants... sont toutes des personnes intéressées à partager leurs idées en participant à des activités concernant le bien-être et l'éducation des jeunes enfants.

### SA MISSION

L'ACJE existe pour faire entendre une voix canadienne sur les questions d'importance concernant la qualité de vie de tous les jeunes enfants et de leur familles.

### SES BUTS

1. Jouer un rôle dans la direction et les qualités des décisions et des programmes relatifs au développement des jeunes enfants.
2. Créer un forum pour les membres de la communauté de la petite enfance afin de susciter une collaboration active dans l'élaboration de programmes appropriés au développement des jeunes enfants.
3. Encourager et offrir des possibilités de perfectionnement professionnel aux personnes chargées du bien-être et de l'éducation des jeunes enfants.
4. Promouvoir des occasions pour une meilleure coordination et collaboration entre toutes les personnes responsables des jeunes enfants.
5. Reconnaître les contributions de caractère exceptionnel faites au profit des jeunes enfants.

### MISE EN OEUVRE DES BUTS DE L'ACJE

#### 1. Le congrès national:

Il constitue le grand événement de l'ACJE. On y entend des communications prononcées par des sommités internationales dans le domaine de l'enfance et on y participe à des ateliers et à des discussions ainsi qu'à diverses manifestations, des visites d'écoles et d'autres activités.

#### 2. Les événements provinciaux et locaux:

Nos membres sont invités à mettre sur pied des conférences, des séminaires ou des congrès à l'échelon local ou régional.

#### 3. Le journal:

Publications multidisciplinaire de premier ordre, le journal paraît deux fois l'an. Il regroupe des articles traitant de questions d'éducation et de formation des jeunes enfants et des écrits d'experts bien connus sur le plan national et international. La rubrique **Inside CAYC** vous tient au courant des activités de l'Association.

Les cotisations doivent être réglées au moment de l'adhésion et renouvelées chaque année. Pour vous prévaloir de votre droit de vote, vous devez régler votre cotisation au moins 60 jours avant l'Assemblée générale annuelle.

### ABONNEMENT ET COTISATION DE MEMBRE

Les membres de l'ACJE reçoivent le bulletin de liaison et bénéficient de tarifs particuliers pour participer au congrès national et aux événements régionaux:

40\$ par année, 25\$ pour les étudiants, 75\$ pour les associations

Adressez toute votre correspondance à:

ACJE  
612 W 23<sup>rd</sup> Street  
North Vancouver, BC V7M 2C3  
CANADA

## GUIDELINES FOR AUTHORS

**Canadian Children** is the journal of the Canadian Association for Young Children (CAYC), the only national association specifically concerned with the well-being of children of preschool and elementary age in Canada. The journal is published twice yearly and contains articles, book reviews and announcements of professional conferences.

**Canadian Children** is a multidisciplinary journal concerned with child development and early childhood education. Authors from across Canada, and elsewhere, are invited to submit articles and book reviews which reflect the variety and extent of both research and practice in early childhood education and child rearing.

### CONTENT:

Submissions should appeal to an audience that includes parents, professionals in the field of childhood education and child services, as well as teachers and researchers. Most issues are multi-theme in nature and the editor will attempt to balance articles that are research-related with articles of a practical nature relating to programming, curriculum, classroom practice or child rearing.

### FORM, LENGTH AND STYLE:

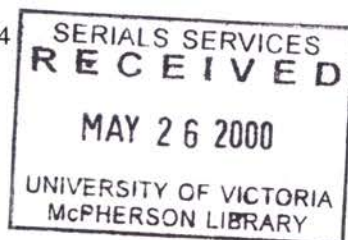
ARTICLES may be of varying length, written in a readable style. Style should be consistent with an acceptable professional manual such as the **Publication Manual** (3<sup>rd</sup> Edition) of the American Psychological Association. Articles should be in either Microsoft Word or WordPerfect (IBM PC format) and as an attachment to an email to the editor at the address listed below. If appropriate, authors should send accompanying black and white glossy print photographs, tables, figures or illustrations with complete captions, each on separate pages. Authors are to obtain releases for use of photographs prior to mailing. Please include a brief biographical sketch including the author(s) full name, title, professional affiliation, and other relevant information, such as persons assisting the author, grant support or funding agency. It is expected that authors will not submit articles to more than one publisher at a time.

### ACCEPTANCE AND PUBLICATION:

The editor will acknowledge receipt of, and review all solicited and unsolicited manuscripts received. The final publication decision rests with the editor, and will be communicated within three months. Manuscripts not accepted for publication will be returned only if a stamped self-addressed envelope is included.

Please send all correspondence and completed manuscripts for publication consideration to:

Mabel F. Higgins,  
CAYC Journal  
Early Childhood Education Lambton College,  
1457 London Road,  
Sarnia, Ontario N7S 6K4  
ece@mnsi.net



## GUIDE A L'INTENTION DES AUTEURS

**Canadian Children** est la revue de L'association pour les jeunes enfants (ACJE) la seule association vouée exclusivement au bien-être des enfants du préscolaire et de l'école primaire au Canada. Elle paraît deux fois l'an et regroupe des articles, comptes rendus de livres et annonces professionnelles.

**Canadian Children** est une publication multidisciplinaire traitant du développement de l'enfant et de l'éducation de la petite enfance. Les auteurs du Canada et d'ailleurs sont invités à soumettre des articles et des comptes rendus de livres mettant en évidence la variété et l'entendue de la recherche et des approches en éducation de la petite enfance et en formation de l'enfant.

### CONTENU:

Les articles visent un public de parents, de professionnels dans le domaine de l'éducation, de l'enfant et des services à l'enfance, ainsi que les enseignants et les chercheurs. En général chaque numéro comprend de multiples thèmes et le rédacteur en chef s'efforcera d'inclure à la fois des articles portant sur la recherche ainsi que d'autres de nature pratique traitant des programmes, des curriculums, des approches en salle de classe ou de la formation de l'enfant.

### FORMAT, LONGUEUR ET STYLE:

LES ARTICLES peuvent être de longueur variée et doivent être rédigés dans un style accessible à tous les lecteurs. La présentation doit être conforme aux normes du **Publication Manual** (3<sup>e</sup> édition) de L'American Psychological Association. Les articles devront être en Microsoft Word ou Word Perfect, (format IBM PC) et attaché à un courrier électronique au rédacteur en chef à l'adresse indiquée ci-dessous. S'il y a lieu, les auteurs devront fournir toutes photographies accompagnant les articles tirées en noir et blanc sur papier glacé, tous les tableaux, figures ou illustrations avec leurs légendes, et nous les envoyer chacun sur une feuille séparée. Ils devront obtenir le permis de reproduction des photographies avant de les faire parvenir au rédacteur. Veuillez inclure une brève notice biographique incluant les noms au complet, titres, affiliations professionnelles et autres informations pertinentes telles que les noms des assistants, des supports financiers, des subventions. Il est entendu que les auteurs ne soumettront leurs articles qu'à une seule revue à la fois.

### REVISION, ACCEPTATION ET PUBLICATION:

Le rédacteur en chef accusera réception et considérera tous les manuscrits recus, qu'ils aient été sollicités ou non, et soumettra les textes qu'il aura retenus à au moins trois lecteurs externes au comité de rédaction. La décision finale quant à la publication est sous la responsabilité de rédacteur en chef et sera communiqué dans un délai de trois mois. Les manuscrit refusés seront retournés seulement si une enveloppe adressée et timbrée est encluse.

Veuillez adresser votre correspondance et vos manuscrits à

Mabel F. Higgins,  
CAYC Journal  
Early Childhood Education Lambton College,  
1457 London Road,  
Sarnia, Ontario N7S 6K4  
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# CANADIAN CHILDREN

JOURNAL OF THE CANADIAN ASSOCIATION FOR YOUNG CHILDREN  
Spring / Printemps 1998 Vol 23 No 1

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**Cover Photo:** A retrospective quilt of previous Canadian Children covers.



MABEL F. HIGGINS  
EDITOR

One afternoon last week, unexpectedly, I received the following email from my fourteen year old son, Darcy:

"Mom, this made me think about you and your work with Reggio and the children's journal: *Found In Albert Einstein, Out of My Later Years: from the on-line collection of M. Shawn Cole, "The point is to develop the childlike inclination for play and the childlike desire for recognition and to guide the child over to important fields for society. Such a school demands from the teacher that he be a kind of artist in his province."* As you find your way into the twenty first century, as advocates for the CHILD, perhaps you might become artists in your own work... negotiating the tools that you have with the art that you want to make.

What better way to start off this April 13<sup>th</sup> morning... upstairs in Emily's surrendered room, sunshine and a cool breeze finding its way through the open balcony door. This editorial marks the first of my official tasks for Canadian Children. We have *passed over*, so to speak into the year 2000 and are about to embark on the 21<sup>st</sup> Century. What does it mean? What does it mean for Canada's children? Last week, while viewing a broadcast of Martha Stewart's BABY Segment, we were interrupted by news of the Michigan shooting of a grade one child by a grade one child. This, juxtaposed against the soft 'Martha Colours' of the baby's room was revealing in its stark reality. I pondered this for a while and felt further grounded in my new role as editor. The hoopla of 2000 celebrations everywhere continues, but our daily life continues in much the same way as it did prior to January 1<sup>st</sup>, 2000.

The guiders of young children ( the unnamed multitudes ) must continue to be vigilant, dialogue, seek program dollars, explore new curriculum territories ..... We only need take a look back to the pioneering Early Childhood Professionals to see how far we have come and how far we have yet to trod in our efforts for Canada's children. In this issue of CANADIAN CHILDREN we have balanced the views of today's contributors with a retrospective. I have grown to appreciate the 'connections' to our past. Our paths are always affected by those who traveled them before us. I feel a sort of kinship with their contribution....perhaps a product (albeit unfinished) of *their* process.

Our cover composition became possible with the assistance of Publications Chair, Carol Jonas, a dedicated CAYC'er and the creative touch of our new desktop publisher, Norm Mackend. It is a quilting of Canadian Children Journal covers from the 90's and includes the 1975 issue cover of our first journal. It was in this 1975 issue that Pierre Elliot Trudeau delivered his congratulatory message. You will find it reprinted with his permission in this issue. His inclusion of Wordsworth's verse... "The Child is father of the Man", is evident throughout this issue and especially felt in Carol Anne Wein's article. On these pages, she continues the Canadian dialogue of the Reggio Emilia approach, where we read, through Susan Fraser's exploration, the strength and sensibility needed to work *with* the child....and yes, we see *the child as teacher!*

The Spring Journal hosts the voices of both new and regular authors. Each in their own way, "provide a voice on critical issues related to the quality of life of all young children and their families". Contributors have also found their way from abroad, stretching our perspective to include the diversity and similarity of their experiences.....I think you will enjoy reading about the training of *Early Childhood Professionals in Israel*. This piece provides an international perspective while using a framework that most of us are familiar with. The DAP framework solidifies the strongly rooted sensibility of Dr. Yael Dayan and her team.

In *Children's Services in Rural and Remote Areas: An Australian Perspective*, we want to provide our readers, the *shared concerns for accessibility* in a country oceans away. Howard Ford, Director of Lambton Rural Childcare, in Petrolia, Ontario suggests that "this article strengthens the argument that, the needs of rural families do not differ from their urban counterparts."

Dr. Leidtke's article brings parents into the *Numeracy* equation, suggesting practical ways to support children's growth in this area. The writing team of Begoray and Kniskern argue for a literacy curriculum, without the intrusion of the corporate voice and *business* habits. They state that Manitoba's recent *Foundation Document on Literacy* can be a useful tool to support professionals who are well versed in developmentally and individually appropriate contexts.

CAYC members and others have contributed to our In Review section which will continue to include a review of the multi-media offerings in our field. You will know the child's voice through a grandmother's dialogue with 2yr. 9mo. old Tristan, once again, positing the argument for children as teachers, or co-constructors in their learning. The Spring 2000 offerings will provide readers with the fuel and inspiration to contemplate their roles as early childhood professionals today.

---

Please join me in welcoming three new members to our **Editorial Review Board**

**Dr. Sylvia C. Chard**, Professor of Early Childhood Education at the University of Alberta, Edmonton  
**Dr. Cathrine Le Maistre**, Associate Professor in the Faculty of Education McGill University,  
 Montreal, Quebec

**Dr. Gretchen Reynolds**, Early Childhood Education Program, Algonquin College, Nepean, Ontario

Thank you for joining our dynamic editorial team !

---

## Looking Back — C.A.Y.C.

Reprint from 1975:

### WHENCE WE CAME

*A SHORT  
HISTORY  
OF  
C.A.Y.C.*

The Council for Childhood Education, Ontario, Quebec, formerly: The Ontario Council for Childhood Education, came into existence following a conference held at the Forest Hill Collegiate in Toronto on October 18, 1952. This conference was the final one held by a group known as the Canadian Association for Childhood Education. CACE included members from as far away as British Columbia, and seems to have been connected in some way with The Association for Childhood Education International (ACEI). Because of some technicalities involved in the organizational structure of ACEI, the Canadian group was unable legally to become an ACEI branch, and hence could not continue with the ACEI name. This appears to have been the reason for disbanding the CACE and forming a new group. Unfortunately, there are, to our knowledge, no written records of the CACE group. This data has been gleaned from the Ontario Council for Childhood Education records, which began in early 1953, and from the memories of some of those who served on the first executive.

In a report sent to the members during 1953 the secretary wrote:

*Of greatest importance was the motion that we form an Ontario Council made up of representatives of associations working for the good of children. The purposes of this council were to include the exchange of information among associations, to hold periodic meetings of associate members, and to promote and help communities in forming groups to work for the good of children.*

*As a result of this motion the executive of the Canadian ACT met with voluntary organizations of Ontario interested in children, on November 15. Eleven of the fifteen organizations voted to support a council with the emphasis on the child's early education. A fee of \$ 2.00 per organization was set as the minimum. The name chosen for the organization was The Ontario Council for Childhood Education. The retiring ACE executive was empowered to form a new executive from official representatives.*

By early February of 1953, the executive had been formed and the newly organized OCCE had thirteen member groups. By March they were busy

planning a fall conference. It's interesting to note that although this was the first OCCE conference, the program announces it as the "annual conference" which suggests that the organization thought of itself as an ongoing rather than entirely new group.

It was an eventful year. At the March executive meeting the representatives voted to send the President to the ACEI conference in Denver, Colorado, and contributed \$ 100.00 towards her expenses. By the June meeting the executive had heard that they had been accepted as a co-operating member of ACEI. The minutes continue:

*...the highlight of the June meeting was the announcement that a letter had been received from the Acting Under Secretary of State saying that our organization had been approved for a Coronation medal. We were asked to select a recipient. We felt this was an honour to the organization and what it stood for. The President seemed the logical person to receive this medal on our behalf.*

*The Journal / Le Journal*

## Looking Back — C.A.Y.C.

### Reprint from 1975:

The following conferences were hosted by St. Catharines, Hamilton and North York, and in 1965 we went to Montreal for the first time. In recognition of our member groups in the Province of Quebec, we voted at the executive meeting in March, 1966 to again change the name of our organization to *Council for Childhood Education, Ontario, Quebec*. It was hoped that we would later add the names of other provinces. That meeting also was the formation of an Advisory Board, consisting of past presidents, and later other representatives who would provide continuity for the organization, and assistance to the new executive taking over each year. Following conferences were

organized by Scarborough, London, Windsor and Peel County. In 1970, our first bilingual conference was held in Montreal. More recent conferences have been hosted by the Nursery Education Association of Ontario, Ottawa, and Ontario County.

Since the mid-sixties the conference registration has moved well above the 1000-delegate mark. At the Skyline Hotel, in Peel County, in 1969, fifteen hundred people heard our first speaker from Great Britain, Miss Marianne Parry, formerly Infants Inspector for the City of Bristol. The Council continued to provide an outstanding annual conference, which has brought together people concerned with the education of young children from all parts of Ontario,

from Quebec, and from other parts of Canada, as well as visitors from the United States and from other countries. In 1972 the organization became known as the *Council for Childhood Education Canada*.

On September 25<sup>th</sup>, 1974, the letters patent of the *Canadian Association for Young Children, l'Association Canadienne pour Jeunes Enfants* were issued at Ottawa. The dream of that small group of far-flung but dedicated people, the Canadian Association for Childhood Education, begun so many years before, had been realised.

*Courtesy of C.C.E. / C.A.Y.C. Executive*

### 1975 CONFERENCE CALENDAR

Conference Calendar will be published in each issue of "The Journal" in order to give the best coverage possible, we *need your help*. Please forward to the Editor, the theme, dates, and locations of conferences or seminars that are of regional, national, or international interest. Remember, "The Journal" is published each November and May.

#### CANADIAN ASSOCIATION FOR YOUNG CHILDREN ANNUAL CONFERENCE

November 6, 7 & 8, 1975 — Montreal (Queen Elizabeth Hotel)

#### THE NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

##### 1975 ANNUAL CONFERENCE

November 12 - 15, 1975 — Dallas, Texas

*Theme: Early Childhood Education: It's an Art! It's a Science!*

#### ONTARIO ASSOCIATION FOR CURRICULUM DEVELOPMENT — 24TH ANNUAL CONFERENCE

November 13 - 15, 1975 — London, Ontario

#### ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL

April 11 - 16, 1976 — Salt Lake City, Utah

*Theme: Reflections — Directions*

*The Journal / Le journal*

## Looking Back — C.A.Y.C.

### Reprint from 1975:

The first president was Miss Dorothy Pape, of the Toronto Kindergarten Association, the treasurer Miss Margaret Pollard of the Toronto Nursery Education Association, the corresponding secretary Miss Mary Scanlan of the North York Kindergarten Association, and the recording secretary Miss Margaret Hincks of the Nursery Education Association of Ontario, a nice balance between the nursery and kindergarten levels. The first membership list consisted of five nursery groups, six kindergarten groups, and two primary groups. Those founding member associations, many of which are continuing members of the Council today, deserve to be mentioned also:

- The North York Kindergarten Association
- The Toronto Nursery Education Association
- The Nursery Education Association of Ontario
- The Toronto Kindergarten Association
- The Brantford Primary Association
- The Hamilton Nursery Education Association
- The Hamilton Kindergarten Association
- The St. Catharines Kindergarten Teachers' Association
- The London Froebel Society
- The Ottawa Public Schools Kindergarten Association
- The Grade One Teachers of Brantford Public Schools
- The St. Catharines Pre-School Education Association
- The London District Nursery Teachers' Association

The newly-formed Council continued a close liaison with ACEI, sending its president to the annual conference, and relying on ACEI suggestions for Speakers for its own conference. Dr. Myra Woodruff, then Acting Chief, Bureau of Child Development, State Department of Education, Albany, New York, came as the first OCCE speaker, and at the executive meeting following the conference, the representatives voted to send \$25.00 to ACEI "as a token of our appreciation for the sending of Miss Woodruff to us". The receipts of the 1953 conference were \$ 465.39 and the expenses were \$ 417.82. The executive's recommendations for

the next year's conference suggest that they were beginning to face some of the problems involved with the organization of an annual event which would grow in popularity and membership at an astounding rate in the years to come. The retiring executive expressed the need for a "central mailing list", that the program be publicized earlier, and that there be a deadline for registration.

The executive planning the 1954 conference discussed the possibility of having the conference begin on the Friday evening, but this did not come into practice until the 1963 conference, at which the Toronto Kindergarten Association was the hostess to a coffee party held on the Friday evening preceding the Saturday conference. This has since become a tradition.

The 1954 conference was held at Sunnyview school in Toronto with Neith Headley, co-author of *Education in the Kindergarten* as the guest speaker. Enthusiasm was running high. St. Catharines and Hamilton had both issued invitations to hold the next conference in their cities, and new member groups were being welcomed into the council.

By June of 1955 there were seventeen member groups sending representatives to the council. Both Hamilton and St. Catharines had withdrawn their invitations to hold the conference that year "as they felt that the organizational details would be too heavy for them". Hamilton was willing to host the 1956 conference. So in 1955 OCCE again met at Sunnyview school with Edna Buttolph, author of *Magic for Children*, and Dr. C.D. Gaitskell, Director of Art for the Ontario Department of Education, as the guest speakers.

In the years immediately following, the annual conference moved from Toronto to Hamilton, to Windsor, back to Toronto, on to London, Ottawa, and again to Toronto in 1961. By the time there were twenty-seven member groups forming The Ontario Council for Childhood Education. By 1961, we had our first member group from the Province of Quebec, The Montreal Kindergarten Association. To join later were the Montreal Nursery Association and the Quebec Council of Parent Participation Preschools.

*Novembre 75 novembre*



## Looking Back — C.A.Y.C.

Reprint from 1975:

### FOUNDING ASSOCIATIONS

Association of Primary Teachers of Ottawa	Ontario Teachers' Federation
Brant County Kindergarten-Primary Teachers' Association, Ontario	Oxford County Chapter of C.A.Y.C., Ontario
British Columbia Pre-School Teacher's Association	Peel County Over Four Association, Ontario
Carleton University Preschool, Ontario	Primary Association of Carleton, Ontario
East York Early Childhood Association, Ontario	Primary Teachers' Association of Durham, Ontario
Fort Frances - Rainy River Canadian Association for Young Children, Ontario	Quebec Council of Parent Participation Pre-Schools, Quebec
Frontenac - Lennox - Addington Roman Catholic Separate School Board, Ontario	St. Andrew's Nursery School, Montreal
Kindergarten - Primary Association of Quebec	Toronto Teachers' Kindergarten Association, Ontario
Lanark Primary Teachers' Association, Ontario	The United Church of Canada
Laval School Board, Quebec	Wentworth Primary Teachers' Association, Ontario
London Froebel Society, Ontario	Windsor Kindergarten Teachers' Association, Ontario
Nursery School Teachers' Association of Greater Montreal, Quebec	

Reprint from 1975:

### STANDING COMMITTEES OF C.A.Y.C. 1974 - 1976

#### *Conference Committee*

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## Looking Back — C.A.Y.C.



CANADA

PRIME MINISTER · PREMIER MINISTRE

I would like to congratulate all those concerned with the publication of the journal of the Canadian Association for Young Children.

I am sure this journal will be invaluable in promoting the praiseworthy aims of the Association, with its emphasis on the development and well-being of children in all aspects of life. Wordsworth's verse can never be too frequently recalled: "The Child is father of the Man".

Pierre Elliott Trudeau

O t t a w a ,  
1 9 7 5 .

## Looking Back — C.A.Y.C.



CANADA

PRIME MINISTER · PREMIER MINISTRE

Je félicite tous ceux qui ont participé, de près ou de loin, à la publication de la revue de l'Association Canadienne Pour Jeunes Enfants.

Je suis sûr que cette revue contribuera grandement à propager les nobles idéaux de l'Association qui s'intéresse avant tout à l'éducation et au bien-être des enfants, à tous les points de vue. Le poète Wordsworth ne disait-il pas que l'Enfant est le père de l'Homme?

A handwritten signature in black ink, appearing to read 'P. Elliott Trudeau'.

Pierre Elliott Trudeau

O t t a w a  
1 9 7 5

## Fostering Numeracy: Parents of Preschool Children Can Play an Important Role

### Introduction

The President's Message in a National Council of Teachers of Mathematics *News Bulletin* (Lappan, 2000) includes the research result that, "young adults who had the high-quality early education child-care program consistently scored higher on periodic tests of cognitive development from grade 1 onward than others who did not receive the systematic early education" (p. 3). Lappan states that we cannot afford to underestimate the mathematics young children can learn and schools and communities need to work together to build an exciting and effective mathematics curriculum for young children - even those who have not entered formal schooling.

An effective mathematics curriculum is one that attempts to connect and accommodate the major goals at all levels of teaching and learning. Fostering the development of *numeracy* is one of these major or important goals. The conclusion by Leder (1992) that parents exert a powerful effect on children's attitude toward and achievement in mathematics supports the statement by Lappan that the benefits of high-quality early education can begin in the home. That means that parents can make an important contribution to fostering the development and growth of *numeracy*. Since *numeracy* is a new notion or idea, it is reasonable to expect that parents will require some basic information, which would enable them to become valuable facilitators in its development. The purpose of this paper is to share a few basic ideas related to fostering the development of *numeracy* by providing answers for the following questions: What is *numeracy*? What are some reasons for the importance and emphasis on *numeracy*? What can parents do to contribute to the development and growth of *numeracy*? Why is this contribution important for children?

Werner W. Liedtke

### Numeracy

In British Columbia information about *numeracy* has been made available to teachers as well as parents. Reference to *numeracy* is made in the revised Ministry of Education documents *Supporting Learning - a Resource for Parents and Teachers* and *The Primary Program*. *Numeracy* is the title of a pamphlet that was prepared by the British Columbia Association of Mathematics Teachers (BCAMT, 1998). This pamphlet contains the powerful statement that *numeracy* is as important as *literacy*.

According to the BCAMT pamphlet, *numeracy* is much more than knowing about numbers and number operations because it relates to an individual's abilities to confidently apply mathematical knowledge in a variety of situations. These abilities include *flexible thinking*, *willingness to take risks*, and *connecting* new ideas to what is known. The mathematical knowledge includes, among other things, *spatial sense* and *number sense*. These aspects and components clearly illustrate and support the statement from the pamphlet that *numeracy* is important because it is needed to function in everyday life, in the home, workplace and community.

### Contributions by Parents

Many opportunities exist to enhance *risk-taking* and *flexible thinking* for activities and problems related to *pre-number* ideas (Liedtke, 1997), *number sense*, and *spatial sense*. This article will illustrate an 'open-ended' approach that can be adapted or transferred to a variety of ideas and problem-solving settings. Rather than being familiar with an 'open-ended' approach, it is more than likely that the majority of parents experienced a 'closed', or 'heavy-handed' approach to mathematics learning. In such a setting the focus is on a parent and a teacher who share ways of thinking and solving problems. Specific ways of how to 'do' things or 'solve' problems are explained with an

emphasis on memorizing and remembering facts, procedures and strategies. Ability to memorize is valued since assessment is based on the ability to recall what has been memorized (many times to do this quickly) rather than on understanding and flexible thinking.

To illustrate an 'open-ended' approach, examples that involve sorting are used. In a 'closed' setting, children would be told how to sort, i.e., *Put all the pictures of things you can eat together, and all the things you can wear together, or Put all the plastic farm animals that are the same together*. In an 'open-ended' setting, the onus to find a solution is on the child. Instructions might be, *Put all the things together that you think are way the same in some way*. Spungin (1996) found that asking the question, *Is there another way?*, after a task has been completed, fosters *curiosity* and *risk-taking*. Liedtke, Kallio and O'Brien, (1999) found that by asking, *What is another possible answer?* for a wide range of tasks, one can, over time, contribute to important aspects of *numeracy*, such as the fostering of *self-confidence*, *risk-taking* and *flexible thinking*. The challenge exists for parents to identify and collect opportunities that allow young children to benefit from these types of 'open-ended' experiences.

Many opportunities to foster aspects of *numeracy* exist. Parents can encourage *flexible thinking* by posing, *What is another way?*-type questions for a wide range of different settings. These tasks can include examples that at one time may have been thought of as 'closed' (i.e., *What comes next?* ?o?o or 1 2 3 4, and *Which one does not belong?* for examples like *LS7T*).

Unexpected answers given by children or responses that are judged to be incorrect can be a valuable source. This is illustrated by one of my favorite stories shared by a former student. After looking at his digital watch that showed 5:41, his son, who was in grade two,

stated "Dad, it's twenty-one minutes to Scoobie Doo." The father somewhat impulsively taking advantage of this teachable moment, asked the son to respond to, *How far is it from 41 to 50? How far from 50 to 60? What is the answer for 9 plus 10?* The son's answer of 19 was followed with a, "But dad, there are two minutes of commercial first!"

Rather than judging an answer or comment as wrong or incorrect, *flexible thinking* can be encouraged by following such responses with: *That's interesting; How did you get that? What is another way of thinking about 'this' or What might another way be? Worthy of mention, my student's son* also enjoyed selecting science books from the library that, at times, were above his reading level. One evening he was observed struggling through a lengthy paragraph that contained quite a few terms that were too difficult for him. After completing this struggle and mispronouncing many words he looked up and declared, "Boy, this guy sure doesn't know how to write!" How is that for an admirable high level of confidence! This is something worth aiming for in all our children. Open-ended settings can contribute to developing and building this desired level of confidence that in turn can lead to risk taking.

Parents can expose young pre-school children to key ideas related to *number sense* and *spatial sense*, two important components of *numeracy*. Ideas for conversations about different topics are presented in **Figure 1**.

One general goal for these years should be for children to hear the *appropriate related terminology* during conversations or as questions. The other important goal should be to get children to realize that for many questions and requests, *different responses are appropriate and acceptable*. Specific goals could include attempts to have children consider characteristics other than color, shape or size as they sort and use words other than 'big' or 'bigger' as they talk about differences between objects in an ordered sequence. An important pre-number idea is related to the fact that it is possible to find 'as many' or 'the same number of...' without having to count. Matching or one-to-one correspondence can be used to satisfy the desired conditions or requests, even if objects differ as far as color, shape, and/or size are concerned.

### supporting learning



## Numeracy

-to 3 and 4 years of age

### Challenges for Children:

- use words *same* and *different* as you talk about objects in their environment, attempting to go *beyond color, shape and size*: soft-hard; warm-cold; smooth-rough; many-not many; ...
- play *Which does not belong?* for three objects. *Why?* accept any response/all responses. Aim for at least two.
- as you point to and talk about an object *next* to another object in an ordered sequence of three objects, ask questions about *same* and *different*.
- as you *compare* two objects, use appropriate descriptors: *taller-shorter; heavier-lighter; darker-lighter; longer-shorter; bigger-smaller; holds more-holds less*
- use the words *many* and *few* in conversations about objects or pictures of objects
- ask to find a spoon *for each* plate; an egg for each egg cup - use expression *just as many* and *same number of...*
- ask to find *one* cookie, *two* cookies and *count* (recite number names)
- for blocks - ask to pick out one that is the *same* and one that is *different*
- for blocks - ask to *copy* a given construction (build one just like it; build one that is different); build something *tall; strong; fancy; long; short ...*

Figure 1 - Ideas and Terminology for Tasks to Age Four

Young children can be exposed to 'open-ended' experiences as they are given opportunities to play or invent games (Liedtke, 1999). Getting children to make up rules for games that can be found at home and playing with children according to their rules can contribute to building *self-confidence*. Evidence of *risk-taking* becomes available when children are willing to invent games for objects (i.e., chips; blocks; plastic animals; etc.) that are provided.

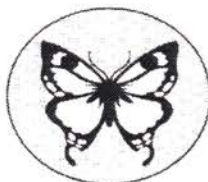
### Indicators of Numeracy

"How might it be possible for parents to note progress or to become aware of the presence of *numeracy*?" The entries shown

in **Figure 2** could be used as indicators of *numeracy* and they are also suggestive of further tasks and problems suitable for enhancing the development of *numeracy* in young children. This list is not complete, however key ideas related to fostering *number sense* and *spatial sense* are identified.

The entries in **Figures 1** and **2** suggest that *number sense* is developed without learning and knowing how to print the names for numbers does not contribute to understanding numbers in any way. Similarly, reversing numerals during the early stages of learning how to print (i.e. ... ) by no

supporting learning



## Numeracy -to 5 and 6 years of age

### Challenges for Children - they can:

- use many *different characteristics* to *compare* objects and groups of objects – beyond color, shape, and size (i.e., floats-sinks; smooth-rough)
- recognize that groups of different-looking objects can be the same because they have *the same number* of objects (for five or fewer objects)
- recognize that answers for *Which does not belong?* can vary
- identify and label *tallest, shortest* and *in between* for three or more different objects (varying characteristics)
- copy a model of an *ordered sequence* of three objects or more in same and reverse order
- extend an *ordered sequence* by selecting the next member
- use *appropriate language* to describe adjacent members in an *ordered sequence*. (*fatter-skinier; taller-shorter; heavier-lighter; longer-shorter;...*)
- extend patterns and begins to realize that more than one solution may be possible
- for cards or objects with dots showing numbers one to five, select *most dots; fewest dots; same number of dots*. Check by matching with appropriate number of fingers and counting
- order cards or objects showing numbers one to five from *least to most dots* and *count* and *recite* number names
- recognize, without having to count, numbers one to five
- for a given block, select one that is *the same; a little bit like it; different*
- copy a given structure with blocks
- for a given structure, construct one that is *taller; shorter; a little bit like it; different*
- for a block held in one hand behind the back, find a block that is: *just like it; like it but bigger (smaller); a little different; very different;...*

Figure 2 – Indicators of Numeracy to Age Six

means implies that a child does not understand numbers or lacks 'a sense of number.' *Spatial sense* can develop without knowledge of the appropriate names for the blocks that are being considered. Appropriate names could become part of conversations. However, the assumption should not be made that just because some children know and remember the correct names, that spatial sense is developing. It should be noted that using the label 'blocks' is more appropriate than having children use incorrect names, i.e., square for cube; circle for sphere; rectangle for rectangular prism; triangle for pyramid; etc.

**It is not suggested that a separate time be set aside for numeracy activities. Problems and questions can be presented as children are engaged in play or as they help with certain tasks around the house.** The intent should be to get children to think; to talk; to look at or think about familiar things in new ways; and to realize different ways of thinking about 'things'. For example, as three or four objects or pictures of objects (i.e., plastic animals; blocks; tools; pictures of animals; etc.) are placed in front of the child, the question, *Which of these is not like the others; which of these do you think does not belong?* is posed (sung?). After one object is selected, the question is repeated to challenge the child to find another

possible answer. This challenge could be extended as a 'game-like' task to see if the child can identify every object as 'being somewhat different' from the others.

### Conclusion

The ideas that have been described provide a hint at how parents might begin to enhance the development and growth of *numeracy*. A child's 'talking' is an important ingredient of these settings. **Opportunities need to be given for children to use their own language as they justify their thinking and provide reasons for their responses. They can become confident as they explain their thinking. As Lappan suggests, children need to learn to persevere.** A high level of confidence and a willingness to try things in mathematics are "a gift that will carry them forth to future mathematics and life success – help them learn to produce their own ideas (Lappan, 1999, p. 3)." Fostering the development of numeracy is a precious gift that can be nurtured by parents.

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## Children's Services in Rural and Remote Areas: An Australian Perspective

### Abstract

*It can be argued that individuals living in rural and remote areas face severe difficulties in accessing a wide range of services. Some of these difficulties are: the limited availability of formal services, restricted flexibility and increased cost both in terms of time and money in trying to access what limited services are available. It is highly probable that these sorts of barriers are faced by families living in rural and/or remote areas in many countries around the world. Another case in point is child care services. In Australia, child care services refers to servicing children of pre-school age, that is, children aged 0-5. The current child care service models, which have been developed here, often, fail to take into account the needs, values and expectations of families, particularly those living in rural and remote areas. These needs and expectations must be clearly assessed as there are a number of myths associated with the provision of services including child care in isolated areas. The current federal government funded study assessed these needs and expectations using surveys and conducting focus groups in designated towns of the Mallee Region in the state of Victoria. The results of this study highlighted the restricted number of child care options in rural and remote settings and highlighted the myths that have prevailed with regard to the needs and expectations that rural families have of childcare services; evidence (reality) that dispels them is presented in this paper. Some suggestions are made as to how the child care needs of families in rural and remote areas can be best met. Furthermore, it is suggested that the findings of this study could be applied to other countries where there is a clear distinction between urban and rural localities.*

**Anthoula Kapsalakis and Romana Morda  
and Margaret Clyde**

Traditionally individuals living in rural areas of Australia have faced severe difficulties in accessing a range of services including child care. However, in the last decade or so, this situation has been exacerbated by the loss of banks, post offices and other public amenities including child care services. Child care services in Australia refers to care provided for preschool aged children, that is children 0 - 5 years of age. Townsend, Mohoney, Nesbitt and Hallebone (1999) found that State and Federal governments of Australia have been actively decreasing funding in real terms, in the areas of health, welfare, and education as a way of rationalizing expenditure in rural areas. These cutbacks have had serious repercussions in terms of the quality of life in rural areas, especially for women. Coorey (1990a) argues that rural women have become impoverished due to these cutbacks, both in financial terms and in terms of social power. Social power is dependent on such things as an individual's access and freedom to work and their ability to access health and welfare services. One of these services is reliable and affordable child care which is very important in order to give women the opportunity to work outside the home, further their education or simply allow them to engage in recreational activities. Child care services in Australia refers to care provided for preschool aged children, that is children 0-5 years of age.

Research has found, however, that families living in rural and remote areas face particular challenges in trying to access child care services. Beach (1997) delineates a number of these difficulties, which include the limited availability of formal child care services such as centre based care and family day care, and as a consequence, the increased reliance upon unregistered carers such as paid baby-sitters, family and friends. Another major barrier in terms of accessing

rural services is geographic isolation and the fact that families are forced to travel long distances to existing services (Bailey and Warford, 1995; Dale, 1994; McGowan, 1994). Related to the barrier of distance is the increased cost both in terms of time spent away from work and money in trying to access services (Coorey, 1990b : Mc Gowan, 1994). Increased costs are also apparent in terms of setting up child care services; costs in providing child care services increase substantially in areas where populations are small in size and highly dispersed (Mc Gowan, 1994).

In addition, rural areas tend to lack large employers who are able to contribute to and help subsidize child care services for their employees (Bailey and Warford, 1995). This is a most important criterion when parents seek job opportunities. Furthermore, women working on farms need access to services as they do work on the farm, often replacing previously employed farm hands. This is in direct opposition to one of the myths associated with the provision of child care in isolated areas. That is, the view that a service such as child care is not really necessary and that women should and can care for their own children at home (Coorey, 1990b). This view is coupled with the inaccurate belief that all families have access to a large extended network of relatives who live nearby and who can be called on, when necessary, to provide child care.

Other problems faced by providers of child care services include the difficulty in recruiting and retaining qualified staff (Bailey and Warford, 1995; Dale, 1994) and accessibility of services. Many towns and villages cannot support fulltime care so child care workers either work part time or travel to several towns as part of their terms of employment. Even when suitable carers are available there is the additional problem of having services that are not accessible at times that are needed by rural families (Coorey, 1990b). **Farming families work long hours and it seems there are increased**

**time pressures during peak farming periods (Bailey and Warford, 1995) when the need for child care intensifies.** Therefore, it would appear that there needs to be greater flexibility in the provision of child care which fulfills the particular needs of rural families. These difficulties are compounded by the lack of information about available services and how to access these services. (Coorey, 1990b). Families may not be aware of the services available or they may be misinformed about the purpose of the services e.g. family day care is only for working mothers (Mc Gowan, 1994). Licensing allows for 'drop in' (referred to occasional care in Australia) places in Family Day Care and Centre-Based Programs. It has proved inappropriate for parents engaged in full time work as licensing requirements limit such care to four hours per month.

Coorey (1990b) suggested further difficulties in service delivery to rural areas. These are the appropriateness and the acceptability of urban style service models in rural areas. For example, in rural areas there may be an increased need for weekend care, which is not part of urban service models, but may be a necessity for rural families, as many rural communities' social activities revolve around the weekend football games or tennis. There may also be an increased need for regular occasional care so that parents can travel to doctors or other specialized services, which may be kilometres away. In terms of funding and regulations, urban service models, may be inappropriate and may lead to severe restrictions.

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*...it could be argued that rural families hold similar educational expectations and have similar needs in terms of child care services than perhaps is acknowledged.*

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Mc Gowan (1994) also found that rural families' opinions about the need and desirability of child care vary quite markedly. Some families show a preference for family and friends over formal

care, which is undertaken by people that they may not know so well. Other families show a preference for formal care in terms of the perceived educational benefits for the child. These results parallel those of urban families and support the findings of Cheers (1986, cited in Coorey, 1990b) who stated that individuals residing in remote areas have become increasingly urban-oriented in terms of their values and expectations of services. Therefore, it could be argued that rural families hold similar educational expectations and have similar needs in terms of child care services than perhaps is acknowledged.

### Study

The present study was funded under the Field Staff Resource Pool, Australian Commonwealth Department of Health and Family Services, Victoria Office. The aim of the study was to examine childcare services in a particular rural and remote area of Victoria, the Mallee Region. The geographical focus of the study, the Mallee Region, is in the North West area of the state of Victoria which is the second most populated state in Australia. Most people live on the coastal region of Victoria which is sympathetic to high density living. The Mallee region is a semi-arid region, which relies on mixed farming, and industry, which relies on farming produce. The region is made up of small towns and villages with very few indigenous people. The Mallee region extends 150 kms x 200 kms. with the closest town to the capital Melbourne 330kms away, being a 6 hour drive and the furthest town from Melbourne is 510 kms. For the purpose of this study the Mallee Region consisted of 15 towns and villages with the following populations: nine of the towns / villages had a population size ranging from 50 -500; three had a population size of 50 - 1000 and 3 had a population size of 100 - 1900 (ABS, 1996).

Information was gathered through Australian Bureau of Statistics (ABS) 1996 resources, focus group interviews and the distribution of a Child Care Needs Questionnaire (developed by the researchers) to parents living within 15 designated towns in Mallee Region. Six focus group interviews were conducted, each of which took approximately 2 hours. The average attendance at these meetings was 15 parents. At these meetings, parents either brought in their

completed questionnaires, completed them while discussing their child with the researchers or took them away to complete and return by post.

### Findings

Overall, the results of the surveys dispelled many of the current "myths" regarding life in rural and remote areas. More importantly, the results clearly exposed the current state of childcare in rural and remote areas and the impact that this has on families, particularly families with young children.

The results of the study indicated that of the types of childcare services available, Family Day Care (FDC) predominated. A possible explanation for this could be that Family Day Care was in most cases the only service available. However, the number of Family Day Care providers was limited. For example in one of the towns designated as part of the survey, there was only one Family Day Care provider available, as one had left and the Family Day Care co-coordinator (a government employee) was having difficulty finding an appropriate replacement.

Family Day Care availability is limited further by the fact that state regulations limit the number of children a FDC provider can have to four, including her own children. This means that if the FDC provider also has 1 or 2 children of her own, in effect she can only to provide care for 2-3 children. These circumstances mean that in some cases families have to use more than one FDC provider if they need care for more than one child. Clearly, the limited number of FDC places and providers restricts the availability of FDC to only a few families. Related to this is the locality of the FDC provider. That is, families living closer to FDC providers are more likely to use this service. Nevertheless, as there is very little choice, many families did travel considerable distances to ensure that their children's needs were met. For example, some families travel up to 55kms and were prepared to travel up to 100kms to access child care services for their children (Clyde, Kapsalakis and Morda, 1999).

During the focus group interviews, it became apparent that there were mixed



feelings with regard to the use of FDC. Some parents commented that they used FDC and were happy with the services whilst other parents commented that they would not use FDC. The reasons given by the latter were that there was a lack of accountability as FDC took place "behind closed doors" or "they haven't had formal training, so they're not as experienced." These comments are not only opinions but have some factual basis. As Bailey and Warford (1995) and Dale (1994) point out a major problem for the providers of child care services is the recruitment and retaining of experienced staff. Another reason commonly cited is directly related to living in rural and remote areas, that is, in these areas it is more likely that "everyone knows everyone." Not surprisingly as a result of this, parents were often heard commenting "I know her, she's good but hasn't got any more places" or "I know her well, and I don't like her."

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*This too is a rural "myth" that rural and remote areas are made up of numerous extended families that one can always turn to in times of need*

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As well as FDC, the only other option available to some parents in these areas was the use of informal care, that is friends and relatives. However, for those who did have family and friends nearby there was a hesitation to use them as carers on an ongoing basis. For example some parents stated that "it's embarrassing always having to ask your friends to look after your kids" or "I'm sick of always begging my family and friends to look after the kids when something comes up." Although some of the parents who participated in the study did have relatives who could sometimes look after their children, many did not.

This too is a rural "myth" that rural and remote areas are made up of numerous extended families that one can always turn to in times of need. As the following comments from the participants in the current study indicate, many of our participants did not have any family living anywhere near them, particularly some of the women who had moved to rural and remote areas from urban

areas. As some respondents stated "everyone thinks everyone's a big happy family, but I haven't got any family here.." or "we've just moved here...we're just starting to make friends." Furthermore, in the current climate of high unemployment, many families move to rural and remote areas to seek employment in those areas and/or because of the belief that it is cheaper to live in these areas. These families do not have the existing family and friends in these areas either. This is a further example of dispelling another rural myth which assumes that women living in rural and remote areas have always lived there. The reality is many of them have not, some have moved to rural and remote areas for personal reasons such as marrying men who reside and work in these areas or for professional reasons such as teaching jobs and nursing.

Clearly, the limited childcare options and availability of these options has repercussions on the family. As Coorey (1990b) suggested this situation restricts the lives of the parents, particularly mothers. Many of the mothers interviewed stated that they would be working if there was reliable and accessible childcare available. As Beach (1997) noted these are just some of the challenges facing families who try to access child care services. Not all the mothers interviewed said they would be in full time employment if child care were available, yet they too wanted reliable child care available for other reasons. Many of the respondents wanted occasional care so that they could participate in leisure and/or sporting activities or further education programs. Not surprisingly, these impacts on the family have further repercussions on the entire town itself. For example, a fully qualified physiotherapist had recently moved into a rural town (her husband took on the position of medical practitioner) where there was a need for her services. However, she could not practice full time due to the unavailability of child care for her young children.

It's becomes evident that child care services are perhaps not as readily used in rural and remote areas because first, there are not many available and second, those that are available (such as FDC) are described by the respondents as expensive, unreliable, not available on short notice or the parent is not confident of the carer's abilities.

## Conclusion

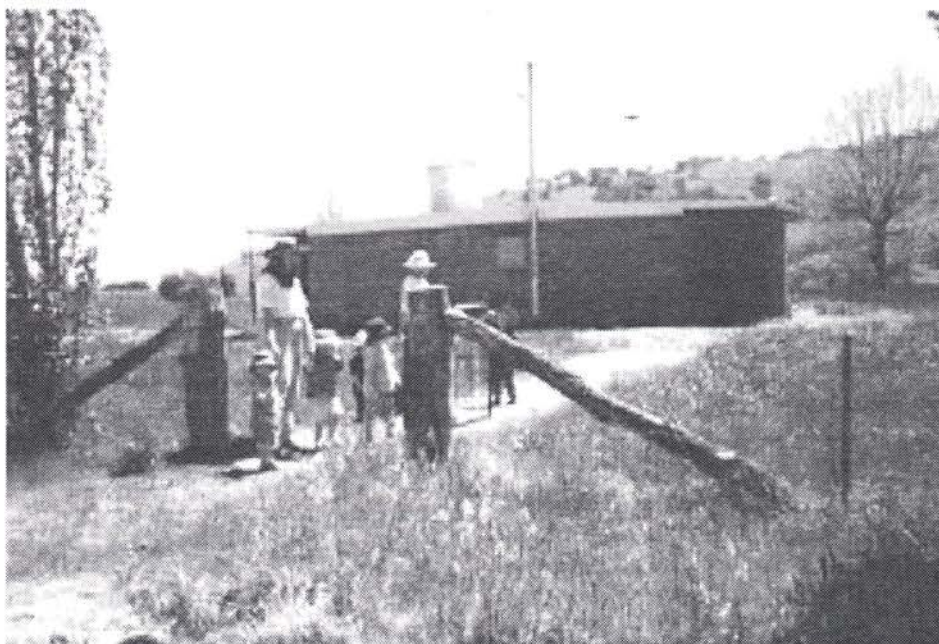
As Cheers (1986) (cited in Coorey, 1990b) suggested families in rural and remote areas have similar child care expectations and needs as their urban counterparts. The myth that their needs are different must be dispelled. Current research indicated that the reality is that **families in rural and remote areas need and want childcare for their children for similar reasons as urban families do**, that is peer/social interaction for their children, time out for the parents, the need to be assured that emergency occasional care is available when situations arise whereby parents are ill or they have to travel. Rural working parents need childcare just as much as urban working parents do. Not all adults that live in rural areas are farmers and those who are also require year round child care. There are no longer "seasonal peaks". This is one of the greatest myths currently held despite documented change in farming practice. All of the farming participants in the present study stated that they had diversified so that in effect they were farming all year round. Furthermore, many **parents living in rural settings have similar occupations to urban residents such as teachers, administrators and bank clerks, postal workers with the same childcare needs**. Just as urban residents are employed as shift workers so too are rural residents in settings such as hospitals or canning factories, which require particular childcare services such as changing shifts and broken shifts.

The reality appears to be that rural and remote child care needs are similar to those of the urban community. That is, parents want the same type of services; access to FDC, occasional and centre based care with qualified staff who provide opportunities, which foster the educational and social development of children in their care. However, the reality is that in order for these needs to be met, the existing services have to be modified. For example, rural child care should run longer in the day (7am - 7pm) to allow for travel time between work and the childcare service. In other respects, centre based, rural and remote childcare options cannot be an exact replica of urban childcare structures. Lower numbers of children in certain areas and the greater need for mobility of the childcare providers to move from town

to town on a part time basis is one factor. This is necessary as there are low numbers of children in these small towns and villages to provide full time work for carers. In these cases it is better for the teachers and/or caregivers to travel rather than the children. In addition, the added cost of transport (petrol) for both the carers and parents needs to be considered. **Unless funding authorities are prepared to budget for smaller adult/child ratios with a proportionate increase in government subsidies for additional costs, the rural communities will never be in a position to choose from the viable list of options offered to their counterparts in urban settings in order to meet their child care needs.** This study supports the work of Atkinson (1994) in her American study of rural and urban families use of child care. Similarly, Doherty (1994) in her overview of child care in rural Ontario, Canada, raised the issues of child care availability, affordability and quality care. Although there may be cultural differences between countries in terms of the focus of regulated child care and differences in the definition of "rural" and "remote", it is nevertheless reasonable to assume that the concerns facing this group of parents in Victoria, Australia can be generalized to other rural and/or remote communities in different parts of the world.

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**...families in rural and remote areas need and want childcare for their children for similar reasons as urban families do**

**...the concerns facing this group of parents in Victoria, Australia can be generalized to other rural and/or remote communities in different parts of the world.**

## Early Childhood Studies in Israel: Using DAP as a Framework

### Introduction

The graduate program in early childhood studies at the Hebrew University of Jerusalem was founded in 1975 to meet Israel's pressing need to train a cadre of early childhood leaders. These leaders have developed high quality educational programs for infants and toddlers throughout the country. The students come from diverse backgrounds—some have been working in the field of ECE, others have recently graduated with degrees in psychology or education and lack any formal experience working with young children. A key component in their training process is teaching them how to train the staff, often paraprofessionals with little or no formal training in ECE, at their fieldwork sites in both center and family based day care programs. The aim of this article is to describe the evolution of a model, training the trainer's process.

### Developmentally Appropriate Practice

The 1987 position statement of the National Association for the Education of Young Children (NAEYC) entitled "Developmentally Appropriate Practice in Early Childhood Programs" (DAP; Bredekamp, 1987) was used as a basis for empowering graduate students to train the caregivers at their early childhood practicum sites. This statement includes guidelines reflecting the profession's "consensus definition of developmentally appropriate practice" (DAP).

The NAEYC effort was motivated primarily by the need to respond to the increasingly pervasive pressure for early childhood programs to conform to an academic model of instruction typical of programs designed for older children. The guidelines state, in a dichotomous way, what constitutes developmentally appropriate (DAP) and developmentally inappropriate (DIP) practice. Most descriptions of developmentally appropriate practice include three elements. It is

### Yael Dayan

practice that is:

- age appropriate
- adapted to individual uniqueness and
- emergent, or responsive, rather than prescriptive (Wien, 1996).

*The theoretical basis of the graduate program rests in its ecological-developmental approach to early childhood, and its track record of using this approach to develop, implement and evaluate programs for young children, their parents and caregivers. This approach takes into consideration the different environments in which children live and grow and their influence on development.*

**We believe that the most important goal of training is to enhance sensitivity and responsiveness to the individual needs, temperament, and stage of development of each child in the group. Sensitivity and responsiveness are the foundations on which all other curricular activities are built.** Our experience in training graduate students in early childhood, as well as the training and supervision they give to caregivers, has taught us that the knowledge, skills and attitudes which result in sensitivity and responsiveness to individual children cannot be taught only in the classroom setting. As a result, the two-year program is designed to include a combination of academic study and field practice. It includes both theoretical courses and practicum experience in diverse early childhood settings, in particular, centre and family-based day care programs.

### Training the Trainers Model: A one-year Process

The graduate program includes a special one-year seminar in which students receive guidance in the training of caregivers on how to work in a developmentally appropriate manner with children. In turn, it is expected that the caregivers will then apply

this way of working with the children in their own early childhood setting. The model includes three levels of training:

1. Training the students, seminar-style in the university.
2. Training the caregivers of the early childhood settings in which the students complete their practicum.
3. Training by providing written guidelines for supervisors, and coordinators of early childhood settings.

### Training the Students

The students participate in a two-hour weekly seminar aimed at enabling them to implement in-service training at their practicum sites. The seminar accompanies the students throughout the caregiver-training process. The seminar includes two parts: an introduction to a theoretical framework as a basis for the planning of the in-service training. The second part is the planning itself. It follows a similar process model to that described in Stott & Bowman (1996): "The goals of the seminar are to help bridge theory and practice; to reflect on practice and professional issues through participation in group contemplation, negotiation, and problem solving" (p. 177).

The main goal of the in-service training is defined as the *enhancement of the sensitivity of caregivers towards the children*. This sensitivity is based on the caregivers' knowledge of child development, understanding of individual differences, and awareness of social and cultural contexts, as defined by the Statement of the Position and Definition of Developmentally Appropriate Practice (DAP). (Bredekamp, 1987; Bredekamp & Copple, 1997). We chose the definition of DAP and its theoretical assumptions as the most suitable framework for our plan.

Students learn and discuss the *Position Statement* as well as the studies that followed its publication in 1987, and articles that favor or criticize it (Charlesworth, et.al, 1993; Fowell & Lawton, 1992; Lubeck, 1994; Stipek, 1993; Wien, 1996). After understand-

ing the rationale of the (DIP) and DAP items, the students had to decide which component of appropriate and inappropriate practice would be the subject of their in-service training. They looked at the environment, naptime, or interactions among adults and children, etc. The aim of the in-service training was defined as a change in the quality of care in the range of items as described on a scale of DIP to DAP. We believe our aim of enhancing the sensitivity of the caregiver towards the children can be achieved with any component of the curriculum, no matter which one is chosen. The seminar created a forum for dialogue among the students that made mutual learning possible and built a network of supportive relationships. **This atmosphere led to the students' decision to work together as a group on the same subject. They chose "Crying: Understanding and Reacting".**

During the seminar meetings, the students jointly planned the stages of the training process, each student choosing the components that best suited her setting. After the implementation of each stage, they updated each other on the situations that developed in the various centers, a period of reflection, and then, planning of the next stage.

Students chose the items relating to crying, ways to prevent crying, or ways to respond to crying from the list of DIP and DAP. For example, in DAP: "Adults respond quickly to toddlers' cries or calls for help" or in DIP, "Crying is ignored or responded to irregularly or at the adults' convenience." Another example, DAP: "Adults patiently redirect toddlers to help guide children toward controlling their own impulses and behavior" DIP: "Adults ignore disputes leading to a chaotic atmosphere or punish infractions harshly, frightening and humiliating children" (Bredekamp, 1987, pp 40-41).

After selecting the suitable items, the students phrased them as statements for an attitudinal questionnaire. Their aim was to get an overview of the caregivers' beliefs in relation to the appropriate/inappropriate examples (Charlesworth, et.al. 1993). The goals of the questionnaire were threefold. The first was to assess whether the American statements generally fit the cultural values of the Israeli caregivers.

Secondly, it was designed to measure whether there were differences between the attitudes of specific sub-groups in Israel such as new immigrants from Russia or caregivers from the orthodox religious society. Finally, its goal was to assess the change in the caregivers' beliefs before and after the in-service training. It was also the first step of the program. The need to answer the questionnaire started a reflective process. The caregivers began to think about their practices, particularly in response to the crying of toddlers.

### Training the Caregivers

Students were asked to design an in-service training program for caregivers that would deal with the chosen subject, *crying*. The seminar classroom was the place for the initial brainstorming of ideas that were discussed and analyzed in depth. They then developed a training program that included several stages for implementation in the field. Each stage was discussed and role-played in the seminar prior to trying out with caregivers. Following its implementation, the students used the seminar for reflection and discussion. This is an open-ended, emergent process. The students reflected on their practice, identified changes, implemented them, reflected on them again, and continued making changes.

The training program consisted of several stages:

1. A workshop on crying as human phenomena.
2. A workshop on the crying of children.
3. Video observations of crying. We believe that one of the most effective ways to provide teachers with insight about individual differences among children and about effective ways of interacting with them is by using the video camera to focus on children. The videotapes were used as a basis for analyzing and understanding children's behavior as a whole, with crying in particular. This focus on children, reflects the approach that in a quality early childhood classroom, attention should be child-centred rather

than teacher-centered.

4. Observing and analyzing the videotapes of the children enhanced the caregiver's sensitivity to the general developmental needs of children, and their crying behavior in particular. We asked: Who is crying? Are they always the same children, or are different children involved in different situations? When? Is there a time of day when crying increases, such as during transition times? Where? Is there any place in which children cry more such as in the block corner or outside? The discussions took place both in group sessions and individually with each caregiver.
5. Planning a change in the curriculum component that influenced the crying phenomena such as, a change in the environment, schedule, or interaction with the caregiver.
6. Implementation of the change.
7. Observations. Did change occur? The videotapes were used to evaluate the caregiver's progress in: understanding of crying, sensitivity towards crying, responsiveness to the crying of children in particular, and their general needs as a whole.

The students received guidance, both individually and as a group on a regular basis. In the seminar, the students learned methods of supervision, videotape analysis, and the principles of developmentally appropriate practice. Thus, both knowledge and understanding of working with children were enhanced simultaneously with the training of caregivers. **The project strengthened the students by supporting risk-taking on their part.** The outcome of this process was that the caregivers became more sensitive to the children and their needs. They reacted in a much more developmentally appropriate manner, after understanding the diverse causes of crying (personal and contextual).

### Training Coordinators of Early Childhood Settings

The final stage was the publication of *guidelines for other trainers of caregivers*, on how to deal with crying in

center and family-based day care programs. These guidelines were the outcome of the students' training, following their experience in the seminar and in practice. The content of the booklet is summarized here:

1. Crying - a bibliographical review.
2. Guidelines for planning a workshop. (including role playing ideas, discussion questions, texts for group discussion, etc.)
3. Observation guidelines with examples of several observations.
4. Examples of the type of changes that were achieved following the observations.
5. Conclusions - evaluation of both caregiver and student experiences.

At the end of the process, one of the students wrote:

*"I must say I approached the project with mixed emotions. On the one hand, it seemed like an opportunity to create a change among the caregivers while, on the other hand, I really wanted to make some changes in other areas that seemed important as well. Now, I must admit, that the significant change made in the attitude of the caregivers led to change in the other areas. Following the decrease in crying, a belief emerged among the caregivers that they could and were able to create changes in other areas. They themselves added new activities and toys, increased the amount of games, and lowered the shelves to the children's height, with help from a carpenter. The caregivers became more accessible to the children. They became conscious that when they were more sensitive to the children, the children cried less. They've waited for me to come every week. They've shared with me their feelings about crying which they've had a hard time handling, and I shared with them my empathy. I have to say I've enjoyed the process very much. I liked coming into the daycare center, meeting the caregivers and the coordinator. Everyone made me feel as if they greatly appreciate my professional thinking. Those were the beginnings of a new-found approach based on an awareness of the children's needs."*

The emergent experience with this

group of students was fascinating and soon became well known. The next group of students in the following year asked to imitate this model. This time the subject that was chosen was: Conflict: Prevention and Resolution.

### Summary

This emergent training model was designed to enhance sensitivity and responsiveness towards children. We used the position statement of NAEYC as its theoretical basis and as a tool for defining our goals. The process we describe here created change on three interconnected levels. The graduate early childhood students became more sensitive and responsive to children. This enabled them to implement a training program focused on enhancing staff sensitivity. By enhancing staff sensitivity we ultimately provide for the well being of children.

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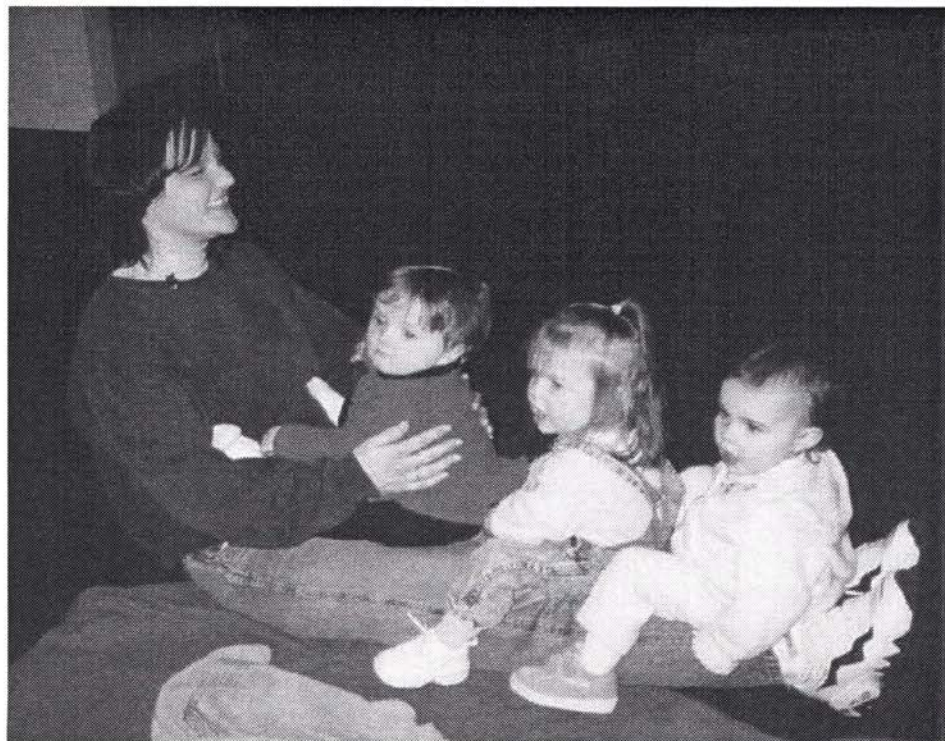
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contributed by Lambton College ECE Centre Infant Program

**Sensitivity and responsiveness are the foundations on which all other curricular activities are built.**

## A Canadian Interpretation of Reggio Emilia: Fraser's Provocation

Carol Anne Wien

*Suppose you were told that you were mistaken to think that play, and children learning through play, should be the heart of early childhood education.*

You might respond with a quick gut reaction, saying oh I know, we've heard these educational reformers talk about academic instruction for young children for decades, at least since Bereiter and Engelmann in the 1960s and mastery learning in the 1970s. The early childhood community responds continually to the tension between play and academic demand, interpreting theorists such as Piaget, Vygotsky, Dewey and Smilansky and forming position statements on, for example, appropriate practice (Bredenkamp & Copple, 1997) or on play (Villiers, 1996). We know well the old battle between those who would impose linear, fragmented academic instruction on young children and our long arguments that this is not how young children learn. But this time the argument does not come from those who would push children into maximum productivity for corporate efficiency, accountability, and competitive edge. The argument that we have "missed the boat" by making play the core of early childhood programmes comes from within the early childhood community and stands as an important provocation to reassess early childhood philosophy and practice. No mere critique, it is also an invitation to explore a powerful alternative. If play is not to be the core of our early childhood programmes, what could possibly take its place?

At the NAEYC conference in Toronto in November of 1998, one of the final sessions on the last afternoon was a presentation by Cathleen Smith, Sue Fraser, and Elva Reid, on the impact of the Reggio Emilia approach on the Early Childhood Education

Programme at Douglas College in New Westminster, B.C. The presenters described how they restructured several of their courses into a day-long programme, "Children Teaching Teachers", that occupied much of the second and third terms, every Wednesday, and introduced principles of Reggio Emilia. They invited students of early childhood education to work in teams to design the environment and brought in children and teachers from community day care centres to participate in an emergent curriculum. The programme was an experience for students prior to going out into practicum in the community. While many community colleges across Canada have been influenced by the Reggio Emilia approach, this team at Douglas College had broken several barriers to holistic practice that institutional functioning imposes. First they broke the institutional juggernaut on scheduling time, space, and human resources by providing, for one day a week, a more open use of time and space. "Children Teaching Teachers" reached around set time boundaries to bring people together in new ways. Secondly, in the face of a specific and provincially regulated curriculum, modular-based, they brought together into one holistic process several isolated courses and requirements. *And* they did this with institutional support, eventually acquiring an administrator whose role was to pull together all the complex details of the day so participants could concentrate on curriculum and students. As a listener at the NAEYC session I was struck by their modesty about the programme and by the carefully nuanced way they spoke about the Reggio Emilia educators and their own attempts to learn from them. I came away grateful for their generosity in sharing this work, and wanting to know more.

I knew Sue Fraser, as will many of you, as editor of *Canadian Children*. When I requested an opportunity to explore their work further, I was told that she and Elva

Reid were retiring in May of 1999. Cathleen Smith had retired to the Yukon some years previously. Time seemed very short.

### Processes of Information Gathering

I went to Vancouver in June of 1999, in time to accompany Sue to Douglas College where she removed the last boxes of materials and her coffee cup from a tiny office and turned over the keys to its successor. My aim, for the five days I was with her, was to discover as much as I could about what she and her colleagues had done, at Douglas College and in the community, to interpret the principles of the Reggio Emilia approach. This Boswellian role suited my desire to learn from them in order to bolster my own work in a large and formidable institution. Yet in the end it is not so Boswellian a role, for all the new information is filtered in terms of my own grasp of Reggio Emilia, and my own thoughts and perplexities are intermingled with Sue's throughout this piece. She and I met twice at Douglas College, the first occasion a long audiotaped interview (over 3 hours) that included Elva Reid and focused on the "Children Teaching Teachers" programme. On the second occasion, Sue and I reviewed and discussed at length her slides from the Canadian study delegation to Reggio Emilia in 1993, and the six videotapes made, one per year, to summarize the work of "Children Teaching Teachers". This activity took much of a day and was also audiotaped. Sue took me to Quadra Island, which she describes as the cork in the bottle where Vancouver Island and the mainland come together at the top on the map. This 7-hour trip involved first the ferry to Vancouver Island, several hours driving north, a second ferry, and half an hour more driving into a wild lush landscape of Douglas fir along winding roads and waterways lined with logs. We visited the Quadra Island Day Care Centre, whose staff, headed by Dee Conley, has been working with Sue's support to transform their practice while investigating Reggio Emilia principles. We also saw the Preschool Centre whose teacher, Baerbel Jaeckel, is a part of this col-

laborative effort. In the evening we had a long (audiotaped) meeting with the teachers from the two centres about this work, its challenges and successes. Also, Sue and I had several long conversations that I audiotaped. The tapes were transcribed in the summer and fall of 1999, and generated 70 pages of transcripts as background for this article. In addition, Sue's book, *Authentic Childhood: Experiencing Reggio Emilia in the Classroom* (2000), was available in August 1999. This book describes her experiences of working with three centres, the two on Quadra Island and the Vancouver Child Study Centre, and Douglas College, following her trip to Reggio Emilia in 1993. Reading and reviewing the book also became part of the backdrop for this article.

Sue dropped her bombshell of an idea ever so gently. I might even have missed it had I not been intrigued in following up a comment she had made during the NAEYC presentation. She does not *look* like a radical. She looks like a comforting grandmother, grey-haired and relaxed. I sat on her porch surrounded with creamy climbing roses and looked out over her garden with pond and iris to the rooftops of West Vancouver and the blue bay, the mountains and the setting sun, and was lulled by her and her husband's hospitality and warmth. It is an interesting discrepancy to hear provocative, disturbing ideas emerge from a nurturing presence. But when Sue tells me she was questioned by police, as a high school student in South Africa, for teaching Black girls (when education was forbidden them), I recognize a genuine radical who quietly and with great gentleness tries to make a better world wherever she goes.

The passing comment during the NAEYC presentation that pushed me to go to Vancouver, was her insight that we in North America put play at the core of our programmes and the educators of Reggio Emilia put relationships at the core, and Sue "was still thinking about that." I could not forget the comment because when I went to Reggio Emilia as part of the 1997 study tour, lecturers continually referred to relationship and reciprocity, and it took me three days of intensive work to realize they were not using the term *relationship* with the same meanings

it has in North America. I sensed something far beyond what we understand by the term, and have been struggling to grasp it ever since. Sue was someone, I thought, who could help me understand a notion of relationships that stretches beyond our culture's perceptions.

### **Make Relationship the Core of Programmes rather than Play**

The central argument in Sue Fraser's book is that in North America we have "missed the boat" by making play the centrepiece of early childhood programmes. Sue implies, in fact, that this emphasis on play as the focus of early childhood has resulted in the isolation of early childhood from education and society at large. What she saw on her visit to Reggio Emilia in 1993, in contrast, was an approach that makes relationships the core of programmes. Teachers' work then becomes the study of those relationships.

The beauty of the emphasis on relationship is that this focus does not separate intellect, feeling, and valuing, but retains the holistic substrata of life lived in the way it is experienced. A focus on relationships captures the dynamic and changing quality of interaction among participants in a relation. One of the reasons that Reggio Emilia is truly holistic is that it does not separate areas of functioning analytically as does early childhood in North America.

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**While the field refers to a "whole child", it nonetheless divides the child into areas of cognitive, social, emotional, and physical functioning for study in child development.**

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These areas are frequently used as separate time zones for programming, as in gym time, free play time, puzzle time. When intellect, feeling, and valuing are inseparable, as they are subjectively experienced by humans, then imagination, friendship, and commitment (intentionality) are also kept as serious aspects of curriculum.

The following comments from our conversations show Sue's position on play and relationship, and the conflict for

her, because she has believed in play and supported it during decades of work for the early childhood community in Canada:

I really feel that if we could put relationship at the core of our programme, we'd get a better quality programme, and day care would get a higher profile in society. ... I just feel that we have to become the extended families of the families that we serve. We have to develop a relationship with our families that is much closer than we've ever done before so the trust is there, and it's reciprocal. I interviewed a number of parents of the centres and they said their work just takes too much of their time. They're just handing over their children to the day care for the day. Our families have become so fragmented. I don't think it works. The day care is [left] taking up a role that it's not prepared to take. I'm not the person who knows everything, but if we could just place relationship at the centre of what we do, rather than play. I honestly believe that play has led us astray.

*How has it led us astray?*

I think we focus on play – learning through play – and we need to think about the much more important focus on relationships, and relationships with the whole family, the whole community, so we become that integral part of society.

Sue's belief is interesting because it raises difficult questions. How are we to respond when other groups in society are not interested in early childhood, or do not understand what we are moving towards, or attempt to dissuade us by imposing other agendas that suit their own goals? I think of corporate agendas that view the world in terms of "managing" every aspect of life, from fast food to disposable diapers, and might see relationship as unnecessary, and possibly a hindrance, to productivity, or value for the dollar.

Sue continues her comments by saying she fears that she will receive much criticism for her book, because of this critique of the notion of making play the core of programmes: "I always did think it was [the core] until I struggled through the

Reggio Emilia philosophy, and now I think we've missed the boat. We haven't focused on relationship." And of play itself she says, "It's not that play isn't important, but that it's the relationships in play that are important."

### Play and the Concept of the Imagination in Reggio Emilia

In North American writing, the central aspect of play is its voluntary, pleasurable, "as if" stance (Bruner, Jolly & Sylva, 1976; Garvey, 1977; Neumann, 1971; Vygotsky, 1978), that is the fact the player goes beyond the reality around her and pretends to something not actually present. Play is thus symbolic, representational, non-literal. Imagination in play is the creative mental capacity to represent what one knows without its being there through use of gestures, props, conversations, drawings, stories, scene setting, and so forth. We expect children to take up roles in play – as mommies and babies, bakers or pilots, doctors or mail carriers, or even passengers on the Titanic (Carter & Curtis, 1998). Teachers, in spite of Smilansky's urging (eg. 1990), seldom engage in these roles with children for fear of overwhelming or distorting the play, and out of respect for leaving children in control. We study play from outside it. In North America our central focus for supporting imagination in early childhood is in setting up environments for children's play.

Our focus on play has been, in general terms, as an activity that is uninterrupted by adults (with the important exception of keeping the schedule), in spite of the fact that many demonstration centres and many writers suggest a much more participatory role for adults (Jones & Reynolds, 1992; Smilansky, 1990, 1968; Reynolds & Jones, 1995). While teachers may observe play closely, it is less common to make that play a component of curriculum, although again, this is done by many thoughtful teachers (see for example, Gallas 1995, 1998; Jones & Nimmo, 1995; Paley 1984, 1990). And while Reggio educators take play for granted as important — "Of course we value play, they play all the time, it's part of our culture" — as Lella Gandini put it (1998), Sue infers that the Reggio focus is not on the play itself, but on the relationships among children and activity:

What I think happens in Reggio — I'm making a huge assumption — is that they are more interested in the relationships that develop in play than in the play process itself. ... It — learning through play — doesn't feature as an important principle in Reggio Emilia, from everything I've seen.

Sue Fraser believes the imagination has a different focus in the Reggio Emilia approach. She traces this back to two influences on its leader, Malaguzzi. One influence was Rodari's concept of the imagination and the second influence was Dewey's notion of play.

**The way Dewey uses play is in a very productive way: the children do something purposeful in their play — they make things. And I think that's the concept of play [that] Malaguzzi took with him — from Froebel, Pestalozzi, and then Dewey.**

Sue believes that Dewey's notion of play as productive (as making something) influenced Malaguzzi when he visited schools in the United States in the 1950s that followed the ideas of John Dewey. She thinks he took this notion of play as productive back to Italy and that it influenced the Reggio Emilia approach to long term projects and the emphasis on representations of experience in many media, or languages of learning. Representing a bicycle or a fountain in clay is a way to play with ideas and bring them forth into a new reality.

That's my present theory, that I think Malaguzzi took Dewey's concept of play, which was a productive kind of play, and then the concept of the imagination came from Rodari, which was a different kind of imagination than setting up an environment in which children can imagine being something else.

She thinks that the Reggio concept of play as productive activity is coupled with a concept of the imagination as guided:

Children's imagination is valued, but it's an imagination that is guided through questioning: you know, 'what would happen if your grandmother turned into a cucumber'?

Rodari was an iconoclastic Italian

writer of children's books and other materials and gave a seminal workshop on storytelling with the teachers in the Reggio Emilia preschools around 1970 and he dedicated his book *The Grammar of Fantasy* (1972) to these teachers. Sue believes that Malaguzzi respected Rodari's mind and wanted to keep his presence alive in the schools.

And what Rodari did [was] he made children think outside the box. If someone brought a birthday cake, [or] they're going to celebrate someone's birthday so they make a cake. But then they say, suppose the person having a birthday was a house, what would you do differently? ... Malaguzzi's 'expect the unexpected' was definitely what Rodari encouraged.

In other words, Rodari offered a curriculum for engaging children in hypothetical thinking. Such explorations of possibilities can lift off in any area of experience, and touch as easily science, art, or literature. Hypothetical thinking is the essence of theory building, in any discipline or domain. Sue and I agreed that most early childhood teachers don't think much about children's theories about the world for it is not part of our culture to do so. For instance, when we look at a slide of La Villetta school's park-like playground with a little artificial lake and floating boats on it, Sue comments that we might make the boats and float them with the children, but "We don't take it any further. That's where we stop."

In contrast, in Reggio Emilia, the lake and floating boats led eventually to *The Amusement Park for Birds* (Forman & Gandini, 1996), with, for instance, its working fountains, elevators for old birds to get into the trees, and diving boards for birds. These are unexpected ideas about what birds might enjoy, and Sue comments on the ready acceptance by Reggio educators of children's anthropomorphized ideas:

They allow children to build imaginative theories about the way the world works and they don't force them to have a realistic idea of how the world works. ...

I feel I have a lot to learn from the way they accept the [children's] magical



thinking and their children work through to get to the scientific thinking. They accept that. In *The Amusement Park for Birds*, where they made elevators for the birds, they allow the children to have that imagination, the thought they could possibly do that. There's no, 'We can't make elevators today, we're making little bird feeders.'

Sue and I agree that something that confuses us is the degree to which the educators of Reggio Emilia accept children's anthropomorphic ideas (birds needing elevators to rise into trees) and allow this thinking to direct activity (such as making drawings and models of such elevators), and simultaneously, the degree to which they push the children to think more realistically. In our conversation at Douglas College, I describe an example to Sue and Elva:

A child was working with clay and making insects and the child [was] challenged because the hind end of the insect was so lumpish, and the teacher asked the child how would your insect fit in the hole in the log where it lives? And the child went back [to the reference book on the table] and reexamined the structure of the animal.

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**North American Play encourages children to take on roles in which they pretend to be something else**

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Sue says, "That's what I don't always understand — when they know to do that and how they know when not to do that."

Sue comments that theory building is based on observation of the real world but I argue that theory building is any story or explanation about how things work. Theory is considered *true* (rather than fantasy) when observational evidence proves it. Einstein developed his theory of relativity in part by imagining himself riding some outer ring of the universe and the observational bases that would assist proof of his theories, such as an eclipse in 1916, were not available until years after his theory generating. If North American play encourages children to take on roles in which they pretend to be something else, the educators of

Reggio Emilia encourage imaginative, hypothetical thinking so that children think up all sorts of original images of the world.

### **Making Relationship the Core of Early Childhood Programmes**

Fraser's book, *Authentic Childhood* (2000) is an explication of the theoretical question: "What would happen if we tried to make relationships the central core of our programmes, rather than play?" The book describes the first efforts of several collaborative teams to make relationships the focus and explore the consequences. While Sue's book details experiences in four contexts — the postsecondary setting of Douglas College, and three centres for early childhood, the two on Quadra Island plus the Vancouver Child Studies Centre — in this article I will focus on exemplars from the Quadra Island Day Care Centre, which she and I visited together, to try to show how a focus on relationships as the core of a programme generates different results from standard North American child care. I will highlight four visible changes in the role of the Quadra Island teachers that have occurred since relationship has taken on more importance. These four changes in teaching practice occur in the areas of documentation, collaboration as a team, using provocations, and sustaining unhurried time. These, of course, are not the only changes, but are lifted out for discussion here in connection with Sue's argument, and with my understanding of some of our difficulties in working with Reggio ideas in our cultural contexts.

### **Documentation: Sheep's Wool, Drawings of Beans**

I ask how Sue and Elva think the Reggio educators succeed so well in taking children further in their thinking, representation, and projects than we have been able to do. We all know the answer. Sue defined documentation as "keeping a trace of the learning experience" but "It goes deeper than just keeping a trace of the activity: it's an explanation of it as well. It's *why* the learning is so important at that moment." When I work with teachers and teacher candidates to try out documentation, I find that the first response to documentation is to present

*activities* in photographs and text. Here we are, for instance, making pumpkin soup, or hatching duck eggs. Perhaps this is the way we need to begin, if we are to begin at all, for making activities visible is what we can see to do as documentation. For example, the Quadra Island staff had, in their main entrance hall, a rich and detailed documentation on visiting a sheep farm with different types of wool, photos, children's sayings. Unquestionably this documentation aids outsiders in understanding and vicariously enjoying the activities of the classroom. But I recall Carlina Rinaldi (1997) saying in her introductory lecture during the 1997 May study tour to Reggio Emilia, "Be careful! Documentation is not about making nice panels for the walls."

How is the documentation of Reggio Emilia different? The documentation of Reggio Emilia educators is a trace of the learning process that makes children's understanding — and misunderstanding — visible.

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**The most exciting documentation shows a shift or change in children's thinking or valuing and lets us grasp why this new position is important for their personal development.**

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An example is the documentation in the catalogue of the Hundred Languages of Children Exhibit (1996) that illustrates two girls making clay horses, and shows how one girl's thinking is transformed as she shifts from making an outline in clay on paper, as if she is drawing a horse, to making a three-dimensional solid sculptured form with its head held up in the air. We read that she could not successfully make the body stand up because of stability problems with the soft clay, but we see into her use of the clay and how her conceptual landscape shifted in response to her interaction with it. This is learning made visible and it is brilliant and exciting to see.

I suggest that we in North America do not make such deeply thought documentation because we don't easily recognize when learning is occurring. The stereotype is that learning occurs through

doing many different activities, and we seldom slow down sufficiently to begin to trace paths of learning, bursts of new insight, in the ways that the educators of Reggio Emilia have demonstrated. I submit that we will have to change our thinking and our teaching practice before we will be able to enter learning in this deeper, more thoughtful way. Engaging in documentation is a fine antidote to rushing around trying to pack more content into less time. And if our initial documentation is superficial in comparison with that of the educators of Reggio Emilia, it may nevertheless be a necessary starting point, not to be denigrated if it helps us move in the direction of more thoughtful teaching.

Sue and I understand the role of the teacher in Reggio Emilia to be that of researcher: the teacher researches children's relationships to the world. This study is carried out through documentation of children's thinking processes with multiple languages of learning or media. On the back of a table at the Quadra Island centre was a series of drawings by three children of a bean planted in a jar, and what might happen to the bean. The children, in their drawings, were imagining something they could not yet see and so let us enter their thinking. Elva Reid commented of documentation that "what fascinates me is watching the children and figuring out what they're thinking. And when you write down what they're thinking and what they're saying you get some sense of the magic of what's happening for them." One drawing shows repeating arcs emerging from the bean, cascading down the page and makes us ask, 'what is the child thinking?'

### Collaboration: Serena and the Bean

If the teacher becomes a researcher of children's relationships in part through documentation, another essential aspect that assists in this process of a transformed role for teachers is collaboration. At the Quadra Island Centre the teachers talked about how difficult and painful it is to think in new ways and change their practice. Lise spoke about her confusion over the new ideas suggested by Reggio Emilia, how she did not know what to *do* as a teacher, and how she recog-

nized that "we had shifted our thinking and our philosophy, but we haven't actually shifted our practices." My own research in teacher thinking (Wien 1995) showed me how difficult it is for teachers to grasp that their beliefs and values are not necessarily present in their practice, simply because they hold them, so Lise's understanding of this immediately makes me suspect that her practice *has shifted* in more ways than she might consciously recognize. For example, several teachers comment on how difficult it is to work collaboratively. Yet, they realize that working collaboratively is fundamental to making relationships central: one consequence of relationship is giving up independent action. Lise tells about how the teachers plan a learning event as a collaborative team, such as visiting a sheep farm, or investigating boats, or growing beans, but that after an initial collaborative phase it "falls back" into being the agenda of the teacher most interested in sheep wool, or boats, or beans: "if Barb didn't do boats, boats did not happen." That is, *valuing* collaboration and planning a collaborative beginning does not in itself make collaboration happen consistently: the staff can fall back into previous scripts for acting independently with unconscious ease because these habits are so ingrained. Lise put it this way: "We take something to heart and we start going 'yes, yes' as a team, but then it becomes Lise doing this or Dee doing that: that's where we are now."

While everyone recognized the structural problem of finding enough time to meet and talk in order to collaborate, Lise also admitted how difficult it was to support her teammates when she wasn't interested in their projects, or did not believe she had sufficient expertise to be helpful. Dee, for instance, was interested in planting beans and observing their growth with a small group of children and Lise was attempting to support this while not caring very much about bean growing. Three children were especially interested, and of these, Serena was intently observing her bean in its jar of dirt, and generated elaborate theories in her drawings predicting what was going on inside the bean. To Lise's horror, the other children's beans grew, but Serena's didn't. Serena was distraught: "Why doesn't my bean grow?" Lise was frustrated, because she had no idea why the bean did not grow, and it was Dee's activity anyway. She asked

Serena, "What do you want to do now?" expecting Serena to forget about the bean and move on to some other activity. Lise's agenda as teacher was to absent herself from bean growing as soon as possible. But Serena responded, "I want that my bean should grow!"

This heartfelt comment struck Lise and she was able to separate her own agenda from Serena's and understand the child's commitment to the event. She did not know what to do. **I am beginning to see *not knowing what to do as an essential feature of emergent curriculum, because not having a set script-for-action to fall back on is a requirement for generating new ideas about what to do.*** Creativity arises when we must struggle with the confusion and uncertainty of no set answers. Out of this struggle new ideas always emerge.

Lise happened to be talking to a gardener about a recycling matter for the centre, and asked her, out of the blue, if she had ever had problems growing things. "Sure, all the time." The result of this conversation was a field trip for Lise and Serena and several other children to visit the gardener and discover more about how seeds do or do not germinate. The field trip brought expert knowledge to Serena's concern, expanded her understanding, and allowed her to see that this was not her unique problem. This solution, as a way of continuing a relationship, could never have been planned or prescribed as curriculum, and emerged out of Lise's willingness to nurture further Serena's relationship with the bean. The sneaky part for the teacher is that we are always interested in our own ideas – they give us motivation to continue – so that generating the visit to the gardener helped Lise become interested in the results. Planning and carrying out a prescribed curriculum such as planned themes gets boring for both teachers and children because there is little room for anyone's good ideas. Prescribed curricula omit the relationships of the learner to the material, and to others. In the case of Lise and Serena and the bean, both teacher and children learn because the teacher was able to think in terms of relationship rather than a curriculum to cover or avoid. Lise was also thinking "outside the box."

Collaboration means that a team of at least two teachers works on the same thing.

Collaboration, in other words, is not a division of labour, a breaking down of a task into constituent parts with each teacher assigned a part so tasks are accomplished by multiple partners each doing something different. Collaboration is multiple minds working on the same problem simultaneously. The thoughts of one have an impact on the others, and together a solution or direction for events is generated. Collaboration means recognizing together that point when everyone in the group reaches the same solution. It is acting by group consensus. This, at least, is my current understanding of what it means to collaborate. Sue said of collaboration:

The way I have seen it work at Douglas and on Quadra Island is that programmes grow in strength once the sense of competition is eliminated and people accept each others' strengths and weaknesses and build as a team. It takes a long time for trust to build, but if the importance of relationship is the primary goal, then everything that is done is done to support relationship and not destroy it even minimally. When this is understood and trust established, conflict becomes constructive, not destructive.

### **Sustaining Unhurried Time: Mushing around in the Mud**

Of course, to work collaboratively, there must be time and space to talk together frequently. Our current structures of organizing time/space in North American child care actively work against collaboration, by predetermining in production model organizations of time who will be where and what precisely they will be doing (Wien, 1996). Whenever I visit Canadian centres that are attempting an emergent or negotiated curriculum, or trying to work out principles of Reggio Emilia within our cultures, I have found that one of the first changes that teachers and administrators made was to give up the old time schedule (eg. Wien & Kirby-Smith, 1998). This also occurred at the Quadra Island Day Care Centre. The staff talked about how inspired they were when they heard Sue's first presentation

on the Reggio Emilia approach and what a release it was. Barb commented:

The word release really describes it for me, because it was so freeing to let all of those things go — the structure, and the routine — that weren't really relevant to the children, that impose on them, and take so much effort from the staff to direct the children into. It was such a wonderful relief to see that passion and that freedom [in the children].

*What specifically was it you let go of at that point?*

Control —

The schedule, control of time —

*And what did you do then, with time?*

We chucked it! (lots of laughter)

We threw it totally all away!

We could breathe!

When we threw away the schedules we realized that we had been doing all the preparation and all the clean up. The children did only a little bit...

We were definitely in charge. It wasn't a joint process at all, which really surprised us.

It was always 'time to clean up'. Now it's continuous throughout the day. It has a flow to it. It's not attached to the clock, it's attached to what's actually happening.

These teachers note, in attempting to make their work more collaborative both with each other and as partners with the children, the problems caused by the teacher's agenda, and how the teacher's agenda causes teachers to get stuck and not be able to see beyond it to what is occurring for the children. Sherrie, for instance, described how the children were interested in birds and three children had gathered materials to make birds' nests. Sherrie said:

"I was really focused on building a bird's nest, and trying to ask the appropriate questions and get the idea happening. And they were totally into mushing around in the mud."

Sherrie found it frustrating because she felt she couldn't get them "to get the idea of making the nest". Then she said, "I missed the boat totally. What I should have been doing was asking about the experience they were having."

"You had an agenda," says Sue softly.

"I did have an agenda, and it wasn't that I insisted they get there, but I just didn't know how to let go of the agenda".

### **Provocations: The "Funky" Jewellery**

Implied in Sue's responses to the Quadra Island teachers again and again is that using what the Reggio educators term *provocations* is one way of opening up possibilities to move away from the difficulty of a planned agenda. A provocation is less tied to a specific outcome, more open to genuine and unprescribed responses from all participants, and offers more potential for creative engagement.

I think it was Lella Gandini (1998) who spoke of a provocation as something "arriving by surprise" in front of one. While a common North American interpretation for the term provocation might well be to think of it as a question that provokes more thought, Gandini's interesting description reminds us that provocations can have a sensory basis, offering immediate sensory data with which to engage. They are right in front of you so that a response is not merely invited but required. A provocation, nonetheless, does not prescribe the way the responses will occur, the range of possible responses (as in a teacher taught lesson or play space), or the specific outcomes or expectations that result from the encounter.

**A provocation is a move on the adults' part, followed by a "wait-see" rhythm that allows for reciprocal gestures from the children.**

A provocation that worked well for staff at the Quadra Island centre was a personal jewellery collection that Lise displayed on an aquamarine blue cloth, initially with the intention of doing observational drawings with a small group of children. Jewellery interests her and she had recently found some new "funky" pieces at a garage sale. The children were enthralled, at first simply wanting to handle the pieces, explore them, try them on, hear the sounds they make, see how they could be moved.

As they manipulated the materials, then the next day and the following week, they were able to let go of putting them

on, and trying [out] the sounds. That's what taught me one of those small magical moments.

*What was magical?*

What was magical was how comfortable they were with drawing. They didn't seem attached to it looking exactly [like the original].

Other teachers noted that it was very exciting for everyone in the centre because it was a totally new idea and because the drawings the children did later were so inspired, detailed and natural.

In this section on how attempting to interpret Reggio principles in Canadian contexts alters the role of teachers, I have highlighted four aspects that Sue and the staff of the Quadra Island Day Care Centre illuminated in helpful ways. These four aspects are not exhaustive – no mention has been made of reshaping the environment to make it aesthetically pleasing, for instance – but rather exemplars of ways the teachers' role changes and new challenges that emerge. The four aspects are teachers' efforts to begin to document children's thinking, to collaborate as a team, to offer provocations, and to render unhurried time. Anecdotal evidence suggests that *documentation* frequently presents the greatest obstacles to Canadian teachers. We might need to give ourselves permission to do it not so well, not fretting about its initial superficiality, but taking the next step to deepen what is documented when we see what that should be. It is clear that nothing can be deepened if time is already scheduled with new events to be done: if teachers constantly move on to other events, superficiality is pretty much guaranteed. Asking the question, "How can I document children's *relationships* with the world around them?" might help us go beyond simple presentations of activities towards revealing the commitments of interest and depths of knowledge of young children.

**Sue believed that one of the noteworthy strengths of the Quadra Island group was the way they had transformed themselves into a team.** I was impressed during our interview together by how easily they recognized their limits and foibles, how ready they were to see where they could have done more, and how supportive they were of each other. They seemed remarkably con-

scious not to deceive themselves about possible progress. Dee, their leader, spoke of how they recognized some changes as mere "disguise" covering up something still the same. They might spend more time working on their beautifully developed environment, when they knew they were really avoiding difficulties around documentation. They could laugh about it, and assess their next move. Sue said, "They've really *made themselves a team.*" This section also discussed *provocations* and how this different term offers us an opportunity to generate events that stimulate emergent curriculum, and that free teachers from stereotyped preset agendas. Lastly, opening up time-bounded schedules to offer teachers and children *unhurried time* in which to pursue goals becomes a gift of incalculable magnitude to teachers. Sue said, "The time frame has to be stretched because the learning doesn't happen when you think it happens." This is true for both children *and* teachers. Baerbel Jaeckel, teacher at the Preschool Centre, described what she felt happened to children when the programme became less hurried.

Slowing down – learning things like sanding — to get a sense of that kind of satisfaction is such a gift to give to the children. ... What that does to the soul, to their heart, it's giving them that deep peace to know you can do something satisfying.

### Concluding Remarks

Sue Fraser has worked a long time in early childhood. She had her own preschool in West Vancouver for many years. She completed a Masters degree at The University of British Columbia in Early Childhood Education, and worked for years on the Sexsmith multicultural project. She taught for a decade at Douglas College. She has lived in South Africa, England, Uganda and Kenya (where she and her husband had a farm in their youth), before coming to Canada. I wanted to investigate her work because I believed that I could learn from her more nuanced understandings of the Reggio Emilia approach that would develop my own thinking: **I worry about how to support teachers in elementary settings in Ontario, where open-ended reciprocal**

**teaching has been reformed with a tightly prescribed, frantically-paced curriculum** (Ministry of Education and Training, 1997).

Sue's overall challenge to us is to take up *relationships* as the core of programmes and to work with whatever that means to us in opening up the boundaries of programmes towards families and communities. In reflecting on her worry that putting play at the core has taken us as far as it will, I argue that the focus on play was consistent with a child development focus on the individual child (Hendrick & Chandler, 1996; Piaget, 1962; Santrock, 1996). The horizon of our collective vision thus was a looking back into childhood. We saw the individual child embedded in her or his childhood development. We saw parents, school, and community as surrounding this hypothetical child: one of the most elegant expressions of this was Bronfenbrenner's model of ecological circles of influence, enclosing the child like a nest of Matryoshka dolls (Bronfenbrenner, 1979). A focus on relationships, however, requires us to look out into the world and consider children's dynamic responses to multiple aspects of it, whether that includes the garbage on the street, Pokemon or other media fads, siblings, or the work life of parents. If relationships are the focus, curriculum becomes more immediate and relevant. It invites us to remove outmoded scripts for action in child care and live on the edge, in the present. "I really feel," said Sue, "that if we could put relationship at the core of our programme, we'd get a better quality programme, and a higher profile in society."

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## A Foundation for Implementation: Reflections on the Construction of a Literacy Curriculum

Deborah L. Begoray and  
Julie Ann Kniskern

*With the fully literate child as our goal, then, we now turn our attention to the shape and scope of A Foundation for Implementation as a way to help us achieve that purpose.*

### Description of the Foundation Document

*A Foundation for Implementation* is a provincial document intended to support the enactment of the Manitoba version of *The Common Curriculum Framework for English Language Arts (Governments of Alberta, British Columbia, Manitoba, Northwest Territories, Saskatchewan and Yukon Territory, 1998)*. The *Foundation* document joins *Success for All Learners: A Handbook on Differentiating Instruction* (Manitoba Education and Training, 1996a), another Manitoba government publication much sought after in other jurisdictions. Both of these documents are intended to aid in the implementation of the *Kindergarten to Grade 4 English Language Arts: Manitoba Curriculum Framework of outcomes and grade 3 standards* (Manitoba Education and Training, 1996b) in Manitoba.

Alberta led the first project under *The Western Canadian Protocol for Collaboration in Basic Education* which focused on Math. The *Common Curriculum Framework for English Language Arts (CCF)* was the second major project and was under the leadership of Manitoba. The *CCF* was developed by analyzing English language arts curriculum documents across western Canada and then creating a common document among team members from six jurisdictions: the four western provinces and the two territories. Individual provinces can add to the *CCF* (for example, Manitoba's version of the curriculum also has 7 "standards for assessment" of language arts ability), but the basic document remains the same: 5 general outcomes and 56 specific outcomes for each grade.

*One of the jobs of curriculum constructors is to imagine the student of the future and then suggest school practices that will give that child the best chance of succeeding as an individual and as a member of society. In 1996–1997, we joined a team of Manitoba educators empowered to create a document called, A Foundation for Implementation: English Language Arts, and thus became both architects and builders of a support instrument for teachers of literacy across the province.*

The interest surrounding the document has grown to the point where other provinces have shown great interest in adapting or adopting the *Foundation* document for use in their own community (already accepted by the Northwest Territories). We therefore offer our views on the strengths of this document in helping Kindergarten to Grade 4 teachers to create a fully literate early years child — or perhaps more accurately to help the teacher help the child to create herself. We also offer some cautions about what we as curriculum writers, and also as teachers and university academics, believe to be the shortcomings of *A Foundation for Implementation Kindergarten to Grade 4 English Language Arts* (Manitoba Education and Training, 1998).

*Children are creative constructors (Lindfors, 1987) of their own literacy in concert with others, including the teacher who guides their learning to ever higher potential (Vygotsky, 1978). This teacher realizes that students may be guided, "but in the end they teach themselves" (Spencer, 1986) by participating in purposeful, meaningful activities within a number of cultural contexts. In addition the child can, with modeling from her teacher, learn to reflect on her language use and become more metacognitively aware (Heath, 1983).*

*A Foundation for Implementation* helps teachers put the specific outcomes into practice. Manitoba Education and Training has to date published these documents for Kindergarten to Grade 4, Grades 5 to 8, Senior 1 (Grade 9) and Senior 2 (Grade 10) to support English language arts. Each document lists prescribed learning outcomes as mandated by the *CCF* and then, for each specific outcome, makes suggestions for instruction, suggestions for assessment, and suggests learning resources for teachers. This section of the document is organized in four columns across a double page to allow for easy reference by teachers. Each grade is discussed individually.

The document is not a step-by-step program but rather a package of resources from which teachers may choose ideas based on their own professional judgment about the needs of their students. It is, moreover, not intended to be all-inclusive, but is quite literally a *foundation* or first step on the way to implementing the *CCF*.

There are, for example, 24 instructional suggestions provided for grade 3, specific outcome 2.1.4 "Use syntactic, semantic, and graphophonic cues...to construct and confirm meaning in context". Some of these suggestions will be well known among literacy educators such as, for example, choral reading. Other instructional ideas may be less common, for example, "previewing in context" (Readence, Bean and Baldwin, 1989). Assessment suggestions include the Alberta Diagnostic Reading Package and Think-aloud Reading Protocols (Brown & Lytle, 1988) amongst several others. Teacher resources include *An Observation Survey of Early Literacy Achievement* (Clay, 1993) and *Classroom Voices: Language-based Learning in the Elementary School* (Booth, 1994).

Besides the material presented in the four columns, *A Foundation for Implementation* also contains a handbook of language arts strategies (e.g. literature circles and writers workshop; conducting inquiry projects and doing running records) and a set of blackline masters (e.g. Venn diagrams for comparing and contrasting) which are common to both

the Kindergarten to Grade 4 and the Grades 5 to 8 documents. There are also appendices on integrating themes, building literacy contexts, and spelling.

### Our roles on the *Foundation Document Project Team*

Deborah Begoray began her work on the *Foundation* document as the "scholar-attached" in the fall of 1996. She was then an assistant professor of reading/language arts at the University of Winnipeg (and has since moved to the University of Manitoba). Her initial duties were to attend working meetings of teachers who were writing instructional activities and accompanying assessments. She moved from group to group: kindergarten to grade 4, grades 5 to 8, and senior 1 (grade 9). It was her job to oversee the theory underlying the project and make recommendations for change to team leaders and project managers. Inevitably perhaps as she got to know the teachers and became enthused about the project, she became involved in contributing suggestions to teams, advising teachers, and providing a link between and among the three teams.

In June 1997, Begoray took over as first principal writer of the kindergarten to grade 4 document and team leader of the kindergarten to grade 4 group. She was asked to retain her role as scholar as well. The kindergarten to grade 4 group was under considerable strain. They had to address 56 outcomes for each of 5 grade levels, whereas the grade 5 to 8 group had 4 and senior 1 (grade 9) had only 1 grade to develop.

One of the teachers on the kindergarten to grade 4 teams was Julie Ann Kniskern. During the school year 1996-1997, she was teaching full time in a multi-age grade 1 to 3 classroom. Nominated by her principal and selected by her superintendent as a curriculum leader, she was chosen by consultants at Manitoba Education and Training as a member of the team. She and all the other teachers on the project were provided with 12 days of release time to work on the document. The task was daunting, so she and the seven others on the K-4 team began to take work home between meetings and come in on Saturdays to work as well. Her time working on the document was additionally stressful because she was moving to Brandon to become an assistant professor of early years language arts at Bran-

don University.

While excited to be invited as members of the project, we harboured some doubts about the document for reasons that we will discuss below. Nevertheless, we decided for the good of the entire project to work around the difficulties and weaknesses because of its many strengths.

### Strengths of *A Foundation for Implementation*

*A Foundation for Implementation* is built on principles drawn from developmentally appropriate practice, adopted by National Association for the Education of Young Children (Bredekamp, 1987), whole language (for example Goodman, 1973; Smith, 1973) and balanced literacy (Rosenblatt, 1978; Lipson and Wixson, 1997; Fountas & Pinnell, 1996). It also shows the influence of sociocultural theory (Vygotsky, 1978; Heath, 1983) particularly in General Outcome 5 (Celebrating Community) but also in the collaborative, cooperative approaches encouraged throughout the document.

There are many ways in which the *Foundation* document will help teachers to create the fully literate child. Several of these will be discussed below. We begin, however, with a look at the major philosophies of developmentally appropriate practice, whole language and balanced literacy.

Developmentally appropriate practice (DAP), while difficult to summarize briefly, relies on the two tenets of age appropriateness (predictable sequences of growth and change) and individual appropriateness (differences in abilities and interests). Teachers must therefore observe closely and then plan active and authentic, interactive learning events. These events offer both choice of activity and frequent opportunities for communication (Bredekamp, 1987).

*A Foundation for Implementation* offers frequent guidance for observing. "Suggestions for assessment" often begins with a list of questions to guide a teacher's evaluation of a child's progress. For example, in specific outcome 2.3.2 "Develop a sense of story", the teacher is directed to involve children in a variety of retelling experiences with felt boards and puppets. She might then observe whether the kindergarten child can develop story sense through these retelling

activities. This is both an age-appropriate outcome, and an assessment that directs the teacher to consider each child's ability.

Developmentally appropriate practice is also evident in the suggestions for instruction in General Outcome 3: Managing ideas and information. Grade 1 students should "ask and answer questions to help satisfy group curiosity and information needs on a specific topic" (specific outcome 3.1.3). One suggestion is to have students imagine that they can ask the author of an information text questions such as "Why did you . . . ?". In agreement with DAP, these skills are taught in the context of an inquiry cycle.

The tenets of whole language, such as the importance of using and creating whole texts (rather than decontextualized exercises), and attending to cognitive processes as well as products, remains strong in the document. Grade 2, for example, should "demonstrate interest in the sounds of words and word combinations in pattern books, poems, songs and oral and visual presentations" (specific outcome 2.3.4). After an author study, students can create recordings of poems featuring rhyme, rhythm and word play. Teachers can note in what ways children participated as well as placing recordings in student portfolios.

Teachers are also given many ideas to focus students on the steps of learning, for example, accessing and/or building schema by doing, with grade 2 students, a "list-group-label" in order to "generate and contribute ideas on particular topics for oral, written, and visual texts" (specific outcome 4.1.1). Students are thus given specific assistance in developing strategies, which they can later use independently. The gradual release of responsibility (Pearson & Gallagher, 1983) in activating, acquiring and applying strategies is a dominant feature of the *Foundation* document.

Balanced literacy strives to strike a balance between reader-based and text-based approaches to teaching reading and writing. It reinforces the direct instruction of, for example, phonemic awareness for those children who need such instruction. Such teaching is always done in the context of interacting with a whole text, whether the child is doing scaffolded writing (Bodrova & Leong, 1996) or echo reading *Sheep in a Jeep* (Shaw, 1986) or watching *The Cat Came Back* (Barker, 1989).

The *Foundation* document supports the philosophy that students bring not only prior knowledge to the listening, reading, viewing experience but are also responsible for drawing information from the text. The best interaction (Lipson and Wixson, 1997) or transaction (Rosenblatt, 1978) offers a balanced perspective. For example, kindergarten children might learn symbols related to health and safety. They can encounter environmental print, such as having a red ring with a red slash over a swimmer mean "no swimming". They should then talk about their experiences with such signs as suggested for specific outcome 2.1.2: "recognize and anticipate meaning from print, symbols, and images; revise understanding based on further information".

Whether following developmentally appropriate practice, whole language or balanced literacy perspectives, teachers will find much to assist them in *A Foundation for Implementation*. It reflects the view of the teacher-writers who composed it, that students socially construct their own understandings (Vygotsky, 1986). Children, therefore, need frequent opportunities for collaborative learning followed by time for individual reflection on learning. This learning is mediated through all six of the language arts (reading, writing, listening, speaking, viewing and representing) which should be integrated both with each other and with the other subject content areas. An especially important feature of the suggestions for instruction is the oral foundation of all language learning. For example, children are frequently directed to share their understandings with a partner, to think-aloud so the teacher can hear what they know, to explain new information to a small group of children, or to share their favourite texts with a parent.

### Concerns about *A Foundation for Implementation*

While we are proud of the work we did on the *Foundation* document, we have lingering doubts about how it might be used by the educational community. We will consider two problems at this time. First, the structure of the document leads teachers to focus on discrete activities. Second, the province of Manitoba is using the document as a tool to build a Grade 3 standards exam.

One of the problems, which surfaced very early in the creation of *A Foundation for Implementation*, was a struggle over its

format. As English language arts teachers with many years of experience, we wanted the document to mirror our deeply held convictions about how students learn language. We started with the (then) newly published IRA/NCTE *Standards for the English Language Arts* (1996) and talked enthusiastically about their vignettes of exemplary language arts classrooms. In these real-life settings, teachers and students participated in fully integrated lesson sequences. On-going assessment by teachers and students drove instructional decisions. Activities flowed from one to the next, orchestrated by master teachers in tune with the needs of their students.

All teachers on the *Foundation* project were aware that we had to help teachers to implement each of the 56 specific outcomes for each grade. However, we wanted to show what the ELA classroom would look like as an integrated whole, and then point out how different outcomes were being addressed. As writing teachers, we also believed that we should draft the content first and then consider the format that might best communicate our message to other teachers.

After three months of meetings and many more hours of homework, we were given a pre-set format and directed to follow it. For many of the teachers on the project, this was an unpleasant reminder of the realities of *corporate voice*; it was what some of our perhaps more cynical colleagues might call the intrusion of business habits into education. A business or corporation prefers to speak with a single voice in all of its publications. Thus, collaborative ventures such as the *Foundation* document must sound and look like other pieces by, in this case, Manitoba Education and Training (for further discussion of the use of clip-text formats in technical writing, see Begoray, 1996). And what Manitoba Education and Training had just published was the *Foundation* document for mathematics: a four-column format where each specific outcome was addressed with activities, assessments and resources. We believed that such a form was probably well suited to mathematics, but not to language arts. We resisted, and time passed. It became apparent that this was one battle we could not win, and for the sake of the greater good of the project, we agreed to use the four-column format.

Like a pebble dropped into a pond, that formatting decision created ever-widening ripples of concern. For example, all of our

energies were devoted to completing our work on each specific outcome and we were never to return to our plan to include integrated units. Although we did add one appendix on integration, it was not an example, but rather a set of directions. We remain concerned that teachers have not been shown how to use the individual activities detailed in the four columns to create integrated lessons and thematic units for their students.

Without these larger examples, we also wonder how teachers will see the bigger agenda of developmentally appropriate practice, whole language, and balanced literacy. With the suggestions for *each grade* running to over 300 pages, we see a rich variety of ideas without an equally strong philosophical framework which is explicit in each section of the document. One example for the application of specific outcome 3.3.1 "identify and categorize information according to similarities, differences and sequences" is to fill in a comparison writing frame: "On the one hand \_\_\_\_\_ is \_\_\_\_\_, while on the other hand \_\_\_\_\_ is \_\_\_\_\_." Seen on its own, this activity looks eerily like a workbook page out of a generic book of student exercises. Although as writers we provided a context at the beginning of the suggestions for instruction for each specific outcome, this particular idea appears on a page without any introductory material.

The appearance of such a large number of discrete activities may militate against integration of instruction to achieve developmentally appropriate practice and to balance literacy. Teachers could choose activities which focus too much on structural analysis of words, for instance, and too little on word play. Clearly, one document cannot guarantee best practice in our language arts classrooms. However, we continue to believe that we might have done a better job of presenting ideas without format constraints.

Our other fear was that the *Foundation* document was being used to further the work of standards test makers. On the one hand (to echo our grade 1 lesson above!), we wanted to assist teachers to implement exemplary language learning ideas and to enhance classroom assessment by providing many ideas. On the other hand, we feared that our suggestions would be pre-empted by test maker's intent on examining a diversity of learners as though they were cut from one standards mold (for further discussion see Begoray, 1999). If the



comparison frame was used on the grade 3 standards exam, we worried, it will not be in the context of authentic classroom research. It will not be chosen by a child with a teacher's support. It will not be completed with information gleaned from a variety of resources, including the input of other learners. It will just be another decontextualized test item. We hoped that standards tests for grade 3's would be reconsidered, and indeed with the change in provincial government in 1999, this examination was the first to be cancelled. We can only continue to be vigilant. As developmentally appropriate practice criteria reminds us, "No letter or numerical grades are given during the primary years. Grades are considered inadequate reflections of children's ongoing learning" (Bredenkamp, 1987).

### Recommendation to Early Years Educators

*A Foundation for Implementation Kindergarten to Grade 4 English Language Arts* (Manitoba Education and Training, 1998) offers primary teachers a rich variety of suggestions for instruction and assessment to help make possible the literate child of the future. These suggestions are firmly based on principles drawn from developmentally appropriate practice, whole language, and balanced literacy. They fully support *The Common Curriculum Framework*, now accepted across western Canada and the territories. The *Foundation* document, however, contains copyright material cleared for use in Manitoba. We hope that this problem will quickly be addressed by other jurisdictions so that teachers in other parts of Canada can use it.

We conclude, then, by re-iterating our caution that the ideas contained in *A Foundation for Implementation* need to be blended into an age-appropriate and individually-appropriate program by a professional faculty well educated in current language learning theories. **We are confident that such teachers work everywhere in Canada, and that these same teachers will remain vigilant about the misuse of testing during the primary years.** We invite further discussion and inquiry about the *Foundation* document and its place in the creation of the fully literate child in the primary classroom.

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## Responding to Rabbits: A Toddler's Perspective

June Meyer

It was fascinating to read the in-depth article, *The Rabbit Habitat – Documenting a Kindergarten Project*, by Laurie Kocher in the Fall 1999 issue of *Canadian Children*. I was glancing through the journal when my two-year-nine-month old grandchild, Tristan, curled up beside me and said, "Tell me about the rabbit in the picture". We discussed the obvious information provided by the photographs' visual cues. Then I began to ask the questions noted in the article and realised that his responses were emerging from concepts arising from his personal multi-sensory experiences within his home and *his habitat* of a small northern community.

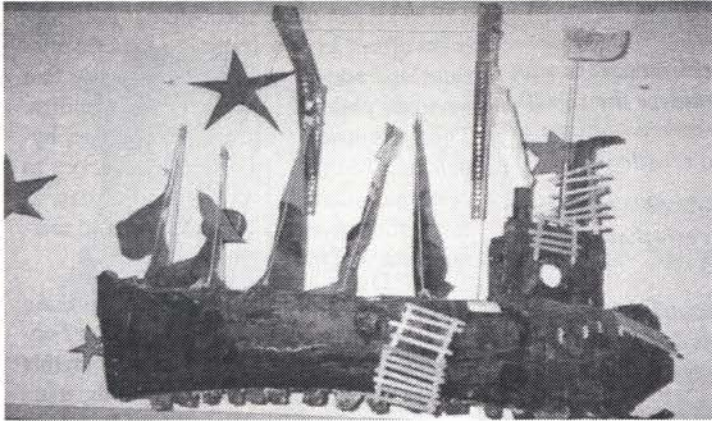
Question	Response
What does the rabbit eat?	Carrots, like from our garden
What does he need to keep healthy?	Vitamin pills
Where will he go to the bathroom?	Outside - when it's warm
What is a rabbit's favourite colour?	Yellow.
Can rabbits see in colour?	Yes they see the sun on the snow. Rabbits are like white like snow too.
Are rabbits afraid of high places?	Yes 'cos they will – he fell down and hurted himself.
You know why?	'Cos he went in a BIG PLACE – a big store - and he fell off the roof!
Are rabbits afraid of the dark?	No 'cos they're not
Do rabbits get hot with all that fur?	Yes 'cos they do.



photo courtesy June Meyer

Open-ended questions certainly revealed more of what Tristan knew. I then queried where he had learned about rabbits and he told me it was from rabbit tracks in the snow and from Maplewood Farms (a petting farm). *He disclosed that rabbits have tall ears like trees, can't talk, "but you would like to touch them 'cos they are very soft."* We talked about rabbit stories he'd read and he listed "The Runaway Bunny," "The Velveteen Rabbit" and "Guess How Much I Love You." Later we hopped and ran like bunnies, disappearing into the couch pillows. Tramping through the woods the next day, we found rabbit tracks in the snow and then drew pictures with sticks.

It is obvious that Tristan shares what is familiar and has meaning in *his* northern Yukon community, where there is only one big building, the grocery store. Sunlight is indeed golden on the snow during winter days, and rabbits turn elusive white to match the snow. How can we justify teaching children what *we* think they should know, before we have learned to investigate and discover what they can disclose to us? Let us, as the author notes, put "zeal" into our approach to education, respect and dignity into our relationships and wisdom to know and believe ...



*Setting Sail: Photo by permission of Hilltop Children's Centre*

## ***Setting Sail – An Emergent Curriculum Project***

### ***Thinking Big – Expanding Emergent Curriculum Projects***

*Produced by Margie Carter and Deb Curtis*

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#### **Reviewed by Laurie Köcher**

***“A curriculum with children at its heart will, by necessity, be responsive, emergent, and energized.”***

Hilltop Children's Centre, located in the Queen Anne neighbourhood of Seattle, Washington, has become a destination place for educators eager to learn more about interpreting the Reggio Emilia Approach within a North American context. The educators at Hilltop would be the first to say that what they offer has grown out of their desire to serve the needs of their particular community, rather than out of a desire to try to “do” Reggio. Influences from Montessori and High/Scope are also evident. I recently had the opportunity to spend a day at the center, visiting and observing. My impression was that this was very much a place that was in touch with the children and families – a calm, joyful, nurturing environment, where “children are valued for their ability to do meaningful work, their wonder and curiosity, their perspectives, and their ability to play.”

Several videos, featuring teachers Ann Pelo and Sarah Felstiner, have been filmed on site at Hilltop. *Setting Sail* tells the story of an in-depth emergent curriculum project that was focused on an investigation of the sailing and sinking of the Titanic. As children were engaged in this project, more about children's understandings and interests was uncovered. Decisions were made and plans for further extension were developed as teachers assessed the growth of individual children, as well as the growth of

the project. Some activities were aimed at particular children's developmental needs, and others at collaboration and relationship building within the group. As stated in the video, teachers hypothesized that the Titanic story provided a way for children to explore questions about safety and danger, lost and found, separation and reunion.

*Setting Sail* is a wonderful tool for demonstrating how sensitive and responsive teachers were attuned to the underlying themes behind the children's fascination for this story of the sinking ship. While the video does not give the complete step-by-step picture of the Titanic project, it does give a picture of practice, and provides a glimpse into the deep engagement that occurs when children's passions are honoured. For those educators who are uncomfortable with the notion of emergent curriculum, or who feel the need to have themes or units planned well in advance, the *Setting Sail* story provides evidence of the rich learning that *can* occur when the curriculum emerges from the interests of the children. Who knows where the children's intrigue will reside?

*Thinking Big* builds on the groundwork of emergent curriculum that was laid in *Setting Sail*, extending the work further. Both teachers speak of how, inspired by the teachers of Reggio Emilia, they have become keen observers and skilled documenters, thinking of themselves as teacher/researchers. In this story of the “Height” project, it became apparent that a group of children were fascinated with the notion of height, seeking to build ever higher and higher structures. Paying at-

tention to the developmental themes that pervaded this interest, the teachers surmised that being powerful and changing perspective were the themes that the children seemed to find most meaningful in their play. After the initial explorations took place within the classroom setting, the learning was extended into the community to local sites, such as a nearby massive water tower and the Seattle Space Needle.

*Thinking Big* goes further into depth with children's representational work. Several media for representation and re-representation are demonstrated throughout this project, including working with three-dimensional building materials, drawing, painting, and modeling with clay. Throughout, visual examples are included. Each time children make a transfer from one graphic medium to another they are confronted with new aspects of the thing they are trying to represent. Through representation children transfer what is inside their heads to an external expression. This transfer process often leads to expanded thinking or a transformation of their ideas. The representation process offers more opportunities for children to dialogue, learn from and influence each other. While children use various materials for representation the role of “teacher as researcher” is enhanced. Children's representations provide a window for adults to get to know the thoughts, interests, and questions each child is pursuing. This, in turn, enables teachers to plan curriculum in more relevant and developmentally appropriate ways.

These videos are most effective if viewed a number of times, with specific



Artist: Ian Griffith, 4 yrs. old  
Permission: Hilltop Children's Centre

focus questions for each viewing. The producers have aimed to structure these videos to appeal to a range of developmental stages for teachers, with a dose of inspiration and things to think about in the "how-to" department. The viewer's guide packaged with *Setting Sail* is arranged into sections which include: thinking about curriculum and in-depth projects, launching the project, sustaining interest and keeping a project growing, sharing what happened, and ending a project. Thought provoking questions, that invite reflective response, are an important part of this guide.

Here is a sampling:

*"How do you pursue conversations with your co-teachers to analyze the significance of children's representations in their play, words, and creations?"*

*In what ways are you flexible and ready to respond to the interests that children bring?"*

*In what ways are you attentive to individual children's needs during the life of the project?"*

*How do you provide the children, families, and teachers in your programme opportunities to reflect on and celebrate their activities and history with you?"*

While a viewer's guide is not included for *Thinking Big*, similar questions to those in the *Setting Sail* guide could be used to stimulate thoughtful discussion and reflection. Child-made postcards (see top left) are included instead with this video – these are an expression of children's learning, with little tidbits of reflection and theory about representation and re-representation:

*"In their drawing, building, and dramatic play, children offer us a view into how they understand the world."*

*"For young children, being up high and exploring tall things is a way to feel expansive and powerful."*

This Video Combination helps deliver the message that in early childhood EVERY-

THING is part of the curriculum. "Each moment offers an opportunity to explore relationships and to create a community that nurtures children, teachers, and families. There are always questions to pursue, hypotheses to investigate, and discoveries to celebrate. Curriculum happens all day, in every routine, action, interaction, and rearrangement of the room."

In the closing moments of *Thinking Big*, Ann Pelo states: "One thing that I appreciate about approaching curriculum this way is that I really have a sense of the journey I am on as a teacher. This idea of reflecting on the work I've done...helps me understand more deeply how to respond to the children and to provoke their thinking."

Both of these videos show the complexity of investigation and representation cycles demonstrated in a natural, evolutionary, responsive sequence arising in the lives of four and five year olds. The essential theme of children's powerfulness clearly unites the work. The viewer is left feeling the sense of community that underlies the work with children – and these videos are congruent with the message. In the words of one colleague's enthusiastic endorsement, "this is the best video programme I've ever seen in Early Childhood Education – it tops my list."

## CALL FOR ADVERTISING

**CANADIAN CHILDREN** is a journal distributed to over 700 members of the national Canadian Association for Young Children (CAYC). The journal is concerned with child development, early childhood and primary education. It is a professional journal published twice a year. The profile of members of the association and recipients of the journal includes teachers, daycares, primary schools, school boards, colleges, universities and libraries located throughout Canada. The journal provides an opportunity to target decision makers in the field of early childhood education, primary education and child development.

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### *Peter's Surprise*

By Laural Chvojka  
 Illustrated by Lorlie L. Vuori  
 Reviewed by Sally Krueger

Laural Chvojka's second children's story, *Peter's Surprise*, is nominated for the Alberta's R. Ross Annett Award for Children's Literature. It is a beautiful, gentle story about a snowshoe hare who arrives on the Randall farm one spring day when their dog, Peter, drops a tiny bundle of fur on the boot of five year old Laural's father. Her father praises the dog, thinking he has caught a gopher. But, surprise, it is not a gopher at all! It is a newborn baby snowshoe hare. Laural is thrilled! She donates her doll's bottle and her parents volunteer to get up during the night to feed the little animal. They find a box for the hare and keep it in the warming oven above the huge, old fashioned stove in the farm kitchen.

The hare grows and learns quickly. Laural's older brothers give him the name, Boots, because of his knack for booting his box at night to tell them he is hungry. As Chvojka's tells of Boots' other funny habits and how it soon becomes the children's job to look for dandelions and other greens to feed the growing hare, the reader grows to love the little character as much as Laural herself. Therefore, when the inevitable discussion arises about what to do with a grown wild animal living in their home, we feel the same tension that she does. The resolution, like the rest of the story, is old-fashioned and happy, even for Boots. Peter, the dog, would be surprised.

Lorlie L. Vuori's illustrations evoke farm life in the days of old with wooden-sided pick-up trucks taking the cream to town and kitchens with stove warmers instead of microwaves. But it is her depictions of animals that bring her pictures to life. Boots is so beautifully painted you feel you'd rec-

ognize him if he bounced past you in a field tomorrow. And the farm scenes are filled with cows and cats, horses and chickens, and of course, Peter. The story begins with a reference to Lolly, the title Ayreshire cow of Chvojka's first book, *Lolly and the Hat*. Vuori's picture of Lolly is so clear that anyone who has read that story would quickly recognize Lolly, as well as her calf on the pages of *Peter's Surprise*. Children reading the story will want to linger over the details of the farm and the farm animals, who keep re-appearing, linking one picture to the next throughout the story.

Chvojka's story is not merely the tale of a rabbit; she slips in lots of information about the difference between snowshoe hares and other rabbits (they are born with fur and open eyes), what they eat, and how much (another surprise in the story). She also gives her readers a beautiful picture of life on the farm: milk must be taken to town, hay must be cut, and chores must be done. Everything is taken care of in its own time and place, giving the whole story a feeling of calm and peace. Children living in today's fast paced urban setting will catch a glimpse of life being lived at different speed.

Laural's family is a co-operative team working to care for each other as well as the farm. The Randall parents care about the feelings of their daughter, as she wants to save the little hare. Everyone pitches in to look after and play with the hare. However, the children on the farm have chores and their lives are arranged by the farm rhythms such as haying and milking, so taking care of Boots must be fitted into those parameters. Nevertheless, the parents help the children and the children co-operate to

bring about the solution to their dilemma of owning a tame hare.

Although Laural Chvojka has written a warm story about farm family life a generation ago, the information she gives and the caring family life she portrays are relevant for any child at any time. The story is wonderfully complimented with the beautiful paintings of Lorlie Vuori. *Peter's Surprise* definitely has my vote for the R. Ross Annett Award for children's literature. The award will be announced on May 6, 2000 in Calgary, Alberta.

Both *Peter's Surprise* and *Lolly and The Hat* may be purchased for \$11.95 (Canadian funds) by contacting:  
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CHAIR

*We have said au revoir...and welcomed three new colleagues.*

*The ending of young children's lives in a Quebec road accident has been the beginning of ponderings on safety in fieldtrips and seatbelts in school buses.*

*As we begin this new century, we invite you....*

*Joy and Yellow Finches*  
*Joy and Red Cardinals*  
*Joy and Black Crows*  
*Joy and Canada Geese*  
*Joy and Joy and Joy*

**2000!** Endings and beginnings are the core of interesting lives. One door closes and another opens so the saying goes. Thanks go to Sue and Hugh Fraser for mentoring on this journal and kudos to Mabel Higgins for her first issue of *Canadian Children*. Much appreciation is sent to Norm Mackend of Montreal for his "beginning" with us as layout person.

We have said au revoir to some of our review board and welcomed three new colleagues: Dr. Sylvia Chard whose expertise in *projects* has helped me personally as an educator of student teachers; Dr. Gretchen Reynolds who teaches us that *play* is important for our children and ourselves and Dr. Cathrine Le Maistre, a fellow student at McGill who has gone on to expertise in *science, math, technology* and mentoring first year pre-service teachers. Our "Inside CAYC" ended its spot inside the journal two newsletters ago and began its solo journey under the adept direction of WayneEastman.

We include an article from our beginning issue of 1975 and realize that as times change some things remain the same.

The ending of young children's lives in a Quebec road accident has been the beginning of ponderings on safety in fieldtrips and seatbelts in school buses. An article on research in this area is invited.

In our *ending* issue of 1999 we were graced with an article on "Helping Children to Care for One Another" by Dawne Clarke. As we begin this new century we invite you to submit articles on goodness and kindness in young children, our peacemakers and caring leaders of the future.

We also invite *you* to share your work and research in the area of INFANCY.

*"So as spring begins, it brings with it showers and rain. Yet thankfully, it also ushers in the promise of sunshine and flowers, and the beauty of nature, and a certain hope for man's kindness to man."*

(Dale Huffman)

I end with this quote and look forward to beginning another successful journal in the autumn. Joy to your summer!

**Carol Jonas,**  
**Vice President / Publications Chair**

## FRIENDS OF CHILDREN AWARD

### ELSIE PERKINS

Mrs. Elsie Perkins was born and raised in a farming area in southern Saskatchewan. Her later teaching was greatly influenced by her attendance at a country school during grades one to six. She attended Regina Teachers' College and taught Grade I for Regina Public Schools. She married and had two children. When her children were old enough to attend pre-school, she began teaching at St. James Preschool Kindergarten in 1968. Elsie continued to teach pre-school and attended the University of Regina on a part-time basis. She received her Bachelor of Education in Elementary Education with Distinction in 1989, majoring in Language Arts and Early Childhood Education.

Elsie was a founding member of the Regina Pre-school Teachers' Association in 1983, mentoring new pre-school teachers, encouraging professional improvement, and distributing information to parents regarding how to choose a good pre-school. Elsie attended CAYC conferences for many years, then worked on the conference board for the past 10 years, and made a presentation at the joint ECEC/CAYC conference in 1996. She also assisted with the compilation and distribution of the *Directory of Children's*

#### *Services in Regina.*

Sewing and stitchery are Elsie's hobbies, and she does that for children as well – costumes for mini-musicals for Christmas and graduation at her pre-school and a small stuffed toy for each pre-schooler at Christmastime. Elsie also helped design and stitch dress-up costumes for four different themes for young children's "Once Upon a Time Room" at Government House, a Regina museum decorated to the 1800's era.

In the Spring of 1999, Elsie retired after teaching at the same pre-school continuously for 31 years. Many times she has taught the sons or daughters of her first pre-schoolers. She treasures pictures and memories of 1519 pre-school children and their parents. Her legacy – many of her former pre-schoolers are now teachers who also encourage play, laughter and a love of learning.

**Thank you Elsie for a lifetime of dedication to Canada's Children !**

*The CAYC "Friends of Children Award" was established to give CAYC a way of recognizing outstanding contributions, by individuals or groups, to the well-being of young children. If you know someone you would like to nominate for this award, please use the procedure and criteria below:*

#### PROCEDURE

- The submission for nomination(s) must come through a member of the board and be seconded by a member of the board. Board members can receive recommendations for nominations from other persons or groups.
- The nominator will be responsible to obtain approval from the nominee before submitting the name of the nominee with relative background or biographical information.
- The nomination(s) will come forward at a board or executive meeting from the board member assigned responsibility for the award.
- This board member or an executive member will present the nomination and speak to it.
- The nomination will be passed by the board and / or executive with a consensus decision.
- The award will be presented promptly and in person when possible.
- Publicity of the award and the recipient(s) will appear in the journal, Canadian Children, and other publications where possible.
- Number of awards per year will vary.

#### CRITERIA

This may be:

- An individual or group, regardless of age.
- Has a history of commitment to the CAYC mission statement and / or aims.
- Has shown an outstanding scholarly, advocate innovative and / or practical contribution to the well-being of young children.
- CAYC membership not mandatory but encouraged.
- Canadian citizenship not mandatory.

## Contributors

**Dr. Deborah Begoray**, currently an Associate Professor at the University of Manitoba, she teaches and researches in the area of literacy acquisition and development. She has twelve years of teaching experience from grades 1-12 and seven years teaching at universities in Alberta, British Columbia. Deborah is currently involved in helping pre-service and in-service teachers to implement *The Common Curriculum Framework in English Language Arts*.

**Margaret Clyde**, formerly Associate Professor in Early Childhood Studies at the University of Melbourne, is currently a consultant in early childhood education. She is also an international conference presenter and publisher, with over thirty years experience in tertiary institutions.

**Dr. Yael Dayan**, is an instructor in the Graduate Program in Early Childhood Studies, School of Social Work, at The Hebrew University of Jerusalem.

**Dr. Anthoula Kapsalakis** is a qualified psychologist currently employed in the Department of Psychology at Victoria University. Her research interests include play and language and the provision of children's services in rural and remote areas. She is undertaking her PhD, which is exploring cultural issues in the early identification of giftedness at the University of Melbourne.

**Julie Ann Kniskern**, ABD is an assistant professor at Brandon University in Manitoba. After 26 years in the public school system teaching from K-12, including a stint as ELA and Gifted Consultant for St. Vital SD (Winnipeg, MB), she is currently teaching Early Years (K-4) English Language Arts, Reading and Children's Literature courses at Brandon University. She is also involved in two research projects focusing on early years literacy and assessment practices using the strategies from the Manitoba ELA curriculum documents.

**Laurie Kocher** is a Kindergarten teacher in Abbotsford, British Columbia. For the last few years she has been immersed in study of the Reggio Emilia approach, and was fortunate enough to participate in a study tour in 1999. Documentation of children's learning has become her particular passion, and was the focus of her graduate research.

**Sally Kruger** is a school librarian in Erskine Alberta. She is interested in the study of children's literature. Ms. Kruger writes a weekly humour column for the Central Alberta Life Newspaper and has authored two historical romance novels about East Africa.

**Dr. Werner W. Liedke** is a professor in the Faculty of Education at the University of Victoria B.C. He supervises teachers in schools in Victoria while providing in-service training to teachers.

**June Meyer** is a former primary teacher and college instructor. Currently she is an Early Childhood consultant for First Nations communities. She takes pride in her "ever-learning" role as Grandmother.

**Romana Morda** is a qualified psychologist who is currently lecturing within the Department of Psychology at Victoria University. Her research interests include the delivery of services in rural and remote areas, social and emotional development of children and parents' perceptions of early childhood services. She is also currently undertaking a PhD, which examines the development of leadership skills in children.

**Dr. Carol Anne Wien** is an Associate Professor in the Faculty of Education at York University, Toronto. She is the author of *Developmentally Appropriate Practice in 'Real Life'* and various articles on early childhood education in Canadian and international journals. Her research and writing interests centre on: emergent curriculum and recent attempts at interpreting Reggio ideas in several Canadian settings; elementary teachers and tensions between early childhood curriculum and standardized curricula; and integrating the arts in education.

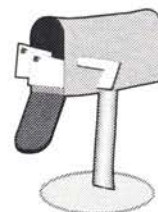
### Your Submissions:

The Journal of the Canadian Association for Young Children looks forward to receiving your manuscript submissions. They should be mailed on diskette, as outlined in the Author's Guideline, to:

Mabel F. Higgins  
Early Childhood Education  
Lambton College  
1457 London Road  
Sarnia, ON  
N7S 6K4



or, preferably  
email: [ece@mnsi.net](mailto:ece@mnsi.net)





# 2001

## CAYC NATIONAL CONFERENCE CALGARY, ALBERTA

APRIL 26-28, 2001

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## CALL for PRESENTERS

**Deadline for Submissions ~ September 30<sup>th</sup>, 2000**

*Please submit your proposals with the following information:*

Presenters Name & Job Title  
Mailing address, phone & email  
Title of proposed presentation  
Summary of content & format

*Forward to:*

[ccarston@mtroyal.ab.ca](mailto:ccarston@mtroyal.ab.ca)

**OR**

Cathy Smey Carston  
Early Childhood Care & Education Dept.  
Mount Royal College  
4825 Richard Rd. SW  
Calgary, Alberta, T3E 6K6

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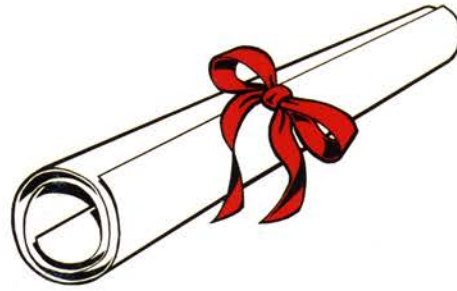
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# ANNOUNCEMENT

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**The Canadian Association  
for Young Children**



**L'Association Canadienne  
Pour Les Jeunes Enfants**

**2000**  
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**Canadian Association for Young Children**

## **ANNUAL GENERAL MEETING**

**The Annual General Meeting and CAYC Board Meeting will be held in Toronto, Ontario**

**November 5<sup>th</sup> 2000**

### **Call For Nominations**

The Canadian Association for Young Children hereby calls for nominations for the board position of three National Directors. These positions will be voted upon at the Annual General Meeting in Toronto, Ontario, November 05, 2000. The responsibilities for this position will commence in November 2000. Nominations **must be received by October 6<sup>th</sup> 2000**

**THE NOMINATION FORM (over-side) MUST BE RECEIVED 28 DAYS BEFORE THE AGM**

**Procedure:**

1. Obtain consent of nominee and have him/her complete Part A of the nomination form.
2. Nominator and Secunder complete Part B.

**Eligibility:**

1. Nominee must be a Canadian citizen or landed immigrant; must be a regular member, life member, or honorary member in good standing for a minimum of two (2) years on the books of the corporation.
2. Individual members or affiliated groups may make nominations

**Nominations must be received by:**

**Larry Railton  
1009 London Street,  
New Westminster, B.C. V3M 3B7**

**The Canadian Association  
for Young Children**



**L'Association Canadienne  
Pour Les Jeunes Enfants**

# NOMINATION FORM ~ CAYC NATIONAL DIRECTOR

~ Closing Date for Nominations: October 6, 2000 ~

## Part A

Nominee \_\_\_\_\_ (Please Print)

This certifies that I am willing to allow my name to stand as a nominee for the office of National Director for the 2 year term 2000-2002

Signature of Nominee \_\_\_\_\_ Membership No. \_\_\_\_\_

Address \_\_\_\_\_

Phone ( ) \_\_\_\_\_ Fax ( ) \_\_\_\_\_ e-mail \_\_\_\_\_

Date \_\_\_\_\_

**Curriculum Vitae:** (Please attach a brief sketch of your involvement in the field of early childhood, including dates and location)

## Part B

Nominated by \_\_\_\_\_ (Please Print)

Address \_\_\_\_\_

Phone ( ) \_\_\_\_\_ Fax: ( ) \_\_\_\_\_ e-mail \_\_\_\_\_

Signature \_\_\_\_\_ Membership No. \_\_\_\_\_

Date \_\_\_\_\_

Seconded by \_\_\_\_\_ (Please Print)

Address \_\_\_\_\_

Phone ( ) \_\_\_\_\_ Fax ( ) \_\_\_\_\_ e-mail \_\_\_\_\_

Signature \_\_\_\_\_ Membership No. \_\_\_\_\_

Date \_\_\_\_\_

The Canadian Association  
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# ANNOUNCEMENT

*Please be advised that the following changes to the constitution for CAYC will be proposed for ratification at the Annual General Meeting at 10:30am on November 5<sup>th</sup> 2000.*

## **Rationale for Changes to Sections 19, 22, 23B:**

Currently our constitution designates specific offices for our Executive Committee as follows: one Vice-President shall be Treasurer and one Vice-President shall be Executive Secretary. This designation presents problems for our organization. Sometimes, we do not have enough National Directors to be able to designate one person as Executive Secretary. Sometimes, the person who serves as Executive Secretary is not elected as a Vice-President. The changes proposed below allow increased flexibility in our Executive Committee, drawn from the elected National Directors.

## **We propose that the following sections of the constitution be amended to read:**

19. "The Executive Committee consists of the President, the Past President, and two Vice Presidents. One Vice-President shall be the Financial Chairperson. Such committee shall manage the day to day business of..."

22. Vice-Presidents "One Vice-President shall be the Financial Chairperson and the other shall be the Executive Secretary OR the Publications Chair."

23B. Executive Secretary" One National Director MAY be appointed as Executive Secretary."

## **Rationale for Change to Section 57:**

The title of the person to whom information regarding our constitution should be submitted has been changed.

## **We propose that the following section of the constitution be amended to read:**

57. "... until the approval of the Minister of Trade, Industry and Technology has been obtained."

*Respectfully proposed,*

**Elizabeth Munroe**  
**Chair**  
**Constitution Committee**

The Canadian Association  
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**Proxy Form - CAYC**

To be used at the CAYC Annual General Meeting

Members may appoint any other CAYC member attending the AGM to represent them.

The undersigned hereby appoints: Elizabeth Munroe, President of the CAYC Corporation

OR

Member \_\_\_\_\_

Address \_\_\_\_\_

As proxy of the undersigned with power of substitution to attend the Annual General Meeting, 2000 and at any adjournments(s) thereof and vote on matters of the Corporation.

For, or against, if no specification is made for approval of the Financial Statements.

For the appointment of auditors.

For such business as may properly come before the meeting.

Member Signature \_\_\_\_\_

Dated this \_\_\_\_\_ day of \_\_\_\_\_ 2000.

Return this proxy form to:

Larry Railton  
1009 London Street,  
New Westminster, B.C. V3M 3B7

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